

BBE Equality, Diversity & Inclusion Policy



Document control

Policy title	Equality, Diversity, Equal Opportunities & Access Policy
Organisation	BBE Training Limited
Responsible for implementation	Directors, managers and all staff within their areas of responsibility
Applies to	Learners, applicants, staff, tutors, contractors, partners and visitors
Review arrangements	Reviewed annually and sooner where legislation, awarding-body requirements, practice or identified equality impacts require change

1. Purpose and policy statement

BBE Training is committed to fair working and learning practices and to providing equality of opportunity for everyone who works with, studies with or accesses services from the organisation. We will take reasonable and proportionate steps to eliminate and prevent unfair treatment, discrimination, harassment and victimisation, and to remove avoidable barriers to participation, learning and assessment.

We aim to ensure that no unjustifiable requirement, condition, decision or practice disadvantages an individual or group. Equality and diversity are embedded in recruitment, learner registration, induction, teaching, assessment, support, quality assurance, complaints handling and staff development.

All individuals will be treated fairly, with dignity and respect. Differences will be recognised and valued, and decisions will be based on relevant, objective and transparent criteria.

2. Scope

This policy applies to all BBE Training learners and applicants, employees, tutors, assessors, internal quality assurers, managers, directors, contractors, partners, suppliers and visitors. It applies to classroom, workplace, remote and online learning and assessment, including the use of Moodle and other approved learning platforms.

3. Principles and protected characteristics

BBE Training will not tolerate unfair treatment connected with age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race (including colour, nationality and ethnic or national origin), religion or belief, sex, or sexual orientation. We will also seek to prevent unfair treatment based on other irrelevant personal circumstances where such treatment cannot be objectively justified.

Positive action may be used where lawful and appropriate to address disadvantage, different needs or under-representation. Positive action does not mean lowering assessment standards or giving an unfair advantage.

4. Types of discrimination and examples

Direct discrimination

Treating someone less favourably because of a protected characteristic. Example: refusing a learner access to a course because of their disability without considering whether reasonable adjustments could enable participation.

Indirect discrimination

Applying a provision, criterion or practice to everyone that places people sharing a protected characteristic at a particular disadvantage and cannot be objectively justified. Example: requiring every assessment activity to be completed in one fixed format when an alternative format could meet the same assessment requirements.

Harassment

Unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. Examples include discriminatory jokes, comments, images, messages or unwanted behaviour.

Victimisation

Treating someone unfavourably because they have raised, supported or provided evidence about an equality or discrimination concern. Example: reducing support to a learner because they made a complaint about discriminatory treatment.

Discrimination arising from disability

Treating a disabled person unfavourably because of something arising in consequence of their disability, where the treatment cannot be justified. Example: penalising a learner for disability-related absence without first considering the circumstances and reasonable support.

Failure to make reasonable adjustments

Failing to take reasonable steps to avoid a substantial disadvantage experienced by a disabled person. This can include adjustments to procedures, physical features, communication methods, learning resources or auxiliary aids.

5. Organisational responsibilities

Directors

Directors hold overall responsibility for this policy, ensuring appropriate resources, oversight and review. They must ensure equality considerations are reflected in organisational decisions and that serious or repeated breaches are addressed.

Managers and the Quality Manager

Managers are responsible for implementing the policy in their areas, ensuring staff understand their duties, monitoring practice, responding to concerns and ensuring equality issues are considered during quality

assurance and policy review. The Quality Manager should be consulted where an adjustment may affect assessment arrangements, assessment validity or awarding-body requirements.

Tutors, assessors and internal quality assurers

Delivery and assessment staff must provide fair access to learning and assessment, identify potential barriers, implement approved reasonable adjustments, apply assessment criteria consistently, challenge discriminatory behaviour and refer concerns through the appropriate process.

Student Support

Student Support must identify and record declared support needs at registration and induction, communicate relevant requirements securely to appropriate staff, coordinate agreed support and ensure learners know how to request assistance.

All staff, learners and representatives

Everyone has a responsibility to behave respectfully, avoid discriminatory conduct, cooperate with reasonable adjustments and report concerns or breaches. No person should knowingly instruct or encourage another person to act in a discriminatory way.

6. Equal access to learning and assessment

BBE Training is committed to ensuring that learners can access assessment fairly while maintaining the integrity, competence requirements and learning outcomes of the qualification. Support is intended to remove disadvantage, not to alter the standard being assessed.

Procedures for supporting learners with disabilities

- Ask learners to disclose disabilities, learning difficulties, health-related access needs or other support requirements during registration and induction, while allowing requests to be raised at any later point.
- Discuss the learner's individual needs and the barriers they may experience rather than making assumptions based on a diagnosis or disability.
- Refer additional or complex support requirements to the Head of Centre and/or Quality Manager for approval before implementation where required.
- Check awarding-body rules before applying an adjustment that could affect assessment conditions, evidence requirements or the validity of the assessment.
- Agree and document reasonable adjustments, responsibilities and review points, sharing information only with staff who need it to provide the support.
- Provide accessible learning and assessment materials where reasonably practicable, such as electronic documents, enlarged text, accessible formatting or alternative communication formats.
- Allow appropriate assistive technology or auxiliary aids, where these do not compromise the competence being assessed or awarding-body requirements.
- Consider additional time, supervised rest breaks, modified assessment scheduling or a quieter assessment environment where appropriate and permitted.
- Consider alternative methods of communication or evidence where the qualification permits this and the same assessment criteria can still be demonstrated.
- Ensure physical access to training and assessment locations is considered when arranging classroom or centre-based activity, including accessible rooms and facilities where reasonably practicable.

- Offer remote or online participation where appropriate to the programme and where this does not compromise assessment requirements.
- Review the effectiveness of adjustments with the learner and amend them where circumstances or needs change.
- Maintain secure records of agreed adjustments and any awarding-body approval or evidence required for audit and quality assurance.

7. Recruitment, registration and induction

Course information, entry requirements and selection decisions will be clear and based on the requirements of the qualification. During registration and induction, BBE Training will check suitability for the chosen programme and provide learners with an opportunity to identify support or access requirements. Where additional support is requested, the learner should be involved in agreeing how the need can reasonably be met.

8. Implementation of the policy

This policy is implemented through day-to-day organisational practice rather than as a stand-alone statement. BBE Training will:

- make the policy available to staff and learners and communicate relevant responsibilities during induction and staff briefings;
- provide equality, diversity and inclusion guidance or training appropriate to staff roles;
- build equality considerations into recruitment, learner onboarding, teaching, assessment, quality assurance, procurement and partnership working;
- use learner registration, feedback, complaints, achievement and other appropriate monitoring information to identify potential patterns of disadvantage;
- review policies, procedures and services for unintended barriers or disproportionate impacts and take corrective action where needed;
- challenge and investigate allegations of discrimination, harassment or victimisation through the relevant complaints, grievance or disciplinary process;
- review reasonable adjustments and access arrangements to ensure they remain effective and compliant with qualification requirements; and
- review this policy annually and sooner following significant legislative, regulatory, awarding-body or organisational change.

9. Reporting concerns and complaints

Any learner, member of staff or other person who believes they have experienced or witnessed discrimination, harassment, victimisation or an equality-related barrier should raise the matter as soon as possible with Student Support, their tutor/manager or another appropriate member of BBE Training staff. Concerns will be handled sensitively and, as far as possible, confidentially.

Formal concerns will be considered under the relevant BBE Training complaints, grievance or disciplinary procedure. Retaliation against a person for raising or supporting a genuine concern will not be tolerated. Where a concern relates to assessment access, BBE Training will also consider whether immediate interim support is required so that the learner is not unnecessarily disadvantaged while the matter is reviewed.

10. Monitoring and equality impact

BBE Training will periodically review participation, learner experience, achievement, complaints and other relevant information to identify whether particular groups appear to experience barriers or unequal outcomes. Where a concern is identified, the organisation will investigate the cause, consider appropriate action and monitor whether the action has been effective.

New and revised policies, procedures and significant service changes should consider potential equality impacts, including whether a proposed requirement could create avoidable disadvantage and whether there is a less discriminatory way of achieving the legitimate objective.

11. Confidentiality and records

Information about a learner's disability or support needs will be handled sensitively and stored securely. It will be shared only where there is a legitimate need to know, for example to arrange agreed support, meet awarding-body requirements or fulfil legal and quality-assurance obligations.

12. Breaches of this policy

BBE Training will take alleged breaches seriously. Where appropriate, concerns will be investigated and action may include guidance, training, corrective action, formal disciplinary or learner conduct procedures, changes to working or learning arrangements, or action in relation to a contractor or partner. The response will reflect the seriousness and circumstances of the breach.

13. Policy review and approval

This policy will be reviewed annually and may be amended sooner in response to changes in legislation, awarding-body requirements, organisational practice, complaints, monitoring information or equality impact findings.

Approved by

BBE Training Committee / Directors

Responsible for implementation

All Directors of BBE Training Ltd

Approval date

September 2026

Next review

June 2027