

## JOINT SURGICAL COLLEGES

### EQUALITY and DIVERSITY POLICY

*July 2013*

for the United Kingdom and Ireland Surgical Royal Colleges intercollegiate committees:

**Intercollegiate Committee for Basic Surgical Examinations (ICBSE)**

**Joint Committee on Intercollegiate Examinations (JCIE)**

**Joint Committee on Surgical Training (JCST) and**

**Joint Committee for Revalidation (JCR)**

**James J<sup>1</sup>, Silvera M<sup>1</sup>, Richens D<sup>2</sup>, Graham TR<sup>3</sup>**

**<sup>1</sup>John James Consulting, <sup>2</sup>Chairman JCIE IQA Committee & <sup>3</sup>Chairman JCIE Committee**

**with contributions from ICBSE & JCST**

1. *Policy Statement*
2. *Policy Aims*
3. *Policy Commitment*
4. *Responsibilities of The Committees*
5. *Responsibilities of, Committee members, Candidates, Assessors and Examiners*
6. *Third Parties*
7. *Related Policies and Arrangements*
8. *Understanding Protected Characteristics Within The Committees' Functions*
9. *Equality and Diversity Training*
10. *Monitoring*
11. *Complaints and Discipline*
12. *Review*
  
13. *Appendices*
  1. *Relationship between The Colleges, The Committees and The Regulators*
  2. *Legislation relevant to Equality and Diversity in Education and Training*
  3. *Equality Act 2010 summary*
  4. *Format for briefing and training*
  5. *Monitoring Template - Guide*

# EQUALITY and DIVERSITY POLICY

## 1. POLICY STATEMENT

- 1.1. This policy has been developed for the United Kingdom and Ireland Surgical Royal Colleges (the Royal College of Surgeons of Edinburgh (RCSEd), the Royal College of Surgeons of England (RCSEng), the Royal College of Physicians and Surgeons of Glasgow (RCPSGlas) and the Royal College of Surgeons in Ireland (RCSI) (The Colleges). The Colleges work together on matters relating to standards and assessment, through a number of intercollegiate committees (Intercollegiate Committee for Basic Surgical Examinations (ICBSE), Joint Committee on Intercollegiate Examinations (JCIE), Joint Committee for Revalidation (JCR) and Joint Committee on Surgical Training (JCST) (The Committees). These committees all have subordinate committees and where relevant, examiners and assessors, to which the same principles apply. **Appendix 1.** shows the relationship between The Colleges and The Committees. These committees and all their subordinate committees through which they carry out their work variously have responsibility for the standards and curricula for surgical training and advice and support for revalidation. Their roles are different and therefore the extent to which different sections of this policy apply to them will vary.
- 1.2. The Committees recognise that discrimination and victimisation is unacceptable and that it is in the interests of their members, trainees, candidates, assessors and examiners to utilise the skills of the medical workforce. It is the aim of The Committees to ensure that, where it falls within their sphere of influence, no interested party receives less favourable facilities or treatment (either directly or indirectly) in recruitment, employment, assessment or examination on grounds of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex, or sexual orientation (the protected characteristics as outlined in the equalities legislation in the United Kingdom, Northern Ireland and the Republic of Ireland. **Appendix 2.**)
- 1.3. The legislative context underpinning the policy for the United Kingdom, Northern Ireland and the Republic of Ireland is covered by separate legislation. However the core purpose of this policy fits within the legal framework underpinning equality and diversity in education and training across all three regions. Appendix 2. provides links for further details of relevant legislation in each area.
- 1.4. The Committees' aim is that their members will be truly representative<sup>1</sup> of all sections of society and that each individual feels respected and able to give of their best.
- 1.5. The Committees oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all in our functions and duties.
- 1.6. All members, candidates, assessors and examiners, whether part-time, full-time or temporary, will be treated fairly and with respect. The Committees will work with other relevant bodies to ensure that selection will be on the basis of aptitude and ability and that the same will apply to the work undertaken by The Committees.
- 1.7. Committee members will be encouraged to develop their full potential and talents within the work undertaken by these committees, utilising the talents and resources of The Colleges to maximise the efficiency of their duties.

---

<sup>1</sup> Equality statistics should be available for The Committees to establish as a bench mark at the implementation of this policy.

- 1.8. The Committees' members, will not discriminate directly or indirectly, or harass trainees, candidates, assessors and examiners because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the execution of The Committees' duties and responsibilities.
- 1.9. This policy and the associated arrangements shall operate in accordance with statutory requirements<sup>2</sup>. In addition, full account will be taken of any guidance or Codes of Practice issued by the Equality and Human Rights Commission, the General Medical Council, the Irish Medical Council and any other Government Departments' statutory bodies<sup>3</sup> in the UK or Ireland. The policy supplements policies already in place within individual Colleges and by which the staff employed through those Colleges are already bound. It also supplements policies within the NHS, by which all NHS employees are bound.

## **2. POLICY AIMS**

- 2.1. To set high standards for equality and diversity within the functions and duties of The Committees.
- 2.2. To be fit for purpose on all matters relating to equality and diversity.
- 2.3. To ensure that all functions relating to the selection, assessment and examination of candidates examinations are fair and free from bias.

## **3. POLICY COMMITMENT**

- To create an environment in which individual differences and the contributions of The Committees' members, candidates, assessors and examiners and others on whose behalf The Committees work are recognised and valued and which promotes fairness, dignity and respect to all.
  - To promote equality and fairness within colleges through good leadership and management, which The Committees believe is good governance and enhances business and professional effectiveness and clinical decision making.
  - To review The Committees' management practices and procedures to ensure that they promote fairness and equity.
  - To provide appropriate training, development and progression opportunities to all committee members, and to work with other bodies to promote these opportunities.
  - To ensure full ownership and support of this policy by The Committees, and representatives from The Colleges.
  - To ensure full support of this policy from the GMC and IMC.
  - To treat breaches of this policy as misconduct.
  - To deal with intimidation, bullying, harassment or any breach of this policy firmly and promptly in accordance with The Committees' disciplinary procedures and/or complaints procedures.
  - To monitor and annually review this policy.
- 3.1. This policy sets out below how The Committees intend to meet these commitments.

## **4. RESPONSIBILITIES of THE COMMITTEES WITHIN THIS POLICY**

---

<sup>2</sup> Equality Act 2010 United Kingdom

<sup>3</sup> Equality and Human Rights Commission; Equality Commission for Northern Ireland

- 4.1. The Chairs and Operational Managers (The Management) within each Committee are responsible for the effective delivery and operation of the policy arrangements.
- 4.2. The Committees will take appropriate steps to enable members, candidates, assessors and examiners to operate within this policy and ensure that reasonable and practical steps are taken to avoid discrimination.
- 4.3. In particular, The Committees will ensure that:
  - 4.3.1.all those within the scope of the policy are aware of its purpose and arrangements and their responsibilities,
  - 4.3.2.complaints concerning discrimination are dealt with properly, fairly and as quickly as possible,
  - 4.3.3.there are established effective administrative systems to monitor the operation of the policy in respect of all those that are within its scope,
  - 4.3.4.The Committees receive reports as required.
- 4.4. The Committees have overall responsibility for the governance of this policy and will ensure that:
  - 4.4.1.ownership and appropriate accountability is established,
  - 4.4.2.their leadership demonstrates values and behaviours to promote good equality practices,
  - 4.4.3.they make decisions regarding the lifecycle, implementation and monitoring arrangements of this policy, in line with statutory guidelines,
  - 4.4.4.equality and diversity issues that relate to The Committees' core business of standards and curricula for surgical training, the membership and fellowship level examinations and advice and support for revalidation are identified and managed.
  - 4.4.5.Where relevant, reasonable adjustments are made to accommodate trainee, member, candidate, assessor or examiner with a disability,
  - 4.4.6.all those within the scope of this policy are provided with up to date and appropriate training,
  - 4.4.7.all those within the scope of the policy receive a copy of The Committees' Equality and Diversity Policy,
  - 4.4.8.the policy is monitored and the results of monitoring are considered.

## **5. RESPONSIBILITIES of, THE COMMITTEES, THE SUBORDINATE COMMITTEES, EXAMINERS, ASSESSORS AND ALL THOSE WORKING ON THEIR BEHALF WITHIN THIS POLICY**

- 5.1. All those within the scope of this policy are responsible for ensuring that there is no unlawful discrimination. Attitudes and behaviour are critical to the successful operation of fair, equitable and non-discriminatory practices. All those within the scope of this policy should:
  - comply with the policy and arrangements,
  - not unlawfully discriminate in their day to day activities or induce others to do so,
  - not victimise, harass or intimidate trainees, members, candidates, assessors and examiners or groups who have, or are perceived to have, one of the protected characteristics,
  - ensure no individual is discriminated against or harassed because of their association with another individual who has a protected characteristic,
  - take appropriate action to stop any discriminatory practice if they become aware of it and ensure that the relevant committees are made aware of this,
  - attend relevant training provided or required by The Committees.

## **6. THIRD PARTIES**

6.1. Third-party harassment occurs where a trainee, member, candidate, assessor or examiner is harassed by a third party, such as a client or customer, and the harassment is related to a protected characteristic. The Committees will not tolerate harassment against trainees, members, candidates, assessors and examiners, and a trainee, member, candidate, assessor or examiner who is concerned, should inform a senior representative of the relevant committee about this as soon as possible. The relevant committee will fully investigate and take all reasonable steps to ensure such harassment does not happen again.

## **7. RELATED POLICIES and ARRANGEMENTS**

7.1. Other policies and arrangements may have a bearing on equality and diversity so relevant reference should be made. The Committees' policies will be reviewed regularly and any discriminatory elements removed or amended as necessary.

## **8. UNDERSTANDING PROTECTED CHARACTERISTICS WITHIN THE COMMITTEES' FUNCTIONS**

8.1. This policy has stated its aim to ensure that protected characteristics do not give rise to less favourable facilities or treatment, either directly or indirectly, in recruitment, employment, assessment or examination or any other activities within The Committees' various remits.

8.2. In carrying out their core business :

The Committees will ensure that they fully consider the specific needs of protected groups as these relate to their responsibilities. As part of this, The Committees will:

8.2.1. attach particular importance to the needs of disabled individuals, and be required to:

- make reasonable adjustments through for example, training, providing special equipment or extended examination time.
- include disabled individuals in training and development programmes,
- give full and proper consideration to disabled candidates having regard to making reasonable adjustments or other adaptations for their particular aptitudes and abilities to allow them to be able to engage in all assessments fairly. Reasonable adjustments should not compromise competency standards required for all. Surgery is a craft specialty and will place some restrictions on the types of disabilities that can be "reasonably" accommodated.

8.2.2. attach particular importance to the needs of other relevant protected groups, and be required to:

- include other relevant protected groups in training and development programmes,
- give full and proper consideration to individuals with other relevant protected characteristics, having regard to making appropriate and reasonable adaptations to instructional strategies and materials, curricula content and assessment practices for their particular aptitudes and abilities to allow them to be able to engage in all assessments processes fairly.

8.3. The Examination Arrangements for Candidates with Special Circumstances will comply with this policy.

8.4. The Committees are expected to follow the **Equality Act 2010**<sup>4</sup> and where necessary seek appropriate professional advice for those who may require specific assistance because of a protected characteristic.

## 9. **EQUALITY and DIVERSITY TRAINING**

9.1. To encourage full compliance with the spirit and letter of this policy, it is important that all members of The Committees understand its wider purpose, its functional application to their roles and the consequence of non-compliance. To this end The Committees will ensure that their members are fully aware of the requirements of this policy and the specific responsibilities they have to promote equality and fairness within The Colleges' functions and duties.

9.2. Appropriate training and briefing sessions will be provided to committee members regarding:

- the purpose, application and compliance with this policy,
- the legal framework for this policy,
- the professional and business context of this policy,
- the specific application of equality and fairness within the duties and responsibilities, to promote best practice within The Colleges.

9.3. Training and briefing sessions will be repeated as necessary to ensure The Committees understand the policy, its arrangements and individual committees' responsibilities.

9.4. The Committees' induction/training programmes will include specific elements on equality and fairness.

## 10. **MONITORING**

10.1. The Committees will uphold their legal duty not to discriminate and expect that this will be consistently translated into practice across The Committees. The specific actions that individual committees are taking should be reflected as objectives in an annual work programme.

10.2. Accordingly, equity monitoring systems should be in place to allow individual committees to:

- assess the effectiveness of this policy and its arrangements within its functions<sup>5</sup>,
- demonstrate accountability and good governance.

10.3. In many instances such arrangements are already in place and where this is the case they will need to be reviewed and if necessary adapted, to ensure compliance with this policy and the law.

10.4. The monitoring requirements of this policy will involve the routine<sup>6</sup> collection and statistical analysis of information, by protected characteristics on:

- committee members
- candidates
- assessors
- examiners

---

<sup>4</sup> Whilst there is no detailed equivalent for Northern Ireland and the Republic of Ireland the scope of the UK guidance covers what is expected for NI and the RoI.

<sup>5</sup> Arrangements refer to commitments and responsibilities of this policy with which The Committees are expected to comply.

<sup>6</sup> The Committees recognise that there has been difficulty with the collection of data on protected characteristics in the past as many candidates have chosen not to provide this information. This should be fully acknowledged and redressed as fully as possible. The initial review of the policy should specifically note what measures were taken and their outcomes.

10.5. The Committees must be able to demonstrate, through regular analysis and reviews, the extent to which:

- Protected characteristics data are reflected in The Committees membership.
- Protected characteristics data are utilised alongside relevant statistical data to enhance understanding of equity and fairness within relevant functions of The Committees, such as, results analysis, country of origin of non-UK resident candidates, and the nature and frequency of equality related complaints or concerns that are recorded.
- Reports indicate equality related issues for consideration by The Committees.
- Equality data analysis is routinely used to inform changes in policy or practices within The Committees.

10.6. In addition to the above, The Committees will also be required to utilise equality data, when needed, to conduct equality impact assessments to determine how any change or development of roles and functions will affect relevant groups by their protected characteristics. The data collected for monitoring purposes will be treated as confidential and it will not be used for any other purpose.

10.7. The Committees will agree that their Internal Quality Assurance Committees and processes, where relevant, will oversee governance and audit. These monitoring bodies should involve members of The Committees as well as non-committee stakeholders. Their responsibilities should include audit and compliance, advice and recommendations for action, as appropriate. They should expect to convene as needed to fit within The Committees' performance management cycles.

10.8. Where monitoring shows that those with protected characteristics are not progressing as expected, appropriate actions will be agreed to readdress this, with clearly defined outcomes and timescales.

10.9. Within the first six months of the introduction of this policy, a benchmarking exercise should take place across The Committees, to establish a baseline from which on-going progress and performance can be assessed.

## **11. COMPLAINTS and DISCIPLINE**

11.1. Trainees, committee members, candidates, assessors and examiners have a right to pursue a complaint concerning discrimination, harassment or victimisation using The Committees' Complaints or Disciplinary Procedures.

11.2. Discrimination, harassment or victimisation will be treated as disciplinary offences and they will be dealt with under The Committees Complaints or Disciplinary Procedures.

## **12. REVIEW**

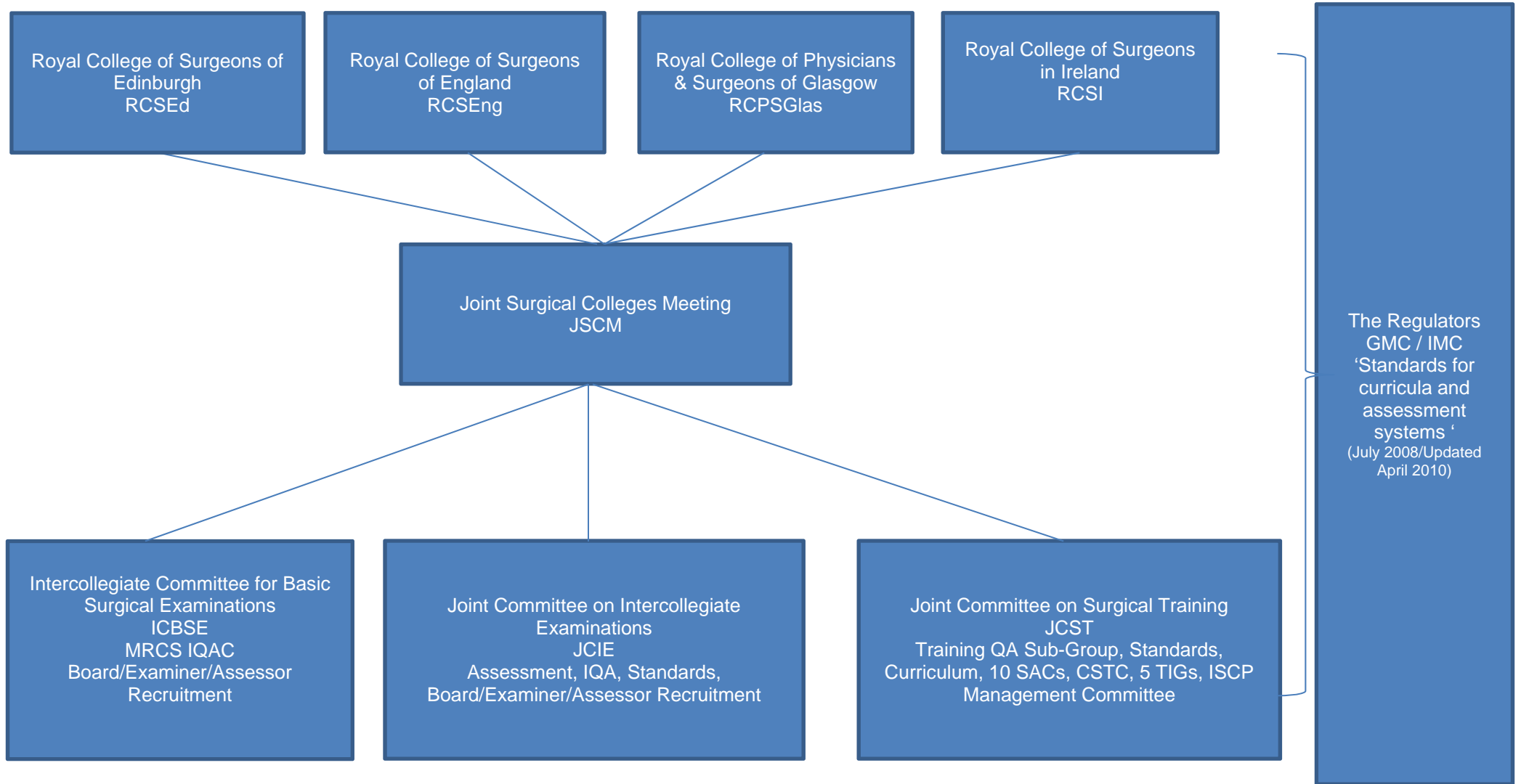
12.1. The effectiveness of this policy and associated arrangements will be reviewed after one year and subsequently every three years under the direct supervision of The Committees.

Policy Date: July 2013

**EQUALITY and DIVERSITY POLICY APPENDICES**

**Appendix 1.**

**Relationship between The Colleges, The Committees and The Regulators**





## **Appendix 2. Legislation relevant to Equality & Diversity in Education and Training**

### **United Kingdom - England, Scotland & Wales**

The principal primary legislation governing this area is the Equality Act (2010). This brings together a large number of earlier Acts and Regulations, including in particular the Sex Discrimination Act (1975), the Race Relations Act (1976), the Disability Discrimination Act (1995) and the Equality Acts & Regulations (2006 & 2007).

The Act can be accessed via the Office of Public Sector Information web-site:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

### **Northern Ireland**

The Equality Act (2010) does not cover Northern Ireland currently and, as a result, the area is underpinned by a substantial number of pieces of primary and secondary legislation that specifically cover:

Age

Disability

Gender

General

Race

Religion / politics

Sexual orientation

Details can be found on the Equality Commission for Northern Ireland web-site:

[http://www.equalityni.org/sections/default.asp?cms=The%20Law\\_The%20legislation&cmsid=4\\_278&id=278&secid=5](http://www.equalityni.org/sections/default.asp?cms=The%20Law_The%20legislation&cmsid=4_278&id=278&secid=5)

### **Republic of Ireland**

The principal primary legislation governing this area includes

- The Employment Equality Acts (1998 & 2008),
- The Equal Status Acts (2000 to 2008) and The Universities Act (1997).

Details can be found on the electronic Irish Statute Book (eISB) web-site:

<http://www.irishstatutebook.ie/home.html>

## Appendix 3.

### The Equality Act 2010 - United Kingdom

The Equality Act 2010 replaces previous equality legislation including: The Equal Pay Act 1970, The Sex Discrimination Act 1975, The Race Relations Act 1976, and The Disability Discrimination Act 1995. It aims to accomplish a more consistent approach in how we carry out our responsibilities to achieve equity and fairness and to comply with the law.

#### General Equality Duty

Under the general equality duty of the Equality Act, The Colleges must, in carrying out their functions, have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having 'due regard' for advancing equality involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristics.
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

The Act states that meeting different needs involves taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply.

#### Purpose of the general equality duty:

The broad purpose of the equality duty is to integrate consideration of equality and good relations into the day-to-day business of public authorities. If you do not consider how a function can affect different groups in different ways, it is unlikely to have the intended effect. This can contribute to greater inequality and poor outcomes.

The general equality duty therefore requires organisations to consider how they could positively contribute to the advancement of equality and good relations.

It requires equality considerations to be reflected into the design of policies and the delivery of services, including internal policies, and for these issues to be kept under review.

#### The Specific Duties

The specific duties require all the public authorities to:

##### **Publish information**

- Publish sufficient information to demonstrate its compliance with the general equality duty across its functions. In particular this information must include,
  - Information on the effect that its policies and practices have had on people who share a relevant protected characteristic, to demonstrate the extent to which it furthered the aims of the general equality duty for its employees and for others with an interest in the way it performs its functions.
  - This must include the following information:
    - Evidence of analysis that they have undertaken to establish whether their policies and practices have (or would) further the aims of the general equality duty.
    - Details of the information that they considered in carrying out this analysis.
    - Details of engagement that they undertook with people whom they consider to have an interest in furthering the aims of the general equality duty.

##### **Prepare and publish equality objectives**

- Objectives that it reasonably thinks it should achieve to meet one or more aims of the general equality duty.
- Details of the engagement that it undertook, in developing its objectives, with people whom it considers to have an interest in furthering the aims of the general equality duty.

It must also:

- Consider the information that it published before preparing its objectives.
- Ensure the objectives are specific and measurable.
- Set out how progress will be measured.

- Publication - The information on equality objectives must be published at least every four years in a manner that is reasonably accessible to the public. It can be published within another document.

Purpose of the specific duties:

The purpose of the specific duties is to help you to comply with the general equality duty, by improving the focus and transparency of your activity to meet the duty. Complying with the specific duties is a necessary part of complying with the general equality duty, but it is not sufficient in itself. Complying with the general equality duty requires having due regard to the need to achieve the aims of the duty across all of your functions.

### **Who the law protects**

- Whether at work as an employee or in using a service, the message (or purpose) of the Equality Act is that everyone has the right to be treated fairly at work or when using services.
- It protects people from discrimination on the basis of certain characteristics. These are known as protected characteristics and they vary slightly according to whether a person is at work or using a service.

There are nine protected characteristics. These are;

- Age
- Disability
- Sex (gender)
- Race
- Sexual orientation
- Religion or belief
- Pregnancy and maternity
- Gender reassignment
- Marriage or civil partnership

### **What the law protects against:**

Discrimination

- Treating a person worse than someone else because of a protected characteristic (known as direct discrimination). Although in the case of pregnancy and maternity direct discrimination, this can occur if they have protected characteristic without needing to compare treatment to someone else. Direct discrimination can also take place by association or perception.
- Putting in place a rule or way of doing things that has a worse impact on someone with a protected characteristic than someone without one, when this cannot be objectively justified (known as indirect discrimination).
- Treating a disabled person unfavourably because of something connected with their disability when this cannot be justified (known as discrimination arising from disability).
- Failing to make reasonable adjustments for disabled people.

Harassment

- Unwanted conduct which has the purpose or effect of violating someone's dignity or which is hostile, degrading, humiliating or offensive to someone with a protected characteristic or in a way that is sexual in nature.

Victimisation

- Treating someone unfavourably because they have taken (or might be taking) action under the Equality Act or supporting somebody who is doing so.
- As well as these characteristics, the law also protects people from being discriminated against:
  - By someone who wrongly perceives them to have one of the protected characteristics.
  - Because they are associated with someone who has a protected characteristic. This includes the parent of a disabled child or adult or someone else who is caring for a disabled person.

## Appendix 4. Equality and Diversity Policy Training [SAMPLE]

To encourage full compliance with the spirit and letter of the equality and diversity policy, The Committees expect that all its members should understand its purpose, its application and the legal consequence of non-compliance. To ensure that this takes place The Committees will provide appropriate training and briefing sessions for members of staff, assessors, examiners trainees and candidates, as well as ensure that it is included in relevant induction programmes.

The development of materials produced for briefings, inductions and training into online e-learning formats should be considered with a view to making the training as widely accessible as possible.

These sessions will ensure that everyone is fully aware of why The Committees have developed an equality and diversity policy, how the policy will help to promote equality and fairness and how this affects your relationship with us.

The aims of the Equality and Diversity Policy Training will be to:

- explain the purpose the policy.
- explain the legal framework and the application of the equality duties to the functions of The Committees.
- discuss the specific application of the policy to the professional and business context of The Committees.
- discuss and consider the application of equity and fairness to individual roles and responsibilities.
- explain the monitoring arrangements for the policy.

### *Sample outline for assessors and examiners training*

Diversity legislation has changed significantly over last few years. With the introduction of a new Equality Act we need to know that we are not unwittingly breaking the law but more importantly how the changes to the law can enhance what we do to promote equality and fairness in all areas of our work. Our new policy will ensure that everyone understands what The Committees will do to promote equity and fair ness and your role within this.

**Duration:** 2½ hours

#### **Objectives:**

By the end of the session you will be able to:

1. explain the purpose the policy.
2. explain the legal framework and the application of the equality duties to the functions of The Committees.
3. discuss the specific application of the policy to the professional and business context of The Committees.
4. discuss and consider the application of equity and fairness to individual roles and responsibilities.
5. explain the monitoring arrangements for the policy.

#### **Format:**

- Presentations
- Discussions
- Scenario / Case Study Analysis

#### **Evaluation Indicators**

- Sustained and improved professional delivery and candidate satisfaction in assessments and examinations
- Competency in modelling behaviours that promote equity and fairness across responsibilities undertaken by assessors and examiners
- Trainees and candidates aware context of equity and fairness within assessments and examinations
- Positive feedback from trainees, candidates, assessors and examiners

## Appendix 5. Monitoring Guide – Template [SAMPLE]

### Policy Aims

1. To set high standards for equality and diversity within the functions and duties of The Committees.
2. To be fit for purpose on all matters relating to equality and diversity.
3. To ensure that all examinations are fair and free from bias for all candidates.

This monitoring template should serve as a guide for the monitoring of the Equality and Diversity policy. It will capture progress that can be measured and assessed to determine the extent to which compliance with the policy has achieved its aims.

The policy performance indicators are derived from the policy itself and the template includes categories to record the point from which individual committees are starting to establish a benchmark for future performance monitoring.

**Paragraph 10.9** of the policy recommends a bench marking exercise across all committees to establish this baseline. This exercise if completed properly will provide a very useful indicator in monitoring the benefits of investing in and complying with this policy.

The metrics suggested by the monitoring template include indicators that show:

1. **Starting point at the introduction of the policy** (within the first six months) as a record of the current position. Dating and 'signing off' this section by a Chair or Director will also ensure ownership and accountability of the record.
2. **Work completed** – The responses should address: *What was done?, How was it measured?, When was it done?, Costs*
3. **Work underway** – The responses should address: *What is being done?, How is/will it be measured?, When will it be completed?, Costs*
4. **Work planned** – The responses should address: *What will be done?, How will it be measured?, When will it be done?, Proposed costs*

The endorsement and use of the proposed monitoring template will to a large extent meet the proposed requirements to show that equity monitoring systems exist to allow individual committees to:

- assess the effectiveness of this policy and its arrangements within its functions and
- demonstrate accountability and good governance.

### Linkage to work programmes

Individual committees are likely to establish specific objectives in an annual work programmes. The attainment of these objectives may relate to specific policy objectives and can be cross referenced as necessary.

### Monitoring Template Format [SAMPLE]

What steps have been taken / will be taken to demonstrate that the Committee has done / or is working to achieve the core policy commitments below:	Starting point – <i>Record of the current position within the committee at the implementation of this policy.</i> <b>Date:</b>	Work completed	Work underway	Work planned
		<i>What was done? How was it measured? When was it done? Costs</i>	<i>What is being done? How is/will it be measured? When will it be completed? Costs</i>	<i>What will be done? How will it be measured? When will it be done? Costs</i>

**MONITORING TEMPLATES [SAMPLE]**

<b>Policy Commitment - Monitoring Template [SAMPLE]</b>				
<b>What steps have been taken / will be taken to demonstrate that the Committee has done / or is working to achieve the core policy commitments below:</b>	<b>Starting point – Record of the current position within the committee at the implementation of this policy.</b>  <b>Date:</b>	<b>Work completed</b>	<b>Work underway</b>	<b>Work planned</b>
To create an environment in which individual differences and the contributions of The Committees' trainees, members, candidates, assessors and examiners are recognised and valued and which promotes fairness, dignity and respect to all.		<i>What was done? How was it measured? When was it done? Costs</i>	<i>What is being done? How is/will it be measured? When will it be completed? Costs</i>	<i>What will be done? How will it be measured? When will it be done? Costs</i>
To promote equality and fairness within colleges through good leadership and management, which The Committees believe is good governance and enhances business and professional effectiveness and clinical decision making.				
To review The Committees' management practices and procedures to ensure that they promote fairness and equity.				
To provide appropriate training, development and progression opportunities to all members, candidates, assessors and examiners.				
To ensure full ownership and support of this policy by The Committees, the GMC and representatives from The Colleges.				
To treat breaches of this policy as misconduct that could lead to disciplinary proceedings.				
To deal with intimidation, bullying, harassment or any breach of this policy firmly and promptly in accordance with The Committees disciplinary procedures and/or grievance procedures.				
To monitor and annually review this policy.				

**Responsibilities of The Committees within this Policy - Monitoring Template [SAMPLE]**

<b>What steps have been taken / will be taken to demonstrate that the Committee has met / or is working to meet the policy responsibilities:</b>	<b>Starting point – Record of the current position within the committee at the implementation of this policy.</b>	<b>Work completed</b>	<b>Work underway</b>	<b>Work planned</b>
The Chairs and Operational Managers (The Management) within each Committee are responsible for the effective delivery and operation of the policy arrangements.	<b>Date:</b>	<i>What was done? How was it measured? When was it done? Costs</i>	<i>What is being done? How is/will it be measured? When will it be completed? Costs</i>	<i>What will be done? How will it be measured? When will it be done? Costs</i>
The Committees will take appropriate steps to enable, members, candidates, assessors and examiners to operate within this policy and ensure that reasonable and practical steps are taken to avoid discrimination.				
In particular, The Committees will ensure that:				
all those within the scope of the policy are aware of its purpose and arrangements and their responsibilities,				
grievances concerning discrimination are dealt with properly, fairly and as quickly as possible,				
there are established effective administrative systems to monitor the operation of the policy in respect of all those that are within its scope,				
The Committees receive reports as required.				
The Committees have overall responsibility for the governance of this policy and will ensure that:				
ownership and appropriate accountability is established,				
their leadership demonstrates values and behaviours to promote good equality practices,				
they make decisions regarding the lifecycle, implementation and monitoring arrangements of this policy, in line with statutory guidelines,				
awareness of the specific equality and diversity issues are identified and managed as they relate to The Committees' core business of standards and curricula				

**Responsibilities of The Committees within this Policy - Monitoring Template [SAMPLE]**

<b>What steps have been taken / will be taken to demonstrate that the Committee has met / or is working to meet the policy responsibilities:</b>	<b>Starting point – Record of the current position within the committee at the implementation of this policy.</b>  <b>Date:</b>	<b>Work completed</b>	<b>Work underway</b>	<b>Work planned</b>
for surgical training, the membership and fellowship level examinations and advice and support for revalidation,				
reasonable adjustments are made to accommodate a trainee, member, candidate, assessor or examiner with a disability,				
all those within the scope are provided with up to date and appropriate training,				
all those within the scope of the policy receive a copy of The Committees' Equality and Diversity Policy,				
the policy is monitored and the results of monitoring are considered.				



**Responsibilities of Trainees, Candidates, Assessors and Examiners within this Policy - Monitoring Template [SAMPLE]**

<b>What steps have been taken / will be taken to demonstrate that the Committee has met / or is working to meet the policy responsibilities:</b>	<b>Starting point – Record of the current position within the committee at the implementation of this policy.</b>  <b>Date:</b>	<b>Work completed</b>	<b>Work underway</b>	<b>Work planned</b>
All those within the scope of this policy are responsible for ensuring that there is no unlawful discrimination. The attitudes and behaviour of trainees, candidates, assessors and examiners are critical to the successful operation of fair, equitable and non-discriminatory practices:		What was done? How was it measured? When was it done? Costs	What is being done? How is/will it be measured? When will it be completed? Costs	What will be done? How will it be measured? When will it be done? Costs
In particular, all trainees, candidates, assessors and examiners should:				
comply with the policy and arrangements,				
not unlawfully discriminate in their day to day activities or induce others to do so,				
not victimise, harass or intimidate other trainees, candidates, assessors and examiners or groups who have, or are perceived to have one of the protected characteristics,				
ensure no individual is discriminated against or harassed because of their association with another individual who has a protected characteristic,				
take appropriate action to stop any discriminatory practice if they become aware of it and ensure that the relevant Committees are made aware of this,				
attend relevant training provided by The Committees.				

## Examples of Equality Monitoring

A few examples are given below of the types of equality monitoring that should be considered in order to ensure that policy is having an impact on practice.

Establishing metrics that are kept up to date to show the (relevant) protected characteristics profile for all: trainees; candidates; assessors and examiners within individual colleges, in order to conduct statistical analyses, for example:

Reviewing and comparing pass rates for non-UK resident trainees with UK resident trainees and taking specific account of potential discrepancies or biases that relate to language or culture in order to identify and remove obstacles to equity and fairness.

This will provide more objective analysis to questions such as:

*If you are a candidate from India in non-UK training are you statistically more likely not to pass?*

*Are there disparities between potential discrimination that UK and non-UK based candidates are likely to experience within the same minority ethnic group?*

Reviewing and assessing the effectiveness of specific reasonable adjustments that are made for candidates with specific disabilities to ensure that potential obstacles to equity and fairness for specific candidates are removed.

This will provide more objective analysis and inform best practice procedures across colleges.

Encourage candidates to provide feedback on specific equity and fairness considerations relating to processes, procedures and personal interactions, throughout their involvement with the college and at specific stages of their assessment.

This feedback can be invaluable when reviewing and making changes to programmes and assessing individual assessors commitments to promoting equity and fairness.

Review complaints to determine if there is any equality and fairness related concerns or themes emerging and what if any lessons can be taken away.

Maximise the opportunity of the current Equality and Diversity seminars to sharpen awareness and application of equality and fairness within relevant and specific practices and obtain feedback assessors and examiners feedback