

EQUALITY, DIVERSITY & INCLUSION (EDI) STATEMENT



1.0 Our Commitment

The FRA's commitment to equality, diversity and inclusion (EDI) is fundamental to our core values. Our work in this area seeks to assure our success as a college with a positive and supportive culture through an inclusive environment.

We recognise that every person within the FRA community has a responsibility for making all staff and students feel empowered and respected through the positive promotion of, and support for, EDI. It is a standard expectation that all members of staff, including those who may be working on behalf of the FRA, behave in a respectable manner – conducting themselves professionally and treating others with consideration. We strive to ensure all members of our community feel welcome and are able to be themselves.

Our work in this area is anchored in the duties and expectations as set out in the Equality Act 2010 and Public Sector Equality Duty which require us to have due regard to the need to¹:

- Eliminate discrimination, victimization, harassment and other conduct prohibited by the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

2.0 Care Values

The FRA Care Values are intrinsic to our commitment to EDI. Our values make our business. We recognise that our people bring the FRA to life, as the home of fashion's next generation. The unifying quality of an FRA staff and student is our propensity to *care*.



¹ Equality Act 2010, Public Sector Equality Duty (section 149) <https://www.legislation.gov.uk/ukpga/2010/15/section/149>

Customer Centric – we know that every interaction with every student, in every moment, matters. We see the big picture and how ever small detail contributes to a ‘Best Imaginable’ experience. ‘If it matters to our students, it matters to us.’

Authentic – We are authentic in our action, words and interactions. We bring our whole self, and are ‘all in’ all the time.

Relentless – What we care about never goes away in the face of obstacles or setbacks. There’s integrity in our actions to relentlessly strive for what we care about.

Enthusiastic – Our passion for what we care about drives our actions and inspires others to follow suit.

We care about our students, our industries, our people, our planet. We care about being.

3.0 Principles

Our work in this area is underpinned by the following principles.

- Ensuring equality of opportunity is essential for our community, our culture, our performance, and our success. To this end, EDI is threaded through the very heart of our strategies, policies and practices of the FRA.
- Everyone in the FRA community is equal regardless of religion or belief, race, sexual orientation, sex, gender identity, disability, age, marriage and civil partnership, pregnancy and maternity, social class.
- The entitlement to a high-quality education applies equally to **all**.
- We seek to create a representative team of leaders and managers across all delivery and support services across the college.
- The college demonstrates zero tolerance for unlawful discrimination and fosters good relations based on respect. We keep our policies and practice under review to ensure we do not discriminate unfairly in the recruitment, retention, promotion and development of staff; and the selection, teaching, assessment and support of students across all our provision.
- We actively seek ways to support, celebrate and champion diversity in all areas of college life and through curriculum design. Diversity is a strength and differences are recognized and valued.
- Through outreach and other collaborative activity, we strive to welcome and encourage participation from all students, regardless of background. Further detail relating to our strategy here is outlined in the *FRA Access and Participation Statement*.
- We undertake continuous monitoring and review of all levels of our course offer with a focus on decolonizing and diversifying the curriculum and our teaching/research practices.
- Prejudice and stereotyping must be challenged. Concerns and disclosures are taken seriously and due process is followed. Staff and students are supported in their understanding and development of EDI through appropriate induction programmes and other training activities.
- Transparent and inclusive mechanisms are created and embedded to allow the FRA community to contribute to sharing best practice in recognizing EDI values.

4.0 Intent, Implementation and Impact: Monitoring & Evaluation

The FRA ensures our commitment and development to EDI activity is effectively planned, monitored and evaluated through the following framework:

- Policy implementation is overseen by the Senior Management Team (SMT), Senior Leadership Team (SLT), Group Performance Meetings (GPMs) and Board of Governors through embedding EDI related themes within the regular reporting framework.
- Student voice and ownership is integral to our success against our aims and objectives within this area. The FRA asks for feedback from students in relation to EDI activity and themes from a student perspective. This not only allows us to capture the student voice in terms of innovations in this area, but also assures that we can effectively assess the impact of existing initiatives directly with our student cohorts.
- Our commitment is promoted through our staff and student charter which outlines the expectations in terms of behavior and the culture of our offer. Furthermore, activities, initiatives and events relating to EDI are actively displayed and advertised (for example activity related to Wellbeing and Mental Health, concepts of intersectionality etc.).
- Our curriculum development framework outlines our inclusive approach to educational thinking and our collaboration with industry in order to provide and safeguard diverse, future innovations which address the needs of all.
- Our Learning, Teaching and Assessment Feedback (LTAF) Strategy defines how we embrace diverse approaches which seek to transform our teaching practice across all provision and ensure our offer incorporates an EDI perspective throughout.
- Self-assessment in this area is also informed through staff and student satisfaction data, external review data, charter marks, and disclosure data which allows us to review our position and re-align strategic priorities accordingly.

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Author	Head of QAE, Director of Student Services
Approved by	Principal & CEO
Oversight:	SMT, SLT, GPM, Board of Governors