

There is a Welsh version of this document available.

CAVC Group Equality, Diversity and Inclusion Policy – Learners and Visitors

Commitment

As a provider of education and training, Cardiff and Vale College Group will implement policies and procedures that meet the needs of our communities by promoting inclusion and addressing inequalities.

The Group strives to eliminate discrimination and overcome the disadvantages that exist in society which have resulted in some groups being treated less favourably than others. The Group has a responsibility to provide opportunities to individuals to achieve their potential in a safe and secure environment that is free of discrimination. The Group also has to ensure that it is representative of the community it serves and that it meets the needs of this community.

The Group is committed to promoting equality of opportunity in relation to gender, age, disability, race, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity and marriage/civil partnership.

All managers, staff, learners, contractors, visitors and others involved or engaged with the Group have the responsibility to behave in a manner that respects and supports the ethos of our inclusive Group and our commitment to fair opportunities for learning and employment. This duty refers to individuals when they are both in and out of our premises and includes use of the internet and electronic communication devices such as email, mobile phones, games consoles, social networking sites etc, regardless of ownership of the communication device.

Scope and Purpose of Policy

The Group willingly accepts its key responsibilities under the Equality Act 2010 to:

- Eliminate discrimination, harassment, discrimination and other unlawful conduct.
- Advance equality of opportunity by removing or minimising disadvantages, taking steps to meet needs, and encouraging participation in public life where participation is disproportionately low.
- Foster good relations by tackling prejudice and promoting understanding.

The **Equality Act, 2010**, recognised that inequality and discrimination still persist and introduced further rights and new obligations for public bodies.

This policy is underpinned by the Group's vision – Inspirational, Inclusive and Influential, and will support our work towards the key drivers of Quality, Efficiency and Growth. The policy will incorporate the following principles:

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- Learners will be supported to **enable** them to achieve their **potential** whilst in learning, in an environment which removes or minimises disadvantage, takes steps to meet their needs and which encourages participation.
- We will support learners to develop the skills they need to **progress** successfully through their lives.
- A commitment to the **social model of disability** where we look at removing the barriers someone could face because of their disability or learning difficulty, to promote inclusion.

This policy applies to all learners on all learning programmes regardless of mode or location of study.

This policy applies to all partners, stakeholders and franchise organisations.

This policy applies to visitors to the Group.

Definitions

Equality	<p>Equality is about ensuring equality of access, treatment, outcomes and impact. It is also the belief that no one should have poorer life chances because of their background, personal identity or experience.</p> <p>The achievement of equality of outcomes requires identifying the barriers and biases and taking targeted action to overcome specific inequalities, discrimination, disadvantages and marginalisation experienced by certain groups and individuals including those protected characteristics under the Equality Act 2010.</p>
Diversity	<p>Diversity is the differences in colour, ethnicity, abilities, age, gender, beliefs, interests, socioeconomic (class), marital or partnership status, sexual orientation, geographic, academic/professional backgrounds, opinions, backgrounds, thinking, experiences and many other characteristics. Diversity recognises that everyone is different in a variety of visible and non-visible ways, and that those differences are to be recognised, respected, valued, promoted and celebrated.</p>
inclusion	<p>Inclusion is the practice of including people in a way that is fair for all, values everyone's differences, and empowers and enables each person to be themselves and achieve their full potential and thrive. It is fostering a sense of belonging and active participation.</p>

Policy Statements

This policy aims to:

- **Ensure that associated procedures** are put in place to ensure that this policy is enacted across the Group. This will include a mechanism to ensure that the principles of this policy are embedded in all Group policies.
- **Identify responsible staff** - this will include the identification of a senior manager with strategic responsibility and individuals with operational responsibility for equality and diversity matters. Equality and Diversity matters will be reported to the Governors via the Quality Standards Board. There will also be an appropriate committee structure to ensure the effective involvement of key stakeholders.

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- **Publish a Strategic Equality Plan** as a means of improving the experience of staff and learners and taking our Public Sector Equality Duty forward by achieving any goals or targets. Progress against this plan will be updated yearly.
- **Engage** with stakeholders who are representative of all of the protected characteristics when setting and reviewing our equality objectives.
- **Allocate appropriate resources** to support the implementation of this Strategic Equality Plan.
- **Monitor and publish relevant data** relating to equality issues within the Group as part of our Public Sector Duty, on a yearly basis. This data will be analysed fully, and action plans developed to overcome any patterns of under-representation, under-performance or dissatisfaction.
- **Consider positive action measures** allowed by law to rectify disadvantages in employment or education provision revealed by monitoring.
- **Carry out impact assessments** to examine policies, procedures and practices to ensure equality is embedded within these policies and that there is no negative impact against the protected characteristics. Targets set during EIA meetings will be used to reduce differential impact or share positive impact.
- **Ensure that a programme** is implemented to promote diversity and foster good relations across the Group.
- **Develop appropriate materials to raise awareness** of equal opportunities and inclusivity across the Group to ensure that all staff, students, visitors and stakeholders are aware of the issues involved and their responsibilities.
- Take steps to ensure that procedures are in place so that **allegations of discrimination and bullying and harassment** are dealt with quickly, investigated fully and in a timely manner, and that individuals are supported through the process.

In addition as **a provider of education and training** the Group will make every effort to:

- Produce materials that are accessible, inclusive and understandable.
- Operate an admissions procedure that will advise and guide prospective students, considering reasonable adjustments, whatever their needs, promoting inclusivity and improving links with all establishments from which students might progress to us.
- Develop materials and opportunities to ensure that our learners are aware of their responsibilities under equality legislation and develop behaviour in line with the principles of inclusivity. This will raise awareness of people's differences and actively break down any barriers that come from a lack of understanding of these differences.
- Ensure that all students are given the support they require to progress.
- Develop inclusive teaching and learning practices for all learners.
- Ensure that facilities are accessible.

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- Have a procedure for dealing with formal complaints related to equal opportunities.

We will ensure that learners on all levels and types of provision are clearly signposted to any external organisation or body which oversees provision, standards, expectations or redress such as an awarding body, the QAA or the Office for Independent Adjudicators for HE (this list is not exhaustive).

Statement on Additional Learning Needs

CAVC welcomes learners with additional learning needs (ALN) providing we can reasonably meet their needs and offer the support they require (as per the Additional Learning Needs and Education Tribunal Act Wales 2018). Additional learning needs are defined according to ALNET Act 2018 and the ALN Code 2021 as:

1. A person has additional learning needs if he or she has a learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.
2. A child of compulsory school age or person over that age has a learning difficulty or disability if he or she
 - a. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b. has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.
3. A child under compulsory school age has a learning difficulty or disability if he or she is or would be if no additional learning provision were made, likely to be within subsection (2) when of compulsory school age.
4. A person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been used at home.

CAVC Group are responsible for ensuring that the colleges legal and contractual duties for ALN are managed effectively. Learners with ALN will be supported through additional learning provision (ALP) providing that this can reasonably be provided by the college to best meet their needs. All staff within the CAVC Group share the responsibility for supporting learners with ALN and implementing learners' support plans, in collaboration with the Inclusive Learning team. It is important that learners make the college aware of any additional learning needs and if they have an IDP at their earliest opportunity. Learners have the opportunity to disclose ALN on application, during enrolment and throughout their time at college. There are designated officers in the Inclusive Learning team who will support them to make a smooth transition from school to college. The Inclusive Learning team works with the learner, their families, colleagues at CAVC Group and external agencies to identify support needs and ensure that these needs are met. Newly identified cases of ALN will be referred to the College's Inclusion Panel and managed as per ALNET Act, 2018.

The CAVC Group's Aims for ALN Support:

- To identify and support learners' additional learning needs throughout their time at CAVC Group;

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- To collaborate with employees, parents/carers and external agencies to ensure that all learners with ALN at CAVC Group are supported effectively;
- To promote inclusive practice that ensures all learners, regardless of their ALN, have access to the curriculum and CAVC Group experience;
- To operate a whole college approach to ALN, adhering to the ALNET Act, 2018 and the guidance set out in the Code (2021); and
- To continue to develop employee training to support the above.

Responsibilities

The Governing Body will be responsible for ensuring that:

- The policy is reviewed on a regular basis (as per the policy terms of review) and appropriate advice is given on content. The Main Board approves the policy.

Senior Management are responsible for:

- Reviewing this policy and the attached procedures, including the Strategic Equality Plan.
- Monitoring and responding to quality and performance data linked to equality and diversity. Using this analysis of data to inform future planning to improve the representation, participation and success of underrepresented and underachieving groups, and challenge stereotyping.
- Ensuring sufficient budget is provided for professional development activities.
- Ensuring sufficient budget is provided for resources that support this policy.
- Treating any form of discrimination, harassment, victimisation, radicalisation carried out by an individual as a matter for possible disciplinary action.

Senior Quality staff are responsible for:

- Maintaining the currency of this policy and associated procedures.
- Providing appropriate training and development and support for staff to ensure they can follow the policy.
- Ensuring appropriate steps are taken to monitor data linked to this policy and that this data is used to inform and improve practice.

All Staff are responsible for:

- Acting in line with this policy and associated procedures.
- Dealing with all allegations of discrimination, harassment and victimisation sensitively, and investigate fairly and thoroughly.
- Ensuring that equality and diversity is built into all aspects of our programmes.
- Ensuring that learning takes place in a supportive environment free from discrimination or harassment, promoting British Values.
- Leading by example.
- Helping learners to improve their equality and diversity practices.
- Attending relevant professional development events and taking advantage of the opportunities open to them for developing their understanding of equality, diversity and inclusivity.

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All learners are responsible for:

- Treating other learners, staff and stakeholders with dignity and respect.
- Not doing anything that would discriminate or harass others because of their race, gender, disability, age, sexual orientation, religion, personal background or circumstance.
- Reporting any bullying or harassment.
- Attending information events during induction to ensure they are aware of this policy and its implications for them.
- Acting in line with this policy and any associated procedures.

Legislation and Guidance

Equality Act 2010
Public Sector Equality Duty
ALN Act, 2018
ALN Code, 2021

Equality and Diversity Statement

In accordance with Group procedures, this policy was written with consideration of the impact of individuals as per the Equality Act.

Welsh Language Standards

This policy provides opportunities for persons to use either the Welsh or English language. The duties which come from the Standards mean that organisations should not treat the Welsh language less favourably than the English language, together with promoting and facilitating the use of the Welsh language i.e. making it easier for people to use in their day-to-day life.

References

There is a link to all policies and procedures.

Communication and Storage

This policy is published on the company website.
This policy is stored on the company intranet.
This policy is shared with learners.

Glossary

None

Approval, Change and Review

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Cardiff and Vale College
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This policy is reviewed every 2 years.

Date approved:	19th June 2024
Approved by:	Main Board
Next Review date:	19th June 2026

Responsible Manager:	Senior Head Learner Journey
Executive Lead:	Assistant Principal Quality, T&L
Accessible to Students: :	Yes

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