



QUA-018-1.0b Equal Opportunities and Diversity Policy

August 2025

1 PURPOSE

This policy demonstrates MGTS's unwavering commitment to promoting equal opportunities, valuing diversity, and creating an inclusive environment for all individuals within our organisation and learning community. The policy ensures that all people are treated with dignity and respect, and that no one faces discrimination, harassment, or disadvantage based on their individual characteristics.

The purpose of this policy is to:

- Establish clear principles and expectations regarding equal opportunities and diversity
- Ensure compliance with all relevant equality legislation and regulatory requirements
- Create an inclusive culture that values and celebrates diversity in all its forms
- Provide clear procedures for addressing discrimination, harassment, and inequality
- Promote positive action to address underrepresentation and barriers to participation
- Support all individuals to reach their full potential in learning and employment

This policy applies to all aspects of MGTS's operations including recruitment, selection, training delivery, assessment, career development, and all interactions with learners, employers, and stakeholders.

2 SCOPE

This policy applies to:

All MGTS Personnel:

- Senior leadership team and Board of Trustees
- All employees including managers, tutors, assessors, Training Development Advisers (TDAs), administrators, and support staff
- Contractors, consultants, volunteers, and temporary staff
- Subcontractors when delivering MGTS programmes

All Learners and Stakeholders:

- All apprentices and learners on MGTS programmes across all levels and sectors
- Prospective learners and applicants to MGTS programmes
- Employers and workplace supervisors engaged with MGTS
- External verifiers, awarding body representatives, and regulatory inspectors
- Suppliers, service providers, and business partners
- Visitors to MGTS premises and events

All Activities and Locations:

- Training centres in Coventry and Redditch
- Workplace learning environments with employer partners
- Subcontractor premises where MGTS programmes are delivered
- Online learning environments and digital platforms
- Assessment activities both on-site and in workplace settings
- All recruitment, marketing, and promotional activities

3 LEGISLATIVE AND NATIONAL GUIDANCE FRAMEWORK

This policy ensures full compliance with:

Primary Legislation:

- **Equality Act 2010** - comprehensive equality legislation covering all protected characteristics
- **Human Rights Act 1998** - fundamental human rights and freedoms
- **Data Protection Act 2018 and UK GDPR** - protection of personal information including sensitive characteristics
- **Employment Rights Act 1996** - employment protections and rights
- **Apprenticeships, Skills, Children and Learning Act 2009** - learner protections and rights

Regulatory and Sector Guidance:

- **Ofsted Inspection Framework** - equality, diversity and inclusion requirements
- **Education and Skills Funding Agency (ESFA) Requirements** - equal opportunities obligations for funded providers
- **Institute for Apprenticeships and Technical Education (IfATE) Standards** - apprenticeship quality and inclusion requirements
- **Awarding Body Requirements** - equal opportunities in assessment and certification
- **Public Sector Equality Duty** - advancing equality of opportunity and fostering good relations

Best Practice Guidance:

- **Equality and Human Rights Commission Guidance** - technical guidance on equality law
- **ACAS Guidance** - workplace equality and diversity best practices
- **Government Equality Strategy** - national equality objectives and priorities
- **Sector Skills Council Guidance** - industry-specific equality considerations

4 THE 9 PROTECTED CHARACTERISTICS

Under the Equality Act 2010, MGTS is committed to preventing discrimination and promoting equality in relation to all nine protected characteristics:

4.1 Age

Definition: Refers to a person's age, whether young or old, or belonging to a particular age group.

MGTS Commitment:

- Equal treatment of apprentices regardless of age, recognising the value of both young and mature learners
- Age-appropriate learning approaches that accommodate different life experiences and learning preferences
- Fair recruitment and employment practices that do not disadvantage individuals based on age
- Recognition that experience and fresh perspectives both contribute value to our learning community

Practical Application:

- Flexible learning schedules to accommodate different life circumstances
- Mentoring programmes that pair learners of different ages
- Career guidance that recognises different career stages and aspirations
- Age-inclusive marketing and recruitment materials

4.2 Disability

Definition: A physical or mental impairment that has a substantial and long-term adverse effect on ability to carry out normal day-to-day activities.

MGTS Commitment:

- Proactive approach to identifying and removing barriers to participation
- Comprehensive reasonable adjustments to ensure equal access to learning and employment
- Investment in accessible facilities, equipment, and learning resources
- Partnership working with specialist agencies and support services

Practical Application:

- Accessible training centres with appropriate facilities and equipment
- Assistive technology and alternative format materials
- Flexible assessment arrangements and additional learning support
- Disability awareness training for all staff
- Clear procedures for requesting and implementing reasonable adjustments

4.3 Gender Reassignment

Definition: The process of transitioning from one gender to another, which may or may not involve medical treatment.

MGTS Commitment:

- Respectful and supportive environment for individuals undergoing gender reassignment
- Protection of privacy and confidentiality regarding gender transition
- Appropriate policies for use of facilities and participation in activities
- Zero tolerance of discrimination or harassment related to gender reassignment

Practical Application:

- Inclusive facilities policies that respect individual needs and circumstances
- Confidential support and guidance during transition processes
- Training for staff on transgender awareness and inclusive practices
- Clear procedures for updating records and documentation

4.4 Marriage and Civil Partnership

Definition: Legal unions between individuals, including both marriage and civil partnerships.

MGTS Commitment:

- Equal treatment regardless of marital or partnership status
- Recognition of diverse family structures and relationship types
- Flexible policies that accommodate different family circumstances
- Inclusive language and materials that reflect relationship diversity

Practical Application:

- Inclusive benefits and leave policies for all partnership types
- Recognition of next of kin rights for all legally recognised relationships
- Marketing materials that reflect diverse family structures
- Flexible learning arrangements to accommodate family responsibilities

4.5 Pregnancy and Maternity

Definition: Pregnancy and the period after birth, including maternity leave and breastfeeding.

MGTS Commitment:

- Supportive environment for pregnant learners and staff
- Flexible arrangements to enable continued participation in learning and employment
- Safe working and learning environments during pregnancy
- Support for breastfeeding mothers with appropriate facilities

Practical Application:

- Risk assessments and adjustments for pregnant learners and staff
- Flexible attendance and assessment arrangements
- Appropriate rest facilities and private spaces for breastfeeding
- Maternity/paternity leave policies that exceed statutory requirements
- Return-to-work/learning support programmes

4.6 Race

Definition: Colour, nationality, ethnic or national origins, including citizenship.

MGTS Commitment:

- Celebration of cultural diversity and multicultural perspectives
- Zero tolerance of racism and racial discrimination in any form
- Proactive measures to ensure equal opportunities for all racial groups
- Culturally responsive teaching and learning approaches

Practical Application:

- Diverse curriculum content that reflects multicultural perspectives
- Celebration of cultural events and awareness raising
- Translation services and multilingual support where needed
- Inclusive recruitment practices to attract diverse candidates
- Monitoring of outcomes by ethnic group to identify and address disparities

4.7 Religion or Belief

Definition: Any religion, religious belief, or philosophical belief, including lack of belief.

MGTS Commitment:

- Respect for all religious and philosophical beliefs including non-belief
- Accommodation of religious observances and practices where reasonably possible
- Creation of inclusive environments that welcome all belief systems
- Protection from discrimination or harassment based on religion or belief

Practical Application:

- Flexible scheduling to accommodate religious observances and holy days
- Appropriate facilities for prayer and religious observance where possible
- Inclusive catering that considers dietary requirements
- Respectful discussion of diverse worldviews in learning contexts
- Clear guidelines on religious expression in workplace and learning environments

4.8 Sex

Definition: Being male or female (biological sex).

MGTS Commitment:

- Equal opportunities for all individuals regardless of sex
- Challenging of gender stereotypes particularly in engineering and technical fields
- Proactive measures to address underrepresentation of women in STEM
- Safe and respectful environments free from sexual harassment

Practical Application:

- Targeted outreach to encourage women into engineering apprenticeships
- Female role models and mentoring programmes
- Gender-inclusive careers guidance and progression planning
- Monitoring of participation and achievement by sex
- Prevention of sexual harassment through clear policies and training

4.9 Sexual Orientation

Definition: Attraction towards people of the same sex, opposite sex, or both sexes.

MGTS Commitment:

- Inclusive environment that welcomes individuals of all sexual orientations
- Zero tolerance of homophobic, biphobic, or related discrimination
- Recognition and celebration of LGBTQ+ identities and contributions
- Supportive policies and practices for LGBTQ+ learners and staff

Practical Application:

- Inclusive language in all policies, procedures, and communications
- LGBTQ+ awareness training for staff
- Support for LGBTQ+ networks and pride events
- Confidential support and guidance for individuals exploring sexual orientation
- Anti-bullying policies that specifically address LGBTQ+ harassment

5. COMMUNICATION, TRAINING AND CPD FOR STAFF**5.1 Communication Strategy****Policy Awareness and Promotion:**

- All staff receive comprehensive equality and diversity training during induction
- Policy prominently featured in staff handbooks and internal communications
- Regular updates and reminders through team meetings and newsletters
- Visual displays and resources promoting equality and diversity throughout MGTS premises
- Annual Equality and Diversity Week with focused activities and awareness raising

Inclusive Communication:

- All external and internal communications use inclusive language and imagery
- Marketing materials reflect the diversity of our learner and staff community
- Website and digital platforms meet accessibility standards and inclusive design principles
- Multilingual support available for key communications where needed
- Regular review of communications to ensure continued inclusivity and relevance

5.2 Mandatory Training Requirements**Induction Training for All Staff:**

- Comprehensive overview of equality legislation and MGTS policy commitments
- Understanding of the nine protected characteristics and their implications
- Recognition of direct, indirect, and associative discrimination
- Procedures for reporting and addressing equality concerns
- Role-specific equality responsibilities and expectations

Ongoing Professional Development:

- Annual refresher training on equality and diversity developments
- Unconscious bias training to recognise and address implicit assumptions
- Cultural competence development to work effectively with diverse communities
- Inclusive teaching and assessment training for education staff
- Leadership in diversity programmes for managers and supervisors

5.3 Specialist Training Programmes**Role-Specific Training:**

- **Recruitment and selection:** Fair recruitment practices and bias-free selection
- **Teaching and assessment:** Inclusive pedagogy and assessment methods
- **TDA and workplace learning:** Managing diversity in workplace settings
- **Customer service:** Providing inclusive and accessible services
- **Management and leadership:** Creating inclusive teams and managing diverse workforces

Advanced Development:

- **Equality impact assessment** training for policy and decision makers
- **Conflict resolution** and mediation in diversity-related disputes
- **Mental health awareness** and supporting learners with mental health challenges
- **Disability awareness** and reasonable adjustment implementation
- **LGBTQ+ ally training** and creating inclusive environments

6. PROCESS FOR MONITORING EQUAL OPPORTUNITIES**6.1 Data Collection and Analysis****Systematic Monitoring Framework:**

- Collection of equality monitoring data at all key stages (application, enrolment, progression, achievement, employment)
- Analysis of participation rates across all protected characteristics
- Regular review of achievement gaps and differential outcomes
- Tracking of career progression and advancement by protected characteristics
- Monitoring of disciplinary actions and complaints by equality groups

Key Performance Indicators:

- Participation rates by protected characteristic compared to local demographics
- Achievement rates and success rates across different equality groups
- Progression rates to higher levels of learning and employment
- Staff diversity at all levels including leadership positions
- Satisfaction rates with equality and diversity arrangements

6.2 Regular Review and Reporting**Monthly Monitoring:**

- Review of recruitment and enrolment data by equality characteristics
- Analysis of any complaints or concerns related to equality and diversity

- Assessment of reasonable adjustment requests and implementation
- Review of staff diversity data and recruitment outcomes

Quarterly Analysis:

- Comprehensive review of learner achievement and progression data
- Analysis of any differential outcomes or achievement gaps
- Review of equality training completion and staff development
- Assessment of policy effectiveness and areas for improvement

Annual Reporting:

- Publication of comprehensive Equality and Diversity Annual Report
- Analysis of trends and patterns over time
- Identification of areas of good practice and areas needing improvement
- Setting of equality objectives and targets for the following year
- Stakeholder consultation on equality priorities and initiatives

6.3 External Benchmarking and Validation

Sector Comparison:

- Benchmarking of MGTS equality data against sector and national averages
- Participation in sector equality networks and sharing of best practices
- Regular review of sector guidance and implementation of best practices
- Collaboration with other training providers on equality initiatives

External Validation:

- Regular external equality audits and assessments
- Participation in equality accreditation schemes where available
- Engagement with external equality organisations for advice and support
- Stakeholder feedback on equality and diversity arrangements

7. PROCESS FOR MEASURING DIVERSITY

7.1 Diversity Metrics and Indicators

Quantitative Measures:

- **Representation analysis:** Proportion of different groups in learner and staff populations
- **Diversity index calculations:** Statistical measures of overall diversity levels
- **Intersectionality analysis:** Understanding of multiple identity experiences
- **Pipeline analysis:** Tracking diversity through recruitment to completion/employment
- **Pay gap analysis:** Regular review of pay differentials by protected characteristics

Qualitative Measures:

- **Inclusion surveys:** Regular assessment of sense of belonging and inclusion
- **Focus groups:** In-depth exploration of experiences across different groups
- **Case studies:** Individual stories of success and challenge
- **Cultural assessment:** Evaluation of organisational culture and climate
- **Stakeholder feedback:** Input from learners, employers, and community partners

7.2 Comprehensive Data Collection

Learner Diversity Measurement:

- **Application stage:** Diversity of applicants and conversion rates
- **Enrolment:** Analysis of who starts programmes and any barriers identified
- **Retention:** Differential retention rates and reasons for leaving by group
- **Achievement:** Success rates and grade distributions across equality groups
- **Progression:** Further learning and employment destinations by diversity characteristics

Staff Diversity Measurement:

- **Recruitment:** Diversity of applicants, shortlisted candidates, and appointees
- **Representation:** Distribution across roles, departments, and seniority levels
- **Development:** Access to training and career advancement opportunities
- **Retention:** Turnover rates and exit interview feedback by protected characteristics
- **Leadership:** Diversity in management and decision-making positions

7.3 Impact Assessment and Evaluation

Policy Impact Assessment:

- Regular Equality Impact Assessments (EIAs) for all major policies and decisions
- Assessment of potential differential impacts on protected groups
- Mitigation measures to address negative impacts and promote positive outcomes
- Monitoring of policy implementation and effectiveness
- Regular review and updating based on impact evidence

Programme Evaluation:

- Assessment of curriculum content for diversity and inclusion
- Evaluation of teaching methods and their effectiveness for different learners
- Review of assessment methods for potential bias or barriers
- Analysis of workplace learning experiences across diverse employer settings
- Evaluation of support services and their accessibility to all learners

8. REASONABLE ADJUSTMENTS AND SPECIAL CONSIDERATIONS

8.1 Proactive Approach to Reasonable Adjustments

Early Identification and Planning:

- Comprehensive initial assessment including discussion of support needs
- Proactive identification of potential barriers and adjustment requirements
- Collaborative approach involving learners, staff, and external specialists
- Regular review of adjustments to ensure continued effectiveness
- Anticipatory reasonable adjustments for common accessibility barriers

Types of Reasonable Adjustments:

- Physical adjustments: Accessibility modifications to buildings and equipment
- Learning support: Additional teaching support, note-takers, communicators
- Assessment adjustments: Extra time, alternative formats, oral assessments
- Technology solutions: Assistive technology, software adaptations
- Flexible arrangements: Adapted timetables, breaks, seating arrangements

8.2 Clear Process for Requesting Adjustments

Step 1: Initial Discussion

- Open conversation during initial interview or early in programme
- Clear information about available support and adjustment options
- Assessment of individual needs and circumstances
- Identification of any immediate adjustments required

Step 2: Formal Assessment

- Detailed assessment by qualified learning support specialist
- Consideration of evidence from external professionals where relevant
- Development of comprehensive support plan with clear objectives
- Agreement on implementation timeline and review arrangements

Step 3: Implementation and Monitoring

- Prompt implementation of agreed adjustments
- Regular monitoring of effectiveness and learner satisfaction
- Adjustment of support arrangements as needs change
- Clear communication with all relevant staff about adjustments

Step 4: Review and Evaluation

- Regular formal reviews of adjustment effectiveness
- Learner feedback on support arrangements and suggestions for improvement
- Modification of adjustments based on changing needs or circumstances
- Documentation of outcomes and impact on learning progress

8.3 Special Considerations in Assessment

Assessment Accessibility:

- All assessments reviewed for accessibility and potential barriers
- Alternative assessment methods available where standard approaches present barriers
- Clear guidance for assessors on implementing assessment adjustments
- Quality assurance procedures to ensure assessment validity and reliability
- External verifier and awarding body liaison on assessment adjustments

Workplace Assessment Considerations:

- Collaboration with employers to ensure workplace assessments are accessible
- Training for workplace supervisors on reasonable adjustments
- Alternative workplace arrangements where standard settings present barriers
- Health and safety considerations for learners with disabilities in workplace settings
- Clear communication between training centre and workplace on adjustment needs

9. RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

9.1 Inclusive RPL Processes

Accessible RPL Assessment:

- Multiple methods for demonstrating prior learning and experience
- Recognition of learning from diverse cultural, educational, and professional backgrounds
- Flexible evidence requirements that accommodate different circumstances
- Support for learners in compiling and presenting RPL evidence
- Clear criteria and transparent assessment processes

Cultural Competence in RPL:

- Recognition of qualifications and experience from international contexts
- Understanding of different educational systems and cultural approaches to learning
- Collaborative approach with learners to identify and articulate prior learning
- Specialist support for learners whose first language is not English
- Partnership working with credential recognition services

9.2 Removal of Barriers to RPL

Financial Accessibility:

- Clear information about RPL costs and available financial support
- Flexible payment arrangements where appropriate
- Recognition that RPL can reduce overall programme costs and duration
- Signposting to funding sources and bursary schemes

Process Accessibility:

- Clear guidance in accessible formats about RPL procedures
- Support with completing applications and gathering evidence
- Flexible arrangements for RPL interviews and assessments
- Regular review of RPL processes to identify and remove barriers
- Feedback mechanisms to continuously improve RPL accessibility

10. POSITIVE ACTION AND OUTREACH

10.1 Addressing Under-representation

Targeted Outreach Programmes:

- Specific initiatives to attract underrepresented groups to MGTS programmes
- Partnership working with community organisations and specialist agencies
- Outreach to schools and colleges in diverse communities
- Participation in careers fairs and community events in underrepresented areas
- Development of positive role models and case studies

Women in Engineering Initiative:

- Specific programmes to address gender imbalance in engineering apprenticeships
- Female mentoring programmes and support networks
- Partnership with employers committed to gender diversity

- Celebration of female engineers and technical professionals
- Research and evaluation of barriers to women's participation

10.2 Community Engagement and Partnership

Community Links:

- Active engagement with local diversity networks and community organisations
- Partnership with faith groups, cultural associations, and community centres
- Collaboration with disability organisations and advocacy groups
- Engagement with LGBTQ+ networks and support organisations
- Regular community consultation on equality priorities and initiatives

Employer Engagement:

- Work with employers to promote diversity in apprenticeship opportunities
- Support for employers in developing inclusive workplace practices
- Sharing of diversity data and good practice with employer partners
- Collaboration on addressing barriers to participation in workplace learning
- Recognition and celebration of diverse and inclusive employers

11. PREVENTING AND ADDRESSING DISCRIMINATION

11.1 Zero Tolerance Approach

Clear Standards and Expectations:

- Unambiguous statement that discrimination, harassment, and victimisation are unacceptable
- Clear definitions of unacceptable behaviour with practical examples
- Consistent application of standards across all activities and locations
- Regular communication of expectations and consequences
- Leadership commitment to creating inclusive environments

Types of Discrimination Prohibited:

- **Direct discrimination:** Less favourable treatment because of a protected characteristic
- **Indirect discrimination:** Policies or practices that disadvantage particular groups
- **Harassment:** Unwanted conduct that violates dignity or creates hostile environments
- **Victimisation:** Adverse treatment for making or supporting equality complaints
- **Discrimination by association:** Discrimination because of association with someone with protected characteristics

11.2 Reporting and Response Procedures

Multiple Reporting Channels:

- Direct reporting to line managers or designated equality officers
- Anonymous reporting systems for those uncomfortable with direct reporting
- External reporting to regulatory bodies where internal processes are inappropriate
- Support from trade unions, professional associations, or external advocacy groups
- Clear timescales for acknowledgement and response to reports

Investigation Process:

- Prompt, thorough, and impartial investigation of all discrimination reports
- Appropriately trained investigators with relevant expertise and authority
- Clear timescales and regular communication with all parties
- Appropriate interim measures to protect individuals during investigations
- Fair consideration of all evidence and perspectives

11.3 Sanctions and Remedial Action

Consequences for Discrimination:

- **Staff:** Disciplinary action up to and including dismissal for serious discrimination
- **Learners:** Use of student disciplinary procedures and potential programme termination
- **Employers:** Review of partnership arrangements and potential contract termination
- **Suppliers/contractors:** Termination of contracts and exclusion from future opportunities

Restorative Approaches:

- Mediation and conflict resolution where appropriate and agreed by all parties

- Training and development for individuals who have discriminated
- System changes to prevent recurrence of discrimination
- Support and advocacy for those who have experienced discrimination
- Regular follow-up to ensure effective resolution and no further incidents

12. CREATING AN INCLUSIVE CULTURE

12.1 Leadership Commitment

Visible Leadership:

- Senior leadership actively champions equality and diversity initiatives
- Regular communication from leaders on equality commitments and expectations
- Leadership participation in diversity events and awareness activities
- Investment in equality training and development for all managers
- Accountability measures for managers on equality and inclusion performance

Governance Oversight:

- Board of Trustees oversight of equality strategy and performance
- Regular reporting to trustees on equality outcomes and challenges
- Trustee training on equality responsibilities and best practices
- Diverse representation in governance structures where possible
- External scrutiny and challenge of equality arrangements

12.2 Inclusive Practices and Environment

Physical Environment:

- Accessible buildings and facilities that welcome all users
- Inclusive visual displays that reflect diversity and promote equality
- Appropriate facilities for different religious and cultural practices
- Safe spaces for confidential discussions and support
- Technology and equipment accessible to users with different needs

Cultural Environment:

- Celebration of diversity through events, displays, and recognition
- Inclusive social and networking opportunities for all staff and learners
- Zero tolerance of discriminatory language, jokes, or behaviour
- Encouragement of diverse perspectives and contributions in all activities
- Regular assessment of organisational culture and climate

13. SUPPORT SERVICES AND RESOURCES

13.1 Learner Support Services

Comprehensive Support Framework:

- **Academic support:** Additional tutoring, study skills, and learning resources
- **Personal support:** Counselling, mentoring, and wellbeing services
- **Financial support:** Information and access to bursaries, grants, and emergency funds
- **Careers guidance:** Inclusive careers advice recognising diverse backgrounds and aspirations
- **Advocacy support:** Assistance with appeals, complaints, and external agency liaison

Specialist Support Services:

- **Disability support:** Specialist advisors and assistive technology
- **Mental health support:** Trained counsellors and referral to specialist services
- **English language support:** Additional language classes and conversation groups
- **Childcare information:** Signposting to local childcare options and support
- **Transport support:** Information about accessible transport and travel assistance

13.2 Staff Support and Development

Professional Development Opportunities:

- Equality training and development programmes for all staff levels
- Leadership development with focus on inclusive leadership skills
- Mentoring and coaching programmes supporting career progression
- Conference attendance and networking opportunities in equality and diversity

- Qualification and accreditation support for equality specialists

Employee Wellbeing:

- Employee assistance programmes providing confidential support and counselling
- Flexible working arrangements to support work-life balance
- Occupational health services with understanding of diverse health needs
- Staff networks and support groups for different communities
- Recognition and reward programmes celebrating diversity contributions

14. MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT

14.1 Performance Management

Regular Performance Review:

- Monthly analysis of equality data and trend identification
- Quarterly review meetings with designated equality leads
- Annual comprehensive evaluation of equality strategy and outcomes
- Integration of equality objectives into organisational planning cycles
- Regular stakeholder feedback and consultation on equality priorities

Key Performance Indicators:

- **Participation:** Representation across protected groups compared to local demographics
- **Achievement:** Success rates and grade distributions by equality characteristics
- **Satisfaction:** Learner and staff satisfaction with equality arrangements
- **Progression:** Career advancement and further learning destinations
- **Culture:** Staff and learner perceptions of inclusivity and belonging

14.2 Continuous Improvement Framework

Evidence-Based Development:

- Regular research and evaluation of equality interventions and their effectiveness
- Benchmarking against sector best practices and national standards
- Stakeholder consultation and co-design of equality initiatives
- Pilot programmes and evaluation of innovative approaches
- Integration of equality considerations into all policy and procedure reviews

Innovation and Best Practice:

- Investment in new technologies and approaches to support equality
- Collaboration with other organisations on equality research and development
- Sharing of MGTS best practices with the wider sector
- Regular horizon scanning for emerging equality challenges and opportunities
- Recognition and celebration of equality achievements and progress

15. RESPONSIBILITIES

15.1 Board of Trustees

- **Strategic oversight:** Setting equality vision, strategy, and objectives for MGTS
- **Performance monitoring:** Regular review of equality data and outcomes
- **Resource allocation:** Ensuring adequate resources for equality initiatives
- **External accountability:** Representing MGTS equality commitments to stakeholders
- **Legal compliance:** Ensuring compliance with all equality legislation and duties

15.2 Chief Executive Officer (David Bridgens)

- **Overall leadership:** Providing visible leadership and commitment to equality
- **Strategic direction:** Ensuring equality is embedded in organisational strategy
- **Resource provision:** Allocating appropriate resources for equality initiatives
- **Culture development:** Creating and maintaining inclusive organisational culture
- **External representation:** Representing MGTS equality commitments externally
- **Performance accountability:** Ultimate accountability for equality outcomes

15.3 Quality and Compliance Manager (Jordan Geoghegan)

- **Policy implementation:** Leading day-to-day implementation of equality policies

- **Data analysis:** Monitoring and analysing equality data and trends
- **Training coordination:** Ensuring all staff receive appropriate equality training
- **Compliance monitoring:** Ensuring compliance with equality legislation and requirements
- **Improvement planning:** Developing and implementing equality improvement plans
- **Stakeholder liaison:** Working with external equality organisations and networks

15.4 Director of Finance & HR (Ruth Smith)

- **HR leadership:** Ensuring equality in all employment practices and procedures
- **Recruitment:** Implementing fair and inclusive recruitment and selection processes
- **Staff development:** Providing equality training and development opportunities
- **Policy development:** Developing and reviewing employment-related equality policies
- **Employee relations:** Managing equality-related grievances and disciplinary matters
- **Data management:** Maintaining confidential equality monitoring data

15.5 Curriculum Leaders and Teaching Staff

- **Inclusive teaching:** Implementing inclusive teaching and learning practices
- **Learner support:** Identifying and supporting learners with additional needs
- **Curriculum development:** Ensuring curriculum content reflects diversity and inclusion
- **Assessment practices:** Implementing fair and accessible assessment methods
- **Role modelling:** Demonstrating inclusive behaviours and challenging discrimination
- **Professional development:** Engaging with equality training and development opportunities

15.6 Training Development Advisers (TDAs)

- **Workplace equality:** Promoting equality in workplace learning environments
- **Employer engagement:** Working with employers to develop inclusive practices
- **Learner advocacy:** Supporting learners who experience discrimination in workplace settings
- **Reasonable adjustments:** Facilitating workplace reasonable adjustments
- **Progress monitoring:** Monitoring learner progress with attention to equality considerations
- **Best practice sharing:** Sharing good practice in workplace equality

15.7 All Staff Members

- **Personal responsibility:** Acting in accordance with equality principles and policies
- **Inclusive behaviour:** Treating all individuals with dignity and respect
- **Challenge discrimination:** Speaking up about discrimination and inappropriate behaviour
- **Professional development:** Engaging with equality training and learning opportunities
- **Support colleagues:** Supporting colleagues and learners from diverse backgrounds
- **Continuous learning:** Keeping up to date with equality best practices and requirements

16. RELATED POLICIES AND PROCEDURES

This policy should be read in conjunction with:

- **Fair Access to Assessment Policy** - ensuring equal access to assessment opportunities
- **Safeguarding Policy** - protecting vulnerable learners and adults
- **Whistleblowing Policy** - reporting discrimination and equality concerns
- **Complaints Policy** - formal procedures for equality-related complaints
- **Data Protection Policy** - handling equality monitoring data confidentially
- **Health and Safety Policy** - ensuring safe environments for all users
- **Anti-Bullying and Harassment Policy** - preventing and addressing inappropriate behaviour
- **Recruitment and Selection Policy** - fair employment practices
- **Learning Support Policy** - additional support for learners with diverse needs

17. CONTACT INFORMATION

17.1 Internal Contacts

For queries regarding this policy:

Quality and Compliance Manager

Midlands Group Training Services Limited

Gulson Road

Coventry, CV1 2JG

Tel: 07872377272 Email: jordan.geoghegan@mgts.co.uk

Alternative Contacts:**CEO:** David Bridgens - david.bridgens@mgts.co.uk**Director of Finance & HR:** Ruth Smith - ruth.smith@mgts.co.uk**Designated Safeguarding Lead:** Adam Murray - adam.murray@mgts.co.uk**17.2 External Support Organisations****Equality and Human Rights Commission:**

Tel: 0808 800 0082

Website: www.equalityhumanrights.com**ACAS (Advisory, Conciliation and Arbitration Service):**

Tel: 0300 123 1100

Website: www.acas.org.uk**Citizens Advice:**

Tel: 03444 111 444

Website: www.citizensadvice.org.uk**Equality Challenge Unit:**Website: www.ecu.ac.uk

This policy reflects MGTs's fundamental commitment to equality, diversity, and inclusion. We believe that diversity strengthens our organisation and enriches the learning experience for all. Every individual has the right to be treated with dignity and respect, and we are committed to creating an environment where everyone can thrive and reach their full potential.

Policy Owner: Quality & Compliance Manager

Date	Summary of Changes	Version:	Author (Updated by):
01 August 2025	New policy implemented – all other versions of this policy have now been superseded	1.0	Jordan Geoghegan Quality & Compliance Manager

Next Review: See Document Control Register

Policy Approved By:



Jordan Geoghegan

Quality and Compliance Manager

01.08.2025