



Equality, Diversity and Inclusion Policy

Introduction

The Institute of Clinical Science and Technology is committed to the provision of equality for all, valuing diversity across all the dimensions of difference.

In the furtherance of this objective, the Institute has developed this Equality, Diversity and Inclusion Policy including procedures to be followed in implementing them, to ensure everyone who studies with us and works here does so free of discrimination.

This document takes into account the Race Relations (Amendments) Act (2000), the Special Educational Needs and Disability Act (2001) and the Equality Act 2010.

This version of the document includes legislation on the nine 'protected characteristics' and is available on the Institute's website.

Vision and Aim

Our Vision

We are proactively committed to creating a stimulating teaching and learning environment that values diversity, fairness, mutual respect and inclusion. We are dedicated to realising the potential of our staff and our students as well as our faculty and partners which make up our wider community. We believe that diversity enriches our individual and collective experience, performance and achievement.

Our Aim

Our aim is to set objectives, milestones and targets to:

- Develop diversity and inclusion as a widely recognised area of competitive strength.
- Effectively integrate and mainstream diversity and equality into our corporate strategies, policies, academic curriculum, teaching delivery, assessment methods, learning environment and management practice.
- Create an inclusive environment where differences are celebrated and everyone is valued and respected.

The drive and commitment to diversity and equality at the Institute will ensure that:

- We are adequately equipped to meet the diverse needs and aspirations of staff, students and wider community.
- We create an inclusive environment that promotes dignity at work and mutual respect.
- We set the standard within higher education and are recognised as an example of Equality, Diversity and Inclusion (EDI) good practice.

The Institute is committed to equality of opportunity both as an education institution and as an employer. Equality of opportunity means working to ensure that no student or member of staff receives less favourable treatment based on their 'protected characteristics'. This means on the grounds of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief (or no belief); sex; sexual orientation.

In complying with the Equality Act 2010, the Institute will:

- Promote good relations among its staff and students and will create conditions which contribute to the full development and potential of everyone.
- Create a climate where staff and students are given confidence to challenge acts and behaviour which contravene the Institute's Equality, Diversity & Inclusion Policy and the law.
- Treat fairly and appropriately each job applicant, course assessment, progression or promotion decisions at the Institute.

Definitions

- Equality is about creating a fairer society where everyone can participate and has the same opportunity to fulfil their potential. Equality is backed by legislation designed to address unfair discrimination based on membership of a protected group.
- Diversity comprises of a mosaic of people from all walks of life, who bring a variety of backgrounds, styles, perspectives, values and beliefs as assets to all those with whom they interact.



- Inclusion is the complete acceptance and integration of all students, employees and faculty regardless of diversity background that proactively leads to a sense of belonging, engagement and full participation within and across the Institute.

Legislation

The Equality Act provisions became law in October 2010. It replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency in what public sector organisations need to do to make the workplace a fair environment and to comply with the law.

The Act is intended to simplify, strengthen and harmonise the current legislation and to provide the UK with a new discrimination law that protects individuals from unfair treatment and promotes a fair and more equal society.

The Act streamlines discrimination law, making it easier for people to understand their rights and responsibilities.

In addition, the Act contains wide positive action provisions which offer special encouragement to those from disproportionately under-represented or otherwise disadvantaged groups.

The nine main pieces of legislation that have merged are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1970
- The Race Relations Act 1970
- The Disability Discrimination Act 1990
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006, Part 2
- The Equality Act (Sexual Orientation) Regulations 2007

The protected characteristics are age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief (or no belief); sex; or sexual orientation.

Other Key Provisions of the Equality Act

The Public-Sector Equality Duty requires Academic Institutions to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations

Positive Action provisions also permit the Institute to take proportionate action to overcome disadvantage, meet needs and tackle under-representation.

Our Approach

We have adopted a comprehensive approach that seeks to embed equality, value the multiple dimensions of diversity and mainstream inclusion. This means that we are committed to ensuring that this agenda is fundamental to the development and delivery of our policies and effectively integrated into the very fabric of our professional practice and service delivery.

Leadership and Management

The Institute's Leadership Forum will set the pace providing leadership at all levels to champion equality, diversity and inclusion, monitor progress against planned activities and respond effectively to the Institute's statutory requirements and legal obligations.

Access and Inclusive Learning

The Institute will provide an accessible environment for people with disabilities and from different cultures and geographic locations to study and work. Applications from groups currently under-represented in higher education will be positively encouraged.

In accordance with the Disability Discrimination Act 1995 Part Four (as amended by Special Educational Needs Disabilities Act 2001) and the Disability Discrimination Act 2005, the Institute has implemented accessibility and usability standards for its websites. The Institute improves accessibility through implementing valid, semantic and well-formed Hypertext Markup Language (HTML) and cascading style sheets (CSS) for its corporate templates.



Web Content Accessibility Guidelines (WCAG) 2.0 became a World Wide Web Consortium (W3C) recommendation on 11 December 2008. The purpose of the guidelines is to make web content more accessible. The Institute supports and encourages widening participation and social inclusion, and web pages and services which use this web template comply with a wide range of guidelines in WCAG 2.0. The Institute's web content is accessible to people with a wide range of disabilities and will continually work to comply with WCAG 2.0. By improving access to people with disabilities we also aim to improve the usability of our website for users in general.

Our latest web templates include the following features to improve accessibility and usability:

- Text is sized relatively to allow text scaling for visually impaired users.
- Logical HTML headers allow screen reader users to skip between page content easily by moving between headings.
- Links are written to define their target, so will make sense when read out of context.
- All meaningful images have been assigned alternative text; if for some reason you cannot see the images you will still be provided information on what the image is showing.
- 'Breadcrumb navigation' is used to provide location information within the website's information architecture and can be used as an additional navigation tool.
- CSS is used to style page content - separating presentation from content - enabling users to access content using their own CSS.
- Older browsers that do not implement CSS correctly will still display content and function correctly.
- JavaScript is implemented unobtrusively so that if users disable JavaScript in their browser, pages degrade gracefully and continue to display key content.

Staff Development and Training

Equality diversity and inclusion training in relation to legislation, employment, leadership, the student experience; cultural competence and how to put equality and the core principles of diversity into practice will be provided for all employees. In accordance with the Equality Act, positive action may be used as a vehicle to address under-representation. All employees will be given access to staff development, and where appropriate additional development, to enable them to fulfil their potential and to progress within the organisation.

Curriculum and Skills Development

Students will be educated for life and work in a global, multi-cultural society. The Institute will promote understanding, pay due regard and respect for all cultures. All students will be given the opportunity to develop further their skills to enhance their employability and progression opportunities when leaving the Institute.

The Student Experience

The Institute is committed to:

- Ensuring and promoting equality through teaching and learning, and in the selection, enrolment, assessment and progression of students.
- Providing appropriate student support and guidance which reflects the diversity of students' needs both pre-entry and on-course.

This means that no student will receive less favourable treatment based on their protected characteristics. Support and guidance for students will be linked to their needs. It also means the Institute aims to promote equal respect for all people, to challenge prejudice and to prepare students to work in a multicultural and diverse society. Selection, assessment and progression will be kept under review to ensure that individuals are selected and treated only based on their relevant merits and abilities.

Publicity and Promotions Policies

The Institute seeks to ensure that publicity and promotion practices encourage applicants from under-represented groups. There is scrutiny of publicity and promotion materials and marketing related activities to ensure that brochures, advertisements, applications forms and display materials reflect the diversity of students at the Institute.

This means materials do not contain socially, racially biased or stereotypical terminology, information or illustrations which contravene this policy. We will provide impartial guidance to all applicants so that they are placed on the best courses to help them succeed. Publicity and promotion of the Institute to students may include:

- Developing entry criteria which is clear and does not discriminate unfairly by, for example, only referring to traditional entry qualifications.
- Placing advertisements in non-traditional outlets.



- Establishing - links with the publicity networks of local community groups and other organisations.
- Providing detailed information about the range of opportunities open to mature people without traditional entry requirements, which makes explicit the criteria and procedures for entry.
- Undertaking monitoring exercises on the above to determine the most effective means of contacting people from under-represented groups.

Access and Educational Opportunities for Under-Represented Groups

The Institute is committed to working towards providing additional educational opportunities for under-represented groups. Methods to achieve this include diversity in course structure, including an extension of short course and part-time study. ICST course delivery via an online platform is an inherently flexible learning environment that helps students vary their pace of study.

Admissions Policy

On higher education courses where particular groups are significantly under-represented, the Institute will seek to identify the cause and to take positive action.

To assist in this process ICST will need to:

- Monitor the profile of entrants to their higher education programmes
- Identify the nature and cause of significant under-representation within their student intake.
- To develop recruitment policies designed to attract groups that are currently under-represented.
- To ensure that admissions tutors make explicit their criteria and procedures for entry of 'non-traditional' as well as 'traditional' applicants and that they endeavour to identify study potential in the absence of conventional indicators as examination results.

The Institute will ensure that the application procedures and criteria for non-traditional entry to higher education courses are explicit and made available to the public. It will also ensure that this information is collated across the Institute to obtain an overall picture of developing practice.

Student Support

As ICST has a wide variety of types and level of course on offer the extent of student support varies depending on the length and type of course on offer, the highest level of support going to those enrolled onto a higher education course. Nevertheless, the principles below apply to all students enrolled onto the ICST learning platform.

The organisation and resourcing of ICST support services aims to meet the needs of students who, as an outcome of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief (or no belief); sex; or sexual orientation, may find difficulties related to their academic or vocational work or other aspects of their lives while studying at the Institute.

For higher education courses with validating partners, the network of care in the Institute will link up the specialist services which provide personal development advice, core skills, careers and employment services.

With an ageing population, and an increase in the number of students with children, the Institute recognises the care responsibilities that students have, which are viewed as the role for both men and women, and considers the specific challenges that care responsibilities bring and the impact they may have on attendance, learning and academic performance.

Curriculum Development Policies

The Institute is committed to a curriculum development policy, which furthers its equality, diversity and inclusion commitment with respect to both the content, presentation and delivery of academic courses. The implementation of a curriculum development policy requires monitoring, scrutiny, and where necessary revision, of internally validated course submissions, unit guides and associated assessments to ensure that they do not promote discriminatory terminology, stereotypes, information or concepts.

Where possible the curriculum will promote equality, diversity and inclusion and will prepare students for a global multi-cultural society by promoting understanding and respect for all cultures and by encouraging tolerant discussion of a range of political beliefs and religious conviction. Where relevant, the curriculum will expose students to cases and methodologies that incorporate variations by gender, race, ethnicity, sexuality, disability and religion.

The curriculum development policy will include:

- The development of alternative full-time and part-time forms of study mode which would have the advantages of shorter-term objectives and transferability (to other courses) for those who may find difficulty in committing themselves initially to three or more years of study.



- A variety of modes of assessment to enable students to demonstrate a variety of skills and areas of comprehension, for example: projects, course work, seminar papers, open book exams, objective response exams, as well as or instead of the traditional essay or written examination. Assessment criteria will be fair and transparent.
- Dissemination of good practice from both within the Institute and from external agencies in the development of curriculum which promotes equality, diversity and inclusion (for example, the Good Practice Guide from the Higher Education Funding Council for England (HEFCE), Equality and Human Rights Commission (EHRC) and the Equality Challenge Unit (ECU).
- An approach to teaching which recognises that an appreciation of students' diversity, cultural background and individual learning style is an essential element of any approach to academic delivery.
- Pro-active due regard to the principles of inclusive teaching to encourage the creation of a stimulating learning environment where all students, regardless of their backgrounds are given the opportunity to realise their full potential and enhance their employability.
- Staff development will be undertaken to promote inclusive learning and the management of the learning environment for a diverse group of students.

Equality and Diversity for Staff

The Institute is committed to equality of opportunity, valuing diversity and promoting inclusion. As an employer, the Institute will ensure that no applicant for a post or existing employee receives less favourable treatment on the grounds of their protected characteristics.

Recruitment and Selection

The commitment to Equality, Diversity and Inclusion underpins the Institute's approach to Staff Recruitment and Selection. Through the use and application of training and monitoring, the Institute is committed to ensuring that these recruitment and promotion procedures are kept constantly under review to ensure that individuals are selected for interview and appointed to posts based on their ability to do the job required.

The Institute will use published, objective and job related criteria when making decisions on recruitment, remuneration, training, promotion and termination of employment. Where possible barriers to equality of opportunity will be identified and positive action taken to address them by for example, targeted training and development.

Staff Development on Equality, Diversity and Inclusion

Human Resources are responsible for ensuring the implementation throughout the Institute of training, education and information for staff on equality, diversity and inclusion legislation, policies and best practice.

All managers responsible for training and development of staff should ensure that all opportunities are allocated objectively, fairly and without discrimination. This includes in-house events and external training, staff sabbaticals, secondments and sponsored study.

All training and development events for staff will include an equality, diversity and inclusion dimension where appropriate.

Delivering an Inclusive Environment

The Institute will provide an inclusive environment that promotes equality of opportunity and diversity and is free from unlawful discrimination, harassment or victimisation of any kind. This also includes bullying, harassment and unlawful behaviours towards trans students and staff (transphobia) and/or bisexual staff or students (biphobia).

All staff (including staff employed by agencies for contracted out services), faculty, students and other users of the Institute services will be made aware of behaviour which amounts to discrimination, harassment or victimisation and that such behaviours may result in disciplinary action and/or amount to a criminal offence

The Institute will do this by:

- Taking appropriate action against any student or member of staff who does not comply with the policy.
- Ensuring promotional and teaching materials present appropriate and positive images relating to all the dimensions of diversity and equality.
- Ensuring all Staff have access to comprehensive information to assist them in planning, putting into practice and monitoring their responsibilities under the Equality, Diversity and Inclusion Policy.
- Striving to challenge behaviour which does not accord with the Institute's Equality, Diversity and Inclusion Policy. Considering appropriate measures to overcome under-representation jobs or education identified by the monitoring and impact assessment processes.
- Responding positively and competently when issues relating to equality, diversity and inclusion are discussed. Ensuring that all students and staff know how to raise complaints and that the Institute provides a timely and sensitive response.



Complaints

If a member of staff or a student believes that they have been discriminated against, subjected to bullying by a member of staff or suffered any unfair treatment, they should seek the advice of the Human Resources Officer and/or, any member of the leadership team. Complaints will be dealt with under the Students' Complaints Procedure or the Staff Grievance Procedure as appropriate.

Responsibilities for Equality and Diversity

It is unlawful for anybody to discriminate on the grounds of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief (or no belief); sex; or sexual orientation. This also includes discriminating against trans people (transphobia) and/or bisexuals (biphobia).

Responsibilities for approving and monitoring this Policy lie with the Principal, the Leadership Team and Human Resources but everyone associated with the Institute has a duty under the Institute's Equality Diversity and Inclusions Policy as follows:

The Principal and Leadership Team

- To ensure that the Institute fulfils its legal responsibilities.
- To provide adequate scrutiny in monitoring the implementation of the policy and any associated action plan.
- To monitor this policy in relation to Institute employees.
- To provide active visible leadership on equality, diversity and inclusion.

Human Resources

- To ensure that related aims and objectives of the Equality, Diversity and Inclusion Policy are effectively implemented.
- To ensure that all are aware of their individual and collective responsibility and accountability
- To exhibit and role model the Institute's core values.
- To ensure staff understand how to report any perceived discrimination or unequal opportunity and that all training and development opportunities are allocated objectively, fairly and without discrimination
- The Director of Human Resources is responsible for drawing up an annual action plan and raising staff awareness of their responsibilities under equality, diversity and inclusion legislation.

Staff

- To practically demonstrate the core principles of equality, diversity and inclusion by treating others with dignity and respect.
- To effectively identify and challenge discriminatory behaviour and attitudes.
- To speak out and report if they witness or are a victim of any form of discrimination, bullying, unfair treatment or harassment by any member of staff or anyone associated with the Institute.
- To maintain an awareness of equality legislation by attending staff development programmes.
- To exhibit the Institute's core values.
- To actively participate and contribute to create an inclusive learning environment that values difference.
- To ensure that equality and diversity is effectively integrated into the professional practice of teaching, research and all levels of service delivery.

Students

- To speak out, or report it, if they witness or are aware of discrimination, bullying, unfair treatment or harassment and not assume that it is someone else's responsibility.
- To effectively challenge any form of discrimination.
- To take equal responsibility in ensuring that we create a learning environment where people are valued and respected.
- To express opinions constructively with sensitivity and respect.

Service Providers

Service providers working in Institute premises or in any way for or on behalf of the Institute are expected to act within the requirements of the law and the terms of the Institute's Equality and Diversity and Inclusion Policy.

Support Infrastructure

The Equality and Diversity and Inclusion Officer is part of HR and is responsible for providing expert guidance, advice and management support at a strategic and operational level across the Institute and disseminating good practice.



Monitoring

Monitoring of the effectiveness of the policy will take place on an annual basis and a report of the results made to the Leadership team. The results will inform corporate decision making through the Leadership team.

The Institute is committed to devising and implementing appropriate methods of monitoring and evaluation of the Institute's Equality, Diversity and Inclusion Policy. The Institute will produce statistical analysis which will help to identify and to diagnose problems. This will enable the monitoring of the effectiveness of the Institute's Equality, Diversity and Inclusion Policy and identify actions that will make the implementation of the Policy more effective.

In order to provide essential statistical information, monitoring and evaluation will include:

- People making applications to the Institute for employment will be requested and encouraged to indicate their ethnic origin, gender, age, sexual orientation, disability, religion and belief as perceived by themselves. This includes trans and bisexual applicants. The same applies to existing staff.
- As part of the enrolment process for all higher education courses, students will be requested and encouraged to indicate race, gender, age, sexual orientation, disability and religion, belief and no belief. This includes trans and bisexual students. Student responses will be subject to annual monitoring process and ICST will consequently review its admission practices annually in the light of their student intake and make recommendations accordingly.

Data relating to higher education students' admission and progression will be produced at course level by the Registry. Monitoring of curriculum development policy will be evaluated through the Institute's validation and review procedures. For all higher education courses, Student Services will monitor by race, age, disability, sexual orientation, gender and religion, belief and no belief of use by students of its services. This monitoring will also include trans and bisexual students. Student opinion on the effectiveness of the Institute's Equality, Diversity and inclusion policy will be obtained through the annual Student Satisfaction Survey.



Appendix 1

Protected Characteristics Definitions

Age

Where this is referred to, it refers to a person belonging to an age or range of ages.

Disability

A person has a disability if s/he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's disability to carry out normal day-to-day activities. This has extended to cover people who have had a disability in the past.

Gender reassignment

The process of transitioning from one gender to another. The definition of gender re-assignment has been extended to cover people who have proposed, started or completed a process to change their sex, but are not under medical supervision.

Marriage and civil partnership

Marriage is defined as a 'union between a man and a woman'. Same-sex couples can have their relationships legally recognised as 'civil partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

Pregnancy and maternity

Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for six months after giving birth, and this includes treating a woman unfavourably because she is breastfeeding. After six months, a breastfeeding mother is protected through the sex discrimination provisions in the Equality Act.

Race

Refers to a group of people defined by their race, colour, and nationality (including citizenship), ethnic or national origins.

Religion and Belief

Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect life choices or the way a person lives for it to be included in the definition.

Sex

A man or a woman.

Sexual Orientation

Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.

Information and Contact

The Equality, Diversity and Inclusion (EDI) Officer has been established to facilitate and assist The Institute of Clinical Science and Technology (ICST) in achieving excellence for diversity and equality.

Equality, Diversity & Inclusion Officer is available via the Admin Office

Phone: +44 207 112 8802

Email: admin@clinicalscience.org.uk