



Equality and Diversity Policy

This document sets out DA Training and Consultancy's policy for ensuring equality within accessing, providing and delivering qualifications.

Policy Statement

1. It is the aim of the centre to ensure that no learner or potential learner receives less favourable facilities or treatment (either directly or indirectly) in education based on grounds of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).
2. Our aim is that our learners are truly representative of all sections of society.
3. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness to all learners.
4. All learners are treated fairly and with respect. Selection for entry on to learning programmes is on the basis of aptitude, ability and a thorough initial assessment. All learners are helped and encouraged to develop their full potential.
5. This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly Equality Act 2010. In addition, full account is taken of any guidance or Codes of Practice issued by the Equality and Human Rights Commission, any Government Departments, and any other statutory bodies.



Our Commitment

- Every learner is entitled to a working environment that promotes dignity and respect to all.
- Development and progression opportunities are discussed with learners and suitable advice given.
- To promote equality in the workplace and the learning environment, which we believe is good management practice and makes sound business sense.

Assessments are based on the outcomes of learning from workplace activities, training and development sessions and projects irrespective of location of learner and assignments.

- Qualifications are awarded on the basis of valid and reliable assessments made in such a way to ensure that performance to the standards can be achieved.
- The policy is monitored and reviewed annually

Responsibilities of Management

Responsibility for ensuring the effective implementation and operation of the arrangement's rests with the Directors. They ensure that they and the team operate within this policy and arrangements, and that all reasonable and practical steps are taken to avoid discrimination. The Lead IQA will ensure that:

- The team are aware of the policy and the arrangements, and the reasons for the policy
- Complaints concerning discrimination are dealt with properly, fairly and as quickly as possible
- Records are maintained
- The Equality and Diversity Policy is communicated to the team and learners. The team are also encouraged to access intended equality training programs to develop an awareness and understanding on equality issues.



Responsibilities of the Team

Responsibility for ensuring that there are no unlawful discrimination rests with the team. The attitudes of the team are crucial to the successful operation of fair education practices. In particular, the team:

- Comply with the policy and arrangements.
- Do not discriminate in their day to day activities or induce others to do so.
- Do not victimise, harass or intimidate learners or groups who have, or are perceived to have one of the protected characteristics
- Ensure no individual is discriminated against or harassed because of their association with another individual who has a protected characteristic
- Inform the Lead IQA when they become aware of any discriminatory practice

Learners with Special Needs

The Centre attaches particular importance to the needs of learners with special needs.

Under the terms of this policy, the team:

- Make reasonable adjustments to maintain opportunities for learners who have or develop special needs, for example, increased learning hours, provision of special equipment (where appropriate), advice and guidance on specialist equipment, adapted equipment and physical environment
- Are aware learners with particular assessment requirements may need to use alternative means of assessment. Different approaches and support are provided to allow each learner to demonstrate their competence. Care is taken to show that the proposed assessment methods are of equal quality and rigour to those of mainstream learners in order to demonstrate they have achieved the national standard.
- Give full and proper consideration to people who apply for learning programmes, having regard to making reasonable adjustments for their particular aptitudes and abilities to allow them to be able to achieve the learning programme.



Monitoring

- Statistical records on ethnic origin, gender, age and disability are monitored on all learners. This enables the Centre to monitor learner recruitment with the aim of ensuring that all applicants irrespective of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex, or sexual orientation (protected characteristics,) gain equal access to qualifications.
- We maintain information on learners who have been involved in certain key policies: e.g. Complaints.
- The information collected for monitoring purposes is treated as confidential and is not be used for any other purpose.
- When monitoring shows that the Centre is not representative, then an action plan is developed to address these issues. This includes a review of Centre policies and practices.

Complaints

- Learners have a right to pursue a complaint concerning discrimination or victimisation via the Centre Complaints Policy.

Review

- The effectiveness of this policy and associated arrangements is reviewed by the Lead IQA as part of the annual policy review.
- If you have any queries about the contents of this policy, please contact the Compliance Director directly on: 02380 016555 or Email g.callaghan@datc.co.uk

Lorna Carter-Blake
Managing Director

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