

Learner Equality, Diversity & Inclusion Policy

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Purpose:	To ensure all individuals who are involved, directly or indirectly, in the recruitment, selection, and assessment of learners/apprentices and/or customers on inspiro's government funded or commercial programmes and all third parties including subcontractors, are equipped to ensure that all activity is fair and non-discriminatory and meets the legislative requirements of the Equality Act 2010.	
Audience:	Our employees and anyone working on behalf of inspiro, within our training capabilities. This policy should also be shared with our learners/apprentices, employers and those representing inspiro through sub-contracted provision.	
Scope:	This Learner Equality, Diversity & Inclusion Policy applies to all employees within Inspiro and who have a responsibility at any level for training or apprenticeship delivery. This policy should also be shared with customers to make them aware of inspiro's commitment to equality, diversity & inclusion.	
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Reference number:	C002tinsp	
Cross-referenced policies:	<p>Internal policies of inspiro:</p> <ul style="list-style-type: none"> C922 Teaching, Learning & Assessment Policy C081 Welsh Language Policy (in English and Welsh) C1144 Prevent Duty and Promoting British Values Policy C002 Equality, Diversity & Inclusion (EDI) Policy (employees) C223 Disciplinary Policy and Procedure C224 Grievance Policy and Procedure C073 Safer Recruitment DBS Policy and Procedures Social Media Policy Whistle Blowing Policy C197 Learner Welfare and Safeguarding Policy Modern Slavery Act 2015 Statement Security, Information Assurance and Data Protection Policies 	
Further information:	OP197 Operating Procedure for Safeguarding Learners The Equality Act 2010 Equality Commission NI website.	

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Contents

Page

- 1. Organisation positioning statement 2
- 2. Policy aims 2
- 3. Promoting the policy 3
- 4. Equality Act 3
- 5. Responsibilities 4
 - 5.1 Managers 4
 - 5.2 inspiro Representatives 5
 - 5.3 Learners and their employers 5
- 6. Learner recruitment 5
- 7. Reasonable adjustments 6
- 8. Learning support 6
- 9. Design and development of our programmes 6
- 10. Delivery and assessment 7
- 11. Reasonable adjustments and special consideration 7
- 12. Monitoring & review 7

1. Organisation positioning statement

inspiro is fully committed to the principles of equality of opportunity, diversity & inclusion for all its employees, partners and learners/apprentices. It is our aim to ensure that prospective and actual learners and our employees are treated inclusively, regardless of any differences so that they have an equal opportunity to fulfil their potential. We will continue to be a wholly inclusive organisation where differences are encouraged, respected and valued. We require all our employees, partners, learners and employers to comply with equalities legislation and actively promote equality, diversity & inclusion.

2. Policy aims

- To ensure equality of opportunity and outcome
- To promote an inclusive culture
- To embrace and demonstrate the British Values in England and Wales or Shared Values in Scotland of: Democracy; The Rule of Law; Individual Liberty; and Mutual Respect and Tolerance for those with different faiths and beliefs ourselves, in all that we do
- To secure freedom from discrimination irrespective of, but not limited to: culture, race, colour, nationality, religion or belief, ethnic or national origin, marriage and civil partnership, age, gender reassignment, sex and sexual orientation, transgender, disability, unrelated criminal convictions, marital or parental status and membership of trade union or political affiliations
- To ensure that no individuals or groups are denied access to services
- To promote diversity within a safe environment for all potential and current learners and employees, in both service delivery and employment practice
- To identify factors and barriers which may result in prospective or actual learners being disadvantaged either directly or indirectly
- To take measures to compensate for these factors and remove barriers
- To continue to tackle discrimination by providing an accessible curriculum and creating inclusive learning environments
- Through our legal responsibilities, in accordance with the Modern Slavery Act 2015, to be alert to risk however small, in our business, our customers' and in our supply chain and will report and address any concerns of slavery and/or human trafficking through our safeguarding process

3. Promoting the policy

It is the responsibility of all managers and employees to promote and embed the Equality, Diversity & Inclusion (EDI) Policy and this Learner EDI Policy to all learners and their employers. The following sections include the individual responsibilities of key employee groups:

4. Equality Act

This Equality, Diversity & Inclusion Policy reflects the requirements of the Equality Act 2010.

The Act identifies nine Protected Characteristics. These are:

- **Age** older people, younger people, people of any age group
- **Disability** physical or sensory impairments, mental health disability, some long term medical conditions, aspects of learning difficulties, neuro-diverse conditions such as dyslexia, autism, Tourette's or ADHD
- **Gender reassignment** transsexual, transgender or people going through the gender reassignment process
- **Marriage and civil partnerships** a person who is married, a person who is a civil partner
- **Pregnancy and maternity** pregnant women, women on maternity leave, women who have recently given birth
- **Race** colour, nationality, ethnic or national backgrounds, heritage
- **Religion or belief** any religion or lack of religion, any religious or philosophical belief or lack of belief
- **Sex** women, men or gender identity
- **Sexual orientation** heterosexual (attracted to people of the opposite sex), homosexual (attracted to people of the same sex), bisexual (attracted to people of either sex), pansexual (attracted to people of any gender identity) or Asexual (not attracted to other people)

5. Responsibilities

5.1 Managers

To make this policy a success, managers will:

- Provide ongoing training to employees to ensure full understanding of EDI policies, processes and procedures. This includes mandatory EDI training for all employees at induction and regular refresher training throughout their employment period. Training records should be kept up-to-date and available to audit.
- Promotion of the inspiro “All together different” approach to EDI. Refer to All together different site on the inspiro Connect site and the broader inspiro inclusion groups (Women, Pride, Neurodiversity, Young Professionals, Mental Health) via this link
- Ensure all delivery staff and managers receive appropriate training and support to understand the implications of effective equalities practice for themselves and their learners.
- Monitor teaching, learning and assessment activity to ensure that equality, diversity & inclusion is promoted, which must include:
 - Creating a safe and equal learning environment which promotes equality by maximising opportunities in sessions both face to face and online to promote equality of opportunity including awareness of cultural and linguistic diversity;
 - Immediately and robustly tackling discrimination, victimisation, bullying, cyberbullying, harassment including stereotyping;
 - Materials and resources foster good relations and are representative and diverse;
 - Sessions are planned to meet the needs of individuals and different groups of learners.
- Ensure that, where needed, adaptive resources are used to ensure that all learners can access learning and participate equally and fairly.
- Monitor participation, retention and achievement outcomes by race, gender, age and disability, to check if there are any differences in achievement between the groups.
- Put into place actions to address any significant differences in achievement between groups.

5.2 inspiro Representatives

For the purpose of this document inspiro Representatives is a collective term we use for Tutors / Trainers / Assessors / Regional Trainers / Coaches To make this policy a success, technical, academic and support delivery staff will:

- Ensure that all teaching and learning methods, materials, support and assessment processes promote equality of opportunity and can be accessed by all learners, including the use of adaptive resources where appropriate
- Provide a high quality teaching, learning and assessment experience
- Ensure that the curriculum is inclusive and ensures equality of access for all learners
- Identify all individual learner needs, required adjustments and personal learning goals
- Adapt their learning session plans and resources to meet the different needs of their learners
- Provide impartial information, advice and guidance both generally and for careers
- Listen to their learners' concerns and respond to them, following the internal process for recording discrimination concerns
- Include induction activities that raise the awareness of EDI, including, harassment, victimisation and forms of abuse
- Ensure inappropriate language and behaviour is promptly and robustly challenged
- Ensure that all EDI issues that arise are addressed sensitively
- Act as an ambassador for inclusion and actively promote and challenge where expectations fall below acceptable standards

5.3 Learners and their employers

To make this policy a success, learners and their employers are expected to:

- Share and embrace inspiro's commitment to support the principles and practices of equal opportunity and diversity for all
- Have and develop an understanding of what constitutes discrimination, harassment and victimisation
- Respect other people's view and opinions
- Not show any prejudice towards others
- Follow health and safety regulations and instructions
- Feel safe and be safe knowing who to contact if they have any concerns
- Understand how to use inspiro's Safeguarding, complaints and appeals procedures

6. Learner recruitment

We collaborate with employers to recruit learners onto our programmes. This is undertaken in a number of ways including advertising vacancies and working with the employer's selection process..

Our approaches harness best practice in the delivery of learner recruitment and selection activities, ensuring applicants are treated fairly and recruited on merit. We will take into account previous qualifications, achievements and experience for the purposes of recruitment and recognition of prior learning (RPL) for all learners by completing a skill scan against the requirements of the programme.

Applicants requiring assistance at interview or during initial assessments are encouraged to request this in advance to enable us to make the necessary arrangements or adjustments. If additional support is required during the learning programme (e.g. learning or welfare support) reasonable adjustments will be made to ensure inclusive learning which will take into account the nine protected characteristics.

7. Reasonable adjustments

When a learner requires a reasonable adjustment in relation to one of the nine protected characteristics it will be the responsibility of the training manager and the IQA, in consultation with the inspiro Representative and the individual, to ensure that such reasonable adjustments are implemented. Inductions can be personalised to ensure that the individual's needs are taken into consideration in line with health, safety and welfare arrangements and to respond to the specific requirements of one of the nine protected characteristics.

Where we do not have the relevant expertise to respond to a request for a reasonable adjustment to be made we will consult with and signpost to external specialists.

8. Learning support

We will, for all individuals where relevant, carry out initial assessment for English and Maths and their programme of learning. A skills scan will determine the current ability and suitability for the level of programme which will provide a plan for each learner.

Where additional learning support is identified as a need and where the individual agrees to accept this we confirm the adjustments to be provided. In cases where this cannot be achieved, access to other agencies or organisations will be sought so that a continuous pathway of help and advice is identified for the learner. Where particular support is required we will utilise learning support funding to source additional equipment or adjust their programme by providing additional support for a defined period for that learner.

9. Design and development of our programmes

We are committed to:

- Developing programmes that are accessible to, and representative of the learners taking them, where these are not restricted by government and or the apprenticeship standard requirements
- Developing programmes and assessments which are free from bias and do not discriminate against specific groups or characteristics
- Making sure our programmes and related resources are of the appropriate demand and rigour, and that our learners are empowered by them
- Designing programmes that support the development of skills and abilities so that they enable progression and do not place a cap on learners' aspirations

- Developing programmes and resources that refer to provision at levels above, alongside and below, to enable the progression of learning

By doing these we ensure that learners with a protected characteristic, when they are undertaking one of our programmes, are neither advantaged nor disadvantaged in comparison to learners who do not share that characteristic.

We monitor and review equality, diversity & inclusion throughout the development of programmes and related resources.

10. Delivery and assessment

We pledge to provide equality of opportunity for learners to access all our assessments, whether they are internally or externally assessed, and by whatever means adhering to the requirements of the related programme.

11. Reasonable adjustments and special consideration

We are committed to fulfilling our duty to meet the access arrangements requested for our learners in a way that does not disadvantage either them or their peers.

We will always consider a request relating to access to our programmes, except where acceptance of the request is not logistically possible or where it would undermine the criteria for the programme or the assessment.

We will refer in all cases to the JCQ Access Arrangements and Reasonable Adjustments document.

12. Monitoring & review

We will monitor all aspects of equality, diversity & inclusion by:

- Measuring participation, retention and achievement in all subject sector areas
- Improving outcomes for people with disabilities and/or learning difficulties
- Evaluating attitudes of employees on equality, diversity & inclusion issues
- Obtaining the views of learner, employees and other stakeholders on how well we are doing
- Monitoring progress in recruiting a diverse workforce and demonstrating best practice as an employer
- Reviewing this and all related policies on an annual basis or sooner should there be a revision to our provision or any Acts related to Equality, Diversity & Inclusion