

P271 Equality Monitoring Policy

Issue	Date of Issue	Date of Next Review	Responsibility of	Date approved by CAFRE Education Management Team
03	September 2023	June 2025	College Services Branch	20 June 2024

	CAFRE Quality Manual Index (Tick as appropriate)	CAFRE Website (Tick as appropriate)
Document available	√	√

This document can also be produced in alternative formats upon request.

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Version History

Version	Description of Changes	Date
02	Amalgamation of Equal Opportunities Recording and Equal Opportunities Monitoring into one overall policy. Policy uploaded onto the CAFRE policy template	August 2023
03	Changes made to Section 3 relating to procedure.	June 2024

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1. Introduction

Equality monitoring is vital for CAFRE for reporting and planning purposes to understand the needs and experiences of its learners. Equality Monitoring will ensure that CAFRE and the Department of Agriculture, Environment and Rural Affairs (DAERA) can effectively address any potential barriers to, and improve upon, equality of opportunity and good relations to current and future delivery of education services, knowledge exchange, funding, and policy development. It will also assist DAERA to comply with Section 75 of the Northern Ireland Act (1998) and to determine that CAFRE and DAERA are giving due regard to equality.

Section 75 data is collected from CAFRE students annually and categories of this data includes:

1. Age
2. Marital Status
3. Gender
4. Dependants
5. Disability
6. Religious Beliefs
7. Ethnicity / Racial Group
8. Political Opinion
9. Sexual Orientation

The first five of the above Section 75 categories are necessary for the administration related to learners studying at CAFRE. They are routinely collected as part of the CAFRE application/enrolment process and are held against the identifiable student record.

Categories 5 to 9 constitutes special category data as defined per UK GDPR. These are not mandatory data to be completed and the applicant/learner can still apply to CAFRE without providing this information.

2. Scope

All programmes under the control of CAFRE where there is a direct recruitment by CAFRE.

3. Procedure

- Data will be collected through CAFRE application and enrolment forms completed by the applicant/learner on the new Learner Management System (LMS). As detailed above, the special category questions are not mandatory and the applicant/learner can still submit an application to CAFRE without providing this information.
- The data will be stored in the LMS, and users will not be able to view special category data relating to political opinion, religious belief, ethnicity or sexual orientation as part of the individual learner record on the LMS Portal, however limited staff will be able to see the data on the LMS Core. The special category data will be removed from the system once the collection exercise has been completed and will be exported off to a separate document.

- Reports and essential information required to inform educational policy work (including the Knowledge Framework and the Agricultural Policy Framework) that uses special category data will be anonymous and not linked to a particular individual.

4. Use of data collected

4.1 To Inform

- The review of existing, and development of new, education and skills policy both internal to DAERA and NICS wide (Department of Education – DE / Department for Economy -DfE);
- The development, implementation and review of future agricultural policy in NI;
- The analysis of CAFRE applications, enrolments, retention and attainment across the learner body over time;
- Equality screening for Agriculture (Student Fees) Regulations and other educational policies; and
- Funding landscape in relation to tuition fees.

4.2 To Identify

- Narrative required under the CAFRE Widening Access & Participation Plan (WAPP) including underrepresentation.
- Those learners who qualify for the widening participation initiatives using their postcodes;
- Disproportionately affected groups of learners following changes to policy;
- Adverse effects of new or changed policies; and
- uptake of support including grants, bursaries and scholarships over time and in response to changes in policy.

4.3 To Comply with

- DAERA obligations under NI Equality legislation including equality screening and monitoring;
- DfE best practice with regard to the WAPP;
- NI Assembly expectations in relation to availability of CAFRE learner data; and
- Freedom Of Information (FOI), Environment Information Regulations (EIR) and subject access requests related to CAFRE.