



Equity, Diversity and Inclusion (EDI) Policy

FOR CENTRES AND LEARNERS

JUNE 2026

1. Purpose

This Policy sets out EduQual's commitment to promoting Equity, Diversity and Inclusion (EDI) throughout the development, delivery, assessment and EduQual Award of Qualifications and associated services. It establishes EduQual's expectations of approved Centres and should be read alongside relevant EduQual policies, including our Recruiting with Integrity Policy. EduQual Centres and registered Learners can request EduQual's associated EDI Procedures document

2. Policy Statement

EduQual is committed to ensuring that Qualifications, assessments and services are accessible, fair, transparent and free from unlawful discrimination.

As a regulated EduQual Awarding body based in the UK, EduQual complies with the principles and spirit of the UK Equality Act 2010 and all subsequent amendments to that Act.¹ In accordance with the principles of current UK legislation, EduQual staff and Associates receive training in Equity, Diversity and Inclusion (EDI) on an annual basis (at minimum).²

3. Scope

This Policy applies to EduQual staff, Associates, approved Centres, Learners and third parties acting on behalf of EduQual. UK Centres must comply with UK legislation. Overseas Centres must implement equivalent arrangements that comply with local law.

4. Definitions

EduQual uses the term *equity* in preference to equality. Equity recognises that individuals may require different support to achieve fair outcomes. Diversity values difference. Inclusion ensures meaningful participation without unnecessary barriers. See also [Annex 2](#) to this policy.

5. EduQual commitments

EduQual considers EDI during the development and maintenance of its Qualifications. We maintain fair registration and certification processes, support equitable access to assessment and strive for continuous improvement in our EDI arrangements. At minimum, we liaise with our approved Centres at the point of approval and during annual reapproval to ensure that their EDI policies and procedures are apposite, fair, and legally sound. EduQual has EDI procedures in place that enable Centres to apply to EduQual to make access arrangements, or to request reasonable adjustments and special

¹ See <https://www.legislation.gov.uk/ukpga/2010/15/contents>.

² Also known as DEI (Diversity, Equity and Inclusion) or more broadly as Equality, Diversity and Inclusion.

consideration for Learners. These procedures are available to Centres and registered Learners upon request.³

5.1 Misuse / abuse of reasonable adjustments and special consideration

EduQual will take whatever action is required to protect its reputation and integrity as a regulated EduQual Awarding body where the policy for reasonable adjustment and special consideration is misused / abused at EduQual-approved Centres. Such action could include withdrawal of approval for one or more EduQual Qualifications, the invalidation / recall of EduQual Certificates, and / or the withdrawal of approval from the Centre itself.

See also EduQual's Malpractice and Maladministration Policy, and Sanctions Policy.

6. EduQual Principles

EduQual continually strives to:

- provide equitable access
- design inclusive Qualifications
- support Centres and Learners
- protect assessment integrity
- improve practice

7. Centre responsibilities

Approved EduQual Centres have the choice of adopting EduQual's own EDI Policy and EDI Procedures, but at minimum must maintain an effective EDI (or equivalent) policy of their own which will be subject to review by EduQual. Further, Centres must recruit with integrity, identify Learner support needs, maintain local EDI procedures (where relevant), retain appropriate records and cooperate with EduQual quality assurance activities.

7.1 Record keeping

Records should normally be retained by the Centre for a minimum of three years and be made available for quality assurance purposes and as may be requested by EduQual or the regulatory authorities (including Qualifications Scotland Accreditation). It is recommended that Centres extend these records to 6 years. EduQual maintains records and any feedback / records of complaints indefinitely. These records allow us to continuously improve our commitment to EDI, including this policy and its associated procedures.

³ Write to info@eduqual.org.uk.

7.2 Guidance for non-UK (overseas) Centres

EduQual-approved Centres based outside the UK are not necessarily obliged to comply with UK legislation, and local laws may take precedence over this policy. While Centres based outside the UK are encouraged to create a practicable EDI policy and guidance for their staff and Learners, they must ensure that any EDI policy or guidance created for staff and Learners complies with local law, as appropriate, or as required.

8. Reporting concerns

Individuals should utilise Centre grievance procedures in the first instance, followed by EduQual complaints and / or whistleblowing procedures (as appropriate / relevant).

9. Monitoring and review (continuous improvement)

This Policy will be reviewed annually or sooner if legislation, regulation or operational requirements change. Feedback from Centres and Learners (including complaints and quality assurance activities such as Standards Monitoring) inform improvements to EduQual policies and procedures.

10. Regulatory References

Qualifications Scotland RP14 and Ofqual Conditions D1, D2, E4, G2, G3, G6 and G7.

UK regulators require all EduQual Awarding Organisations to establish and maintain their compliance with regulatory conditions and criteria. As part of this process, policies that relate to EduQual's status as an EduQual Awarding organisation will reference any conditions and criteria that they address.

This policy addresses the following regulatory criteria and conditions:

Qualification regulator or relevant governing body	Regulatory rule or guidance document	Regulatory condition, criteria, or principle
Qualifications Scotland Accreditation	Regulatory Principles 2021	RP 14
Ofqual*	General Conditions of Recognition 2017	D1, D2, E4, G2, G3, G6, and G7

* Reference to Ofqual does not indicate that EduQual is an EduQual Awarding Organisation that is 'Recognised' by Ofqual.

Annex 1: Advice and further information

Centre staff and Learners are encouraged to broaden their knowledge of Equity, Diversity and Inclusion in the workplace and in the context of the educational establishment. This section offers numerous links to online webpages where further information and advice can be found.

UK legislation

The full UK Equality Act 2010 can be found at: [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/10/contents/enacted) with further guidance at [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/equality-act-2010-guidance)

ACAS guides to Equity, Diversity and Inclusion, and Discrimination, can also be found here: [What they are - Equality, diversity and inclusion - Acas](https://www.acas.org.uk/about-us/equality-diversity-and-inclusion)

Protected characteristics

Further information on Protected Characteristics can be found here: <https://www.dundee.ac.uk/corporate-information/protected-characteristics-explained>

Justified discrimination

A clear explanation of justified discrimination and examples of this can be found here at [Citizens Advice: Justifying discrimination - Citizens Advice](https://www.citizensadvice.org.uk/employment/justified-discrimination/), and also here on the ACAS website: <https://www.acas.org.uk/employer-decision-protected-characteristic/objective-justification>

Equity, Diversity, Inclusion and Equal Opportunities in Education:

The Qualifications Scotland Accreditation website gives details of the Regulatory Principles that EduQual and EduQual-approved Centres must abide by: [https://accreditation.Qualifications.gov.scot/accreditation/accreditationfiles/Regulation/Regulatory Principles 2021 AC Approved.pdf](https://accreditation.Qualifications.gov.scot/accreditation/accreditationfiles/Regulation/Regulatory_Principles_2021_AC_Approved.pdf).

Advice and escalation

If you feel you are or have been a victim of discrimination, further advice can be sought on both the ACAS and Citizens Advice websites: <https://www.acas.org.uk/> and <https://www.citizensadvice.org.uk/>

You may also wish to seek legal advice via The Law Society at: <https://www.lawsociety.org.uk/>

Annex 2: Glossary of terms

Term	Definition / example(s)
D / deaf	A person who is deaf (or Deaf where the term may be capitalised) and may be considered to possess the Protected Characteristic (see) of D / disability
D / disabled	A person who possesses the Protected Characteristic (see) of disability (or Disability, as the term may be capitalised)
Direct Discrimination	- Occurs where one individual is treated less favourably than another because they possess a Protected Characteristic (see) Examples: An organisation refuses to hire a person because that person is a believer in / practitioner of Hinduism (religious belief); an organisation refuses to hire a person 'because that person is a man' (sex)
Discrimination by Association	- Occurs where an individual is discriminated against because they associate with someone who possesses a Protected Characteristic (see) Example: An organisation discriminates against someone because that person has a spouse that holds different religious beliefs to the majority of other individuals within the organisation
Equality	- Means that people are treated in the same way regardless of differences - Each individual or group of people is provided with the same resources / opportunities
Equity	- Means that people are provided with what they need to succeed - Involves the allocation of the exact resources and opportunities required to obtain / generate an equal outcome - EduQual prefers the term equity to equality within this policy as a result
Global majority	- Term used increasingly in EDI / DEI contexts to refer to people of African, Asian, indigenous, Latin American, or mixed-heritage backgrounds, who constitute the majority of the global population - May be used as an alternative to terms like 'ethnic minority'
Harassment	- Unwanted conduct related to a Protected Characteristic (see) which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment for that individual - Applies even when the Protected Characteristic may be perceived and not possessed by the person being harassed (see also Perception Discrimination), or where a person is subject to harassment based on their association with another person who possesses a Protected Characteristic (see also Discrimination by Association) - Can occur as a single incident or as ongoing behaviour, even if no complaint has previously been raised. Note that it is not necessary for an individual to intend to harass someone for that behaviour to be defined as harassment. Similarly, it is not necessary for an individual to communicate that behaviour towards them is unwelcome before it amounts to harassment

Term	Definition / example(s)
Indirect Discrimination	• Often inconspicuous • Occurs when a policy, rule, or practice that seems fair (and is applied equally to all) may put individuals with a Protected Characteristic at a disadvantage • Examples: Failure to provide adequate access arrangements and facilities for a disabled individual; providing training for staff but only making the training available at a time that conflicts with a religious observance
Justified Discrimination	• In exceptional cases, and where it can be lawfully proven that there is a valid business reason, and where the nature of the discrimination is proportionate, appropriate, and necessary, justified discrimination may be used in some circumstances to benefit under-represented groups, or to protect a particular demographic
Neurodiverse / neurodivergent	• Can describe persons whose brains process information and / or behave differently from what is considered typical • This can constitute a disability under the Equality Act 2010. See also Protected Characteristic(s) • Examples: A person who has been diagnosed with Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Generalised Anxiety Disorder (GAD), or any number of others including but not limited to mood disorder, dissociative disorder, or personality disorder
Perception Discrimination	• Direct discrimination against an individual because that individual is seen or believed to possess a Protected Characteristic (see) • Applies even if the person does not actually possess the Protected Characteristic • Example: Discrimination toward a person perceived to be homosexual
<u>Protected Characteristic(s)</u>	<i>The following are all considered to be protected characteristics:</i> • Age: Whether in reference to a person of a particular age group, or to people belonging to the same age group. A reference to an age group is a reference to a group of people defined by reference to age, whether by reference to a particular age or to a range of ages • Disability: A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the individual's ability to carry out normal day-to-day activities • Gender reassignment: A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing, or has undergone a process (in full or in part) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex. A reference to a transsexual person is a reference to a person who has the protected characteristic of gender reassignment • Marriage and Civil Partnership: A person possesses this protected characteristic if they are married or if they are a civil partner. In relation to the protected characteristic of marriage and civil partnership, a reference to persons who share a protected characteristic is a reference to persons who are married or are civil partners <i>...Continued</i>

Term	Definition / example(s)
	• Pregnancy and Maternity: Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context • Race: Definition includes colour, ethnicity, nationality or national origins. Note that it may include caste as an aspect of race discrimination. Note also that where a racial group may comprise two or more distinct racial groups, that does not prevent it from constituting a particular racial group. Note also that some ethnicities are also nationalities (e.g. Chinese) • Religion or Belief: Covers any religion, and a reference to religion includes a reference to a lack of religion. Belief means any religious or philosophical belief, and a reference to belief includes reference to a lack of belief, and / or to a group of persons who share the same religion or belief • Sex: In UK law, sex is understood to be binary, therefore a reference to a person who has a particular protected characteristic is a reference to a man or to a woman, and a reference to persons who share a protected characteristic is a reference to persons of the same sex. Note however that it may also refer to intersex individuals (persons whose sex characteristics, including genitalia, chromosomes, and hormones) differ from the typical male / female binary • Sexual Orientation: A person's sexual orientation towards persons of the same sex, persons of the opposite sex, or persons of either sex
Reasonable Adjustments	• Under the Equality Act 2010, a person within the workplace who is disabled (within the meaning of the Equality Act) and who would be at a substantial disadvantage to someone who is not disabled may request that reasonable adjustments be made to overcome that disadvantage • Note that an adjustment may not be approved if it involves cost that EduQual deems unreasonable, unrealistic timeframe(s), or if it affects the security and / or integrity of EduQual as a business and as a regulated EduQual Awarding body
Victimisation	• An individual is treated less favourably because they have made a complaint about discrimination or harassment, have given evidence relating to a complaint, or intend to do either of these • Where complaints are made in good faith, even where they later prove to be unfounded or are not upheld, the complainant is protected from victimisation and any potential repercussion • Note this also protects a person that makes a complaint as a 'whistleblower'

Further reference

[Diverse Educators DEI glossary](#)

[A-Z EDI terms from Professional Publishers Association \(PPA\)](#)