

2016

Equality and Diversity Resource Pack for Education Providers

Module 1: Introduction to Resource Pack



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What is equality and diversity and how does it apply to the inspection process?

What is equality?

Many people would say that equality is where we treat everyone the same. However, the true meaning of equality is that we should treat everybody differently, according to their individual needs.

For example, when working with a disabled learner, you may have to consider making adjustments to your service based on that individual's access needs. You shouldn't treat this individual in the same way as someone without a disability because a person with a disability may have additional or different needs.

What is diversity?



Diversity is about recognising uniqueness and celebrating differences.

Its concept encompasses acceptance and respect and an appreciation that everyone is different. The approach to diversity is more than just tolerating individuals who have different backgrounds, different beliefs and so on. It's about embracing and celebrating the differences of each and every individual and recognising the benefits that those differences can bring. It promotes dignity and respect. Embracing diversity offers a winning strategy – it benefits the organisation, colleagues, service users, customers, clients and the individual.

How does equality and diversity apply to us as a learning provider?

As a learning provider – whether a school, college, university or work based learning provider – equality and diversity are one of the key features of the inspection framework that we are all required to have regard for.

Under the common inspection frame-work for further education and skills, inspectors have a duty to assess how well the learning provider:

- manages equality and diversity, in particular disability, gender and race
- promotes equality and diversity amongst staff, learners and employers, parents and other partners

- assesses the impact of its work in relation to equality and diversity and takes appropriate action in response to its findings
- makes sure training in equality and diversity is effective so that leaders, managers, governors or supervisory bodies, staff and learners understand their roles and responsibilities in relation to equality and diversity
- makes sure that learners and staff are protected from harassment, bullying and discrimination, including those based with employers and at other sites external to the provider
- manages incidents and complaints specifically about disability, gender and race equality
- sets challenging targets and uses data to monitor, analyse and improve engagement and performance by different groups of learners
- takes action to reduce any significant variation in outcomes between different groups of learners to maximise their potential.

Specifically for schools, under the new inspection framework (January 2012), inspectors have a duty to assess schools on:

- how well the school is working towards eliminating discrimination, promoting equal opportunities and encouraging good race relations
- how well the school strives to meet the diverse needs of all pupils
- the extent to which the school meets the needs of the range of learners at the school, and in particular, those who have a disability as defined by the Equality Act 2010 and learners who have special educational needs
- how well tutors manage the behaviour and expectations of learners to ensure that all learners have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

In the event that a learning provider of any kind is judged to be inadequate in equality and diversity and challenging discrimination, the learning provider's overall effectiveness is also likely to be deemed inadequate.

The modules in the resource pack will help you to understand the steps you need to take in order to embed equality and diversity into all teaching and learning practice and activity.

How to use this resource

This resource has been designed to be multi-functional and to meet a range of needs. Its main purpose is to help learning providers to:

- ensure they comply with the law
- meeting their obligations under the public sector equality duty
- meet Ofsted requirements for learners' behaviour towards, and respect for, other young people and adults, including, for example, freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- meet Ofsted requirements for learning providers to respond to individual needs, especially those of learners – including boys, girls, disabled learners, those for whom English is an additional language, minority ethnic learners, Gypsy, Roma and Traveller learners, lesbian, gay, bisexual and transgender learners – whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support
- meet Ofsted requirements for learners to develop awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability
- meet Ofsted requirements for learners to understand and appreciate the range of different cultures within the learning environment and further afield as an essential element of their preparation for life

Contributors to the pack have personal experience of the protected characteristics covered. The critical readers have included a head teacher, a head of year, a PSHE tutor, college managers and WBL managers. The development of the pack has been managed by the Director of Equality and Diversity UK Ltd who has over twenty years of teaching, learning and management experience in FE, community-based learning, sixth form and Lifelong learning. She is an experienced practitioner in all equality areas and specifically in the area of disability. The authors have extensive experience of HR, teaching, learning and development across the sectors and have in-depth knowledge of the equalities agenda.

As well as the insights gained from first-hand experience, we have taken on board the findings of both academic research and the advice given by organisations that give a voice to people with particular protected characteristics (see Module 9 for some examples of these organisations). These sources have helped us to comment on issues such as the use of appropriate and sensitive language and behaviour when dealing with people from different groups whilst at the same time guarding against making assumptions that people from these groups all have the same experience, needs and preferences.

We recognise that those involved in the delivery of teaching and learning bring with them different levels of knowledge, understanding and experience of issues related to equality and diversity. Practitioners often believe that they know what discrimination, equality and inclusion look like, but in practice everyone has a slightly different viewpoint and misconceptions can go unrecognised. In this resource we have tried to cover as much ground as possible, yet keep things brief and focussed. Some of the ideas may be familiar to more experienced practitioners, but others will be new.

The resource can be used as a self-study pack that individuals can draw on to fill gaps in their knowledge and understanding; its modular structure means that you do not have to complete all modules or work through them in any particular order. It can be used to help individuals to:

- understand their responsibilities in relation to equality law, the requirements of the public sector equality duty and meeting Ofsted criteria
- audit their current performance and identify areas for improvement
- increase their knowledge and awareness of equality and diversity issues
- become more equality and diversity aware in their planning and delivery of learning and their interact with learners on a day-to-day basis
- challenge prejudice-based bullying and harassment effectively.

It also provides a useful resource for practitioners responsible for training colleagues in issues related to equality and diversity by offering:

- background information on equality law, embed equality and diversity into all aspects of teaching and learning, inclusive language, and issues relating to disability
- activities to help those participating in such training to reflect on equality and diversity issues, audit their current performance and identify areas for improvement
- case studies to help those participating in such training to reflect on equality and diversity dilemmas and test their understanding
- ideas on where to find out more about a range of equality and diversity issues.

Some of the materials can be used direct with learners to help them develop awareness of, and respect towards, diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation, and disability.

Content of the resource pack

This resource is multi-functional and the modules can be used in different ways with different audiences. The following symbols are used to indicate each module's suitability for different user groups, but bear in mind that the uses you find for this resource are limited only by your imagination and ingenuity.



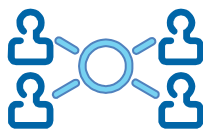
Suitable for self-study



Suitable for use with learners



Background information for staff training activities



Suitable for staff training activities

Module 2



Outlines important information on the Equality Act 2010 in relation to learning providers and highlights responsibilities and liabilities.

By working through this module you can learn more about:

- legal and dictionary definitions of discrimination
- the Equality Act 2010 and protected characteristics
- the different kinds of discrimination including direct and indirect
- victimisation and harassment
- situations where it's lawful to discriminate
- discrimination arising from disability, association and perception.

Module 3

Shows you practical steps you can take to embed equality and diversity into the curriculum in areas such as planning for teaching and learning, and delivery. It also covers how to challenge discrimination in the classroom effectively.

By working through this module you can learn more about:

- learners' additional needs
- planning for the delivery of teaching and learning
- developing inclusive and accessible classroom and homework activities
- building equality and diversity in the delivery of learning
- challenging discriminatory behaviour in the learning environment
- how to create an accessible physical environment
- improving handout and PowerPoint presentation readability and accessibility

Module 4

Contains a checklist of appropriate and sensitive language to help you to become more aware of the language used by yourself and others and ensure that it is both acceptable and inclusive.

Module 5

Contains two checklists. One is designed as a self-assessment tool to ensure you have planned sufficiently for the delivery of teaching and learning and the other is to be used when a colleague or other member of staff observes your delivery of teaching.

Module 6

Informs you about disability, including practical steps to help you best work with learners with physical, sensory or learning impairments.

By working through this module you can learn more about:

- what a disability is and who is protected from disability discrimination under the Equality Act
- the duty to make reasonable adjustments
- working with learners who have a disability

Module 7



Provides ten activities that you can use with your learners to encourage awareness of equality and diversity.

Module 8



Includes some case studies set in teaching and learning environments which can be used as training activities for staff or for your own personal development.

Module 9



Lists some useful links to a range of organisations which can provide advice, guidance and support in equality and diversity.

For more information on equality and diversity training and consultancy, contact

Equality and Diversity UK

Warwick House
14 Lowes Road
Bury
Manchester
BL9 6PJ

General email: enquiries@equalityanddiversity.co.uk

Telephone number: 0161 763 4783

Mobile/Text number: 07540 123 564

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Module 2: The Equality Act 2010



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This module is suitable for:



self-study



background information
for staff training
activities



staff training
activities

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Module 3: Practical steps – Embedding
Equality and Diversity



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This module is suitable for:



self-study



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This module is suitable for:



self-study



background information
for staff training
activities



adaptation into a
staff training activity

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Module 5: Teaching and learning checklists



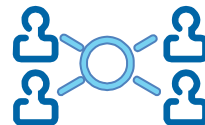
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This module is suitable for:



self-study



staff training activities

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This module is suitable for:



self-study



background information
for staff training
activities

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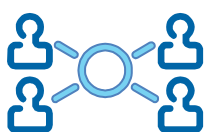
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This module is suitable for:



staff training
activities



use with learners

2016

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This module is suitable for:



self-study



staff training activities



use with learners

The following case studies can be used as a learning tool for yourself, or as a training exercise for group discussions.

Read through each case study, consider your answers and check them against the answers section at the back of the module.

Case Study 1

A learning provider has a large Bangladeshi community surrounding its premises and is pleased with the number of learners it attracts from that community each year.

However, the provider has recently conducted an equality impact assessment on all of its courses and has found that the numbers of Bangladeshi learners studying art subjects is very low.

The learning provider is comfortable with the amount of learners it is attracting from the Bangladeshi community, but the fact that very few of them apply for art subjects is a concern.

What action would you take to resolve this problem?

Answers

Case Study 1

- The learner provider should consult with relevant, legitimate and appropriate representatives from the Bangladeshi community to explore how the differential impact can be challenged.
- The provider should also consult with its existing Bangladeshi learners to obtain their feedback.
- The provider could also organise positive action initiatives to specifically encourage potential learners from the Bangladeshi community to apply for Art subjects. This could include advertising Art subjects in Bengali or holding an Arts event specifically aimed at the Bangladeshi community. This is quite lawful as long as there is an under-representation. In the case of a community event, you could not exclude other racial groups from attending.
- The provider should focus on building relationships with key influential community leaders.

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Module 9: Useful links



This module is suitable for:



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