

TEACHING AND LEARNING STANDARDS

Competencies for the management and delivery of teaching and learning

Equality and Diversity
UK 2016

Curriculum

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Equality and Diversity Standards for Teaching and Learning

Introduction and overview

EQUALITY AND DIVERSITY UK LTD is committed to embedding equality and diversity into curriculum design planning and delivery

The equality and diversity standards set out below represent the core of EQUALITY AND DIVERSITY UK LTD's systematic approach to embed equality and diversity across all teaching and learning.

Equality and Diversity UK Ltd have taken a standard based approach because we recognise a congruence between this and an understanding of equality, diversity and inclusion as a set of real deliverables that impact on and shape the experience of managers, tutors, support staff and learners.

We believe that these are the equality, diversity and inclusion standards practitioners and managers need to use in order to achieve fair and equitable outcomes for learners and staff across all education and training sectors.

We anticipate evaluating feedback on the use of the standards from each organisation using them every six months with a view to further developing or amending them appropriate.

About this resource

Context

Threading equality and diversity through the organisation and the curriculum has never been more important. Not only is it 'a good thing', but increasingly it is becoming both a legal requirement and something that Ofsted inspectors check for. The consequences of not embracing equality and diversity can result in damaging litigation and/or an Ofsted inspection judgement of 'inadequate' for the overall effectiveness of provision.

The Equality Act 2010 is a single source of discrimination law, setting out who is protected and the types of discrimination that are unlawful. It also introduces a new public sector equality duty on all public bodies, including colleges and schools, with the aims of:

- **eliminating unlawful discrimination, harassment and victimisation** and any other conduct prohibited by the Act
- **advancing equality of opportunity** between people who share a protected characteristic and people who do not share it
- **fostering good relations** between people who share a protected characteristic and people who do not share it.

Promoting equality of opportunity for all learners in a further education context is a key feature of the inspection framework. Your design, development and delivery of the curriculum plays an important part, in ensuring that your organisation meets its legal obligations and in ensuring that it acts in the best interests of all learners, meeting diverse needs and improving outcomes regardless of background.

Equality is also a key aspect of the Ofsted inspection framework. We know that in learning provision, promotion and management of equality and diversity are important to learners' success. Learners cannot achieve their full potential unless their individual needs are met. The provider must be inclusive and equality and diversity must be effectively promoted.

In the last year Ofsted has been focused closely on the impact of equality and diversity on learners. At the core of this is a sharp focus on the progress that all individuals and groups of learners are making over time, and whether providers are effectively narrowing the gap in achievement between underrepresented learners and their peers.

How do we effectively deliver over and above what inspectors are looking for?

In recent times the focus in learning has shifted from processes to outcomes. Having written policies and communicating them is not enough. They must be accompanied by actions to implement them and requires staff with the right attitude, knowledge, resources, understanding and skills to:

- promote equality and valuing diversity
- value difference
- develop a culture and systems that promote equality and value diversity
- create an inclusive curriculum and learning environment
- manage behaviour effectively

This resource looks in detail at the standards that individuals, managers, staff, tutors and support staff need; identifying what they must be able to do; and what they should know and understand in order to do it.

These standards are consistent and include the National Occupational Standards produced by the Learning and Skills Improvement Service (LSIS) and by sector skills councils.

Terminology

Throughout this resource, the phrase 'promoting equality and valuing diversity' is used to mean:

- tackling bullying, harassment and other forms of discrimination
- 'levelling the playing field' between those people who share a protected characteristic and those who do not share it
- fostering good relations between those people who share a protected characteristic and those who do not share it.

Understanding equality & diversity

Standard	I am completely on top of this	I am ok with this, but I have more work to do	I don't do this and need support	Action/s
Regular engagement in professional development/ training relating to Equality Act 2010, policy and perspectives/ experiences of different communities				
Ability and confidence to develop/maintain appropriate dialogue with a variety of learner & staff communities				
Ability and motivation to keep abreast of effective sector equality & diversity practice				

Standard 1: Promoting equality and valuing diversity

This standard is about actively promoting equality of opportunity, diversity and inclusion in your area of responsibility. It goes beyond compliance with equality legislation and that there is awareness in your area of responsibility and an active commitment to ensure equality of opportunity and the what the benefits of diversity and inclusion are.

Applicable to: People working at all levels and in all posts

Performance indicators

This means:

- interpreting relevant legal and organisational requirements, regulations and codes of practice and practical considerations to inform your role promoting inclusion, equality and diversity
- keeping up-to-date with equality and diversity issues that relate to your work
 - acting in ways that:
 - take into account people's differing background, cultures, customs and beliefs
 - respect diversity
 - value people's individual differences
 - do not discriminate against people based on any of their protected characteristics
- being aware of how your actions, decisions and behaviour affect individuals and their experience of training, learning, curriculum and the organisation as a whole
- actively helping others to promote equality, tackle discrimination and foster good relationships between diverse groups.
- working with partners, learners and colleagues to identify any issues or further areas for development/improvement concerning inclusion, equality and valuing diversity
- addressing promptly any instances of harassment, victimisation, bullying or discriminatory behaviour

- how effective support to individuals who may have been subjected to bullying or discriminatory behaviour is (based on a protected characteristic or whose rights may have been compromised)
- effectively investigating and dealing with complaints sensitively and promptly
- providing immediate support to deal with instances of bullying or discriminatory behaviour which is outside of your experience or limits of responsibility

To be competent at promoting equality and valuing diversity you must be aware of and understand:

- legal and regulatory requirements, regulations, codes of practice and ethical considerations that impact on promoting inclusion, equality and valuing diversity
- wider inequalities and other factors impacting upon inclusion, equality of opportunity and diversity
- the benefits to learners, staff and the organisation of promoting equality and valuing diversity
- how inequality and discrimination affects the life chances and outcomes of individuals, groups, communities and society as a whole
- why promoting equality and valuing diversity is one of the critical success factors for learners, communities and the organisation if you are to work effectively in the learning and teaching sector
- your own role and responsibilities to be able to confidently promote equality and inclusion and value diversity of learners and staff
- how your behaviour contributes to your organisation's culture and your responsibility for developing a positive learning culture for all
- how your behaviour, actions and decisions can affect others and their experience of the organisation
- what you do to promote equality, tackle discrimination, foster good relationships between diverse groups and value diversity in your day-to-day work

- the ability to identify the gaps in your skills, knowledge and understanding in relation to promoting equality, tackling discrimination, fostering good relationships between diverse groups and valuing diversity, and how you can remedy these
- the ability to work in partnership with a diverse range of agencies, communities and workers in the promotion of equality, tackling discrimination, fostering good relationships between diverse groups
- the ability to identify actions (ours and others') that undermine equality, diversity and inclusion, and what to do about this (including when these people are not you)
- the ability to identify systems and structures when they do not promote equality, tackle discrimination, foster good relationships between diverse groups and value diversity
- the actions you can take to help other people promote equality, tackle discrimination, foster good relationships between diverse groups and value diversity and how to do this effectively
- the ability to be able to identify the wide variety of forms that discrimination and bullying can take and to develop effective strategies to tackle them
- the ability to recognise when procedures to deal with complaints about bullying or discrimination have failed or rights may have been compromised
- the ability to respond to it is important to address bullying or discriminatory behaviour promptly and correctly
- an awareness and understanding of where to seek support when you are having difficulty understanding how to promote equality and to value diversity and how to use it effectively

Sample For evaluation only