



TRANSCEND
AWARDS

Transcend Equality, Diversity and Inclusion Policy

Version 07: September 2025



FULL MEMBER
**FEDERATION OF
AWARDING BODIES**



CIMSPA[®]
Education Partner

Welcome

Welcome to the **Transcend Equality, Diversity and Inclusion Policy**. This policy is published to ensure compliance with the Equality Act 2010 in the strategic leadership of our organisation, and in the development, delivery and awarding of our educational products and industry solutions.

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Section 01: Policy Purpose

1.1 Context and culture

Transcend inspires individual and industry progression, performance and professionalisation as an **Evolutionary Education Enterprise**. We are immensely proud to be an awarding organisation regulated by Ofqual. We offer regulated qualifications, end-point assessment and a range of our own unique unregulated enrichment experiences. Our resolute dedication to the [UN Sustainable Development Goals](#) is what sets us apart! Education inequity must be eradicated! We must embrace each other's unique personality and encourage all people to reach their full potential. The quest for peace with prosperity in the preservation of our planet will never be achieved without **A UNITED TRANSFORMATIONAL EDUCATION FRAMEWORK**.

Our Purpose	Our Vision
<p>"Education is the most powerful weapon which you can use to change the world"</p> <p>Nelson Mandela</p>	<p>To be the GLOBAL influencer in sustainable transformation through inclusive education and enterprise experiences.</p>

We operate with the highest sense of propriety and integrity in the achievement of our vision. In doing so, we inspire trust and operate with transparency, complying with all relevant legislation and regulation.

1.2 Scope and responsibilities

The rationale for this policy is to embrace equality practices and evidence compliance with equality legislation. This policy is for internal and external use and must be complied with by all relevant stakeholders: senior officers, staff, suppliers, technical partners, external quality assurers, recognised centres, learners and any other relevant third parties.

Responsibilities of committees		Responsibilities of Senior Officers and Staff	
Transcend Governing Body	Policy oversight	Transcend Chief Executive Officer	Policy development and deployment
Transcend Strategy and Standards Committee	Policy authorisation	Transcend Head of Awarding Organisation	Policy monitoring and allegations handling

Policy violations and all conflicts of interest should be reported to the [Transcend Strategy and Standards Committee](#), in line with the **Transcend Maladministration and Malpractice Policy**. Allegations will be managed without bias and corrective action will be taken in accordance with the **Transcend Penalties and Sanctions Policy** to prevent, mitigate, or manage any adverse effects.

Section 02: Policy Principles

2.1 Equality and Diversity Commitment¹

Transcend inspires through role model behaviours as a regulated awarding organisation. We are recognised within our ecosystem as the awarding organisation that drives sustainable transformation. To achieve this, our organisational culture integrates equality and diversity as a golden thread.

We are exceptionally committed to the UN Sustainable Development Goals. Our commitment is evidenced through the inclusivity and differentiation techniques embedded within our policies, practices and products/

We operate in accordance with the Equality Act 2010 in the strategic leadership of the organisation and in the management of our educational products, industry solutions, and associated services. The Equality Act came into force from October 2010 providing a single legal framework with clear, streamlined law to tackle disadvantage and discrimination more effectively. It is against the law to discriminate against anyone because of the nine protected characteristics outlined in the Equality Act 2010. [\[Refer to 2.2 Equality and Diversity Definitions\]](#)

We value diversity and recognise that our organisation is greatly enhanced by unique individuals and the range of different backgrounds, experiences, views, beliefs, and cultures represented within our people. We embrace diversity and acknowledge that variety and difference are intrinsic to our success and future development of. We treat all individuals equally ensuring that no one should feel threatened or degraded on the grounds of the nine protected characteristics OR any other characteristics.

We expect all of our stakeholders to ensure equality, diversity and inclusivity in their behaviours and practices. We expect our suppliers, product partners and recognised centres to have their own policies in place and to enforce this within their organisations.

¹ This serves to support compliance with Ofqual Conditions A1.1, A1.2

2.2 Equality and Diversity Definitions²

The Equality and Human Rights Commission define equality as the assurance that every individual has an equal opportunity to make the most of their lives. There are several terms and definitions that enable us to influence through equality practices.

Equality defined	Diversity defined	Inclusion defined	Differentiation defined
Equality is defined the fair and equal treatment of all people, ensuring everyone has the same opportunities and access, regardless of the environment.	Diversity is the understanding that each individual is unique. It requires us to recognise our individual differences and the benefits this can have.	Inclusion requires that all people, regardless of their background, abilities, disabilities, or other potential discriminatory factors have the right to be respected and included without bias or neglect.	Differentiation removes potential barriers to learning by providing an environment which enables participants to learn within their own ability level or specific requirements.

Protected characteristics	Definitions
Age	This refers to a person belonging to a particular age for example 20-year-olds or range of ages for example, 60- to 70-year-olds.
Disability	This refers to a physical or mental impairment which has a substantial and long-term adverse effect and impairs normal day-to-day activities.
Gender reassignment	This refers to the process of transitioning from one gender to another.
Marriage + civil partnership	This refers to marriage as the union between a man and a woman. Civil partnership refers to legal recognition of the union between a same-sex couple.
Pregnancy + maternity	This refers to pregnancy as being pregnant and maternity refers to the period after the birth.
Race	This refers to a group of people defined by their race, colour, and nationality which includes citizenship, ethnic or national origins.
Religion or belief	This refers to religion as any religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief.
Sex	This refers to the gender of a man or a woman.
Sexual orientation	This refers to a person's type of sexual attraction. This can be towards their own sex, the opposite sex or to both sexes.

² This serves to support compliance with Ofqual Conditions A1.1, A1.2

2.3 Equality Discrimination

We have a zero tolerance on discrimination of any type, and it is unlawful to discriminate against any person in light of any of the protected characteristics. Our commitment to equality also considers discrimination against people with other characteristics such as social status or stage of development. We believe that unfair treatment is unacceptable even if it is deemed lawful. We expect that everyone is treated with equal respect at all times.

Discrimination type	Discrimination Definition
Direct discrimination	Direct discrimination is where someone is treated less favourably than another person because of a protected characteristic.
Associative discrimination	Associative discrimination is direct discrimination against someone because they are associated with another person who possesses a protected characteristic.
Discrimination by perception	Discrimination by perception is direct discrimination against someone because others think they possess a particular protected characteristic. They do not necessarily have to possess the characteristic to be discriminated against.
Indirect discrimination	Indirect discrimination occurs when there is a rule or policy that applies to everyone but disadvantages a person with a particular protected characteristic.
Harassment	Harassment is behaviour that is deemed offensive by the recipient. Employees can now complain of the behaviour they find offensive even if it is not directed at them.
Harassment by a third party	Harassment by a third party is where employers could be held liable for harassment of their workers by third parties. This means that employers could be potentially liable for harassment of their employees by people (third parties) who are not employees of the company, such as customers or clients.
Victimisation	Victimisation occurs when someone is treated badly because they have made or supported a complaint or grievance under this legislation.

Section 03: Policy Practices

3.1 Governing Body Practices

Our **Governing Body** have several equality duties associated with **policy oversight** including:

- To agree the policy and monitor the deployment via accountability reports.
- To ensure the policy is current, published, and available to all stakeholders.
- To ensure that senior officers and staff are recruited based on role and representation only.
- To ensure that the talent pipeline and promotions influence applications from unique individuals.
- To ensure that the talent pipeline and promotions are made based upon potential and performance.
- To ensure that equality trends are monitored, and action is taken to promote equality and eliminate discrimination.
- To ensure that social impact of our products and solutions are monitored considering equality, diversity and inclusive practice.

3.2 Strategy and Standards Committee Practices³

Our **Strategy and Standards Committee** have several equality duties associated with **policy communication** including:

- To ensure that this policy is effectively communicated across the organisation via the website
- To ensure that this policy is effectively communicated across the organisation via effective inductions
- To ensure that this policy is effectively communicated across the organisation via effective development experiences
- To ensure that this policy is effectively communicated across the organisation via effective performance monitoring

³ This serves to ensure compliance with Ofqual Conditions D2.1, D2.2, D2.3, D3.2

Our **Strategy and Standards Committee** have several equality duties associated with **policy management**:

- To ensure that this policy is subject to monitoring in line with legislation and regulation change
- To ensure that this policy is subject to monitoring via analyses of equality trends and proactive interventions
- To ensure that this policy is subject to monitoring in line with proactive compliance, performance, and risk reports
- To ensure that this policy is subject to monitoring via reactive risk management to eliminate unlawful discrimination
- To ensure that this policy is subject to regular updates making recommendations to the board based upon intel and data

2.3 Engagement Committee Practices

Our **Engagement Committee** have several equality duties for the **development**⁴ of products including:

- To ensure products are developed best-in-class collaboration and consultation with equality experts
- To ensure products are developed to promote accessibility, inclusivity, and diversity
- To ensure products are developed in line with Equality Law protected AND other characteristics
- To ensure products are developed in line with ethical practice through consideration of other characteristics
- To ensure products are developed to consider barriers to entry which are justifiable to preserve their integrity
- To ensure products are developed to ensure pre-requisites to registration or certification are appropriate for the intended purpose
- To ensure products are developed to ensure learning outcomes are relevant to the purpose and expressed in clear unbiased language
- To ensure products are developed to ensure assessment criteria are relevant to the purpose and expressed in clear unbiased language
- To ensure products are developed to ensure attainment indicators are relevant to the purpose and expressed in clear unbiased language
- To ensure products are developed to ensure there are no features that could disadvantage a group of learners that share a characteristic⁵
- To ensure products are developed to ensure assessment arrangements are clearly outlined where real time assessment is required⁶.

⁴ This serves to ensure compliance with Ofqual General Conditions: D2.1, D2.2, D2.3 G6.2, G6.3

⁵ Including barriers to entry other than those directly related to the purpose. The nature of any such features or barriers will be stated and the inclusion of the requirements that create the barrier justified in terms of why they are required for the particular product.

⁶ Including that the rationale for such requirements is made clear and explicitly justified in terms of maintaining the integrity product. Signposts to the Transcend access arrangements via reasonable adjustment are clearly communicated where such barriers are identified.

Our **Engagement Committee** have several equality duties for the **delivery**⁷ of products and solutions including:

- To ensure products are delivered through high quality education providers that are recognised through fair and equitable processes
- To ensure products are delivered through high quality education providers with established equality and access arrangement policies
- To ensure products are delivered through high quality education providers that orientate their workforce into polices and products
- To ensure products are delivered through high quality education providers that conduct initial assessment of learner abilities and disabilities
- To ensure products are delivered through high quality education providers that manage access requests and arrangements effectively
- To ensure products are delivered through high quality education providers that engage in inclusive practice and differentiation techniques
- To ensure products are delivered through high quality education providers that engage in assessment practices which are valid, fair and unbiased
- To ensure products are delivered through high quality education providers that engage in moderation practices which are valid, fair and unbiased

Our **Engagement Committee** have several equality duties for the **awarding**⁸ of products and solutions including:

- To ensure products are awarded based upon accurate and valid results in line with moderation results as the centre assessment scrutiny strategy
- To ensure products are awarded efficiently to all providers and learners in line with established target timescales for equality purposes.

⁷ This serves to ensure compliance with Ofqual General Conditions: C2.3h

⁸ This serves to ensure compliance with Ofqual General Conditions: C2.3h

Section 04: Policy Performance

4.1 Policy assessment and refinement

4.1.1 Evaluation and understanding

This policy is subject to systematic evaluation for effectiveness and efficiency. Evaluation is based on feedback collected which is understood and shared. Upon receipt of valid evidence which suggests change is required the change management process is initiated. We are also proactive in managing our policies and conduct formal assessments on an annual basis.

In doing so, we pay due regard to all credible evidence and consider relevant data across systems and feedback from stakeholders. This ensures the policy remains appropriate, is understood, and deployed effectively to prevent adverse effects. During this process appropriate measures are selected to establish timely, relevant, and accurate results.

4.1.2 Learning and improvement

When conducting evaluation and assessments we consider the emerging trends analysis, measurement, learning and benchmarking to inspire creativity and generate innovative solutions to improve performance in a timely manner. This is achieved through several activities, which are undertaken to identify sound practices and improvement opportunities. The results are used to identify, prioritise, plan, and implement the relevant refinements and improvements.

Appendix 01: Ofqual General Conditions of Recognition Alignment

This document supports our compliance with the following Ofqual General Conditions of Recognition.

Condition title	Condition alignment
Condition A1: Suitability for continuing recognition	A1.1, A1.2
Condition C2: Arrangements with Centres	C2.3h
Condition D2: Accessibility of products	D2.1, D2.2, D2.3
Condition D3: Reviewing approach	D3.2
Condition G6: Arrangements for Reasonable Adjustments	G6.1, G6.2, G6.3

Appendix 02: Version Control

This document is subject to version control. We will request feedback from stakeholders in advance of any change and publish the updated document via our website. All changes will be tracked here and confirmed as an updated version.

Version	Publication date	Publication Details
Version 01	Jan 2019	Publication 01
Version 02	Sep 2020	Publication 02 Section 1.2 Scope and responsibilities updated for clarity.
Version 03	Sep 2021	Publication 03 Section 2 Policy Principles Protected characteristic definitions updated for clarity. Transcend Logo Statement updated to 'Committed to Transformation' in line with business model.
Version 04	Sep 2022	Publication 04 Section 1.1 Context and culture updated to reflect the organisational change of control. Section 4.1 Code assessment and refinement updated in line with revised EFQM Model. Structure of policy updated to include sections defined by numbers for ease of reading.
Version 05	Sep 2023	Publication 05 Policy Title updated to include inclusion in line with best practice. Section 2.1 Equality and Diversity Commitment updated for clarity.
Version 06	Sep 2024	Publication 06 Section 1.1 and 1.2 merged into 1.1 Section 1.3 and 1.4 merged into 1.2
Version 07	Sep 2025	Publication 07 Section 1.3 Responsibilities of Senior Officers and Staff updated to reflect changes in the organisational structure.