

# **Equality, Diversity & Inclusion Policy** **(Single Equality Scheme and Public Sector** **Equality Duty)**

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Number 4.1

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Responsible Person: Director – Shebul Ali

## **Related Policies**

- Complaints and Appeals Policy
- Staff Handbook
- Disability Policy
- Admissions Policy

## **External References**

Sustainable Development Goals (2015):  
4 Quality Education, 5 Gender Equality, 10 Reduced Inequalities.  
Equality Act 2010

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## 1. Introduction

This policy sets out the College's approach to Equality, Diversity and Inclusion EDI. It includes details of the College's Single Equality Scheme and public sector equality duty and how they are promoted and implemented at the College. It covers how EDI is considered when developing all other policies and procedures. It also explains how EDI is monitored and reviewed and forms an integral part of the College's quarterly Course Quality Reviews, annual Self-Assessment Review, and Improvement Plan.

## 2. Single Equality Scheme 2022-23

This is the UK Graduate Single Equality Scheme (SES). The Scheme describes in one document how we intend to fulfil our statutory duties under existing equality legislation, how we promote equality of opportunity and reduce discrimination, and how we demonstrate our commitment to promoting respect, fairness, equality and diversity and valuing all our students. It builds on the work we have been doing on race, gender and disability and follows the guidelines of the Single Equality Act.

Our Single Equality Scheme (SES) responds to the new single public sector equality duty (PSED), which requires all public authorities to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

The SES involves students, staff, agencies and stakeholders and we work in partnership with them to implement it.

We have involved equality groups in the development of this Scheme and will engage with students, staff and stakeholders to develop our Action Plan.

UK Graduate, 73 Greenfield Road, First Floor, London E1 1EJ Tel:  
020 3609 0260 | Email: [admissions@ukgraduate.org.uk](mailto:admissions@ukgraduate.org.uk)  
**[www.UKGRADUATE.org.uk](http://www.UKGRADUATE.org.uk)**

We will continue to analyse data, promote awareness of equality, inclusivity and British Values and address issues that we identify. We will continue to make our policies and procedures increasingly inclusive.

### **3. UK Graduate's Equality and Diversity Statement**

UK Graduate values each member of the College community and recognises the

contribution made to college life by students, staff, service users, visitors and partners. UK Graduate will always seek to ensure that no member of the College Community will be subjected to discrimination, unfair treatment, or treated less favourably because of any protected characteristics such as age, disability, ethnicity or racial origin, gender, marital status, nationality, religious beliefs or sexual orientation. There is a strong belief in nurturing the potential of individuals through tolerance, respect and education.

UK Graduate recognises the importance of having a fair and just environment and is actively working towards promoting diversity.

UK Graduate will ensure that any alleged discrimination, harassment, bullying, unfair, or less favourable treatment is dealt with as quickly as possible, according to agreed procedures.

UK Graduate is clear that any form of racism or prejudiced behaviour will not be tolerated, and any incidents will be recorded, investigated and, in accordance with the College Conduct Policy, action taken to tackle and eliminate it.

It is the responsibility of all members of the College Community to uphold equal opportunity principles and to ensure that the SES is implemented fully by making sure that they do not discriminate and that they positively challenge all forms of discrimination within the College and promote our policies within the wider external community.

To this end, all students and partners, prospective students and any other outside agencies involved with the College will be informed of the College's commitment to equal opportunities and diversity.

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## 4. UK Graduate's Aims

This SES incorporates the policy and plans for addressing issues relating to the protected characteristics: Age, Disability, Gender, Gender Identity, Race, Religion

or Belief, Marriage or Civil Partnership, Pregnancy and Maternity and Sexual Orientation to ensure that equality and diversity practices meet the new Single Public Sector Equality Duty.

The College promotes equality of opportunity and good relations throughout the College Community to eliminate discrimination and encourage inclusion and participation. Where necessary it takes positive action to address any imbalance or disadvantage.

UK Graduate's commitment to Equality, Inclusion and Diversity is paramount and it strives to go beyond its legal duty to promote social cohesion.

This includes the adoption of the IHRA definition of anti-Semitism as outlined below. The college will work to educate our staff and students as to the definition and will follow up any incidents of anti-Semitism online or on campus following our Student Conduct and Anti- Bullying policies as appropriate.

"Antisemitism is a certain perception of Jewish people, which may be expressed as hatred toward them. Rhetorical and physical manifestations of antisemitism are directed towards Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities."

## 5. Our Vision

UK Graduate is an international, independent private college. We have been successful in providing affordable, high-quality vocational education for the last 8 years to students from the United Kingdom.

Our vision is to become an apprentice provider and higher education (HE) college by 2025 and give thousands of students the ability to study apprenticeships and HE courses with UK Graduate.

## 6. Our Mission

To provide inclusive, high-quality education, which equips students from diverse backgrounds with the knowledge, skills and qualifications they need to build a successful career.

## 7. Our purpose

To promote and provide the opportunity for participation in the learning process by those with the ambition and commitment to succeed and to maintain a learning community that meets the diverse needs of our students, the economy and society at large, through high-quality academic and vocational education and training leading to talented, committed, industry-focused and career ready students.

## **8. Promoting the Single Equality Scheme (SES)**

### **8.1. Regarding promoting the Colleges SES to staff, the College undertakes to:**

- Tackle any form of discrimination on the grounds of race, disability, gender/transgender, age, religion or belief or sexual orientation.
- Ensure that all policies and procedures are fully analysed and assessed for impact to incorporate the different needs of individuals.
- Expand opportunities for all staff to attend training.
- Provide a safe environment where everyone is treated fairly, with dignity and respect.

### **8.2. Regarding promoting the Colleges SES to students, the College undertakes to:**

- Provide a safe and supportive learning environment for all students.
- Acknowledge the role of the curriculum in challenging and addressing discriminatory practice and discrimination.
- Incorporate Equality Impact Assessments in the College Self-Assessment Report.
- Monitor admissions and student progress in relation to demographics.
- Obtain feedback and respond to it.

### **8.3. Regarding promoting the Colleges SES to employers, the College undertakes to:**

Ensure that they adopt the same commitment to equality, inclusion and diversity as the College does:

- Ensure that students enjoy the same positive experience wherever their place of study or work placement.

#### **8.4. Regarding promoting the Colleges SES to partners, the College undertakes to:**

- Ensure that when purchasing products or services from external providers, equality, diversity and inclusion is reflected in our tendering process.

This SES will be available to all staff on One drive or our website staff page and will be promoted by The Academic Board. The SES will be published on the College website and copies made available at College receptions.

The promotion of the SES and the accompanying Action Plan will be monitored, and details of its progress will be reported to:

- All Staff
- New staff during induction
- All students
- Senior Leadership Team
- Other stakeholders

### **9. How Does UK Graduate Promote Equality, Inclusion and Diversity?**

- The College has a robust application process for recruitment to ensure that equality in employment is secure. Monitoring applicant data has been in place for a number of years, which considers gender, sexuality, race, disability, ethnic origin and religion.
- Teachers will take notice of the individual learning strategies for students who have been assessed. It is essential that teachers and tutors work with the relevant areas, where appropriate, to provide materials, information, advice and study aids to meet the individual needs of students.
- Annual lesson reviews, programme reviews and curriculum planning are considered to monitor the extent and quality of the integration of Equality and Diversity into the curriculum. These highlight areas of good practice and areas where improvement is required. In response to this the College's Teaching and Learning Leads provide support and training to those areas where practice could be improved.
- Equality and diversity training is mandatory for all staff to ensure our focus on this

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subject is maintained.

- When creating schemes of work and lesson plans, tutors are asked to consider themes that highlight equality, diversity, and inclusion as well as British Values.
- Members of the student welfare team provide training and mentoring for tutors and students. They deliver guidance and advice about using assistive software, making adaptations to materials and a range of other strategies that can support students.
- The College has well-established procedures for monitoring the performance of Equality, Diversity & Inclusion. All stages of the College's self-assessment process require the inclusion of Equality & Diversity analysis. Reports by the student welfare team identify the performance of under-represented groups and make recommendations at curriculum level.
- The College's Self-Assessment Review (SAR) takes account of how Equality, Diversity & Inclusion constantly evolves and is informed by the results of impact assessments, learning walks, outcomes, student feedback, policy changes and amendments to legislation. The Quality & Standards Manager monitors the progress of individual "minority" student groups and has the responsibility for ensuring that Equality Diversity & Inclusion (EDI) actions are included in the SAR. The Quality & Standards Manager is responsible for monitoring actions and reviewing policies for EDI before being submitted to the Academic Board for approval.
- Tutorial sessions have Equality, Diversity and Inclusion as well as British Values integrated within planning to ensure that all students experience aspects that may be outside of their immediate environment and knowledge.
- Students based with employers are protected from harassment, bullying or discrimination through careful assessment, monitoring and questioning during regular reviews.
- Equality, Diversity and Inclusion data is based on the indicator question 'I would recommend the College to a friend'. This question is used as a 'general satisfaction' measure and then compared against different subgroups.

## 10. Sexual Violence and Harassment

- The College recognises that some groups and individuals are more affected than others and may relate to protected characteristics. For example [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf) indicates that in schools and colleges females are more likely to be victims and males perpetrators.
- There is also an acknowledgement that individuals who belong to our LGBTQ+ community are more likely to be impacted by these behaviours and crimes. The college follows this guidance and that in Keeping Children Safe in Education (2021) and the Office for Students Statement of Expectations <https://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/prevent-and-address-harassment-and-sexual-misconduct/statement-of-expectations/>
- In striving to adopt a culture where sexual violence and harassment are not accepted, a zero-tolerance approach is followed, and an environment promoted where individuals can operate with confidence irrespective of their sex or gender identity. This is done through raising staff and student awareness and the following of rigorous procedures regarding peer on peer and other forms of sexual violence and harassment as well as the establishment of strong partnership working with other local and national agencies who can work with us to prevent incidents and support students and staff where incidents have occurred.

## 11. Staff Profile

UK Graduate employs approximately thirty-five full- and part-time staff. There are also twenty-eight casual staff. The staff are made up of 62% female and 38% male. The College also has a number of policies and procedures in place to support its equality initiatives.

The ethnicity of our staff in comparison to our students is as follows: 89.7% of our students (students include students aged between 16-30 years, adults and apprentices) are British Bangladeshi compared to 91.5% of our staff. 2.56% of our staff and 3.78% of our students are from any other white background. 0.19% of our students and 0.51% staff are white Irish.

0.93% of our students and 0.17% of staff are from mixed/multiple ethnic groups – white & black Caribbean. 0.21% of our students and 1.54% of our staff are Asian/Indian. 0.12% of our students and 0.17% of our staff are Asian/Asian British Bangladeshi. 0.82% of our students and 0.34% of our staff are black British – African, 0.14% of our students and 0.85% of our staff are black/black British Caribbean. 0.25% of our students and 0.17% of our staff are Chinese and 1.54% of our staff and 0.21% of our students are Indian. To help ensure our staff are representative of our student population we need to consider how we recruit more staff from other white backgrounds, mixed/multiple ethnic groups and black British – African groups.

Each revised version of the SES goes to the College Management Team for agreement before being released to staff and uploaded to the website.

## 12. Monitoring

The College Course Quality Reviews monitor the College workforce by ethnicity, gender, disability, age, religion/belief and sexual orientation in terms of staff profile and turnover, absence, applications for vacancies and success at interview.

Bespoke training is provided for some staff, for example teachers who are identified as requiring improvement during the observation process or those for whom online training is not accessible.

### **13. UK Graduate's Policies and Procedures**

The College has an Equality Suite that reflects the following Protected Characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage & Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex/Gender
- Sexual Orientation

The College has the following policies, reports and statements in place for both students and staff:

- Single Equality Scheme (SES)
- Vision, Mission and Strategic Goals
- Equality and Diversity Statement
- Disability Statement

## 14. Inclusion and Community Cohesion

- The College will not tolerate any form of unfair discrimination or harassment based on an individual's race, gender, sexual orientation, marital status, age, religion, belief or disability. The College will investigate and address incidents of this nature.
- The College has hosts events, which celebrate diversity, British values, and commemorates significant dates. Some of these may be student-led activities.
- The tutorial programme includes Equality, Diversity & Inclusion activities that link to current themes, festivals and cultural events.
- The Communications Policy and Anti Bullying and Harassment Policy and Procedure inform students how to keep safe online and to deal with negative issues such as cyber-bullying. The College encourages staff and students to become 'e-responsible' by enjoying the benefits of new technologies whilst making them aware of, and managing, potential risks. Staff and students can access resources on the college website.
- The College has two members of staff trained in the Prevent initiative; by disseminating their knowledge it is helping colleagues to recognize and deal with signs of extremism. It is also mandatory for all staff to complete training to support this.

## 15. Fitness to Study

The College aims to support students' learning and academic achievements and will endeavour to make reasonable adjustments to enable students to access their course of study that is considered to be appropriate to their disability, learning difficulty or physical and mental ill-health. It may also apply when a student's condition compromises their safety or the safety of others whilst participating in a work placement or other off-site activity.

The College provides a range of services through Curriculum Support Services to help students during the application and enrolment process and their time at the college, for example:

- Student Support
- Welfare/ Safeguarding Team

The College recognises that each case will be different and may require liaison with the student, relatives or carers and internal and external agencies to reach a decision. The following are examples of when it is appropriate to consider reasonable adjustments:

- Where students are affected by conditions that require long periods of absence and treatment
- Where participation in an assessment or other course-related activity would jeopardise the long-term health and well-being of the student due to an existing medical condition.
- Where there are doubts from staff over a student's fitness to study in the College because of an existing medical condition.

- Where the ability to study is deemed by the College to be neither manageable nor achievable in relation to specific tasks or activities because of an existing condition. It may be necessary to consider awarding body criteria and the ability to study to complete assessments/ assignments.
- When there is disruption to teaching, learning and support of other students or where unreasonable demands are being made on staff or students.
- Where there is a risk to self and others because of an existing condition.

The agreement reached in each case will differ according to the circumstances and the advice received from medical practitioners and other external experts.

## **16. Self-assessment**

The self-assessment process is used to collect data on Equality, Diversity & Inclusion and achievement gaps and this informs the College Improvement Plan. This continues with steers from the Academic Board to address the achievement gaps.

## **17. Equality Impact Assessments**

Equality, Diversity & Inclusion issues are considered when new policies, processes and procedures are developed. The impact of policies on disability, gender and race are considered, and appropriate amendments are made and published to policies and procedures as required.

## **18. Implementing the Single Equality Scheme**

### **18.1. Accountability**

The College management team are legally responsible for promoting equal opportunities and diversity, eliminating unlawful discrimination, implementing the public sector duties and ensuring that effective policies and procedures are in place to continuously improve the quality of equal opportunities throughout the College.

The Managing Director is responsible for ensuring that Equality, Diversity & Inclusion is continuously promoted and comprehensively implemented in all aspects of the College's operation.

The Quality & Standards Manager and executive team are responsible for promoting, monitoring and reviewing the Equality, Diversity & Inclusion Policy and Procedures, and for evaluating their effectiveness. It is also responsible for promoting, reviewing, and monitoring the development of Equality, Diversity & Inclusion activity across the College.

### **18.2. UK Graduate is responsible for:**

- Reviewing Equality, Diversity & Inclusion related strategies, policies, procedures, and initiatives, and to advise and make recommendations to the Academic Board as necessary.
- Monitoring the performance of the College regarding its Equality, Diversity & Inclusion related objectives and statutory obligations
- Considering Equality, Diversity & Inclusion matters and recommend suitable actions.
- Receive views and recommendations from students.
- Promoting a working and learning environment that values diversity, promotes inclusion, and is committed to ensuring equality of opportunity for all students, staff, visitors, service users, partners, and stakeholders.

- Development and implementation of the Equality, Diversity & Inclusion SES Policy and Strategy in accordance with relevant legislation.
- Policy and guidance development and implementation including impact assessments.
- Ensuring that effective consultation and involvement is carried out with key stakeholders with respect to all relevant strategies, policies, practices, and procedures.
- Provision of an effective data monitoring, analysis and publishing process that supports the Equality, Diversity & Inclusion agenda.
- Provision of advice, support and guidance to managers, students and staff and related partners regarding Equality, Diversity & Inclusion matters.
- Design and delivery of training initiatives to support the promotion and implementation of the Equality, Diversity & Inclusion agenda.

The Colleges' HR Officer is responsible for promoting, monitoring and implementing of all aspects of the College's policies relating to the recruitment, employment and retention of staff.

Managers of College functions are responsible for promoting Equality, Diversity & Inclusion, for improving the performance of their individual curriculum or support area, and for ensuring that effective monitoring and review systems are in place. All employees of the College have a responsibility for implementing this SES Policy and promoting equal opportunities in all aspects of their work.

### **18.3. Embedding equality into quality assurance**

It is recognised that Equality, Diversity & Inclusion issues should not be marginal to the core business of the College but should be embedded in the strategic planning and quality assurance processes. Work will be undertaken to further embed Equality, Diversity & Inclusion into the lesson observation process, the self-assessment process, and the planning process. It will also be increasingly explicit in performance management processes e.g. performance reviews and management competences.

### **18.4. Monitoring, Reporting, Reviewing and Updating**

The SES covers the period September 2023-24. The SES and SAR Improvement Plan will be presented to the Academic Board each year, with details of progress and/or areas of concern in relation to EDI.

### **18.5. Equality and Diversity Impact Measures (EDIMs)**

These are used to inform the setting of targets and the measurement of our progress in achieving them, the College will collect and analyse the following information by equality groups in its SAR:

## **19. For students**

- Profile of students
- Applications, success and failure rates of admission to programmes
- Retention rates
- Achievement rates
- Disciplinary action
- Complaints by learners and their response
- Satisfaction surveys

## 20. For employees

- Profiles of employees by type of contract
- Recruitment and selection by application, short listing to interview and appointment
- Promotion application and success rates
- Disciplinary proceedings
- Grievances

Completion of this, in conjunction with the College Self-Assessment Report (SAR), will inform our equality objectives which will be set and reviewed annually in the College Improvement Plan.

## 21. Complaints or Appeals

Complaints relating to Equality, Diversity & Inclusion and the SES will initially be handled at course level or by Student Support and Welfare Staff and then through the usual Complaints or Grievance Procedures. Students can use the Complaints Form to communicate their complaint. In the case of serious complaints relating to equal opportunities, the Quality & Standards Manager or Managing Director may be appointed as the Investigating Officer. Prior to entering the formal process, complainants can speak to a colleague or a member of Student Services.

## 22. Publishing the UK Graduate Single Equality Scheme

UK Graduate will make the Single Equality Scheme as widely available as possible, not only to staff and students through outlook/teams but also to external partners and other stakeholders via the website. It will also be made available in hard copy to any interested parties.

Please contact admin team on (+44) 0203 609 0260 [admin@ukgraduate.org.uk](mailto:admin@ukgraduate.org.uk) or Sunny Uddin 07852778866 [sunny@ukgraduate.org.uk](mailto:sunny@ukgraduate.org.uk) for more information.

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