



## Adult Skills and Education

Guildhall – EC2P 2EJ

T: 02073 323918 / 07702821650 / 07864965540

[www.cityoflondon.gov.uk/adultlearning](http://www.cityoflondon.gov.uk/adultlearning)



CITY OF LONDON  
ADULT SKILLS AND EDUCATION SERVICE

# Learner Equality & Diversity Policy

*Next review date: 28<sup>th</sup> October 2026*



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### 1. Introduction and scope

The City of London Corporation has its own Equality and Diversity policy which applies to all staff. This policy is a link policy applicable to all learners on City of London Adult Skills and Education Service provision.

### 2. Aims

The aims of this policy are to ensure that

- All learners have equal opportunities irrespective of gender, race, disability, age, sexual orientation, religion and belief (including political belief), gender re-assignment, marriage and civil partnership and pregnancy and maternity.
- All staff and subcontracting partners and their staff oppose and challenge all forms of unlawful and unfair discrimination, stereotyping, bullying and harassment.
- All staff and subcontracting partners celebrated diversity
- We try to close the achievement gap between different groups of learners.

### 3. Context

This policy needs to be read in conjunction with ASES'

- Inspirational TLA framework
- RARPA policy
- Additional learning support policy
- Safeguarding policy

### 4. Policy context

The policy will be implemented within the framework of the Equality Act 2010 and will include the extended protections for carers and disabled people. The Equality Act supersedes all previous Equality legislation including:

- Equal Pay Act 1970 (Equal Value Amendment 1984)
- Sex Discrimination Act 1975 (Gender Reassignment Regulations 1999) & (Indirect Discrimination & Burden of Proof Regulations 2001)
- Race Relations Act 1976 (Race Relations Amendment Act 2000)
- Disability Discrimination Act 1995 & DDA (Amendment) 2005

### 5. Staff Awareness

In order to enable delivery staff to deliver the most impactful teaching to learners, ASES will provide training and guidance to staff:

- During the initial staff induction
- Through annual refresher training
- At ad hoc stages of the year through methods such as staff briefings and/or newsletters



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### 6. Recruitment

In keeping with the City of London's commitment to equal opportunities, all recruitment and selection activities will be carried out in a fair and open manner, free from any form of discrimination. At least one member of the panel should be trained in recruitment and selection.

Recruitment and initial assessment of prospective learners will also be carried out in line with this commitment to ensure all eligible learners have an equal opportunity to undertake a programme of learning.

### 7. The meaning of equality and diversity to our learners

#### a) Access

- All key materials used to market learning opportunities will be accessible and will explicitly convey our positive attitude to equality and diversity.
- Means of distribution of all marketing materials will be kept under review to ensure information reaches those who do not traditionally respond to learning opportunities made available by ASES.
- The recruitment and enrolment process will be transparent and free from unfair discrimination. Entry qualifications will only include those that are necessary and justifiable.
- Venues are accessible and the learning environment safe, welcoming and accessible for all groups of learners.

#### b) Curriculum offer

- A varied portfolio of relevant courses will be offered which are responsive to learner needs and enable learners to study at an appropriate level.
- There will be good opportunities for success and progression. Learners will be advised impartially of relevant progression routes.
- A range of course locations and timings are made available to minimise barriers to learning.

#### c) Teaching, learning and assessment

- Inclusive learning practices will be adopted by all teaching staff, whether the provision is directly delivered or subcontracted. This includes aspects such as
  - ❖ Teaching students strategies for effective learning behaviours.
  - ❖ Rewarding perseverance, growth mindset and social skills.
  - ❖ Using diverse and inclusive teaching and learning materials, which are free from bias, which celebrate diversity and challenge stereotyping and encourage critical thinking towards authentic resources, which may display levels of discrimination or stereotyping.
  - ❖ Using teaching and learning strategies such as giving effective and regular formative feedback; using mind maps and visual organisers, using problem-solving approaches etc. which have high effect sizes with regards to raising student achievement.



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- ❖ Students will be challenged and supported to meet their needs and help them make ambitious progress.
  - ❖ Regular, fair and transparent assessment strategies with regular constructive feedback to learners.
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- Opportunities to promote Equality and Diversity and Prevent & radicalisation awareness, as well as British values such as democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, should be capitalised upon whenever possible. This will require students to be able to think critically about equality and equity, human and earth rights, ethical thinking, decision-taking, attitudes and behaviour, as well as diversity.
  - Provision of additional learning support tailored to individual needs will be provided to all who require it to support access, success and progression.
  - Induction procedures, which familiarise learners with CoL's commitment to Equality and Diversity.
  - All tutors are expected to oppose and challenge all forms of unlawful and unfair discrimination, bullying and harassment and, where appropriate, this should also be used as an opportunity for wider learning

### 8. Responsibility and monitoring of this policy

The Quality and Performance Lead is responsible for this policy and will monitor its effectiveness regularly and ensure a formal review annually. All staff and subcontractors are responsible for implementing its content.

Signature of policy owner:|

Name of policy owner: Barbara Hamilton

Role of policy owner: Head of Adult Skills Education and Apprenticeships

Dated: 29<sup>th</sup> October 2025