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Related policies/procedures/guidance/forms	Access and Participation Statement Admissions Policy and Procedure Code of Practice on Freedom of Speech Bullying and Harassment Policy Complaints Policy
Staff member responsible for update	Katie Jack

Amendment History

Version	Revision Summary	Date Approved	Author
2022.1	Name change to reflect current sector standards. Major revision to align with regulatory expectations.		EDIMG

Equality, Diversity, and Inclusion Policy

1. Introduction

1.1 Christ the Redeemer College is an Evangelical, Pentecostal Christian college whose core beliefs and values are enshrined in our Doctrinal Basis, and our Articles of Association.

1.2 Our Statement of Faith is rooted and grounded in the Bible, which we believe to be God's authoritative word for all humanity, and which at its heart affirms that all people are made in God's own image (Genesis 1:26-27), and that the revelation of God in the gospel of Jesus Christ his Son is intended for all people groups and nations (Matt 28:16-20). These biblical affirmations underpin more recently formulated frameworks of rights and responsibilities that have informed principles of equality, diversity and inclusion that Higher Education and other institutions are expected to uphold and enact.

1.3 Against this background, CRC is committed to maintaining and developing an environment that promotes equality, diversity and inclusion for all students, staff, and stakeholders. We believe that our community is enriched by the diverse backgrounds, perspectives and experiences of its members. As such, this policy outlines our commitment to fostering an environment where everyone is treated with dignity and respect, without prejudice to their age, disability, gender reassignment, marital or civil partnership status, pregnancy and maternity, race, colour, nationality, ethnic origin, religion, belief, sex, sexual orientation or any other legally Protected Characteristic that may lead to discrimination. Importantly, this commitment itself recognises that religion is a Protected Characteristic under the Equality Act (2010), and that our own rights and convictions as an Evangelical, Pentecostal Christian learning community are worthy of respect in a democratic society, even as we commit ourselves to respect and uphold the rights, equalities, diversity and inclusion of all people. Indeed, it is implicit within our commitment to diversity in particular that while

recognising and upholding the rights and liberties of others, we trust that others will reciprocally recognise the rights and liberties we ourselves bear in relation to our religious beliefs and values.

2. Core Purposes

2.1 The core purposes of this Policy are to:

- Promote equality and prevent discrimination in all aspects of the College's life.
- Encourage diversity in the College's student body, workforce and Board of Governors.
- Create a culture of inclusion in which all individuals are valued and supported.
- Comply with all relevant legislation, including the Equality Act 2010.

3. Scope

3.1 This policy applies to all members of the CRC community, including students, faculty, staff, governors and associate lecturers. It covers all College-run activities, including teaching, research, administration, recruitment, social events and community outreach.

4. Principles

4.1 We uphold the following core principles in our Christian-based commitment to equality, diversity, and inclusion:

Respect

4.2 Treating all individuals with dignity and courtesy, valuing each person's unique character and contribution as a fellow human being made in God's image.

Fairness

4.3 Ensuring that all decisions regarding recruitment, promotion and academic assessment are based on merit, and are thus free from bias and unlawful discrimination.

Accessibility

4.4 Making our facilities and services as accessible as possible, by striving to remove barriers that may hinder participation.

Support

4.5 Providing support and resources to help all members of the College succeed in their academic and/or professional development.

Engagement

4.6 Actively engaging with the community beyond the College to promote awareness and understanding of equality, diversity and inclusion as commensurate with our Christian ethos and values.

5. Specific Responsibilities

Leadership

5.1 The College Executive Team is principally responsible for leading and implementing this policy, and for thus promoting a culture of equality, diversity and inclusion within the College. In this, they work closely with the College's dedicated Learning Enhancement Officer.

Faculty, Staff and Governors

5.2 All faculty, staff, governors and associate lecturers are expected to uphold this policy in their interactions with students and with each other, thus modelling an inclusive environment.

Governance

5.3 The College's Equality, Diversity and Inclusion Monitoring Group exists to work towards fulfilment of the College's Vision, Mission, and Objectives by having oversight of equality, diversity, and inclusion in the College community. This committee has two Governors in its membership.

Students

5.4 All students are encouraged to engage positively with their peers and to participate in initiatives that promote equality, diversity and inclusion.

Monitoring and Evaluation

5.5 Policies and practices are regularly reviewed and evaluated to ensure that the equality, diversity, and inclusion goals defined in this policy are fulfilled.

6. Student Recruitment and Admissions

6.1 The College is dedicated to ensuring that all students are treated equally and are free from discrimination by faculty, associate lecturers, staff, fellow students, governors and others affiliated to CRC. This undertaking is expected more particularly to permeate the following activities relating to both prospective and enrolled students:

Advocacy, Marketing and Recruitment

6.2 Communicating the College's commitment to equality, diversity and inclusion in course brochures, flyers, prospectuses and event publicity material, and ensuring that information about programmes is promoted among all sections of society.

Admissions and Selection

6.3 Applying an inclusive and non-discriminatory approach to recruitment and enrolment, while seeking to do this more specifically through: Widening participation beyond purely legislative provisions to ensure that more prospective students from low participation neighbourhoods, ethnic minorities, disabled and care leaver contexts are included, affirmed and welcomed in promotional materials and activities.

- Encouraging access to our programmes from non-traditional pathways through dedicated 'pre-degree' courses and accreditation of prior experiential learning.
- Diversifying modes of study to enable 'harder to reach' students to engage with our programmes.
- Cultivating partnerships with Further Education Colleges to raise prior attainment.
- Increasing the scope and availability of scholarship and bursary funds to attract students from less advantaged socio-economic groups.

7. Learning and Teaching

7.1 In line with the College's Learning and Teaching Ethos and Strategy, Programme and Module Leaders are expected to ensure that curricula, pedagogy, teaching practice, module narratives, bibliographies, class materials, VLE resources, learning support and other educational provision

reflect the high standards of equality, diversity and inclusion to which this policy is committed. In particular, this entails:

- Ensuring that curriculum content takes into account the diverse backgrounds of students, including through suitably diverse reading lists, assignment tasks and assessment/examination questions.
- Engaging in teaching that promotes global thinking, and that references and actively includes scholars from non-western/majority world contexts as well as from western contexts.
- Making every effort within the requirements of employment law to recruit a diverse teaching staff that reflects the diversity of the College's student population.
- Developing and designing programmes and modules that will enfranchise disadvantaged groups, especially those from low-participation communities and neighbourhoods.
- Timetabling classes, session and units as far as possible to ensure that the diverse needs of students are taken into account, including part-time and commuting students, and those with childcare and caring responsibilities.
- With regard to English Language requirements for enrolment, providing appropriate learning support for students for whom English is not their first language (EALs).

8. Assessment

8.1 CRC is committed to ensuring that assessment procedures avoid stereotyping the capacities and potentialities of students, especially of ethnic minority and mature students, while also taking due account of, and making reasonable adjustments for, students with disabilities. All the same, as a key facet of its commitment to equality, the College is dedicated to assessing students solely on the quality of the work they produce. As such, it is committed to ensuring that academic standards are applied consistently and fairly for all.

9. Training and Awareness

9.1 The College provides and will seek to develop and enhance its provision of training and resources to foster awareness and understanding of equality, diversity and inclusion among faculty, associate lecturers, staff, governors and students. This includes workshops, seminars, access to online courses and tools

that address cultural competence, and inclusive practices in keeping with the convictions, commitments and values set out in this policy.

10. Reporting and Grievance Procedures

10.1 CRC encourages individuals to report any incidents of discrimination, harassment or bullying in accordance with appropriate policies and procedures. The College is committed to taking such reports seriously, and to investigating them promptly.

10.2 The College's Bully and Harassment, and Complaints Policies and Procedures are designed to provide fair and supportive mechanisms for addressing concerns related to equality, diversity and inclusion, and all members of the College community can and should expect to receive fair and equal treatment in matters of discipline, dismissal, redundancy, retirement or grievance.

11. Continuous Development and Improvement

11.1 The College is committed to the continuous improvement of its practices concerning equality, diversity and inclusion. We seek, and will continue to seek, feedback from students, faculty, associate lecturers, staff, governors and other stakeholders in ongoing dialogue to enhance policy development and practical action in these areas.

12. Equality, Diversity and Inclusion as more specifically related to the College's Doctrinal Basis and Ethos

12.1 In keeping with the provisions and exemptions made for religious organisations and office holders in the Equality Act (2010) and in related case law, the College shall be entitled to uphold the Evangelical, Pentecostal Christian principles and convictions affirmed or implied in the various institutional statements cited in Section 1 above.

12.2 Where a particular post bears a Genuine Occupational Requirement that the postholder should be a practising Christian who affirms the Doctrinal Basis of the College, this shall be stated in any advertisement or literature pertaining to the post and shall be taken into account during the appointment process.

13. Policy Review

13.1 This policy will be reviewed every two years or sooner, if necessary, to ensure its effectiveness and relevance to the needs of the CRC community.

14. Conclusion

14.1 CRC acknowledges that fostering equality, diversity and inclusion is an ongoing journey that requires commitment, engagement and accountability from all members of the College community. Together, we can create a vibrant and inclusive environment that reflects our Evangelical, Pentecostal Christian values and enhances the educational experience of all concerned.