



Equal Opportunities and Diversity Policy

1. Introduction

Norland is committed to providing equal access to its education and training services and will make every reasonable effort to provide an environment in which everyone, regardless of their background, can study and work to the best of their ability. This policy is central to Norland's mission.

Please see Appendix 1 for the legislative framework.

2. Norland's Mission and Core Values

Norland's mission is to uphold and enhance our prestigious reputation and provide a bespoke early years higher education, training and consultancy service, informed by cutting edge research, and cultivate outstanding graduates with lifelong career opportunities, professional support and continuous learning.

Core values

The Norland mottoes of 'Love Never Faileth' and 'Strength in Adversity' are central to Norland's values. They are based on a strong foundation of principles centred on the ideas of Froebel (1782 – 1852 - the German educationalist best known as the originator of the 'kindergarten system') and adapted to be relevant to the needs of young children and their families.

The main points are noted below:

- Children and their families are valued and individual differences are respected.
- A child's learning environment is enriched through the adults working with the children and the curriculum and activities offered to the child.
- Norland early years professionals understand the need to work in partnership with parents at all times.
- Norland promotes the necessity of continuous professional development and training.
- The quality of all professional practice associated with Norland is closely monitored.
- When professional standards are not upheld disciplinary action is taken.

3. Competence Standards

Due to the nature of the work of a Norland Nanny, a set of Competence Standards outline the attributes and abilities required in order to be fit to practise. These Competence Standards, known as the Norland Code of Professional Responsibilities, apply to all students, NQNs and graduates of Norland. Where possible, reasonable adjustments will be made to learning, teaching and assessment activity to enable the achievement of the Competence Standards; however the Competence Standards themselves must be met. This policy should be read and interpreted within the context of the Competence Standards.



4. Equal Opportunities Policy Statement

- 4.1** Norland is committed to providing high quality education and training that reflects the best practice in equality of opportunity. Norland will encourage successful learning for all students and rewarding work for all staff by establishing a supportive and challenging environment.
- 4.2** Norland aims to encourage the active participation of all sections of the community in lifelong learning. It will provide learning opportunities that accommodate diversity and seek to raise the aspirations and achievements of students and staff.
- 4.3** Norland will actively promote and encourage good relations between people of different genders, religions, nationalities and racial groups.
- 4.4** Norland requires that both staff and students behave in a non-discriminatory manner and expects their full participation in any changes that promote inclusion. It is the responsibility of everyone within the Norland community to embrace this policy and actively engage with it during their daily activities and functions.

5. Scope of the Policy

- 5.1** This Equal Opportunities Policy incorporates Norland's Race Equality Policy, and all relevant aspects of this policy therefore apply to race equality.
- 5.2** This policy will impact on Norland's self-assessment, strategic planning and resource allocation processes.
- 5.3** For students and prospective students this policy will impact directly on: student rights, student responsibilities, support services, admissions arrangements, initial assessment, retention, achievement, progression, assessment arrangements, academic appeals, complaints, behaviour, discipline, learning and teaching, curriculum, facilities, student feedback arrangements.

6. Principles

- 6.1** No member, or prospective member, of Norland's community will be unfairly or unlawfully treated due to their protected characteristics (as defined by the Equality Act 2010):
- Age
 - Disability
 - Gender reassignment
 - Marriage/ civil partnership
 - Pregnancy/ maternity
 - Race
 - Religion / belief
 - Sex



- Sexual orientation

6.2 Norland will attempt to identify and remove any unfair or unlawful direct or indirect discrimination which prevents students' opportunities on any of the grounds listed above or any such reason which is not relevant or justified.

6.3 This policy is implemented through established Norland procedures.

6.4 Reasonable adjustments will be made to policies, arrangements, facilities and premises to ensure equal access for disabled students and prospective students.

6.5 To ensure that this policy is effective, and to maximise staff and student commitment to it, Norland undertakes to work in partnership with staff and students in its development and implementation.

7. Definitions

Discrimination can be one or more of the following:

Direct discrimination – occurs when a person is treated less favourably than others because of a protected characteristic.

Indirect discrimination – occurs when a policy, condition or practice is applied to everyone but disadvantages people who share a protected characteristic. However, this type of discrimination can be justified providing the employer/ college can show that they acted reasonably in order to achieve a legitimate aim.

Perceptive discrimination – refers to discrimination based on a perception that a person is a member of a relevant protected group.

Discrimination by association – a person is treated less favourably than others because they associate with another person who possesses a protected characteristic.

Harassment – unwanted behaviour which a person finds offensive or which makes them feel intimidated or humiliated. It can happen on its own or alongside other forms of discrimination. Students can complain of behaviour that they find offensive even if it is not directed at them.

Victimisation – treating someone unfairly because they have made or supported a complaint of discrimination or harassment under the Equality Act 2010.

8. Student Admissions

Norland welcomes applications from potential students of all social and ethnic backgrounds. The Admissions Policy aims to promote equality and inclusion as well as admitting students who have both the ability and motivation to benefit from the training offered at Norland. The Bursary policy aims to support applications from a wide range of students by reducing financial barriers to studying.



Norland will ensure that all admissions literature (printed or electronic) can be accessed by as wide a pool of potential applicants as possible, by considering design and where publicised.

9. Teaching, Learning and Assessment

Norland's approach to teaching, learning and assessment will ensure that all activities are fair, are designed to encourage academic and personal development and pay due regard to the different needs of each student. Our curriculum, teaching and learning methods and assessments reflect our recognition of the value and contribution of a diverse student body to the learning environment and we actively promote understanding and inclusion.

10. Widening Access and Participation

Norland is committed to widening participation and where possible will make provisions for particular groups of students through monitoring and review. Students of all groups will have access to the full range of academic, social and cultural activities offered by Norland. Students will be consulted regularly through the student engagement representatives processes and their feedback will be considered by SLT and the appropriate committee.

Students who have specific needs associated with their religious and/ or cultural beliefs must make Norland aware so that, wherever possible, appropriate provisions can be made. Norland has an Anti-Discrimination Innovation Team which has developed a strategy and action plan to promote the principles of social mobility through widening access to higher education.

11. Student Support and Guidance

Norland embraces the importance of equality of opportunity for students by providing a Student Support service to support them during their training. Staff who are involved with this service have received the appropriate level of training in student support.

12. Placement Settings

All placement settings who provide students with work experience are subject to this policy. They must share the same level of commitment to equality of opportunity.

13. Partnerships and Community Links

Norland's partnerships and community links are subject to this policy. Norland will not embark upon any such relationship which are not compliant.

14. Service Delivery (Outsourcing Services)

When outsourcing services to third parties, Norland will ensure those providers are advised of this policy and all contractual arrangements will adhere to the principles of the Equality Act



2010. It is the responsibility of the third-party provider to ensure they meet their requirements under this Act.

15. Responsibilities and Procedures

- 15.1** The Board of Directors recognises its responsibility for equality issues and designates the Principal as having overall responsibility for ensuring the implementation of this policy.
- 15.2** The Principal may designate a named senior post-holder to lead on equality issues, including the promotion of good relations between people of different religions and racial groups, the elimination of prejudice and unfair and unlawful discrimination.
- 15.3** Through appropriate training and raising awareness, all staff and students will be assisted to behave in ways that are non-discriminatory and are mindful of the harmfulness that discrimination has to the Norland community.
- 15.4** All managers are responsible for implementing this policy in their area of service delivery and in their day-to-day work to ensure there is no unlawful discrimination.
- 15.5** All members of staff are responsible for implementing this policy in the delivery of their day-to-day work.
- 15.6** Students are responsible for supporting Norland's equality policy in their relationships with fellow students, staff, visitors and children. Norland will take action, including disciplinary action, where there are serious breaches of the policy, including harassment or victimisation. The processes of student induction and the content of learning programmes will support the practical application of this policy.

16. Positive or Affirmative Action

Where allowed by law, Norland will take positive and affirmative action to address issues of under-representation of those groups with protected characteristics in both its student and staff body.

17. Monitoring

Reviews of policy and reports on progress will be the responsibility of the Principal and when relevant the Head of Quality & Standards.

Norland will review this policy on a regular basis to ensure it continues to reflect legislative requirements and take appropriate action to modify content when necessary.

18. Communication of this Policy and Related Outcomes



18.1 This policy, and any associated information, will be published in the Student Handbook and will be communicated through the induction process for new students, management training programmes and student tutorial programmes.

18.2 Norland's commitment to equality will be demonstrated through staff and student interaction, the quality of services provided by Norland, performance indicators relating to students and staff and internal and external publicity.

18.3 The development and use of curriculum materials, the programme of student activities and the focus of displays and exhibitions provided by Norland will highlight its commitment to equality and promotion.

18.4 Outcomes of monitoring exercises relating to this policy will be disseminated to students, staff, Board members and relevant external organisations.

19. Complaints

Complaints are normally handled through Norland's Student Complaints Procedure for students.

20. Appendix 1

Equalities Legislative Framework

The domestic legal framework to protect people from unlawful discrimination in respect of their protected characteristics is provided by the following Acts:

- The Equality Act 2010 (which repealed many of the previous Acts, Regulations and Statutory Instruments)
- Employment Rights Act 1996
- Protection from Harassment Act 1997
- Racial and Religious Hatred Act 2006
- Rehabilitation of Offenders Act 1974



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