



ROYAL COLLEGE OF
PHYSICIANS AND
SURGEONS OF GLASGOW

Equality, Diversity and Inclusion Policy

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1. Policy Statement

The Royal College of Physicians and Surgeons of Glasgow is committed to promoting equality, diversity and inclusion and providing a culture which actively values difference, recognising that people from a variety of backgrounds and experiences can bring valuable insights to the workplace and enhance the way we work and operate. The College aims to be an inclusive organisation, where diversity is welcomed, respected and built upon, with ability to recruit and retain a diverse workforce that reflects the communities it serves. Within this framework the College specifically refers to measures it has in place to provide equality of opportunity and the facilities that it can provide to its diverse workforce, volunteers, members of Council, job applicants, examiners, members and other stakeholders.

While following an inclusive approach, the College is, of course, committed to complying with relevant equality legislation, the Equality Act 2010, codes of practice and relevant best practice guidance. This policy pursues and builds on the statutory position to ensure effective policies and practice of promoting equality.

The College will also follow the Guiding Principles of Federation and International Activities. These principles are contained in Appendix 1.

The College will pro-actively tackle discrimination or disadvantage and aims to ensure that no individual or group is directly or indirectly discriminated against for any reason with regard to employment or accessing its services. This does not only apply to employment perspectives as the College aims to be representative of the community it serves in all aspects of its work. Indeed, with the adoption of this policy, the College aspires to be a beacon of good practice influencing other organisations at home and abroad.

This policy reinforces the values of the College which are:

Community: Working together to support one another to succeed; listening to and engaging with partners and people, locally, nationally and globally, to achieve our core purpose regardless of social or socio-economic background.

Integrity: Valuing and learning from our heritage and commitment to excellence; never compromising on our core purpose, our standards and the quality of delivery.

Inclusivity: Demonstrating care, kindness, civility, generosity and mutual respect through the way we welcome, work and interact with people. The College considers a wider perspective than those included in the Equality Act to demonstrate its commitment to diversity and inclusion.

Innovation: Proactively challenging current thinking with a forward-looking agile approach that meets the changing needs of our members and all those who interact with us.

Inspiration: Leading by example through open dialogue, teamwork and engagement to maximize our potential and affect change.

2. Scope of the Policy

The College has made a commitment to exceed the requirements laid down in law so that any person who has any type of contact with the College will be treated with fairness, respect and in a way that is non-discriminatory. While particular groups of people are mentioned throughout this

policy, all aspects of the ethos of treating people fairly and with respect is inherent in putting this policy into practice.

This policy applies to all individuals at all levels and grades, whilst at work or attending training and education events including Council, boards, the President, senior managers, officer bearers, directors, examiners, employees, consultants, contractors, clinical volunteers, Fellows and Members, casual workers and agency employees, contractors and faculty members at symposia and all job applicants applying for College vacancies as well as the international connections forged by the College.

Where the College's services are provided by external contractors or third parties on the basis of a specification set by the College, these contractors or third parties are responsible for adhering to the College's Equality, Diversity and Inclusion policy whilst providing services on behalf of the College.

The College is committed to ensuring that existing employees, job applicants, workers, clinical volunteers, Fellows and Members and other stakeholders are treated fairly in an environment which is free from any form of discrimination with regard to nine of the protected characteristics as outlined in the Equality Act 2010 which are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership status
- Pregnancy and maternity
- Race (includes colour, nationality, and ethnic origins)
- Religion and or belief
- Sex
- Sexual orientation

The Equality Act 2010 also covers the provision of services and the College believes that by treating employees with respect, dignity and fairness, it is also important to treat volunteers, clinical volunteers, Fellows and Members and other stakeholders with the same respect, dignity and fairness in any interactions with them.

The College embraces a diverse workforce at all levels to ensure that employees of the College work in an atmosphere of dignity and respect. The College will ensure that courses and other services provided are accessible with any reasonable adjustments being made as and when required.

The Equality, Diversity and Inclusion policy provides a clear framework for translating the policy into action. It outlines the responsibilities of the College Council, Executive Board, President, CEO, Senior Management Team, Managers and individuals to comply with the Equality Act 2010.

The College will not tolerate processes, attitudes and behaviour that amounts to direct discrimination, associative discrimination, discrimination by perception, indirect discrimination including harassment (harassment by a third party), victimisation and bullying through prejudice, ignorance, thoughtlessness, and stereotyping. Section 9 of this policy outlines the process if employees or clinical volunteers feel they have been subject to, or witnessed unacceptable behaviour or attitudes.

The College recognises the importance of monitoring, reviewing and reporting on its Equality, Diversity and Inclusion policy and practice and to measure progress in meeting our policy statement. The College will also ensure that policies and practices are subject to an equality impact assessment to ensure that there is no adverse impact on any protected characteristics or on the wider population who may come into contact with the College.

3. Commitments

Equality, diversity and inclusion are at the heart of the College's strategy which sets out our values and goals. The College aims to make full use of people's talents and skills by creating an open and inclusive workplace culture where people from all backgrounds are able to work together with dignity and respect. The College also recognises that it is important to expand its reach so that the practices extend further than the minimum requirements of legislation for both employment and service provision.

Healthcare professionals from other countries are welcomed by the College and can be assured that they will be supported in their ambitions to progress their career in the UK.

The College recognises the importance of international links and events and the part they play in the diversity of professionals in this field.

There are codes of conduct for examiners and the College will work with examiners to ensure that these standards are met and, if possible, exceeded.

Active steps will be taken to fulfil the College's responsibilities and promote good practice by:

1. Complying with legal obligations in a transparent manner
2. Developing and publishing College-wide diversity objectives as well as mainstreaming equality, diversity and inclusion into the College's planning process for all departments throughout the College
3. Publishing this policy widely amongst employees, clinical volunteers, Fellows and Members together with policy assessments, equality analysis and results of monitoring
4. Assessing the impact of policies and practices to identify, remove or mitigate any disadvantage to underrepresented groups
5. Taking measures to eliminate discrimination by establishing an action plan based on the results of monitoring of all aspects of diversity
6. Taking action to redress any gender, racial or other imbalance including monitoring the recruitment and progress of all employees, examination candidates and volunteers, collecting and collating equalities information and data and publishing this as required, and acting on any inequality revealed by the data
7. Fostering good relations between persons who share a protected characteristic and those who do not
8. Promoting awareness and understanding of equality, diversity and inclusion matters among employees, clinical volunteers, Fellows and Members through policies, training, guidance and campaigns
9. Engaging with employees, clinical volunteers, Fellows and Members in respect of changes which may affect their employment or qualifications and their ability to support the College in a clinical voluntary capacity

10. Ensuring that existing employees, clinical volunteers, Fellows and Members are treated fairly and judged solely on merit and by reference to their skills and abilities
11. Checking with employees to see how they wish to be referred to rather than automatically assume that it will be 'he' or 'she'. They may prefer to be referred to as 'they' or 'them'
12. We will use the salutation provided by the individual, for example through their application for membership or examination
13. Raising awareness of our policies and commitment to equality, diversity and inclusion with external suppliers, contractors and partners and encouraging them to follow similar good practice
14. Ensuring the College's property is, as far as reasonably possible, welcoming and accessible to all
15. Making sure reasonable adjustments are made, as appropriate, to enable disabled employees, clinical volunteers, Fellows and Members to overcome barriers in the working, learning and social environment
16. Requiring that learning and education or teaching material, where practical, includes positive, diverse, non-stereotypical content
17. Ensuring employees, clinical volunteers, Fellows and Members are provided with appropriate tools so that they feel confident to discuss equality, diversity and inclusion issues and raise any concerns
18. Dealing with potential and actual acts of discrimination, harassment and bullying appropriately under relevant College policy and taking appropriate action where necessary
19. Consulting with employees, clinical volunteers, Fellows and Members on equality, diversity and inclusion issues through existing mechanisms
20. Ensuring that neither employees, prospective employees, clinical volunteers, Fellows and Members are treated differently because of their socio-economic background

4. The Definition of Equality and Diversity

Equality can be described as breaking down barriers, eliminating discrimination and ensuring equal opportunity and access for all groups both in employment, and to goods and services; the basis of which is supported and protected by legislation. It should be noted that this does not mean treating everyone 'the same'. What it does mean is recognising that everyone is different with different strengths and needs which need to be addressed.

Diversity can be described as celebrating differences and valuing everyone. Each person is an individual with visible and non-visible differences and by respecting this everyone can feel valued for their contributions which is beneficial not only for the individual but for the College.

Equality and diversity are not inter-changeable but inter-dependent. There can be no equality of opportunity if difference is not valued and harnessed and taken account of.

5. Benefits of Valuing Diversity and Inclusion

The key benefits of adopting an Equality, Diversity and Inclusion policy are:

- To promote fairness in access to all aspects of the College work
- To attract and retain employees, clinical volunteers, Fellows and Members from a diverse pool
- To gain a diversity of talent and experience
- To ensure that every employee has the opportunity to develop their potential
- To provide fair and equitable services to all attendees at training or education events and examinations
- To ensure legal compliance, particularly with regard to the College's responsibilities under health and safety and to the common law duty of care

6. Responsibilities

Each individual person has responsibility to ensure that the ethos of this policy is put into practice in all areas of work and in any dealings with people external to the College.

6.1 The Council, President, Honorary Registrar, Honorary Secretary, Executive Board, Chief Executive and Senior Management Team Responsibilities

- Providing leadership on the Equality, Diversity and Inclusion policy, acting as overall champions to ensure that the policy is implemented effectively
 - Communicating the strategy and policy both internally and externally
 - Ensuring that training on this policy is included as a core requirement at all levels within the College
 - Closely monitoring all aspects of equality, diversity and inclusion and taking action where any anomalies are identified to redress the imbalances found
 - Establishing an action plan, set by Executive Board, which can be cascaded to all sections of the College work

6.2 Managers Responsibilities:

- Demonstrating and being a role-model for the acceptable standards
- Supporting their employees and clinical volunteers to achieve the aims of the policy
- Ensuring that all employees and volunteers participate in the training provided
- Taking practical steps to implement and support the policy
- Ensuring that any complaints or grievances are dealt with fairly, in accordance with the Disciplinary policy and Grievance policy.
- Implementing the policy as part of their day-to day management of employees and volunteers and in applying employment policies and practices in a fair and equitable way
- Ensuring equality and diversity issues are addressed in assessments of performance
- Effectively manage and deal promptly when investigating issues relating to potential discrimination, including those matters concerning clinical volunteers, Fellows and Members, members of the general public or other stakeholders
- Ensuring all policy or service decisions that will change provisions, practices or policies and affect the workforce are equality impact assessed
- Being aware of the action plan set by Executive Board and ensuring that this is imbedded into the work of their own section

6.3 Examiners and Educators Responsibilities

Examiners and educators have a responsibility to guard against all forms of discrimination when marking the papers of exam candidates, assessing candidates face to face, or accrediting CPD points for event attendees. Thus, ensuring that all individuals are treated with respect and fairly no matter what their background.

Examination material should be set in such a way that it does not discriminate against any particular group or individual.

6.4 The Employees' and Volunteers' Responsibilities

All employees and volunteers have a responsibility to guard against any form of discrimination and avoid any action which goes against the spirit of this policy. Thus, employees at all levels and volunteers must ensure that there is no discrimination in any of their decisions or behaviour. This includes the provision that all employees and volunteers must:

- Implement the policy in their day-to-day work and their dealings with colleagues, readers, students and visitors
- Be aware of the action plan for their own team and their part in its implementation
- Ensure their behaviour is appropriate to the policy and that they treat people with respect and dignity
- Not discriminate against other employees, volunteers or students
- Notify their line manager of any concerns with regard to the conduct of other employees, volunteers or students, the public or third parties.

7. Dignity at Work

Every person who is connected to the College whether in an employed, contracted or voluntary relationship has a responsibility to ensure that the dignity of colleagues, students and trainees is respected. Managers have a particular duty to safeguard employees and volunteers from behaviour that could include bullying, harassment and victimisation. Those who encounter any inappropriate behaviour could deal with this personally on an informal basis or formally by reporting it to their line manager, another manager or via the external HR Advisor¹.

The College will also protect employees, clinical volunteers or Fellows or Members who are bullied or harassed by a third party e.g. by a supplier. If an employee, clinical volunteers, Fellows or Members reports that he or she has been harassed, then the College must take action and be able to demonstrate what has been done to correct the situation. This applies whether all acts of harassment were carried out by the same person or by different people each time.

Examples of inappropriate behaviour could include stereotypical joke telling or using offensive language.

8. Definitions of Types of Discrimination

a. Direct Discrimination

Unlawful direct discrimination occurs when a person is treated less favourably than another because of a protected characteristic. These protected characteristics include gender, gender reassignment, race, disability, sexual orientation, marriage or civil partnership, part time status, age, religion or belief, colour, ethnic origin, nationality or national origin or trade union membership. A full list is at Appendix 2. Direct discrimination, for example, can occur where a person is refused a job, training or promotion in any of these circumstances.

¹ Employees should note that this is the only policy in which they can approach the HR Advisor direct, dealing with sensitive matters of alleged harassment on the grounds of any protected characteristics.

b. Indirect Discrimination

Unlawful indirect discrimination is when a provision, criterion or practice is applied to all people but which, in practice, is such that fewer people in certain groups are able to comply and it cannot be shown to be a proportionate means of achieving a legitimate aim. Some practices may look fair but have an unintended discriminatory effect. For example, if the College made a GCSE English qualification or equivalent a requirement as a selection criterion, this would have a disproportionate adverse impact on people educated overseas and may not be justified if all that is required for the job is to demonstrate a level of literacy or the ability to communicate with others. The necessary level of literacy can be tested or checked in other ways that are more relevant to the job.

c. Victimization

If any employee, clinical volunteer, Fellow and Member is victimised because they have supported another person who has a protected characteristic, that employee, clinical volunteer, Fellow and Member will have the same protection as if he or she had that protected characteristic.

For example, one person gives a statement confirming that they witnessed the other employee being harassed due to his or her race. The witness is then victimised and pressure is brought in an attempt to get him or her to withdraw the statement. The witness will then be protected in the same way as the original employee who was being harassed.

d. Associative Discrimination

This is where a person is discriminated against because they have an association with someone who has a particular protected characteristic. For example, a non-disabled person is discriminated against because of the action they need to take care of disabled dependent.

e. Discrimination by Perception

Discrimination against a person because the discriminator thinks the person possess that characteristic. For example, a person is not shortlisted for a job on the basis that the recruiter assumes the applicant does not have the correct VISA to work in the UK as they have a foreign looking name on their application form.

f. Harassment

Harassment is defined as unwanted conduct which can be physical, verbal or non-verbal that either violates a person's dignity, or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person. It may be related to gender, gender reassignment, race, disability, sexual orientation, marriage or civil partnership, part time status, age, religion or belief, colour, ethnic origin, nationality or national origin or trade union membership or any personal characteristic of the individual.

It may be persistent or an isolated incident. It can take many forms, from relatively mild banter to actual physical violence.

A person may not always realise that their behaviour constitutes bullying or harassment but they must recognise that what is acceptable to one person may not be acceptable to another.

g. Unconscious Bias or microaggression

Unconscious bias is when a person allows their life experiences and sometimes their beliefs and views about other people influence their behaviour without realising their behaviour.

For example, they may think:

- ✚ better of someone because they believe they're alike
- ✚ less of someone because that person is different to them, for example, they might be of a different race, religion or age

A microaggression is an indirect, subtle, possibly unintentional discrimination against members of a marginalised group. Usually, these take the form of statements, actions, incidents, or exclusions. Some microaggressions can be seemingly innocuous or well-intentioned.

Microaggressions are defined as the everyday, subtle, intentional and often times unintentional interactions or behaviours that communicate some sort of bias toward historically marginalised groups.

They can be couched in jokes or 'banter'.

Some examples are;

- Men talking over or interrupting a woman in a meeting.
- Conferring menial tasks on women and more important tasks to men.
- Failing to learn to pronounce unusual names correctly.
- Repeatedly mistaking people from ethnically similar backgrounds.
- Deeming ethnic hairstyles as 'unprofessional'.
- Making fun of cultural dress.
- Making assumptions about the capabilities of a disabled person

9. Procedure for dealing with a complaint of Unlawful Discrimination

For employees, complaints about, or reports of, discriminatory behaviour or harassment should be made through the College Grievance Procedure.

For clinical volunteers, complaints about, or reports of, discriminatory behaviour or harassment will be treated through the College's Code of Conduct.

Complaints should be raised as soon as possible so that the matter can be dealt with quickly. The matter should be raised first with the complainant's line manager. If this would cause embarrassment or if the complainant feels it inappropriate, for example if the line manager is the subject of the complaint, then the matter should be raised with another, possibly more senior manager or the College's HR advisor.

If an employee experiences any discriminatory behaviour from a third party such as customers or clients, they should raise the matter immediately with their line manager or any other line manager present at the place of work. The matter will be treated seriously and the line manager will carry out a full investigation.

10. Accusation of unlawful discrimination

Any accusations of unlawful discrimination by any person will be investigated fully by the College. As part of the investigation, the person will be given every opportunity to answer the allegation and provide an explanation of their actions.

Once the investigation is complete, if the College finds that no unlawful discrimination occurred, no further action will be taken. However, if the College decides that the person's actions amount to unlawful discrimination, action may be taken against the person who accused of the discrimination.

If, after the investigation is complete, it is found that the claim is false or malicious, action may be taken against the person who raised the complaint.

Equal opportunities practice is constantly developing as social attitudes and legislation changes. The College will keep its policies under review and will implement changes where these could improve equality of opportunity.

11. Recruitment and Selection

This is a key area where anti-discriminatory practice can make a difference. It is important that the College recruits the best person for each vacancy that arises. Whether as an employee of the College or a clinical volunteer.

All advertisements, job descriptions and the short listing and interview procedures should take cognisance of the College's Equality, Diversity and Inclusion policy. Please note that special consideration should be applied when drawing up the section relating to knowledge, skills and experience. The key points are to be objective, be clear about the role and avoid unfair assumptions (e.g. that women will have child care issues).

The College will undertake a periodic review of the Equal Opportunities Monitoring forms and any feedback or complaints arising during the recruitment and selection process will help to amend any practices and make any necessary adjustments. More detailed information on the College's recruitment and selection procedures can be found in the Recruitment and Selection policy.

12. Learning and Development

The College believes that all employees and clinical volunteers should be given the opportunity to undertake learning and development as part of the College's commitment to continuous professional development.

Specific ways to encourage diversity through training and development include:

- Providing appropriate training for all employees involved in the recruitment and selection process and to those who may provide feedback to candidates
- Offering diversity training as part of the induction process and updating all employees on any changes to practices or legal framework affecting this policy
- Having regular refresher training on diversity so that it is maintained as a crucial part of how the College operates
- Encouraging awareness of all units within the College through initiatives including secondments, mentoring, attending presentations, occasional hot-desking, and development days
- Allowing all employees, the opportunity to fulfil their potential through ongoing development in accordance with the Performance Management policy

13. Disability Discrimination

The Disability Discrimination Act was passed in 1995 and is included in the Equality Act 2010. As well as dealing with issues that may occur in employment it also places an obligation on service providers to ensure that disabled people are able to use their services. This also means that reasonable adjustments have to be made to buildings so those physical barriers do not prevent disabled people from accessing services.

The installation and use of induction loops, text phones, appropriate use of colour contrast, low level reception desks, and having information available in large print, tape or Braille, for example, can help to meet these requirements.

The Equality Act compels the College to think about how it offers its services in ways that allows disabled people to have access as well as considering what needs to be done to facilitate the employment of disabled people.

The College is committed to make every effort that should any employee become disabled they will stay in employment. Should a candidate with a disability apply for any vacancy within the College, they will be considered on their abilities not their disability.

Where any employee has a condition that is regarded as a disability, the College will be as flexible as possible discussing any reasonable adjustments with the employee so that the workplace is comfortable and accommodates their requirements.

If any employee would like to discuss any adjustments, they should talk to their line manager in the first instance.

14. Implementation, Monitoring and Review

This Policy will be implemented through the College's Equality, Diversity and Inclusion action plan, which feeds into the College's overall strategy. Progress against actions and objectives will also be reported by the responsible committee, the Inclusion Advisory Group, which will be chaired by a nominated member of council, probably an office bearer. The President, Honorary Registrar, Honorary Secretary and Chief Executive Officer will be ex-officio members.

While it is important to have a policy on equality, diversity and inclusion, it is equally important to have a robust monitoring system with checks and balances in place so that any issues can be highlighted.

This also allows management to identify where there may be areas of institutional discrimination happening which may not be as obvious as individual occurrences. The results of any monitoring will be published and made available on the College website. The impact of this policy will be measured by monitoring as follows:

- The Chief Executive's office will collect, analyse and monitor data on employees and clinical volunteers with regard to recruitment, training, promotion, re-grading and complaints
- The Education and Assessment unit will, on an ongoing basis, monitor data for examination candidates, with the aim of ensuring fair treatment in relation to admission and assessment of candidates. Where appropriate this work will be carried out intercollegiately. Information will be reported annually to relevant external bodies as deemed necessary by College Council
- The Education and Assessment unit also will routinely collect, analyse and monitor data on education event attendees and monitor speakers and panels to ensure they comply with the principles of this policy
- The Membership and Engagement unit will collect, analyse and monitor data on membership diversity, and on the diversity of boards and committees, as part of its administration of College governance

- An annual report will be presented to the Council along with an updated action plan for any action required to address issues identified.

This Policy will be reviewed on annual basis by the HR Manager to ensure that it reflects best practice and current legislation. The College's Inclusion Advisory Group will consult with diversity networks, the GMC, GDC and any other appropriate regulatory authority.

Appendix 1

The Guiding Principles of Federation and International Activities

The fundamental principles of Federation and the Three Colleges are:

- To improve access of local doctors to world class UK physician education, training and assessment and continuing professional development
- Lead to improvement in the health care and the education and training
- Uphold the reputation of the Three Colleges and of Federation
- Respect the host states' laws, but not supporting regimes that transgress accepted political, religious or ideological norms, behaviours and freedoms

Federation and the Colleges must at all times:

- Comply with the Laws of the Host State
- Act without discrimination of grounds of nationality, race, religious beliefs, class, political opinions or beliefs
- Be neutral and nonpartisan in the event of any hostilities
- Not engage in countries where political, religious or ideological freedoms and norms are not respected
- Respect human rights, that is internationally recognised human rights, and not be, or be perceived to be, complicit in any abrogation of these. States remain responsible for their duty to "Protect, Respect and Remedy" human rights
- Be impartial and non-discriminatory on grounds of the nine protected characteristics described in the UK Equality Act
- Ensure reasonable and timely access of international trainees and candidates to relevant Federation/Three College activities. Where written MRCP examinations are held in a country, there should be a reasonable expectation by prospective candidates that they will have access to PACES
- Be aligned to the mission statements of the Three Colleges, and to their charitable status and international activities
- Improve engagement with, and support of, international members and fellows of the Three Colleges
- Ensure that the safety of examiners, local faculty, candidates, trainees and patients is paramount and never compromised at all times

Appendix 2

Summary of Equality Act 2010

Protected Characteristics	Key Points
Sex	Discrimination because of sex is unlawful unless there is a Genuine Occupational Qualification.
Maternity and pregnancy	It used to be the case that pregnancy and maternity rights were considered as sex discrimination but these are now separated out as a protected characteristic.
Marriage or civil partnership	Discrimination because of the fact that the employee is married and this covers same sex civil partnerships.
Race	This Act identified discrimination on 'racial grounds' as discrimination on the grounds of any of: <ul style="list-style-type: none"> •colour •race •nationality •ethnic origin •national origin
Disability	This makes it unlawful to discriminate against a disabled person in their terms of employment, promotion opportunities, by dismissing them or by subjecting them to any other detriment.
Religion or Belief	Discrimination because of religion and belief became unlawful in employment and vocational training. Religion or belief is defined as meaning 'any religion, religious belief or similar philosophical belief'. This can cover atheist as this is their belief. There is also case law which covers environmentalism as a belief.
Sexual Orientation	People who have been discriminated against because they are gay men, lesbians, bisexual men and women and heterosexuals are covered by this Act.
Age	The Act makes it unlawful to discriminate against employees, job seekers and trainees because of age. It should be noted that this covers young people and older people e.g. not promoting a person because it is felt that they are too young for the job; or the comment that 'you can't teach an old dog new tricks'.
Gender Re-assignment	This is now covered by the Act and is covered from the point where an employee decides to carry this out.
Harassment and Victimisation	These are now covered by the Act. For example: If someone harasses another person because of their actual or perceived orientation If an employee is victimised because they have defended another employee who was being discriminated against because of a protected characteristic.
Associative Discrimination	This is now specifically included and is relevant to all categories of protected characteristics. For example: Their association with someone of a particular orientation, for example discrimination against an employee because their child is gay.

The other piece of legislation which impacts on employment is the Rehabilitation of Offenders Act 1974 -

Rehabilitation of Offenders Act 1974	Any conviction for a criminal offence can be regarded as spent provided:
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	<p>the conviction did not carry a sentence excluded from the Act, such as a custodial sentence of over two and a half years. No further convictions occurred within the rehabilitation period. (NB some exemptions apply)</p>
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