



ESL Staffs Recruitment Policy

EQUALITY AND DIVERSITY POLICY

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Other Policies and Procedures Linked to this Policy:

Assessment Policy
Quality Assurance Manual
Student Handbook
Admission Policy

1. Aims of the Policy:

- 1.1. This policy aims to ensure that students and staff are treated with respect and that the College does not discriminate against individuals regardless of gender, age, disability, sexuality, religion, race or ethnic group.
- 1.2. Where needed, the College may provide reasonable support, advice and resources to allow access for students with learning difficulties and physical disabilities.
- 1.3. ESL will ensure that all learners and employees are treated fairly and equally.
- 1.4. We are committed to ensuring that all of our activities are relevant and meaningful to everyone who receives our services.
- 1.5. All learners and employees will be helped and encouraged to develop their full potential without discrimination.
- 1.6. This may entail treating people differently in order to avoid discrimination by recognizing the diversity of individuals.
- 1.7. ESL recognises that all learners have a right to work in an environment in which the dignity of individuals is respected and which is free from harassment and bullying. We continuously strive to eliminate intimidation in any form.
- 1.8. ESL to providing equal opportunities to all and values the diversity of everyone by taking into account gender, gender reassignment, race, ethnic origin, disability, age, nationality origin, sexual orientation, religion, belief, marital status, civil partnerships, social class, pregnancy, maternity or any other individual characteristic.

In particular ESL

- Encourage the participation of learners of all abilities
- Provide a safe and welcoming physical and learning environment
- Develop its facilities and courses to improve access and widen participation
- Offer support to meet individual learner and employee needs
- Ensure its recruitment process are fair and transparent
- Ensure that the College is an environment that is free from discrimination, bullying or harassment

2. Students with disabilities:

- 2.1. Students are advised to disclose any disability or learning difficulty as soon as possible, either on the application form or anytime thereafter preferably prior to enrolment.
- 2.2. Students must inform the College if they need support during the recruitment process in order for the College to make reasonable adjustment for the student during interview or for any prior skills tests.
- 2.3. The Administrative Officer will hold a meeting with the Disability Officer if a student has complex learning difficulties and disabilities prior to offering a place to the student in order to ensure the College is able to meet his/her needs.
- 2.4. Students who have declared a disability on their application form will be invited by the Disability Officer prior to enrolment to discuss support needed and to establish the facilities that the College can provide which will be made clear to the prospective student.
- 2.5. Students are required to provide supporting documentation for their disability.
- 2.6. The student can request to review the plan at any time during the course.

3. Examples of Adjustments:

3.1. A flexible approach to need can be made by considering one or more of the following arrangements. Some students may require a combination of provision. The list below is not exhaustive.

3.1.1. Examination and Assessment arrangements.

- a. 25% extra time in an examination or reasonable extension in coursework submission.
- b. Individual room with a separate invigilator
- c. Identification of scripts or assignments by a coloured sticker, to ensure that students with specific learning difficulties are not penalised for typical dyslexic spelling and syntax errors.
- d. Assignment briefs or examination papers provided in alternative formats e.g. enlarged font, specific typeface.
- e. Provision of rest periods in excess of ten minutes per hour. Rest periods should be provided in addition to any extra time arrangements.
- f. Provision of an ergonomic chair, height adjustable desk, or other item of specialist equipment.
- g. Facility to record lectures;
- h. Extended personal tutorial hours.

3.1.2. Physical Access and Facilities:

The College operates from premises which may not be fully accessible to staff and students with physical disabilities. The College has the following access:

- a) Limited ramp entrance to the buildings
- b) Accessible toilet facilities
- c) Nearby access to major bus and train routes

4. Disabled Student Allowance:

- 4.1. UK students with a disability may be eligible for Disabled Students' Allowance.
- 4.2. Disabled Students' Allowances (DSAs) are paid on top of your other student finance.
- 4.3. Further information on the Disabled Students Allowance can be obtained from:
<https://www.gov.uk/disabled-students-allowances-dsas/overview>

5. Staff with disabilities:

- 5.1. Recruitment and selection decisions are made on the basis of the applicant's ability to meet the person specification and other essential criteria for the job role they are applying for.
- 5.2. Staff will be asked if they have a disability during offer stage. Wherever possible, the College will make reasonable adjustments as are required for the successful applicant with a disability.

- 5.3. If an employee becomes disabled during their course of employment, the College will provide reasonable adjustment and support to help continue in employment.
- 5.4. Training and development opportunities will be available to all staff regardless of any disability.
- 5.5. With the employee's consent, the College will take steps to raise the awareness of disability amongst its staff.

6. Access to work:

- 6.1. Access to Work is a Department of Work and Pensions scheme which helps people with a disability to start or remain in employment.
- 6.2. Applications must be made by the individual employee.
- 6.3. Employees can contact their Human Resource Officer or directly Access to work if they need assistance in completing the application.

Extract from the UK Quality Code:

In devising their policies and procedures institutions will wish to provide for equality of opportunity for all applicants within the selection criteria established for each programme (Chapter B2 of the UK Quality Code).

Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes (Chapter B3: Learning and teaching).

Through inclusive design wherever possible, and through individual reasonable adjustments wherever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement (Chapter B6: Assessment of students and the recognition of prior learning).

Promoting equality involves treating everyone with equal dignity and worth, irrespective of the group or groups to which they belong, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds (Chapter B6: Assessment of students and the recognition of prior learning).

In designing and implementing procedures for appeals and complaints providers have regard to: the need to eliminate discrimination; harassment and victimisation; to advance equality of opportunity; and to foster good relations (Chapter B9: Academic appeals and student complaints).

The above policy is underpinned by the following legislation:

- The Equality Act 2010
- Sex Discrimination Act 1975
- Race Regulations Act 1976 (Race Relations Amendment Act 2000)
- Disability Discrimination Act 1995
- The Protection from Harassment Act 1997
- Human Rights Act 1998
- Employment Act 2002
- Employment Equality (Sexual Orientation) Regulations 2003
- Employment Equality (Religion or Belief) Regulations 2003
- Civil Partnership Act 2004
- Gender recognition Act 2004
- Disability Act 2005

