

British Safety Council Equality Policy



Introduction

The British Safety Council is committed to the principle of equality for all.

We aim to ensure that equality of opportunity is promoted through our qualifications and that unlawful or unfair discrimination, whether direct or indirect, does not occur.

Our responsibilities

Under the Equality Act 2010, the British Safety Council must ensure that it does not discriminate, harass or victimise a person in relation to the award or withdrawal of a qualification. As an awarding organisation, the British Safety Council must not discriminate in respect of the following characteristics: age, gender, disability, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.

Through our qualification development procedures and management and quality assurance arrangements, we will give consideration to how we can ensure equality for all learners.

We will ensure that:

- the widest possible diversity of learners can access our qualifications;
- the entry requirements, content and assessment demands of our qualifications are appropriate to the knowledge, understanding and skills specified and do not act as unnecessary barriers to achievement;
- the language used in our assessment materials is clear, free from bias and appropriate to the programme of study and target group;
- we produce materials that do not cause offence;
- we respond to requests for reasonable adjustments and special consideration;
- we act fairly at all times when working with centres and learners;
- our qualifications are regularly reviewed against this statement.

Responsibilities of centres

The British Safety Council expects its approved centres to undertake the delivery of British Safety Council qualifications in accordance with the Equality Act 2010.

Monitoring and review of these arrangements

This policy is reviewed annually and may be revised in response to feedback from centres, learners and other stakeholders, changes in British Safety Council practices, actions from the qualifications regulators or changes in legislation. Examples of how we review the appropriateness of our arrangements include:



- the collection and analysis of data in relation to requests for reasonable adjustments and special consideration;
- feedback from centres, learners and other stakeholders on the appropriateness of our provision and delivery arrangements.

Contact details for this policy

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