



Equality & Welfare Policy

Version 6.1

City College of London



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This policy may be used in conjunction with the following policies and documents:

Policies:

- 2.1 Recruitment and Admissions Policy
- 3.1 Staffing Policy
- 4.1 Teaching, Learning and Assessment Policy
- 5.1 Malpractice Policy
- 7.1 Health and Safety Policy
- 8.1 Complaints and Appeals Policy
- 9.1 Information Management Policy
- 10.1 Attendance Policy

Other Documents:

- Appeals Form
- Complaints Form
- Employment Support Form
- Induction Form
- Job Application Form
- Learner Application Form
- Learning Support Form
- Mitigating Circumstances Form



Quality Code Reference																	
A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	C
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Overview

City College of London is committed to the provision of welfare support and application of equality and diversity in all of its activities and procedures. It aims to establish a culture that is free from discrimination and which supports a diverse student and staff population and provides a framework to support their needs.

Equality and Diversity

The policy is founded on equality legislation and places a duty on all staff and students to promote best practice in this area. The academy will aim to:

- Develop and promote a culture of equality and diversity throughout the academy and in all its activities;
- Create a culture of dignity, courtesy and respect;
- Support all staff and students;
- Prevent all forms of unlawful discrimination;
- Promote best practice in areas of equality and diversity;
- Deal with all forms of discrimination consistently and effectively;
- Maintain the confidentiality of any information disclosed to the academy in relation to equality and diversity in accordance with legal requirements;
- Ensure that the equality and diversity policy influences and informs the activities of the academy.

The academy will also work with its partners to learn and benefit from their expertise and equality and diversity policies.

Definitions

Equal opportunities: Refers to the elimination of unlawful and unfair direct and indirect discrimination of particular groups and promotion of equal access, treatment and outcomes that takes into account specific needs of individuals.

Diversity: Encompasses visible and non-visible individual differences that includes, but is not limited to, differences protected by anti-discriminatory legislation. Appreciating diversity is about valuing differences and recognising that everyone, through their unique mixture of skills and experience has their own valuable contribution to make.

Legislative Background

Under the Equality Act (2010) it is unlawful to:

- Discriminate directly against anyone and treat him/her less favourably than others on the grounds of the protected characteristics of: age (unless this can be justified as a proportionate means of achieving a legitimate aim), disability, gender reassignment, marriage and civil partnership, race, religion and belief (including lack of belief), sex and sexual orientation.
- Discrimination based on perception of the person regardless of whether it is true. E.g. a belief that someone is gay or a belief that someone is disabled even if this is not so.



- Discriminate against someone for reasons relating to their association with a person on the grounds of the protected characteristics of race, sexual orientation, religion or belief, age, disability, gender reassignment, sex and e.g. discriminating against an employee/student because they have a disabled dependant.
- Discriminate indirectly against anyone by applying a criterion, provision or practice which disadvantages people with a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, race, religion and belief [including lack of belief], sex and sexual orientation) unless the person applying the provision can justify it as a proportionate means of achieving a legitimate aim.
- Subject someone to harassment for reasons relating to age, disability, gender reassignment, race, religion and belief (including lack of belief), sex and sexual orientation. This includes behaviour that an individual finds offensive on these grounds even if the behaviour is not directed at the individual. It also includes failure of an employer to take reasonable steps to protect an employee from persistent (3 occasions or more) third party harassment.
- Victimise someone because s/he has made, or intends to make, a complaint or allegation or has given or intends to give evidence in relation to a complaint of discrimination in line with the Equality Act.

Policy Statement

We aim to treat every personage equally and City College of London will not tolerate discrimination on grounds such as real or perceived Gender, Age, Sex, Marital or Civil Partnership Status, Race, Nationality, Ethnic or National Origins, Disability, Medical status, Sexual Orientation, Religious Belief or Political Opinion or Spent Criminal Convictions. The only basis for selection, training, and/or promotion is the applicant's suitability for the job. The only basis for selection for courses is the consideration of prior experience and aptitude via the accreditation of prior learning (APL) as per the Recruitment and Admissions policy.

All members of the academy have a legal and moral obligation not to discriminate and to report incidents of discrimination against any individual or group of individuals. Any person found to be discriminating will face disciplinary proceedings with immediate effect.

Scope

The scope of this policy is to all who work for or apply to work for the organization and those who are learners or applying to be learners. This includes, but is not confined, to the following:

- Agency workers
- Contract workers
- Employees
- Potential job applicants
- Learners
- Former employees.
- Trainee workers and students on work experience or placements
- Volunteer workers
- Applicants for studies

Benefits of Diversity

The Academy recognises the value of having a diverse workforce, and aims to ensure our people processes are fair, equitable and free from any form of discrimination. It values the positive aspects of individual differences of all people and the beneficial effects that this can have on the organisation. Benefits of building a diverse workforce include:

- Having a larger pool of potential candidates for job positions.



- Having a wider range of resources, skills and ideas among employees.
- Improving staff retention, leading to lower recruitment and training costs.
- Avoiding claims of unfair treatment or discrimination.
- Building a reputation as a diverse business.
- Building a competitive edge in recruitment and retention.

Commitment

The purpose of this policy is to promote diversity and equality in the workplace and aims to ensure that:

- The policies and practises promoted by the Academy are not discriminatory.
- As an employer the Academy does not discriminate directly or indirectly.
- The Academy adheres to equal opportunities legislation and codes of practice.
- All employees understand the responsibilities they have as individuals have and the responsibility the Academy has as an employer.

We aim to ensure that conditions of work, or the attitudes, behaviours and requirements of management do not lead to employees being disadvantaged, whether directly or indirectly. Any differences in the treatment of individuals must relate to the Academy's organisational requirements and priorities. Any allegations or complaints relating to equal opportunities will be treated seriously and in confidence. The matter will be thoroughly, promptly, sensitively and objectively investigated and a decision made on what action to take. Training will be provided to all members of staff and to learners when joining the Academy.

Forms of discrimination

Broadly speaking the following categories of unlawful discrimination exist:

Direct Discrimination	treating a person less favourably because of their inclusion in a group or possession of a particular characteristic
Indirect Discrimination	Consists of applying an unjustifiable requirement or qualification for employment which disadvantages an individual because of their inclusion in a group or possession of a particular characteristic
Harassment	Occurs when an individual's dignity has been violated, or they have been subject to an intimidating, hostile degrading or offensive environment. Harassment is not determined by the intention of the person who has caused the offence, but by whether it should 'reasonably' be considered as having that effect on the recipient.
Victimisation	When an individual suffers a detriment because they have made a complaint or allegation (or have given evidence against someone else) in relation to a complaint of discrimination.

Additional points

- It is unlawful to instruct or (attempt to instruct) any other person to discriminate (e.g. telling a recruitment agency to only send men for the job).
- It is unlawful to ask, persuade or pressurise another person to discriminate by bribery, threat or placing that person at a disadvantage.
- Individuals are protected against discrimination before, during and after employment. This means that you do not have to be an employee to bring a claim of discrimination – you could be either a job applicant, or an ex-employee who has asked for a reference.



- Vicarious liability: in law, actions taken by individuals ‘in the course of employment’ are treated as being done by the employer – so the Academy is liable for the actions of its workers. Defence to vicarious liability is taking preventive steps, (such as having an up to date equal opportunities policy and communicating this to employees and training managers).

Forms of Diversity

Gender

We regard all genders as having the same inherent rights and privileges within the academy provision. This includes male, female, transgender and intersex persons, and those undergoing gender reassignment.

Sexual Orientation and Sexuality

We regard all sexual orientations as having the same inherent rights and privileges within the academy. This includes heterosexual, homosexual, bisexual and asexual orientations. We further regard sexuality as a matter of personal discretion and therefore deserving of the same inherent rights and privileges within the academy provision. Public displays of intimacy are not deemed appropriate on academy premises regardless of the sexuality or gender of the participants.

Race, Ethnicity and Nationality

We acknowledge that the same inherent rights and privileges within the academy provision are intended to be available to all, regardless of their complexion or ethnic background. As a academy with a strong international component, we also believe that nationality should not be a barrier to learning. Whilst complying with government legislation in this regard, we offer the same inherent rights and privileges within the academy provision to all nationalities. For persons with English as an additional language, additional support may be provided.

Disability and Medical Status

All persons are recognised as having degrees of ability that affect how they are able to operate effectively in wider society. City College of London is committed to widening participation to enable persons with ‘disabilities’ to be included effectively within its provision. This includes seen and unseen disabilities, and both physical and mental health conditions. Please refer to p13 for more information.

Religious belief

We recognise that students and staff may possess deeply held beliefs about religion, be they from a particular religious background, atheist or agnostic. City College of London will endeavour to provide the same inherent rights and privileges within its provision, whilst respecting the individuals’ right to express their belief so long as it does not involve denigrating others.

Age

City College of London’s perspective is that learning never stops, and is therefore proud to offer its services to persons of all ages. It does currently only accommodate adult learners however.

Family & Marital Status

Whilst recognising that family commitments can sometimes make studying challenging, City College of London is committed to offer its services to all persons, be they single, engaged, married, in a civil partnership, divorced or widowed and regardless of whether they are a parent or not. We will endeavour to make accommodations wherever feasible to enable pregnancy and childcare or carer commitments to be upheld.



Political Opinion

We recognise that students and staff may possess deeply held political beliefs. City College of London will endeavour to provide the same inherent rights and privileges within the academy provision, whilst respecting the individuals' right to express their belief so long as it does not involve denigrating others.

Spent Criminal Convictions

City College of London has a positive approach to the inclusion of persons who have had prior convictions for criminal offences. After a certain period of time, people who have been convicted of criminal offences and who have served their sentences are not under a duty to disclose those convictions to a prospective employer. These convictions are known as 'spent' convictions. The periods of time (known as rehabilitation periods) depend on the seriousness of the offence. If spent convictions are disclosed during the recruitment process, it is unlawful discrimination to take the offences into account when considering someone for a job. Before interviewing a candidate with an unspent criminal conviction we will consider the nature of the conviction and its relevance to the job in question. In addition to this we will consider the risks to the organisation, its operations and employees.

Legal disclaimer

All the rights and privileges provided by the academy will be executed in compliance with the laws of the UK, and the individuals' rights to expression are subsidiary to that fact.

Other Factors

Right to Work in the UK

Refusing employment because an individual does not have the right to work in the UK is not discriminatory. The Asylum and Immigration Act makes it a criminal offence to employ a person who does not have permission to live or work in the UK. Employers can be fined up to £5000 for non-compliance.

Sexual Harassment

Sexual harassment is treated as amounting to direct sexual discrimination.

Maternity Leave

This is an area where indirect sexual discrimination may be particularly difficult to recognise, and therefore may be considered an area of risk. Managers should ensure that they discuss all maternity-related issues with the Personnel Department.

Equal Pay

The Equal Pay Act 1970 provides for equal pay for men and women who are on:

- The same or broadly similar work.
- Work that has been given an equal value under an analytical job evaluation scheme.
- Work which is of equal value.

The Act covers not only pay itself but all contractual terms and conditions. This includes sickness benefits, pension rights and holiday entitlement. The woman can compare any term in her contract with the equivalent term in her comparator's contract. The comparison is made on a term-by-term basis and not on the basis of the contract as a whole. An employer can pay a man more than a woman for doing equal work, but only if the factor is due to genuine material factor other than sex.



Part Time or Fixed Term Status

- It is unlawful discrimination to treat part time workers less favourably than comparable full timers.
- It is unlawful discrimination to treat fixed term employees less favourably than comparable permanent employees.

In both cases, these employees have the right to the same terms and conditions of employment as comparable permanent (or full time) employees. Principally this means they should:

- Receive the same rate of pay.
- Not be excluded from training simply because they work part-time.
- Receive holiday entitlement pro rata to comparable full-timers.
- Have access to contractual maternity leave and paternal leave made available to them in the same way as for full-time workers.
- Not be treated less favourably in redundancy situations.

Roles and Responsibilities

All Persons

All persons associated with the academy are responsible for ensuring that they contribute to providing an environment free of discrimination by:

- Helping to create and maintain a climate that supports equality of opportunity by treating colleagues fairly.
- Ensuring that their behaviour is positive, judging people on their own merits rather than acting on assumptions.
- Working together to develop the different skills and abilities to make the most of our diversity.
- Ensuring the Academy is presented internally and externally with a firm commitment to equality.
- Thinking about their behaviour and language – it is important to note that comments remarks or jokes of a racist / sexist etc. nature may give offence to others and could constitute unlawful harassment.

Role of Staff

- To support the aims of this policy
- To treat all students, visitors and fellow staff with respect.
- To actively encourage non-discriminatory practices and report any incidences of behaviour that fail to comply with this policy.
- To ensure that all student admissions comply with legislation and best practice
- To design courses and teaching sessions that support the diversity of our student population
- To undertake training to support these aims if and when appropriate

Role of Learners

- To treat each other and staff with respect.
- Actively encourage non-discriminatory practices and report any incidences of behaviour that fail to comply with this policy.
- To support the aims of this policy
- To be aware of equality and diversity issues



Role of the Human Resources Department

- To arrange equality and diversity training
- To support all staff in implementing policy
- To ensure advertising, recruitment, performance management and disciplinary processes are fair and transparent
- To monitor employment equality data and report to senior management

Role of Management

- To treat all staff, students and visitors with respect and to set an example to their colleagues of good working practices
- To ensure that all staff operate within this policy and provide guidance and training where necessary
- To ensure that student recruitment procedures are fair and transparent
- To ensure that all schemes of work and lesson plans take account of this policy and of equality and diversity in its broadest sense.
- To investigate all matters brought to their attention

Equality and Diversity Implementation

Within Staff Recruitment and Selection

- Recruitment advertising will encourage applications from all sectors of the community reflecting the academy's commitment to equality and diversity.
- Recruitment advertising will appear in publications appropriate to the audience capable of producing the best candidates
- Job descriptions, person specifications and recruitment advertisements will be written on the basis of the essential and justifiable requirements of the position.
- Short listing, appointment and rejection decisions will be transparent and justifiable and will be supported by written comments.
- Consideration will be given to support applicants with additional needs, including the provision of reasonable adjustments where appropriate

Within Staff Development and Appraisal

- All staff will have equal access to induction, personal and career development opportunities and facilities.
- Probation and appraisal procedures will be clear and transparent and will be applied fairly across all staff.

Within Learner Recruitment and Admissions

- Recruitment advertising will encourage applications from all sectors of the community reflecting the academy's commitment to equality and diversity.
- All information contained in prospectuses, websites and other material used in the recruitment of students should promote equality of opportunity and make reference to this policy.
- All staff involved in the recruitment, selection and admission of students will have an awareness of equality and diversity.
- Admissions will be conducted based upon the accreditation of prior learning and experience, and will support the academy's commitment to the equality of opportunity.
- Consideration will be given to support applicants with additional needs, including the provision of reasonable adjustments where appropriate
- Rejection decisions will be transparent and justifiable.

Within Teaching and Learning

- All staff involved in the teaching and assessment of learners will have an awareness of equality and diversity



- All classes will be inclusive and reflective of the learners' diversity
- All material used to support learning will reflect the diversity of learners
- There will be clear, consistent and transparent criteria for learner assessments and all assessments will take place on an equal opportunities basis.
- Consideration will be given to support learners with additional needs, including the provision of reasonable adjustments where appropriate

Within Discipline, Complaints and Appeals

- Disciplinary procedures will be applied fairly and transparently for all
- Complaints procedures will be applied fairly and transparently for all
- Appeals procedures will be applied fairly and transparently for all
- Allegations of discrimination, harassment or inappropriate behaviour will be dealt with promptly, appropriately and proportionately under the relevant disciplinary procedure

Within Pastoral Support

- The provision of pastoral support will be offered equally and in response to individual circumstances
- It will maintain confidentiality throughout its provision

Positive Action vs. Positive Discrimination

Positive Action is frequently confused with positive discrimination – it is important to draw a distinction between the two:

Positive Action

The term 'positive action' refers to a variety of measures designed to counteract the effects of past discrimination and to help eliminate stereotyping of any kind. Under this broad definition positive action may include initiatives such as the introduction of non-discriminatory selection procedures, training programmes or policies aimed at preventing harassment.

Positive action is allowed by the law to encourage employees and potential employees who are members of particular groups underrepresented in particular work environments. Discrimination at the point of selection for work, however, is not permitted in these circumstances.

Positive action is not about giving more favourable treatment to particular groups in the recruitment process. Positive action in training is lawful, provided certain criteria are met. Selection for recruitment and promotion must be solely based on merit.

Positive Discrimination

This is where members of a particular group are given preference over others for no other reason than their belonging to that group. Positive discrimination is unlawful.

Before deciding to introduce positive action to encourage underrepresented groups to apply for jobs employers must look at their own employees to establish how many underrepresented groups have been doing the kind of work in question during the last 12 months. If the number of underrepresented groups is comparatively small then consideration should be given to encourage underrepresented groups to apply for the relevant vacancies.

Monitoring

The Academy monitors the composition of the workforce and learner demographics, and its policies and procedures to ensure the Equality and Welfare Policy is being properly implemented.



Analysis of ethnic origin and sex is conducted on an on-going basis. The analysis aims to determine whether the percentage of each sexual and ethnic group within the organisation's employment population is consistent with the percentage levels of each group in the surrounding population from which the workforce is drawn.

Analysis of the learner demographic enables us to recognise specific educational and/or cultural needs, such as the provision of language support or awareness of religious obligations, and the production of educational material that would adequately reflect the learner community in terms of experience and interest.

The academy will also gather alumni data, so as to best determine the progression routes and opportunities presented to our learners when leaving the academy environment.

Individuals will not be identified in the gathering or analysis of monitoring data, and will be confidential.



Disability and Medical Status

Definition: Disability is defined as:

- 'A physical or mental impairment that has a substantial and long term adverse effect on normal day-to-day activities.'
- 'Normal day to day activities' means that the impairment must affect one of the following:
 - Ability to lift, carry or otherwise move everyday objects.
 - Speech, hearing or eyesight.
 - Memory or ability to concentrate, learn or understand.
 - Manual dexterity.
 - Physical co-ordination.
 - Perception of the risk of physical danger mobility.
 - Continence.

The effects of the impairment must have lasted or be likely to last for at least 12 months and must be 'substantial'. Mental impairment covers those illnesses recognised in the World Health Organisation International Classification of Diseases.

Provision for Specific Needs

For City College of London, 'specific needs' is used as a broad catch all term for any condition or circumstances which may impair the individual's ability to effectively undertake the normal expectations of their role. This includes but is not limited to disabilities, and is not taken to be a clinical definition, but may include:

Seen physical conditions: e.g. Wheelchair users

Unseen conditions: e.g. Epilepsy, Diabetes, HIV+ status

Mental Health conditions: e.g. Depression, SAD

Learning difficulties: e.g. Dyslexia, Dyscalculia

We therefore welcome applications from prospective learners or employees who have a disability: as with any other application, the overriding criterion in the selection process will be the applicant's ability to fulfil the course/job requirements. Our aim is to provide a supportive environment in which our facilities will be as accessible as possible, within the available resources.

Reasonable Adjustments

The academy is committed to making any reasonable adjustments to prevent any disadvantage that an employee / applicant/learner with a disability or condition that may be categorised above (a specific need) may have compared to one who does not. This may include the provision of access to further support services in order to facilitate the equality of opportunity.

Enabling Procedures:

To enhance support and in order to avoid any kind of discrimination towards members with specific needs, the Academy has set itself to the following procedures:

- That applicants and students are given the opportunity to disclose a specific need, disability or learning difficulty
- That the requirements of applicants or students who disclose a specific need, disability or learning difficulty are assessed on an individual basis;
- That reasonable adjustments are provided, within the resources available, for applicants or students who disclose a specific need, disability or learning difficulty
- That all discussions and information regarding a specific need, disability or learning difficulty are treated in a confidential manner



Reasonable Adjustments for Employees

This may include making adjustments to premises, adjustments to the individual's role or working pattern etc. If an employee becomes disabled whilst working for the academy, we will support them as much as possible.

At pre-employment stage:

- Applicants are given the opportunity to disclose any specific need, disability or learning difficulty on the Application Form;
- Information on how to disclose a specific need, disability or learning difficulty is also provided at the reception;
- Applicants who disclose a specific need, disability or learning difficulty are invited to discuss their requirements prior to being offered the position to ensure that the academy is able to meet their needs. We will consult with them and other relevant specialists to identify their needs in the workplace.

During employment:

- Employees are given the opportunity to disclose any specific need, disability or learning difficulty to the Human Resources Department;
- Once an employee discloses a disability or learning difficulty, he/she will meet with the Human Resources Department to complete an Employment Support Form which confirms the special adjustments to be put in place for the employee;

Possible Adjustments:

Reasonable adjustments could include (this is not an exhaustive list):

- Reallocating duties.
- Altering working hours.
- Making adjustments to premises, rearranging furniture to provide better access, getting special equipment or modifying existing equipment.
- Giving additional training / supervision / support.
- Providing information in an accessible format such as large print, Braille or on an audiotape or providing a piece of specialist equipment such as a text phone for a hearing impaired person or a screen reader for a visually impaired person.
- Transferring the employee to a more accessible site or a suitable alternative vacancy.
- Managing without the employee (whenever the person needs to be absent).

Guidelines:

Reasonable adjustments will be set in place as soon as possible after being made aware of its need and will provide the employee with the opportunity to complete their duties effectively. The work produced following a reasonable adjustment must be assessed in the same way as the work from other employees.

In the case of non-standard adjustments, the Principal will be involved in any discussions regarding adjustments to ensure that professional rigor is maintained and that the necessary resources are available. In some circumstances the employee may be asked to bear the costs of adjustments undertaken.

Procedures and Reasonable Adjustments for Learners

At pre-registration stage:



- Students are given the opportunity to disclose any specific need, disability or learning difficulty on the Application Form;
- Information on how to disclose a specific need, disability or learning difficulty is also provided at the reception;
- Applicants who disclose a specific need, disability or learning difficulty are invited to discuss their requirements prior to enrolling on the course to ensure that the academy is able to meet the students' needs.

Post registration stage:

- During Induction Week, the students are provided with information, by way of a presentation, on how to disclose a disability or learning difficulty, if they haven't already done so prior to registering on their programme;
- Once a student discloses a disability or learning difficulty, he/she will meet with the Student Welfare Office to complete a Learning Support Form which confirms the special adjustments to be put in place for the student;
- The Welfare Office will liaise with the Academic staff to ensure that any special adjustments are accommodated in the learning environment
- Academic staff meet with any students who have completed a Learning Support Form to discuss the students' needs within the context of their individual modules; this is reflected in the students' individual learning plan.
- Welfare staff are responsible for liaising with the Senior Administration to make the adjustments for any assessments that take place during the semester.
- The Head of Department is responsible for coordinating all adjustments for end of module assessments. Personal care and support will be provided through daily contact with the student and liaison with parents and other specialist agencies. Personal helpers may also be provided for those students who have identified and requested this specific need.

Possible Adjustments:

Reasonable adjustments could include (this is not an exhaustive list):

- Additional time in tests and examinations
- Use of computer in tests and examinations
- Separate room provided to accommodate all students with additional time in tests and examinations
- Facility to record lectures
- Extended loans in the library
- The provision of a reader or proxy writer in exam
- Use of assistive technology
- Reorganising the physical environment for classes and/or assessments
- Changing or adapting the assessment method

Guidelines:

Reasonable adjustments will be set in place prior to assessment commencing and will provide the opportunity to give the learner access to a qualification. The work produced following a reasonable adjustment must be assessed in the same way as the work from other learners.

In the case of non-standard adjustments, the Director of Studies will be involved in any discussions regarding adjustments to ensure that academic rigor is maintained and that the necessary resources are available. In some circumstances the student may be asked to bear the costs of adjustments undertaken.

Special Considerations and Mitigating Circumstances



This is an allowance (which may be applied pre or post-assessment) to reflect temporary illness, injury or indisposition that occurred at the time of assessment, or has otherwise caused interruption in the learners' ability to participate or progress in learning. Any special consideration granted cannot remove the difficulty the learner faced at the time and can only be issued relative to the adjustment needed to ensure that the integrity of the assessment/learning is not compromised.

A special consideration is consideration given following a period of assessment for a learner who:

- Was prepared for and present at assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment
- Missed part of the assessment due to circumstances outside their control

A special consideration cannot give the learner an unfair advantage, nor must its use cause the user of a certificate to be misled regarding a learner's achievement. The learner's result must reflect real achievement in assessment and not potential ability. To this end special considerations can only be a small post-assessment to the mark or outcome. A learner will not be eligible for special consideration if:

- No evidence is supplied to the centre that the learner has been affected at the time of the assessment by a particular condition.
- Any part of the assessment is missed due to personal arrangements including holiday or unauthorised absence.
- Preparation for a component is affected by difficulties during the course e.g. disturbances through building work, lack of proper facilities, change in or shortage of staff, industrial disputes.

Reasons for mitigation that are not considered reasonable or 'good causes' include absences for social events, picking people up etc. In the case of unforeseen circumstances of a personal nature, bereavement or similar, mitigating circumstances may apply, but as much evidence as possible should always be provided and a Mitigating Circumstances form completed.

Safeguarding: Protecting young people and vulnerable adults

The City College of London is committed to ensuring the well being of all young people and vulnerable adults in its care. This policy outlines how the academy complies with the relevant legislation and how its staff work to safeguard and protect the interest of vulnerable students.

For the purpose of this policy, young people are defined as people below the age of 18. However, the measures in this policy will also be used by the academy to protect the interest of adults with special educational needs who are not in a position to protect their own rights, and other vulnerable adults, such as those with mental health difficulties. In order to accomplish this the academy will:

- Aim to support the development of young people and vulnerable adults in a safe and secure environment;
- Raise the awareness of all staff in the need to safeguard all young people and vulnerable adults and of their responsibilities in identifying and reporting possible causes of abuse;
- Seek to establish a culture where staff and students feel confident in being able to raise issues in a confidential manner and have an expectation that these issues will be resolved;
- Comply with the relevant legislation and best practice safeguarding and child protection;
- Work co-operatively with other bodies and agencies that support safeguarding of young people and vulnerable adults;
- Ensure that necessary enhanced DBS checks are carried out on all staff involved (or have substantial access to) with young people and vulnerable adults **OR** checks are carried out on



all staff; (according to the current guidance – ‘Safeguarding Children and Safer Recruitment in Education – January 2009)

- Learn from and, where appropriate comply with, safeguarding procedures of the academy’s partner organisations.

Principles of Safeguarding

All academy staff will work to the following principles.

1. The welfare of the young person or adult is paramount
2. Young people and vulnerable adults have a right to be treated with respect and dignity. Staff working with young people and vulnerable adults also have this right
3. All academy staff have responsibility to protect young people and vulnerable adults from harm.
4. All young people and vulnerable adults must have the opportunity to contribute to decisions made about their lives and education.
5. All work with young people and vulnerable adults recognises the need for equality of opportunity and the valuing of diversity.
6. Young people and vulnerable adults are best protected when agencies and individuals work in partnership.

Procedure

- The academy Welfare Officer will act as Child Protection Liaison Officer (CPLO) unless he/she will designate another member of staff to fulfil this role. All staff must be notified of such a delegation.
- All staff within scope must attend a training session on safeguarding during their induction period at the academy. Staff should be involved in refresher training at least every three years.
- Staff should not place themselves in a vulnerable position with a young person. Where possible, interviews should take place in the presence of another adult.
- Any member of staff who has concerns over possible abuse must raise those concerns with the designated CPLO. The CPLO should, if the matters warrant, raise these concerns with the relevant agencies. The Department for Education has produced guidance for inter-agency working. <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00305-2010>
- The CPLO must keep a confidential written record of all matters raised with him/her, irrespective of whether the matter is referred to another agency. Such records should be kept separate to Learner Records. The CPLO should share this information with other academy staff on a ‘need to know basis’.
- In dealing with an individual case, staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people and vulnerable adults.
- Staff must be aware that they cannot promise a young person to keep secrets which might compromise the young person’s safety and well being.

What is abuse?

Abuse may take place in the family, in an institution like the academy, or in the community. The perpetrator may be someone known to the victim or a stranger. Examples of abuse include, but are not limited to:

1. Neglect: the persistent failure to meet someone’s physical or psychological needs
2. Physical abuse: causing physical harm to someone
3. Sexual abuse: forcing or enticing a young person or vulnerable adult to take part in sexual activity, including non contact activity such as looking at pornography



4. Emotional abuse: emotional ill treatment such as to cause severe and persistent adverse effects on a young person's or vulnerable adult's emotional development
5. Bullying: including cyber bullying
6. Parents or carers who abuse drugs or alcohol: not all parents or carers who abuse substances mistreat or neglect their charges. However the people they care for are often at risk from chaotic home lives, absence of boundaries, violence or neglect
7. Domestic violence: either being subject to domestic violence or witnessing it
8. Female genital mutilation – including taking a girl outside the UK for the purpose of FGM
9. Forced Marriage: as distinct from arranged marriage

Legislation and Framework References

This section of the policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: "Working Together to Safeguard Children" 2006, "Framework for the Assessment of Children in Need and their Families" 2000, "What to do if You are Worried a Child is Being Abused" 2003. The guidance reflects "Safeguarding Children and Safer Recruitment in Education" DfES Jan 2007.

The Police Act 1997 (Enhanced Criminal Record Certificates) (Protection of Vulnerable Adults) Regulations 2002 requires employers to carry out Criminal Record (DBS) Checks before employees are allowed to come into contact with vulnerable adults. The academy is required under this legislation to apply for an enhanced disclosure from the Disclosure and Barring Service (formerly the Criminal Records Bureau) for staff working with such students.

Developing Staff Awareness

Young people and vulnerable adults will only be protected if all staff understand their roles and responsibilities. Key staff will receive training in line with national requirements. Those with designated child protection responsibilities will receive update training every two years. All academy staff will be included in a rolling 3 year staff development programme following national guidelines.

Pastoral Support

City College of London understands that studying in the UK can be a stressful experience and acknowledges that once a student has taken up their place, the academy has a duty of care towards them which is the responsibility of all staff to exercise.

To this effect, it provides a Student Service which supports all students at the academy and helps learners to have a successful and enjoyable time while they are here. The Student Services run a drop-in advisory service where learners are welcome to seek information and advice on any issue that is affecting them, in confidence.

However we also recognize that learners' problems are often complex, with personal issues having an impact upon academic performance and vice versa, so the boundaries between academic and non-academic support will inevitably be blurred to some extent. It is often the case that learners seek support by approaching a member of staff with whom they feel comfortable rather than the relevant designated person, so all staff should be able to refer learners to the most appropriate point of contact and we also positively encourage an approachable attitude for all members of staff.

Support and guidance may be sought by learners on specific academic issues or on more general learning support; common topics that students could potentially seek advice on include finance, immigration, accommodation, cultural adaptation and homesickness, employment regulations, healthcare, family support and counseling. We have a range of freely available leaflets and booklets on matters which may affect learners.



We endeavor to emphasize that all members of the academy community create a culture whereby they are both comfortable and recognize the importance of speaking to someone if personal worries are beginning to affect studies, work or ability to function adequately day to day.

In addition to the academy, we provide a list of contact organisations such as the **Citizen's Advice Bureau** which can give you information on your rights as a consumer and legal issues and the **Samaritans** who offer confidential support to anyone who feels they need to talk. Student Services may also help students with a range of practicalities such as opening a Bank Account, Council Tax, Registering with a doctor, Careers advice etc.

Operational Principles

The aims, objectives and implementation of the policy are underpinned by five principles. Student Support and Guidance should:

Be Learner Centred:

Any information, guidance and advice provided should be aimed at enhancing students' capability and fostering their personal autonomy

Be Confidential

The services offered should operate within established conventions of confidentiality on all personal and academic issues

Be Impartial

Support and guidance should be equitable, impartial and include referring the student on to other sources where appropriate

Be Accessible

Guidance and support should be accessible to all students at all stages of their programme of study

Have regard for Equality and Diversity

Support and guidance should be offered in accordance with the academy's commitment to equality and diversity

Aims and Objectives

The aims of the policy are to:

1. To provide pastoral support for students on personal and general welfare matters.
2. To refer students to specialist agencies such Social Services, the Police, Connexions where necessary
3. Provide proactive information, advice and guidance to students and staff on welfare, finance and health related issues.
4. Provide 1-to-1 sessions, small group and class sessions as part of the personal tutorial programme.
5. To produce timely and accurate internal reports providing statistical information on the service provision
6. Liaise with the Students' Union and outside agencies to establish and develop a network of support and information.
7. To participate in the Academy's appraisal scheme.
8. Ensure a safe working environment in accordance with legal requirements and Academy regulations.
9. Perform any other duties as may from time to time be specified by the Academy.

Student Support and Guidance Framework

The following points constitute the Framework. Separate Guidance Notes provide more detailed information about its implementation.



At the time they first make contact with the academy, students will be provided with:

- i. Guidance on which academy services to contact to ensure that appropriate support is available to meet their needs when they take up their place, eg; International Office, Specific Needs;
- ii. Relevant pre-arrival information from these services to assist students in their preparation prior to taking up their place.

On entry to their programme of study, students will be provided with:

- i. Information about the range of support available
- ii. Guidance on identifying the learning and assessment requirements of their programme and guidance on students' own responsibilities in relation to successful completion of their programme;
- iii. In appropriate circumstances, guidance on clarifying their current skills, abilities, interests and learning achievements and in identifying their personal and learning needs for their studies;

During their programme of study, students will be provided with:

- i. Access within the academy to a designated person(s) who is/are able, as first point of contact, to offer information on policies, procedures, and resources related to student support and guidance;
- ii. Access within the academy to reliable and valid academic advice and guidance at all reasonable times throughout the academic year;
- iii. Access within the Academy to support and advocacy if they have a registered additional learning need or a disability;
- iv. Access within the Academy to support and advocacy if they are an international student;
- v. Access within the academy to a range of specialist personal guidance and support services including:
 - Course Information, Advice and Guidance
 - Careers Education and Guidance
 - Counselling Service
 - Advice and Welfare
 - Personal Tutor
 - Study Skills Support
 - Help with Transport Costs
 - Fees
 - Learning Mentors
 - Student Union
 - Equality and Diversity
 - Sports and Leisure
 - International Student Support

External bodies may be involved in the provision of these where relevant.

- vi. Opportunities to evaluate and register their views on the support and guidance services provided by the academy and by Support Services.

On exit from the academy, students will be provided with:

- i. Help in making further decisions about their future learning needs in light of outcomes achieved/anticipated;
- ii. Guidance on gaining paid employment;
- iii. Access to careers guidance for up to one year from the completion of their studies;

Support for Key Skills and English as a Foreign Language

For learners who require additional support in literacy, numeracy or ICT usage we offer on-going guidance and support in the form of extra classes and adjusted materials. For those learners who do not possess English as their first language we offer the provision of additional support in the



acquisition and use of appropriate English. In some cases we may issue English classes as a prerequisite to study. All students without English as a first language will need to evidence their current English level for professional courses.

Student Cards

Students are issued with an identity card for City College of London on registration. Students are also eligible for NUS or NUS Extra cards and Student Oyster cards. Forms and further information are available from administration.

Compassionate Circumstances

City College of London recognizes that on occasion, circumstances occur which may cause undue distress or otherwise interfere with an individuals' ability to cope on a temporary basis. This may include bereavements, assault, theft or other similar occurrence. In such situations, the academy will endeavour to provide as much flexibility as it can with regards to the continuation of their work or study within the academy. This may include the suggestion that an individual take leave or seek counselling from organisations outside of the academy. The academy will provide full support in allowing the individual to do so within the bounds of its legal commitments.

Maternity and Paternity

Becoming a parent is a profound moment in anyone's life and we recognise that members of the academy may find themselves becoming parents during their time at the academy. Provisions for staff are dealt with fully in the Staff Handbook. Where a student becomes pregnant during the course, leave or deferral may be offered where this is supported by medical documentation. If the student is a non-EEA national, the academy will advise the student according to the specific regulations relating to their visa status. This is outlined in the Attendance Policy.

Work Placements

City College of London also recognise that some courses and some student visas offer the opportunity of a work placement. In order to support learners in fulfilling the opportunity to enhance their learning that this provides, the academy will support the learners in this opportunity.

In cases where the work placement is an integral part of the course structure (i.e. not optional) the academy will organise placements for the learners. In cases where it is an optional element to enhance studies, the academy will support the learner in finding their own placement. In all cases, the following conditions apply:

1. The placement may not exceed 33% of the total length of the student's course. As the student is studying for 1 year the placement should not exceed 120 days at 16 hours per week, however the number of hours per week can be adjusted by altering the overall length of the placement. The academy accepts no responsibility for any work done by the student in excess of these hours and relies on the supervision and integrity of the employer in this regard.
2. The academy will ask the employer to complete a form confirming the attendance of the student to the work placement that will be returned each week of the placement.
3. The academy will expect the student to submit assignments based upon their experience in the employer's company and the employer shall enable the student to complete them. The academy will issue these assignments and monitor progress.
4. The academy will only issue work placements to students who are up to date with fees and possess satisfactory attendance to classes. Should such circumstances change, the academy will notify the employer and the work placement will cease.



5. As part of our duty of care, prior to a work placement the academy will request the employer to provide evidence of incorporation, insurance and health and safety compliance.
6. The academy will notify the employer of the timetabling of classes (for which the student must be in attendance) and also let them know in the event of any changes to timetabling.
7. The role of the student within the employer's organisation should reflect the level and nature of study. All management students are expected to have roles that involve the supervision and management of others, for example.

Careers Support

City College of London recognizes the value of support and guidance for learners both during their studies and after graduation to help them define and refine their career goals and possibilities. In this respect, and as part of the on-going pastoral support of the academy, the academy offers the following to students:

1. Careers Guidance, Pitching & Professional Development

At the City College of London we support professional development during and after the learner's course. They will have several one-to-one sessions where, together, we analyse learner's progress on the course and they will be asked to prepare a career strategy.

2. In-course support and guidance

During the academic year the Principal and/or the Programme Leader will meet with students on three occasions in sessions referred to as 'Career Development Meetings' (CDM's). In addition to focusing attention onto the creation of Individual Learning Plans (ILP's) to ensure maximum productivity during the year, progressively these sessions will assist you in identifying your strengths and weaknesses, help you reflect upon your studies and achievements and set career goals. They will culminate in the production of a CV and Career Development Plan.

On a termly basis 'Career Development Meetings' (CDM's) will include the production of and discussion on the following:

- Term1: Personal Statement (PS1) - Aspirational
Individual Learning Plan for term 1 modules
- Term 2: Personal Statement (PS2) - Reflective
Individual Learning Plan for term 2 modules
Career Goals Summary
Self-Promotion Audit
- Term 3: Personal Statement (PS3) – Reflective and Critical Analysis
Individual Learning Plan for term 3 modules
Career Development (Goals) Plan
Self-Promotion Portfolio (CV, website, CDP, etc.)

Support for applications

References for applications to work will be supported by the academy upon receipt of the request. Where the academy is aware that a student does not have the legal right to work in the UK, they will advise the student, and any organisation seeking a reference of this fact.