



Chartered Institute of Housing Awarding Organisation

Equality and Diversity Policy

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The Chartered Institute of Housing (CIH) is the Professional Body for People who work in Housing.
The CIH is an accredited Awarding Body and a Registered Charity No. 244067/R

www.cih.org

Guidance to Centres accredited to offer CIH Awarding Organisation courses

1. Introduction

We want the Chartered Institute of Housing (CIH) to be a truly open, accessible and diverse organisation. We want the CIH to become a professional body which everybody working in the sector can embrace and participate in regardless of race, religion, gender, age, disability or sexual orientation. This is set out in the Equality and Diversity Strategy for the <http://www.cih.org/about/diversity/>

To achieve this we will need to ensure that our education and membership policies provide access points for everyone and do not place any unnecessary barriers to entry. This will ensure that the CIH is genuinely "Open to all" and "closed to prejudice".

This document sets out the commitment to equality and diversity that the CIH, as an Awarding Organisation, will expect to find in all Centres accredited to offer CIH course.

2. Legislation

2.1 The Awarding Organisations' role and obligations under the Disability Discrimination Act

The EU Council Directive 2000/78/EC (described as a Directive "establishing a general framework for equal treatment in employment and occupation") implements the principle of equal treatment in the area of employment, covering disability, religion or belief, sexual orientation and age. The Directive entered into force on the 2nd December 2000. [Link to Directive](#)

The Directive covers disability and The Disability Discrimination Act 2005 (DDA 2005) and includes related activity which includes Awarding Organisations

This has impacted on the Equality and Human Rights Commission Codes of Practice. [Codes of Practice Link](#). All trade organisations and qualification bodies (including Awarding Organisations) are required to adhere to these new provisions which are set out in Appendix 1.

The [Equality Act 2000](#) also applies.

2.2 The Centres' obligations

All Centres accredited by the CIH Awarding Organisation must have policies which comply with Equality and Diversity legislation and the Disabilities Rights Commissions Code of Practice which are set out in Appendix 2.

The CIH Awarding Organisation expects all accredited Centres to monitor equality and diversity of the learners, by collecting diversity data which includes gender, age, ethnicity and registered disability. This information should be made available to the CIH Awarding Organisation as requested.

3. Ensuring access and fair assessment

The CIH document "Centre Accreditation Guide"

<http://www.cih.org/education/awarding/AccreditationGuidance.pdf> sets out the criteria for becoming an Accredited Centre which includes the following access and fair assessment criteria:-

The CIH Awarding Organisation wishes to ensure that courses leading to its qualifications are accessible to all Housing workers who wish to take them. Centres are required to ensure that there are no unnecessary barriers to access or to learning, that the course content and structure are non-discriminatory and that the special needs of individual students are met, both in terms of learning and of assessment.

The CIH Awarding Organisation would expect to see additional documentation and statistical data that relates to equality of opportunity.

Centres are advised to use the following checklist to ensure that they can satisfy the CIH Awarding Organisation requirements in this area.

1. Does the centre/faculty/department have a written Equal Opportunities Policy? Is it comprehensive? Does the centre have an implementation strategy which identifies targets and a timetable for implementation?
2. Is there a rationale for ensuring open access within the constraints of entry requirements?
3. Is the curriculum content non-discriminatory and do options suit under-represented groups?
4. Does the centre have adequate wheelchair and WC facilities?
5. Does the centre provide teaching/learning facilities for students with sight or hearing or other impairments?
6. Is the course structure discriminating in any way? E.g. are the starts and finish times of the course suitable?
7. Does the centre provide crèche facilities and/or maintain a child-care network?
8. Does the faculty/department monitor the take up of the course, and progression through the course in EO terms?
9. What steps does/would the centre take to redress any imbalance in enrolment?
10. What are the enrolment procedures? Are they non discriminatory?
11. If the course operates an access policy what support mechanisms are offered to students with non-standard entry requirements?
12. Is equal opportunities part of the culture of the course team/course proposal? I.e. is an awareness of Equal Opportunities issues apparent?
13. If there is split-site teaching, how are students with physical impairments catered for?
14. If the course involves evening sessions, is there any support/transport

15. Do the centre's pastoral care arrangements provide adequate/appropriate support?
16. Is the balance of staff teaching on the course appropriate for the course in terms of disability, race, gender, experience etc?
17. Can the centre provide statistical data in relation to equality and diversity which enables monitoring and evaluation of access for all groups of learners?

4. Monitoring compliance with these requirements

CIH Awarding Organisation quality assurance activities are based on the following principles: consistency of standards, fitness for purpose, **equality of opportunity and accessibility**, positive learning experiences and continual improvement. CIH Awarding Organisation quality assurance activities are designed to ensure there are sufficient indicators present to demonstrate that these principles are being upheld.

Centres will be required to demonstrate that the assessment methods are appropriate, non discriminatory and suitable for the needs of the learners through appropriate:-

- Assessment materials, tasks and activities.
- The range of assessment methods.
- Alternative methods devised for students with particular requirements e.g. sight /hearing impairment, specific language needs.

The CIH awarding Organisation will ensure that these criteria are met through quality assurance activities which will consist of:

- An annual review of internal assessments
- Centre moderation
- CIH Awarding Organisation centre visits

Full details of the Moderation scheme are set out in the following documents:-

<http://www.cih.org/education/awarding/ModeratorGuidance.pdf>

<http://www.cih.org/education/awarding/QualityReviewReport.pdf>

Appendix 1

Extract from the Codes of Practice

“What does the Act say about discrimination by trade organisations and qualifications bodies?”

Effect of the Act

3.13. The Act makes it unlawful for a trade organisation to discriminate against a disabled person in relation to membership of the organisation or access to membership benefits.

The Act also makes it unlawful for a qualifications body to discriminate against a disabled person in relation to conferring professional or trade qualifications.

3.14. However, the Act does not prevent organisations or bodies from treating disabled people more favourably than those who are not disabled.

Forms of discrimination

3.15. The four forms of discrimination which are unlawful under Part 2 are:

- direct discrimination (the meaning of which is explained at paragraphs 4.5 to 4.22)
- failure to comply with a duty to make reasonable adjustments (explained in Chapter 5)
- ‘disability-related discrimination’ (see paragraphs 4.26 to 4.31), and
- Victimisation of a person (whether or not he is disabled) – what the Act says about victimisation is explained at paragraphs 4.32 to 4.35.”

And

“Discrimination by qualifications bodies

[S 14A (1)] In relation to conferring, renewing, or extending professional or trade qualifications (abbreviated to ‘conferring’), the Act says that it is unlawful for a qualifications body to discriminate against a disabled person:

- in the arrangements it makes for the purpose of determining upon whom to confer a professional or trade qualification, or
- in the terms on which it is prepared to confer such a qualification, or
- by refusing or deliberately omitting to grant any application by him for a professional or trade qualification, or
- By withdrawing such a qualification from him or varying the terms on which he holds it.”

The full Code of Conduct from the Equality and Human Rights Commission can be found at the following link. [Codes of Practice Link.](#)

Appendix 2: Relevant legislation Includes:

- [The Equality Act 2010](#) is intended to provide a new cross-cutting legislative framework to protect the rights of individuals and advance equality of opportunity for all; to update, simplify and strengthen the previous legislation; and to deliver a simple, modern and accessible framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.
- **The Disability Discrimination Act (1995)** [Link to Act](#)
This introduced measures to end discrimination faced by disabled people.
- **The Disability Discrimination Act 2005 (DDA 2005)** [Link to Act](#)
In April 2005 a new Disability Discrimination Act was passed by Parliament, which amends or extends existing provisions in the DDA 1995.
- **The Race Relations (Amendment) Act (2000)** [Link to Act](#)
This places a statutory duty on public sector bodies to eliminate unlawful discrimination and promote equality of opportunity and good race relations between different racial groups.
- **The Sex Discrimination Act 1975 (SDA)** Prohibit [Link to Act](#)
sex discrimination against individuals in the areas of employment, education, and the provision of goods, facilities and services and in the disposal or management of premises.
- **Human Rights Act 1998** [Link to Act](#)
This incorporates rights under the European Convention of Human Rights into domestic law. Individuals can bring claims under the HRA against public authorities for breaches of Convention rights. UK courts and tribunals are required to interpret domestic law, as far as possible, in accordance with Convention rights.
- **European Directives (Article 13)** [Link to Directive](#)
Which forbid discrimination on the grounds of religion, belief, disability, age, sexual orientation and ethnic origin.
- **Equal Treatment Directive (75/207)** [Link to Directive](#)
This provides that there should be no discrimination on grounds of sex, either directly or indirectly, nor by reference to marital or family status, in access to employment, training, working conditions, promotion or dismissal.
- **Equal Treatment (Amendment) Directive (2002/73)** [Link to Directive](#)
This amends the Equal Treatment Directive, most importantly by adding a definition of "sexual harassment" and of "harassment". The UK is required to implement the changes required by the directive by September 2005.
- **The Employment Equality (Age) Regulations 2006** [Link](#)
This makes it unlawful to discriminate on grounds of age against those in or seeking employment or vocational training.