NWSLC

NORTH WARWICKSHIRE & SOUTH LEICESTERSHIRE COLLEGE

Equality, Diversity and Inclusion Policy 2024 (v1.1)

North Warwickshire and South Leicestershire College

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Document History

Version Number	Amended By	Date of Revision	General Revision Description
1.1	HR	August 24	Updated as part of review cycle. Moved into new format.

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1. Introduction

1.1 North Warwickshire and South Leicestershire College is committed to promoting equality and diversity of opportunity for all its staff and students. Equality, diversity and inclusion (EDI) are central principles of the College's purpose and vision, and the College strives not only to meet its statutory requirements but to embed EDI into everything that we do. Our commitment is to create a culture and environment, where everyone can be their best and be included. The College is working towards the creation of a supportive and inclusive working and learning environment that is free from discrimination, where there is mutual respect and equality for all and where differences are respected and celebrated.

1.2 This Policy is set within the context of the College's visions, values and strategic priorities, setting out how the College will comply with its legal obligations as well as demonstrating its commitment to the promotion and development of equality of opportunity, valuing and celebrating the diversity of our workforce and our students and our inclusive approach.

1.3 To this end the College will ensure the development of:

i. equality aims and objectives;

ii. a robust and effective equality governance framework;

iii. a coherent and consistent approach to ensuring equality is fully integrated into all aspects of College life and activity;

iv. dynamic and responsive action plans to enable the College to meet its legal obligations and demonstrate best practice.

1.4 This Policy covers all aspects of the College's academic and corporate functions and applies to all members of the College community including:

i. all senior leadership and corporation members;

ii. all students;

iii. all staff, whether full-time or part-time, in teaching, support or voluntary working roles for the College (Staff on agreed leave of absence will continue to be regarded working for the College);

iv. parents and carers;

v. visitors to College;

vi. outside contractors working at the College

vii. employers responsible for students on work-based learning placements.

1.5 This electronic version is the definitive version of the Policy.

2. Definitions

2.1 'Activity' means a strategy, policy, procedure, guidance, project, service or decision whether formal or informal, proposed or existing, internal or external to the College;

2.2 'Action plans' mean College EDI action plans;

2.3 'Duty' means a mandatory and legal obligation to do something;

2.4 'Equality analysis (EA)' means a review of the activities carried out by the College to ascertain how they impact on each individual or group with one or more protected characteristics. Based on the result of this review, the College may need to redesign the activities to meet the different needs of these individuals or groups;

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2.5 'Protected characteristics' mean the characteristics of a person which are protected by the Equality Act 2010 which are age, disability, gender reassignment, marriage or civil partnership (in employment only), pregnancy and maternity, race, religion or belief; sex and sexual orientation. See Appendix 3 for full descriptors.

2.6 'The Act' means the Equality Act 2010.

3. Related Policies, Procedures and Documents

3.1 Bullying and Harassment Policy and procedures.

3.2 Comments, Compliments and Complaints Policy.

3.3 Child Protection and Safeguarding Policy and procedures.

3.4 All College HR policies and procedures.

3.5 Public Interest Disclosure (Whistleblowing) Policy.

3.6 GDPR Policy.

3.7 Freedom of Information Policy.

3.8 Other policies and documents may be identified from time to time as circumstances change or policies are reviewed and may be added to this list.

4. Legislation and Guidance

4.1 This Policy aims to meet the requirements of the following legislation and guidance:

i. The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination.

ii. The Equality Act 2010 (Specific Duties) Regulations 2011, which requires colleges to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives.

4.2 This Policy also takes notice of non-statutory advice from the Department for Education (DfE) contained within The Equality Act 2010 and schools although it should be noted this advice does not apply directly to further education colleges

5. Rationale

5.1 The purpose of this policy is:

i. To develop measures and actions that pay due regard to the need to eliminate discrimination and promote EDI for all those who share any of the protected characteristics.

ii. To promote EDI so that the College's approach goes beyond compliance, adopting an approach which is based on the following understanding:

- Equality is about creating a fairer society where all can participate and have the opportunity to fulfil their potential; to live as equal citizens in a society free from discrimination, harassment and victimisation.
- Diversity is about respecting, valuing and celebrating aspects that make people unique as individuals and the recognition that everyone contributes to society because of those aspects, not in spite of them.

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- Inclusion is about developing an environment where the talents and potential of all are harnessed and where everyone can be themselves and be valued for their individual contributions

5.2 To set out the requirements and responsibilities of the College in meeting our legal requirements as outline in section 4.

5.3 The Policy does not exist exclusively as a response to legal requirements, but also to reflect our ambition to ensure that equality and diversity is embedded in everything that we do as a College.

6. Policy Aims

6.1 The College will meet its obligations under the equality duty by having due regard to the need to:

i. eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;
ii. advance equality of opportunity between people who share a protected characteristic and people who do not share it;
iii. foster good relations across all people with protected characteristics.

6.2 The College aims to embrace equality, diversity and inclusion by promoting and maintaining a positive, diverse and inclusive working, learning and social environment where everyone is free from discrimination, prejudice and all forms of harassment and victimisation, enabling everyone to achieve their potential.

6.3 The College aims to be a beacon of exceptional practice, positively promoting a culture of inclusivity, respect and fairness within the College and the wider community.

6.4 The College aims to actively promote shared values that include equality, diversity and social inclusion, involving its communities, valuing their contribution to the delivery of its work and actively listening to and involving stakeholders.

6.5 To raise awareness with regards to discrimination and ensure that all students, staff, stakeholders and service users are aware of their responsibilities under the current equality legislation and uphold College policies.

7. Equality Objectives

7.1 The purpose of setting specific and measurable equality objectives is to help the College effectively comply with the general equality duty and achieve required outcomes.

7.2 The identification and development of equality objectives focuses attention on the priority equality issues within the College so that improvements in policy making, education and service delivery and employment, including resource allocation, are made.

7.3 The College will assess existing practices in relation to equality and identify objectives which will support improvement and development.

7.4 The College will set equality objectives which take a strategic whole College perspective. The EDI Taskforce Committee (which meets termly), will ensure actions to meet objectives are progressing effectively.

7.5 Equality objectives will focus on ensuring that:

i. all employees, students and others for whom the College has responsibility are valued and to are to be treated with respect and dignity;

ii. inequality, discrimination and prejudice are challenged;

iii. all education and training promotes respect for the cultural, socio-economic and linguistic diversity in its communities;

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iv. the College embraces diversity in all aspects, including socio-economic and aims to employ a workforce that reflects, at every level, the community and the students it serves;

v. all aspects of equality legislation are proactively upheld.

8. Equality Analysis

8.1 By virtue of the provisions of the Equality Act 2010, the College has a duty to have due regard to the need to:

i. eliminate unlawful discrimination, harassment and victimisation and other prohibited conduct;

ii. advance equality of opportunity between people of different groups;

iii. foster good relations between people from different groups.

8.2 In implementing this Policy and associated procedures, the College will actively take these aims into account as part of its decision-making process and will demonstrate how this has been undertaken.

8.3 Where necessary, a full equality impact assessment will be undertaken.

9. Data Protection Impact Assessment

9.1 Data Protection Impact Assessments (DPIA) are an essential part of the College's accountability obligations under the UK GDPR. Conducting a DPIA is a legal requirement for any type of processing, including certain specified types of processing that are likely to result in a high risk to the rights and freedoms of individuals. Under UK GDPR, failure to carry out a DPIA when required may leave the College open to enforcement action

9.2 A DPIA, relating to any relevant areas within this Policy and Procedure, will therefore be undertaken to enable the systematic analysis, identification and minimisation of data protection risks and to demonstrate how the College complies with its data protect obligations.

10. The Governance Framework

10.1 General Points

Governance is a framework of responsibility, accountability and communication. By establishing an equality, diversity and inclusion governance framework, the College will ensure that it openly and transparently complies with legal and regulatory responsibilities.

The equality governance framework is designed to ensure the ethos of equality, diversity and inclusivity is embedded throughout the College.

10.2 Application of the Policy

This Policy applies to the following persons:

i. all senior leadership and corporation members;

ii. all students;

iii. all staff, whether full-time or part-time, in teaching, support or voluntary working roles for the College (staff on agreed leave of absence will continue to be regarded working for the College);

iv. parents and carers;

v. visitors to College;

vi. outside contractors working at the College

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vii. employers responsible for students on work-based learning placements.

10.3 Implementation of the Policy

The College will ensure that:

i. Senior leadership, corporation members, students, staff, parent/carers and stakeholders are aware of the Policy and the actions required for its implementation.

ii. It sets the expectation that all members of the College community should treat each other with dignity and respect. We support the right of individuals and groups to hold their own beliefs and values but will not tolerate these being manifested in a way that intimidates, humiliates or creates a hostile or degrading working or learning environment.

iii. Students, staff, parent/carers and stakeholders are aware of the value placed on equality of opportunity, diversity and inclusion, and that action will be taken in the event of any breach of equality legislation.

iv. It complies with its legal responsibilities in carrying out both the general and specific public sector duties (outline in appendix 1 and 2).

v. Senior leadership, corporation members and staff have access to equality action plans, information and progress reports to assist them to plan, implement and monitor actions to comply with the equality duty.

vi. Students or potential students will not be discriminated against, harassed or victimised based on any protected characteristic:

- in relation to admissions;
- in the way education is provided;
- in the way students are provided with access to any benefit, facility or service; or
- by excluding a student or subjecting them to any disciplinary process.

vii. There are effective and sensitive support and complaints mechanisms in place, should anyone feel that they have either experienced or witnessed discrimination.

viii. Publicity materials present appropriate and positive images that support these provisions and the College will actively monitor such material to ensure balance and representation.

ix. Measures are introduced to facilitate understanding and conciliation between groups of different beliefs and to foster good relations between people of different faiths and beliefs.

x. Relevant policies and procedures are reviewed to ensure that anti-bullying objectives incorporate the need to eliminate unlawful harassment and to tackle prejudice to foster good relations.

xi. It endeavours whenever possible, to draw applications for employment from a wide pool with positive action, where appropriate, to encourage applications from under-represented groups.

xii. It conducts comprehensive and effective monitoring of all aspects of staff and student populations. Data is monitored to ensure services and activities are appropriate, sensitive and meet individual needs. The College will take appropriate measures to protect personal and personal sensitive data, including limiting access and where possible anonymising data taking due regard of data protection principles.

xiii. Undertakes Equality Impact Assessments on proposed service changes and policies, as a means of identifying any adverse impact and exploring possible solutions to mitigate these.

xiv. Reasonable adjustments are put in place for staff and students in accordance with identified needs wherever possible and will not disadvantage a staff member or student on the basis of such needs.

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xv. Recruitment, selection and promotion procedures are designed to enable people from under-represented and disadvantaged groups to participate fully in the process.

xvi. Introduce positive action initiatives where patterns of under-representation and differences in outcome are identified for either staff or students.

xvii. Action is taken to ensure that individuals are treated equally and fairly and that decisions on pay, training, career management and termination of employment are based solely on objective, job-related criteria.

xviii. Staff development schemes are designed to raise awareness and effectively meet the learning needs of all staff including disadvantaged and under-represented groups to advance equality of opportunity for all.

xix. It works in partnership with a broad range of organisations to provide services and supports others in achieving community cohesion.

xx. Partners adopt the same commitment to equality to ensure that students across all delivery areas enjoy the same positive experience wherever their place of study. To this end partners will be worked with closely to share best practice.

10.4 Roles and Responsibilities:

A number of groups and individuals have a role to play in the development and implementation of this Policy:

10.4.1 Corporation Members will:

i. Ensure the College is compliant with the equality legislation and the codes of practice supporting it.

ii. Ensure EDI is fully integrated into the Colleges' strategic and business plans.

iii. Ensure that College based equality objectives are developed, implemented, evaluated and published.

iv. Proactively consider EDI as part of their decision-making process.

v. Approve annual equality objectives.

vi. Receive an annual report on the implementation and impact of equality objectives.

10.4.2 The Principal and Executive Team will:

i. Provide leadership and act as champions to promote equality and diversity across the College community.

ii. Work with Governors and Senior Managers to ensure that the EDI Policy, Equality Objectives and action plans supporting it are implemented effectively.

iii. Ensure that the College meets its legal obligations in relation to equality.

10.4.3 The EDI Taskforce Committee will:

i. Develop annual College-wide equality objectives.

ii. Monitor the achievement and impact of equality objectives and report updates to executive and corporation members.

iii. Promote knowledge and understanding of equality objectives amongst staff and students.

iv. Formulate and provide advice and action on policies and procedures for the promotion of equality, diversity and inclusion across the College.

v. Review the effectiveness and progress in the promotion of equal opportunities issues.

10.4.4 Managers will:

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i. Implement the EDI Policy as part of their day to day management of staff and in applying employment policies and practices in a fair and equitable way.

ii. Ensure their staff have a clear understanding of the College's approach to EDI, identifying staff development as necessary.

iii. Work to ensure bullying, harassment and discrimination are effectively tackled.

iv. Ensure that all decisions that will change provisions, practices or policies and affect the workforce or students are subject to an Equality Impact Assessment.

v. Embed EDI in all workforce and curriculum activities.

vi. Lead by example in treating all staff and students with dignity and respect and by being fair and reasonable in their attitudes and behaviours.

10.4.5 Human Resources will:

i. Develop employment policy and strategy on equality and diversity.

ii. Provide guidance and support senior leadership in promoting knowledge and understanding of the equality objectives amongst staff and students.

iii. Support managers to identify any staff training / development needs and deliver training as necessary.

iv. Support managers in investigating issues relating to potential discrimination.

v. Monitor and report on the workforce equality data to the EDI Taskforce Committee.

vi. Champion equality and diversity issues, internally and externally.

vii. Facilitate training and development initiatives in relation to equality and diversity.

10.4.6 All staff will:

i. Be required to read and understand the Policy

ii. Implement the Policy in their day-to-day work and model behaviour that reflects the spirit of the Policy

iii. Treat people with respect and dignity in all their interactions

iv. Notify their line manager of any concerns with regard to the conduct of other employees, students, visitors or third parties

v. Help to build an inclusive culture where diversity is valued, and people feel confident to bring their whole selves into the working and learning environment

vi. Challenge inappropriate and discriminatory language and behaviour by staff, students, placement providers and other users of our services.

11. Implementation, Monitoring and Review

11.1 This Policy and Procedure will be reviewed *every three years*, or as otherwise required by law, regulation, organisational policies, good practice or contractual obligations.

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12. Appendix 1

Equality Act 2010 Obligations

1. Eliminating Discrimination

1.1 The College is aware of its obligations under the Equality Act 2010 and complies with non- discrimination provisions.

i. Staff are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.
ii. New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training annually.
iii. All students and staff are treated with respect and dignity and the College seeks to provide a positive working, learning and social environment free from discrimination, harassment or victimisation.
iv. Inequality and prejudice is challenged, wherever it exists, especially for those with a protected characteristic and groups such as young carers, those in or leaving care, ex-offenders and those from those groups where there is traditionally a low participation in education.
v. The College ensures that the curriculum and training promotes fundamental British values such as mutual tolerance and respect for the faiths and beliefs, cultural, socio-economic and linguistic diversity in our communities whilst embedding and promoting British values of democracy, the rule of law, individual liberty and respect.
vi. The College embraces diversity in all aspects, including socio-economic, and strives to employ a workforce that reflects, at every level, the community and the students it serves.
vii. The College will encourage and expect partners to adopt the same commitment to equality, diversity and inclusion.
viii. All current and new employees are informed of the College's commitment to deliver services that meet the diverse needs of our employees and all our communities and to aim to respect and value differences.
ix. The College will ensure that all aspects of its policies and activities are sensitive to discriminatory issues and fully exploit opportunities to advance equality and foster good relations.
x. The full diversity of students are involved in the development of our equality work.
xi. The College embeds and integrates equality analysis throughout all aspects of the student experience to help prepare students to live and work as active and responsible members of society and as employees.
xii. The College pro-actively uphold all aspects of legislation relating to equality.
xiii. Where relevant, College policies include reference to the importance of avoiding discrimination and other prohibited conduct.

2. Advancing Equality of Opportunity

2.1 The College aims to advance equality of opportunity by:

i. Removing or minimising disadvantages suffered by people which are connected to a particular protected characteristic they have.
ii. Taking steps to meet the particular needs of people who have a particular protected characteristic by making reasonable adjustments (e.g. enabling Muslim staff/students to pray at prescribed times).
iii. Encouraging people who have a particular protected characteristic to participate fully in any activities (e.g. encouraging all staff/students to be involved in the full range of College societies, this may mean making reasonable adjustments such as improving the physical environment of the College buildings or improving the delivery of information to those with protected characteristics).

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iv. Ensuring equality through the employment cycle, including recruitment, selection, staff development, performance management and grievances. The College has and will maintain the Disability Confident accreditation which allows for all those declaring a disability to be guaranteed an interview if they meet the person specification.

2.2 In fulfilling this aspect of the duty, the College will:

i. Publish attainment data each academic year showing how students with different protected characteristics are performing.
ii. Publish staff demographic data each academic year showing the representation of different groups across the workforce.
iii. Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information.

3. Fostering Good Relations

3.1 The College aims to foster good relations between those who share a protected characteristic and those who do not share it by:

i. Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of the curriculum. This includes through the PSHE aspects of the tutorial programme, but also activities in other curriculum areas. For example, as part of teaching and learning in English students will be introduced to literature from a range of cultures.
ii. Inviting external speakers to contribute to the College community in line with topical issues linked to fundamental British values.
iii. Working with local communities. This includes inviting leaders of local faith groups into College via the College Chaplaincy, and organising educational trips and activities based around the local community.
iv. Encouraging and implementing initiatives to deal with tensions between different groups of students within the College. All students are encouraged to participate in the College activities, such as clubs, student voice and the full range of Enrichment activities. College will also work with parents to promote knowledge and understanding of different cultures.
v. The College will develop links with people and groups who have specialist knowledge about particular protected characteristics, which helps inform and develop approaches to these characteristics.

4. Equality Considerations in Decision-Making

4.1 The College will ensure it has due regard to equality considerations whenever significant decisions are made.

4.2 The College will always consider the impact of significant decisions on particular groups. For example, when an educational visit or activity is being planned, consideration will be given as to whether the visit or activity:

i. Is planned when a religious holiday is taking place.
ii. Is accessible to students with disabilities.
iii. Has equivalent facilities for male and female students, and that gender-free facilities are available

4.3 The College will keep a written record to show that equality duties have been actively considered and relevant questions asked.

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13. Appendix 2

Complying with the Public Sector Equality Duty

1. Introduction

1.1 The Equality Act 2010 introduced the public sector equality duty that applies to public bodies (PSED), including maintained schools and Colleges and extends to all of the following protected characteristics (except marriage or civil partnerships with regard to ii and iii in 1.2 below):

i. race
ii. Disability
iii. Sex
iv. age
v. religion or belief
vi. sexual orientation
vii. pregnancy and maternity
viii. gender reassignment
ix. marriage and civil partnership

1.2 In carrying out its functions, the College is required to have due regard to the need to:

i. eliminate discrimination and other conduct that is prohibited by the Act
ii. advance equality of opportunity between people who share a protected characteristic and people who do not share it
iii. foster good relations across all protected characteristics, between people who share a protected characteristic and people who do not share it.

1.3 Having "due regard" means giving relevant and proportionate consideration to the duty. For colleges this means:

i. Decision makers in the College must be aware of the duty to have 'due regard' when making a decision or taking an action and must assess whether it may have particular implications for people with particular protected characteristics.
ii. College leaders should consider equality implications before and at the time that they develop policy and take decisions, not as an afterthought, and they need to keep them under review on a continuing basis.
iii. The PSED has to be integrated into the carrying out of the College functions, and the analysis necessary to comply with the duty has to be carried out seriously, rigorously and with an open mind; it is not just a question of ticking boxes or following a particular process.
iv. Colleges cannot delegate responsibility for carrying out the duty to anyone else.

2. Having Due Regard in Practice

2.1 The duty to have "due regard" to equality considerations means that whenever significant decisions are being made or policies developed or activities undertaken, thought must be given to the equality implications.

2.2 The significance of those implications and the amount of thought that needs to be devoted to them will vary depending on the nature of the decision. For example,

i. deciding when and where to have a College trip may raise a range of considerations:
– are the facilities accessible to disabled students?
– does the date cut across any religious holidays and so exclude some students?
ii. An initiative to raise student attainment for a particular gender could create issues related to race that need to be considered.

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2.3 It is good practice for colleges to keep a note of any equality consideration, although this does not necessarily need to take the form of a formal equality analysis. Publishing it will help to demonstrate that the due regard duty is being fulfilled.

2.4 It is good practice for the College to keep a written record to show that they have actively considered the equality duties and have asked themselves relevant questions.

2.5 There is no legal requirement to produce a formal equality impact assessment document, although for key decisions this might be a helpful tool (see Appendix 4).

2.6 If the College does not record its consideration of the general equality duty when making a decision or carrying out a particular function, this does not automatically mean that the duty to have 'due regard' has not been met. However, if challenged, it will be easier for the College to demonstrate that the duty has been met if a record has been made at the time. The duty only needs to be implemented in a light-touch way, proportionate to the issue being considered.

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14. Appendix 3

Equality Act 2010 Protected Characteristics

The Equality Act 2010 applies to the College as both an employer and education provider. The Act identifies nine 'protected characteristics'

1. Age

The Act protects people of all ages; however, different treatment because of age is not unlawful discrimination, if an organisation can justify it as a "proportionate means of achieving a legitimate aim".

2. Disability

Under the Act a person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day to day activities. HIV, Cancer and MS are included from the point of diagnosis.

3. Sex

Both men and women are protected under the Act.

4. Gender Reassignment

The Act provides protection for transsexual people. A transsexual person is someone who proposes to, starts, or has completed a process to change his or her gender. The Act no longer requires a person to be under medical supervision to be protected, so a woman who decides to live as a man but does not undergo any medical procedures would be covered.

5. Marriage & Civil Partnership

The Act protects employees who are married or in a civil partnership. Single people are not protected.

6. Pregnancy & Maternity

A woman is protected against discrimination on the grounds of pregnancy and maternity during the period of her pregnancy and up to 26 weeks after she has given birth.

7. Race

For the purposes of the Act race includes colour, ethnic origin, national origin and nationality (including citizenship).

8. Religion or Belief

In the Act religion includes any religion and it includes a lack of religion. A religion must have a clear structure and belief system. Belief means any religious or philosophical belief (e.g. humanism) or a lack of such belief. To be protected a belief must satisfy various criteria, including that it is a weighty and substantial aspect of human life and behaviour.

9. Sexual Orientation

The Act protects bisexual, heterosexual/straight, gay and lesbian people.

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15. Appendix 4

Guidance Notes for Undertaking an Equality Impact Assessment

1. What is the Equality Impact Assessment Tool?

The purpose of this tool is to improve the work of the College by making sure we do not discriminate, and that we will promote equality at all levels. Completing this tool will ensure that those with responsibility for developing policy, procedure, guidelines or activities take time to consider carefully the likely impact that these may have on those covered by the protected characteristics and to take action where any unjustified negative impact is detected in the development or administration of such policy, procedures or guidelines. By using this tool, the authors of such documents can make every effort to eliminate negative impact and take the opportunity to promote the College's equality, inclusion and diversity goals.

2. What is Meant by 'Impact'?

2.1 Negative or Adverse Impact

This is an impact that could disadvantage one or more groups. The disadvantage may be differential, where the negative impact on one particular group of individuals or equality groups is likely to be greater than another.

Example: Undertaking training in a location with no induction loop facility may have a negative impact on students or staff with a hearing impairment.

2.2 Positive Impact

An impact that could have a positive impact on once or more groups or improve equal opportunities and/or relationships between groups. This positive impact may also be differential, where the positive impact on one group/or groups of individuals may be greater than another.

Example: A targeted training programme for black and ethnic minority women would have a positive impact on black and minority ethnic women compared with its impact on white women and all men. It would not necessarily have a negative impact on white woman and all men.

2.3 Missed Opportunity

This is where an opportunity to promote equality of opportunity has been missed; consideration must be given as to what if anything can be done to remedy the situation. If action can be taken it should be included in the action plan.

3. When Should an Equality Impact Assessment Tool Be Completed?

3.1 Initial Screening

An initial screening of the proposed policy, procedure or guidelines should be undertaken by the author(s) of such a document. This should be completed during the review or development of these documents. At this stage you should be assessing obvious negative or positive impact or any gaps in your knowledge about the likely impact. It should be a shortened process which makes use of any previous consultation results, your personal knowledge & experience, research and reports, internal and external specialist advice etc.

3.2 Full Screening

If, as part of the initial assessment, it was identified that a negative impact may exist a full screening of the document should take place. This may involve other groups, for example the HR department. Any steps taken or suggested actions will need to be identified on the assessment.

4. Justifying Adverse Impact

4.1 If it proves impossible either to alter the activity, or to achieve its aims with a different activity without causing an adverse impact on one or more groups, there are two possibilities:

i. The activity's continued existence must be justified or

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ii. The activity and its aims should be abandoned.

4.2 Justification has two main elements:

i. It must be demonstrated that the activity is important on grounds unconnected with the discrimination that is taking place and
ii. That it proved impossible to find other ways of achieving the activity's aim without causing an adverse impact for one or more relevant groups.

4.3 Is it therefore vital to demonstrate that alternatives have been explored before deciding that an adverse impact is justified. Justification of an activity that causes an adverse impact should be seen as a last resort, where eliminating that adverse impact has proved impossible. In addition, even where an activity causes a justifiable impact, the steps should still be taken to mitigate that adverse impact.

4.4 The grounds for justification may include:

i. where positive action is being undertaken
ii. health and safety
iii. business efficiency

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Equality Diversity and Inclusion Policy and Procedure, 2024 v1.1

Equality Impact Assessment Tool

Name: *(Person responsible for the document/activity/decision).*	Contact Details:
Date of Assessment:	
Description of the matter being assessed:	
What is the aim of the matter being assessed?	
How does it contribute towards achieving the single equality duty?	
Which College equality objective does the activity contribute to and how?	

Who is affected?	**Students:**		**Staff:**		**Other (please specify):**	

Does the document/activity have an impact on any of the following groups?

Protected Characteristic	**Type of Impact**				**Identified Issues and Supporting Evidence**
	+	-	MO	None	
Age					
Race					
Gender					
Gender reassignment					
Religion, faith or belief					
Sexual Orientation					
Disability					
Maternity					

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Marriage / Civil Partnership					

Outline any engagement undertaken with protected groups to establish evidence of impacts:	
Protected Characteristic	**Engagement undertaken**
Age	
Race	
Gender	
Gender reassignment	
Religion, faith or belief	
Sexual Orientation	
Disability	
Maternity or pregnancy	
Marriage/Civil Partnership	
Can the impacts be managed by revising the document/activity?	
Protected Characteristic	**What changes could be made?**
Age	
Race	
Gender	
Gender reassignment	
Religion, faith or belief	
Sexual Orientation	
Disability	
Maternity or pregnancy	
Marriage/Civil Partnership	
Could we take different action? - Is there anything that cannot be changed?	

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What cannot be changed?	Can this be justified?	Is so, how?

Please outlined any proposals or suggestions to reduce any discriminatory impact you have identified	
Concern:	**Proposed Action:**

If necessary, please complete an **Action Plan**

Action Plan

Recommendation		Action Required	By Whom	By When	Priority*	Intended Outcome / Success Criteria
1.						
2.						
3.						
4.						

*** Priority:** Short Term (ST) - taking place over several weeks; Medium Term (MT) - taking place over several months; Long Term (LT) - taking place over an academic year

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