



# **Equality, Diversity and Equal Opportunities Policy**

**React First Ltd**

*Last revision: 21st November 2023*

*Next revision: 20th November 2025*

## Equality, Diversity and Equal Opportunities Policy

### 1. Introduction

1.1 React First Ltd is committed to providing services that embrace diversity, promote equality of opportunity and assessments that are based on requirements only and do not discriminate against anyone.

1.2 The purpose of this policy is to explicitly state how this commitment and current legislations are to be applied by this Centre to first aid training courses, qualifications and assessment practices.

1.3 React First will advise all candidates where to find the current version of this policy via its website <https://www.reactfirst.co.uk/centre-policies.htm> Candidates may request a paper version.

1.4 This policy covers 3 broad areas:

- a) **Equality** is where people are treated fairly and given an equal opportunity. It is not about treating everyone in the same way, but recognises that needs can be met in different ways. Equality focuses on those areas covered by the law, namely the key areas of race, gender, disability, religion or belief, sexual orientation and age. Legislation seeks to prevent discrimination in all these areas. This Centre believes we all have a duty to promote equality and remove discrimination in race, gender and disability. We do this by analysing statistical data and learner/stakeholder feedback. We support the Awarding Organisation ITC in their analysis of learner data.
- b) **Diversity** is about recognising, valuing and managing individual differences to enable everyone to contribute in their own way, feeling comfortable with and understanding various different needs.
- c) **Equal Opportunity** is about providing good practice guidance relating to candidates who are eligible for reasonable adjustments in activities and assessments or who require special considerations to enable inclusivity and equality of opportunity.

1.5 Scope of this policy

This policy will be applied to all training courses and qualifications offered by this Centre.

### 2. Equal Opportunities Statement

2.1 React First is committed to providing equal opportunity for everyone who is employed by this Centre or takes advantage of the services provided by this Centre, regardless of age, gender, race, religion, disability, ethnic origin, national origin, marital status, sexual orientation, political persuasion or trades union activity. This commitment will be informed by current UK legislation and EU directive e.g. recognising restrictions on those working with young children and vulnerable adults.

2.2 It is morally wrong to discriminate directly or indirectly and hinder equality of opportunity. Thus it is our intention to ensure that no person is subject to unfair treatment in any way and we recognise our responsibilities and legal obligations under current legislation including:

- Equality Act 2010<sup>1</sup>
- Rehabilitation of Offenders Act 1974
- Protection from Harassment Act 1997
- Human Rights Act 1998
- Data Protection Act 1998

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<sup>1</sup> The Equality Act 2010 replaced the Disability Discrimination Act (DDA, 1995, amended 2001, 2005), the Equal Pay Act 1970, the Sex Discrimination Act 1975, the Race Relations Act 1976, the Employment Equality (Religion or Belief) Regulations 2003, the Employment Equality (Sexual Orientation) Regulations 2003[5] and the Employment Equality (Age) Regulations 2006.

The Special Educational Needs and Disability Act (SENDA, 2001) introduced the concept of 'reasonable adjustments' to the provision of higher education. The 2005 revision to the DDA placed a 'positive statutory duty' on public bodies (including the University) to have due regard to the need to promote equality of opportunity between disabled and other persons and to avoid disability-related discrimination (among other obligations). All these provisions have been incorporated into the Equality Act.

### **3. Application of Equal Opportunities Statement**

3.1 React First will monitor and take all possible, reasonable measures to ensure equality for all learners by requiring:

- a) Responsibility for the full implementation, evidence collection, maintenance of registers and annual review of this policy is taken by the Centre Manager of React First. All such evidence is to be made available to the Awarding Body upon request.
- b) All qualifications used by this Centre are developed by Awarding Bodies with robust equality systems.
- c) All assessment instruments and processes used will be free from any bias, and inclusive for all learners.
- d) All React First Trainers / Assessors are made aware of our commitment to equality of opportunity during staff induction training or ongoing standardisation training, see P13 Staff Induction and Development Policy for further details of staff induction procedures. Training and updates to training may also be delivered as CPD sessions.
- e) All React First candidates are made aware of this equal opportunities policy and its implementation on all training courses.
- f) As many learners, and as diverse a range of learners, as possible have access to our qualifications.
- g) React First learners have the opportunity to feedback by evaluation forms to this Centre after every course. React First will send all evaluation forms to the Awarding Organisation ITC to archive.
- h) Learners can utilise the Centre Appeals or Complaints procedures (policies available for download from <https://www.reactfirst.co.uk/centre-policies.htm> ) for matters relating to alleged discrimination. Escalation to ITC procedures is an option if complaints are not resolved by the Centre. Escalation to the regulators Qfqual or SQA Accreditation is a final option if complaints are not resolved by the awarding organisation.
- i) This Centre, in conjunction with ITC, will collect sufficient data to allow monitoring and evaluation, to ensure that there is no discrimination on the grounds of race, disability and gender, via learner registration, achievement documents and course evaluations.
- j) This policy and statement is reviewed by React First annually.
- k) All information and data for review and evaluation is sent to ITC where it is archived. Including:
  - i. Evidence of higher or lower participation by different groups; by collecting learner registration data from each course.
  - ii. Evidence that different groups have different needs in relation to ITC qualifications; by collecting learner evaluation data.
  - iii. Authentic sample of evaluation data that is gathered by ITC after training events; by informing learners that ITC will request additional evaluation data by email completion, from all learners.
- l) Where a barrier to learning has been identified (through review process, EV reports or complaints and appeals procedures being invoked, this Centre (in conjunction with ITC when required) will investigate and take appropriate action (withdraw assessment material - amend/update – provide training, as necessary) and then continue to monitor the evidence.

### **4. Diversity Statement**

4.1 Diversity is about valuing and respecting the differences between learners, regardless of ability and/or circumstances or any other individual characteristic they may have.

4.2 The Centre believes differences should be acknowledged, celebrated and embraced to help ensure that all learners feel included in the learning process and the learning environment is suitable for all.

4.3 React First will consider the following list whilst preparing and undertaking its training activities:

- a) Environment and equipment E.g. wheelchair access to venues.
- b) Programme resources E.g. Simple language level and minimal jargon, illustrations to reflect diversity of potential learners.
- c) Staff development E.g. Ensuring staff are well informed of current policies and procedures in good time for the knowledge to be meaningful.

- d) Information E.g. Pre-course information will be sent to all learners or to group organisers to distribute to all learners before a course start date.
- e) Liaising with others E.g. Space will always be made available on courses to accommodate sign language interpreters accompanying learners.
- f) Feedback and evaluations should be obtained from all learners to ensure that current practices are responsive to their needs and any barriers to learning identified and mitigated.

## **5. Summary of Procedures during training and assessment session**

### **5.1 Learner Procedures**

- a) For any matter arising from or relating to this policy during a training course, learners should:
  - I. Inform the Trainer delivering the course. Most matters can be resolved at this level. Minor concerns can be addressed by making a comment upon the course evaluation form (03).
  - II. Inform React First in writing at their earliest opportunity if the situation cannot easily be resolved.
  - III. Inform ITC directly if React First cannot resolve the matter according to published timescales.
  - IV. All React First trainers/assessors know this procedure and are informed at staff induction and/or trainer standardisation sessions.

## **6. Data collection**

- 6.1 It is React First and ITC policy that all information and data be shared with the regulatory authorities upon request. Data forms are:

### **a) Learner Registration Form (02)**

- I. Gender - male or female (tick box)
- II. Special needs or reasonable adjustments requested (text box)
- III. Ethnicity - ethnic group definitions based upon 2001 census question (tick box)

### **b) Learner Evaluation Form (03)**

- I. Each learner is asked to complete an end of course evaluation form. Answers from a sample of 3 courses per year are entered to the ITC website and candidates are also asked to complete an evaluation form by email. This allows React First's training courses to be analysed in relation to the information asked for.
- II. Learners have an opportunity to add 'amplified comment' to possible areas of concern, each comment received is scrutinised by the React First Centre Manager. Any area for concern is investigated. Specific evaluation questions ask for a learner response relating to:
  - The assessment component of the qualification
  - The teaching component of the qualification
  - The qualification courses materials
  - Special adjustment requirement

### **c) Access to Training & Assessment Form (C4)**

Each completed form will be logged then forwarded to ITC.

### **d) Special Considerations Form (C7)**

Each completed form will be logged then forwarded to ITC.

### **e) Awarding Body Annual Assessment by Centres - Feedback Form (F2)**

Each completed form will be forwarded annually by React First to ITC

## **7. Equality Impact Monitoring**

- 7.1 React First will maintain an Equality & Diversity complaints register that will be reviewed annually.

- 7.2 **React First** will review this policy every two years as part of IQA procedures.