

# EQUALITY, DIVERSITY AND INCLUSION (EDI) POLICY

**Policy Review Date:** 1 April 2026

**Next Review Date:** 1 April 2027

## 1. Purpose

The purpose of this policy is to ensure that Footprint School of Business (FSOB) promotes equality of opportunity, values diversity, and fosters an inclusive environment in which all learners and staff are treated with dignity, fairness, and respect.

This policy establishes a structured framework to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity for all learners
- Embed inclusive practices across teaching, learning, assessment, and support
- Ensure compliance with NCFE requirements, Ofqual regulations, and the Equality Act 2010

## 2. Scope

This policy applies to:

- All learners and applicants
- All staff (academic, administrative, and support)
- All delivery modes (face-to-face, blended, and online)
- All aspects of provision including recruitment, assessment, certification, and learner support

## 3. Legal and Regulatory Framework

FSOB operates in accordance with:

- Equality Act 2010 (Protected Characteristics)
- UK GDPR and Data Protection Act
- Ofqual General Conditions of Recognition

- NCFE requirements for fair access, assessment, and learner protection

Protected characteristics include:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

#### **4. Policy Principles**

FSOB is committed to:

- Providing fair and equitable access to all learners
- Removing barriers to participation and achievement
- Promoting a culture of inclusion and respect
- Ensuring all decisions are objective, evidence-based, and free from bias
- Embedding EDI into quality assurance and continuous improvement processes

#### **5. EDI in Teaching, Learning and Assessment (NCFE Critical Requirement)**

FSOB ensures that equality, diversity, and inclusion are embedded within all aspects of teaching, learning, and assessment.

##### **5.1 Inclusive Teaching Practices**

- Teaching materials reflect diverse perspectives and backgrounds
- Delivery methods are adapted to meet varied learning needs
- Learners are encouraged to participate in an inclusive and respectful environment

##### **5.2 Fair Assessment Practices**

- Assessment methods are designed to be accessible and non-discriminatory
- Learners are assessed solely on their ability to meet learning outcomes
- No learner is disadvantaged due to protected characteristics

### **5.3 Reasonable Adjustments and Special Considerations**

- Reasonable adjustments are implemented prior to assessment
- Special consideration is applied post-assessment where required
- Adjustments do not compromise the validity or reliability of assessment

### **5.4 Internal Quality Assurance (IQA) Oversight**

- IQA sampling includes checks for:
  - Consistency of assessment decisions
  - Absence of bias or discrimination
  - Fair application of grading criteria
- Any identified issues are addressed through corrective action and staff development

## **6. Monitoring, Data Analysis and Reporting**

FSOB adopts a systematic and data-driven approach to monitoring EDI.

### **6.1 Data Monitoring**

The centre analyses:

- Achievement rates
- Retention rates
- Progression outcomes
- Complaints and appeals data

These are reviewed against protected characteristics where data is available.

### **6.2 Identification of Gaps**

- Any disparities in achievement or engagement are identified
- Root cause analysis is conducted

### **6.3 Continuous Improvement**

- Actions are implemented through the Quality Improvement Plan (QIP)
- Findings are reported in the Self-Assessment Report (SAR)
- Progress is reviewed regularly by senior management

#### **6.4 Reporting**

- Annual EDI reports are produced
- Findings inform strategic planning and staff training

### **7. Learner Support and Inclusion**

FSOB ensures that all learners are supported to succeed.

#### **7.1 Support Mechanisms**

- Academic support (tutorials, feedback, study skills)
- Pastoral support (wellbeing, safeguarding)
- Additional learning support for learners with identified needs

#### **7.2 Early Intervention**

- Learner engagement is monitored
- At-risk learners are identified early
- Targeted support plans are implemented

#### **7.3 Accessibility**

- Learning resources are accessible via the VLE
- Adjustments are made to accommodate individual needs

### **8. Staff Responsibilities and Training**

#### **8.1 Staff Responsibilities**

All staff are responsible for:

- Promoting equality and inclusion
- Avoiding discriminatory practices
- Challenging inappropriate behaviour
- Applying policies fairly and consistently

## **8.2 Training and Development**

- Mandatory annual EDI training for all staff
- Additional training on:
  - Inclusive teaching
  - Bias in assessment
  - Supporting diverse learners

EDI is embedded within:

- Staff induction
- Continuing Professional Development (CPD)
- Performance management processes

## **9. Complaints, Discrimination and Reporting**

FSOB provides clear procedures for reporting concerns.

### **9.1 Reporting Mechanisms**

- Learners and staff can report concerns via the Complaints Policy
- Safeguarding concerns are escalated through the Safeguarding Policy

### **9.2 Investigation Process**

- All complaints are investigated fairly, promptly, and confidentially
- Outcomes are documented and communicated

### **9.3 Protection from Victimisation**

- Individuals raising concerns will not be disadvantaged
- Retaliation is treated as a serious disciplinary matter

## **10. Quality Assurance and Compliance**

EDI is embedded within FSOB's quality assurance framework.

### **10.1 Internal Quality Assurance (IQA)**

- Regular sampling of assessment decisions
- Monitoring of fairness and consistency

## **10.2 External Quality Assurance (EQA)**

- Compliance demonstrated through:
  - EDI data reports
  - IQA records
  - Learner feedback
  - Policy implementation evidence

## **10.3 Continuous Improvement**

- EQA feedback informs improvements
- Actions tracked through SAR and QIP

## **11. Equality Impact Assessment (EIA)**

FSOB conducts Equality Impact Assessments on:

- Policies
- Procedures
- Curriculum design

This ensures that decisions do not disadvantage any group.

## **12. Roles and Responsibilities**

### **Senior Management:**

- Ensure compliance with EDI legislation and NCFE requirements
- Monitor performance and outcomes

### **Quality Lead:**

- Oversee EDI monitoring and reporting
- Ensure integration with IQA processes

### **Tutors and Assessors:**

- Deliver inclusive teaching
- Ensure fair assessment practices

### **Learners:**

- Treat others with respect
- Adhere to centre policies

### **13. Breach of Policy**

Failure to comply with this policy may result in:

- Disciplinary action
- Investigation under relevant procedures

### **14. Monitoring and Review**

This policy is reviewed:

- Annually
- Following EQA visits
- In response to legislative or regulatory changes