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Units 18 and 21: Equality and Diversity and Equality and Diversity

Task 1: Define the meanings of equality and diversity in the UK context. Explain why it is important of promoting equality and diversity. Analyse the ways to promote equality and value diversity (U18AC1.1 and 1.2, U21 AC4.2).

Evidence: Report/Reflective Writing

Maximum word count: 800 words

A: Identify and explain the 9 categories with regards to equality and diversity:
age, gender, disability, gender reassignment, pregnancy and maternity, race, religion, sexual orientation, marriage and civil partnership.

B: Define diversity

Points to be considered (at least 3): Diversity and equality, e.g. celebrating differences, range of students and learning needs, diversity in race and culture or religion resulting in differences in perspectives and perceptions, issues relating achievement to gender or age, social inequalities, issues of language acquisition and multilingualism, determining restricted or elaborate language codes, avoiding racial stereotyping, opportunity in employment or progression, dealing with glass ceiling.

C: Why is important to promote equality and diversity?
Points to be considered (U18AC1.2), (at least 3): Benefits, e.g. richness of social mix, including class, multi- cultural society, notion of global village, promoting social integration, sense of community, mutual support, broadening the workforce opportunities and employment opportunities, opportunities for progression, promoting best practice, addressing learning or physical disabilities, addressing difficulties that hinder language learning and skills development.

D: Analyse the ways to promote equality and value diversity.

Points to be considered (U21AC4.2), (at least 3): Promoting equality and valuing diversity, e.g. creating opportunities for sharing and celebrating diversity, positive attitude to individuals, engaging students, empowering individuals, encouraging team working, working with community or specialist groups.

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Task 2. Review the factors which influence learning. Include in your review the impact of the personal, social and cultural factors and different cognitive, physical and sensory abilities on learning. Describe actions by individuals which can undermine equality and diversity and recommend modifications to systems and structures which do not promote equality and diversity (U18 AC 4.1,4.2/ U21AC1.1, 1.2).
Evidence: Report/Reflective Writing

Word Count: 800

A: What are the factors affecting learning? Review their impact on learning.
Points to be considered (1.1), (at least 3): Factors, e.g. age, gender, confidence, peer pressure, cultural or religious attitudes, educational backgrounds, financial situation, development of language, multilingualism, social or cultural barriers.

B: Review the impact of the different abilities on learning.
Points to be considered (1.2), (at least 3): Abilities, e.g. nature-versus-nurture, reading ability, analytical skills, aptitude, skill development, specific learning disabilities, physical disability, visual awareness, hearing impairment.

C: What are the barriers to equality and diversity relevant to your practice?

Points to be considered (at least 4): Actions, e.g. limits of language, discrimination, bullying, intimidation, harassment, confrontation, challenging or disruptive behaviours, peer pressure, cultural or religious tensions, social inequality, lack of self-confidence, poor self- image, individual under-performing, lack of opportunity, poor expectations.

D: Suggest what can be done to remove these barriers in your organisation

Points to be considered (at least 4): Systems and structures, e.g. responding to feedback from students, increased flexibility to allow students greater say in management, engaging students directly in own management, encouraging team working, sharing good practice, working with community or specialist groups, sharing

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experiences and coping strategies, negotiating individual roles and responsibilities, delegating or giving students responsibility for own and others' actions.

Task 3. Summarise policy and regulatory frameworks relating to equality and diversity and inclusive practice. How do these influence organisational policies relating to inclusive practice as well as your own inclusive practice. Reflect on how the promotion of equality and diversity can protect learners from risk of harm.

Evidence: Report/Reflective Writing

Word Count: 1000 (U18 AC 1.3, 2.1, 3.3; U21 AC2.1, 2.2, 2.3)

Evidence: Reflective Writing, Maximum word count: 1000

A: Summarise the policy and regulatory frameworks relating to equality and diversity and inclusive practice.

Points to be considered (at least 4): Legislation, employment regulations and codes of practice, e.g. Equality Act, 2010, deaf and visual awareness, equality of opportunity, vocational and professional standards, workplace regulations, Tomlinson, Moser, Higginson, Kennedy, organisation policies and procedures, physical aspects of environment and accessibility, staff training addressing specific support needs, Criminal Records Bureau (CRB) procedures, staffing ratios, investment, quality assurance procedures.

Add Professional Standards for Teachers and Trainers in Education and Training.

B: What are the influences of the above on your organisational policies and own practice (at least 3 points from each paragraph)?

Influences on organisational policies, e.g. Criminal Record Bureau procedures, staffing ratios, nominated roles and responsibilities, quality assurance procedures, complaints procedures, marketing and promotion of courses, organisational policies, staff and student charter, requirement for CPD, accessibility.

Influences on your practice, e.g. awareness of the current legislation, recognising own roles and responsibilities, reviewing own approaches, promoting through own approach to teaching, working with others to promote inclusive practice, confronting

issues, creating opportunities for sharing inclusive practice., confronting issues, creating opportunities for sharing inclusive practice.

C: Explain how working with other agencies can promote diversity

Points to be considered (at least 4): Working with other agencies, e.g. liaising with specialised support agencies, enabling students to access support agencies, working alongside agencies to provide unified approach for supporting students, working as directed by other agencies to limit the number of people working with students, contact with employers, working with cultural or community groups, specialist speakers, specialist visits

Add on the role of Equality and Human Rights Commission

D: Reflect on how the promotion of equality and diversity can protect learners from risk of harm

Points to be considered (at least 4): Risk, e.g. following policies and procedures, CRB checks, tackling discrimination, referral to specialised staff provision, traffic-light system for flagging up student needs or issues, rigorous mentoring, recognising symptoms of students at risk, appropriately trained and qualified learning support staff, investment in specialised provision, tackling issues of stress-related illness, scaffolding, encouraging student self-help and referral.

Task 4. Summarise own role and responsibilities relating to inclusive practice and analyse the benefits of an inclusive learning environment and ways to promote inclusion. Explain actions that can be taken to value individual learners and explain good practice in providing individual learners with information. (U18AC1.2, 2.2, 2.3; U21AC3.1, 4.1, 4.3).
Evidence: Report/Reflective Writing

Word Count: 800

Briefly define inclusive environment
A: Why is it important to promote an inclusive learning environment (Benefits?)
Points to be considered (U21AC4.1), (at least 4): Key features and benefits, e.g. promoting an inclusive approach to teaching and learning, motivating your students,

celebrating achievements, respect for others, creating a positive attitude, creating a culture of tolerance, empowering your students, shared responsibilities, collaborative working.

B: Summarise your own role and responsibilities in promoting inclusion, equality and diversity

Points to be considered (U21AC3.1), (at least 4): Own role and responsibilities, e.g. working with organisation policies, promoting inclusive practice, promoting student inclusion, challenging inappropriate behaviours, giving students responsibility for own actions, celebrating successes, encouraging self- and peer assessment, recognising the need for boundaries.

C: Analyse ways to promote inclusion

Points to be considered (4.3), (at least 4): Promoting inclusion, e.g. following organisation policies and procedures, own approach to teaching, working with others, tackling discrimination, confronting issues of bullying, empowering students, encouraging best practice, rewarding successes, positive attitude.

D: Explain actions that can be taken to value individual learners and explain good practice in providing individual learners with information.

Points to be considered (at least 4): Actions, e.g. ice breakers, promoting intrinsic and extrinsic motivation, negotiating group guidelines, facilitating group forming and encouraging positive group dynamics (Tuckman, Belbin), sharing cultural or social values, awareness raising, developing individual roles and responsibilities, encouraging sharing of cultural or social experiences, promoting personal values.

Points to be considered (at least 4): Providing information, e.g. that is current and accurate, appropriate language in delivering information, dissemination versus direction, shared ownership and negotiation of information, translated to recognise and meet students' needs, using appropriate management strategies and information systems, providing feedback from your students and from course teams.

Task 5. Explain the relationship between own role and the roles of other professionals involved in inclusive practice. In doing this, identify the points of referral available to meet individual learning needs and how you liaise with the

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professionals involved. (U21 AC3.2, 3.3, 4.4)
Evidence: Report/Reflective Writing

Word Count: 800

A: Explain the relationship between own role and the roles of other professionals involved in inclusive practice.

Points to be considered (3.2), (at least 3): Relationship, e.g. acknowledging own limitations, liaising in-house or with alternative agencies to support students, negotiating on behalf of your students, working with learning support for specific learning needs (SEN), offer of testing, seeking guidance from others such as advanced practitioners.

B: Identify the points of referral available to meet the individual needs of your learners.

Points to be considered (3.3): Points of referral (at least 3), e.g. organisation resources and policies for support and referral process, 'traffic-light' system, referring students for functional (basic/keys skills), tutorial or mentor support, specialist subject support, employer or work-based learning provider, counselling, external agencies where appropriate.

C: What are the strategies that you use to liaise with the professionals involved?

Points to be considered (4.4): Strategies (at least 3), e.g. regular contact, by phone, email, meetings, follow-up, involve professionals with students in and outside sessions, share information, keeping in up to date, keeping others informed.

Task 6: Use communication strategies to promote diversity. Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity (U18 AC 3.1 and 3.2)

Evidence: Lesson Plan, Assessor's Observation, Report/Reflective Writing.

Word count: 600

A. Demonstrate how you promote equality and diversity through a Lesson Plan.

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Please see attached the lesson plan and assessor's observation.

Points to be considered: Communication strategies e.g. positive use of verbal and non-verbal language, appropriate tone, paced to suit needs, non-judgemental, promoting students' communication skills, respecting contributions of others, valuing different perspectives, use of transactional analysis in empowering students, relevance to your students' experiences and background, translating as appropriate to language skills or level, understanding principles behind challenging behaviour.

B. Define organisational culture

C. Give examples of how your own behaviours impacted negatively and positively on the organisation culture.

Points to be considered: Impact of own behaviour (at least 4), e.g. sharing good practice, promoting through own teaching, adapting resources and assessment strategies, promoting an inclusive learning environment for all, working with others, role and responsibilities as a team member, confronting issues of bullying, empowering your learners, creating opportunities for sharing and celebrating diversity, liaising with community groups, sharing good practice, contributing to INSET.

Task 7. Review the effectiveness of own inclusive practice and promotion of equality and diversity.
Identify own strengths and areas for improvement in relation to inclusive practice and promotion of equality and diversity and plan opportunities to improve own skills in inclusive practice and promotion of equality and diversity. (U18 AC5.1,5.2,5.3; U21 AC 5.1, 5.2,5.3).

Evidence: Self Evaluation (with expected completion date)

In your self- evaluation, please make sure that you are addressing equality and diversity and inclusive practice in each section and that you have expected completion dates.