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6.0	Learner Equality & Diversity Policy	01/08/2026
PLANNED REVIEW:	**PREPARED BY:**	**PLANNED REVIEW DATE:**
Annual	Andy Murphy, CEO	01/08/2027

PEAK are fully committed to the principles of equality of opportunity, diversity & inclusion for all its employees and learners, in accordance with its policies. It is our aim to ensure that prospective and actual learners and our employees are treated inclusively, regardless of any differences so that they have an equal opportunity to fulfil their potential. We will continue to be a wholly inclusive organisation where differences are encouraged, respected and valued. We require all our employees, learners and employers to comply with equalities legislation and actively promote Equality, Diversity & Inclusion.

Policy aims

• To ensure equality of opportunity and outcome.

• To promote an inclusive culture.

• To embrace and demonstrate the British Values of: Democracy; The Rule of Law; Individual Liberty; and Mutual Respect and Tolerance for those with different faiths and beliefs ourselves, in all that we do.

• To secure freedom from discrimination irrespective of, but not limited to: culture, race, colour, nationality, religion or belief, ethnic or national origin, marriage and civil partnership, age, gender reassignment, sex and sexual orientation, transgender, disability, unrelated criminal convictions, marital or parental status and membership of trade union or political affiliations.

• To ensure that no individuals or groups are denied access to services.

• To promote diversity within a safe environment for all potential and current learners and employees, in both service delivery and employment practice.

• To identify factors and barriers which may result in prospective or actual learners being disadvantaged either directly or indirectly.

• To take measures to compensate for these factors and remove barriers.

• To continue to tackle discrimination by providing an accessible curriculum and creating inclusive learning environments.

• Through our legal responsibilities, in accordance with the Modern Slavery Act 2015, to be alert to risk however small, in our business, our customers' and in our supply chain and will report and address any concerns of slavery and/or human trafficking through our safeguarding process.

Promoting the policy

It is the responsibility of all managers and employees to promote and embed the Equality, Diversity & Inclusion Policy and this Learner EDI policy to all learners and their employers. The following sections set out the individual responsibilities of key employee groups:

Equality Act

This Equality, Diversity & Inclusion Policy reflects the requirements of the Equality Act 2010.

The Act identifies nine Protected Characteristics. These are:

• Age older people, younger people, people of any age group.

• Disability physical or sensory impairments, mental health disability, some long term medical conditions, aspects of learning difficulties, neuro-diverse conditions such as dyslexia, autism, Tourette's or ADHD.

• Gender reassignment transsexual, transgender or people going through the gender reassignment process.

• Marriage and civil partnerships a person who is married, a person who is a civil partner.

• Pregnancy and maternity pregnant women, women on maternity leave, women who have recently given birth.

• Race colour, nationality, ethnic or national backgrounds, heritage.

• Religion or belief any religion or lack of religion, any religious or philosophical belief or lack of belief.

• Sex women, men or gender identity.

• Sexual orientation Heterosexual (straight), Homosexual (gay or lesbian) or bisexual.

Responsibilities

Managers

To make this policy a success, managers will:

• Provide ongoing training to employees to ensure full understanding of EDI policies, processes and procedures. This includes mandatory EDI training for all employees at induction and regular refresher training throughout their employment period. Training records should be kept up-to-date and available to audit.

• Ensure all Trainers receive appropriate training and support to understand the implications of effective equalities practice for themselves and their learners.

• Monitor teaching and learning to ensure that equality, diversity & inclusion are promoted through teaching, which must include:

• Creating a safe and equal learning environment which promotes equality by maximising opportunities in sessions to promote equality of opportunity and awareness of cultural and linguistic diversity;

• Tackling discrimination, victimisation, bullying, cyberbullying, harassment and stereotyping;

• Materials and resources foster good relations and are representative of diversity;

• Sessions are planned to meet the needs of individuals and different groups of learners.

• Ensure that, where needed, adaptive resources are used to ensure that all learners can participate equally and fairly.

• Ensure teaching, learning and assessment (TLA) observations evidence the inclusion of EDI in the sessions and/or in schemes of work.

• Monitor the participation, retention and success rates by race, gender, age and disability, to check if there are any differences in achievement between the groups.

• Put into place actions to address any significant differences in achievement between the groups.

Trainers

To make this policy a success, Trainers will:

• Ensure that all teaching and learning methods, materials, support and assessment processes promote equality of opportunity and can be accessed by all learners, including the use of adaptive resources where appropriate.

• Provide a high quality teaching and learning experience.

• Ensure that the curriculum is inclusive and ensures equality of access for all learners.

• Identify all individual learner needs, learning styles and goals.

• Adapt their learning session plans and resources to meet the different needs of their learners.

• Provide impartial information, advice and guidance.

• Listen to their learners' concerns and respond to them, following the internal Diary of Issues process for recording discrimination concerns.

• Include induction activities that raise the awareness of EDI, including, harassment, victimisation and forms of abuse.

• Ensure inappropriate language and behaviour is promptly challenged.

• Ensure that all EDI issues that arise are addressed sensitively.

Learners and their employers

To make this policy a success, learners and their employers are expected to:

• Have and develop an understanding of what constitutes discrimination, harassment and victimisation.

• Respect other people's view and opinions.

• Not show any prejudice towards others.

• Follow health and safety regulations and instructions.

• Feel safe and be safe knowing who to contact if they have any concerns.

• Understand how to use complaints and appeals procedures.

Reasonable adjustments

When a learner requires a reasonable adjustment in relation to one of the nine protected characteristics it will be the responsibility of the Accreditation Manager and the IQA Manager, in consultation with the Trainer and the individual, to ensure that such reasonable adjustments are implemented. Inductions can be personalised to ensure that the individual's needs are taken into consideration in line with health, safety and welfare arrangements and

to respond to the specific requirements of one of the nine protected characteristics.

Where we do not have the relevant expertise to respond to a request for a reasonable adjustment to be made we will consult with external specialists.

Learning support

We will, for all individuals where relevant, carry out initial assessment for English, Maths and learning styles. A skills scan will determine the current ability and suitability for the level of programme.

Where additional learning support is identified as a need and where the individual agrees to accept this we confirm the adjustments to be provided. In cases where this cannot be achieved, access to other agencies or organisations will be sought so that a continuous pathway of help and advice is identified for the learner.

Design and development of our programmes

We are committed to:

• Developing programmes that are accessible to, and representative of the learners taking them, where these are not restricted by government and or the apprenticeship standard requirements.

• Developing programmes and assessments which are free from bias and do not discriminate against specific groups or characteristics.

• Making sure our programmes and related resources are of the appropriate demand and rigour, and that our learners are empowered by them.

• Designing programmes that support the development of skills and abilities so that they enable progression and do not place a cap on learners' aspirations.

• Developing programmes and resources that refer to provision at levels above, alongside and below, to enable the progression of learning.

By doing these we ensure that learners with a protected characteristic, when they are undertaking one of our programmes, are neither advantaged nor disadvantaged in comparison to learners who do not share that characteristic.

We monitor and review equality, diversity & inclusion throughout the development of programmes and related

resources.

Delivery and assessment of our qualifications

We pledge to provide equality of opportunity for learners to access all our assessments, whether they are internally or externally assessed, and by whatever means adhering to the requirements of the related programme.

Reasonable adjustments and special consideration

We are committed to fulfilling our duty to meet the access arrangements requested for our learners in a way that does not disadvantage either them or their peers.

We will always consider a request relating to access to our programmes, except where acceptance of the request is not logistically possible or where it would undermine the criteria for the programme or the assessment.

We will refer in all cases to the JCQ Access Arrangements and Reasonable Adjustments document.

Monitoring & review

We will monitor all aspects of equality, diversity & inclusion by:

• Measuring participation, retention and achievement in all subject sector areas.

• Improving outcomes for people with disabilities and/or learning difficulties.

• Evaluating attitudes of employees on equality, diversity & inclusion issues.

• Obtaining the views of learner, employees and other stakeholders on how well we are doing.

• Monitoring progress in recruiting a diverse workforce and demonstrating best practice as an employer.

• Reviewing this and all related policies on an annual basis or sooner should there be a revision to our provision or any Acts related to Equality, Diversity & Inclusion.

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