Unit Title:	**Equality and diversity**
OCR unit number:	49
Level:	Level 3
Credit value:	6
Guided learning hours:	25
Unit reference number:	R/503/5788

Unit purpose and aim

The aim of this unit is to enable the learner to understand how to promote equality and value diversity. Learners will also understand how to work with others to do this and review the contribution of their own practice.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand the key features of a culture which promotes equality and values diversity	**The Learner can:** 1.1 Define the meanings of equality and diversity in the UK context 1.2 Identify the benefits of promoting equality and diversity for individual learners 1.3 Explain the impact of forms of inequality and discrimination on individuals and communities 1.4 Outline legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity	Learners should be able to provide meanings for the 9 defined categories with regard to equality and diversity in the UK context Learners could identify the key points of the Equality Act 2010 Learners could locate and provide key policies within their own organisation's and codes of practice which demonstrate adherence to legislation Case studies and an input from specialists would be appropriate in exploring the impact of inequality and discrimination. Learners could look at ways that differences are exploited to create ill feeling and bias and how this can lead to abuses of a mental and physical nature
2 Understand the importance of promoting equality and valuing diversity in lifelong	2.1 Explain how the promotion of equality and diversity can protect learners from risk of harm	Learners could consider implementations incorporated within their own organisation that

Learning Outcomes	Assessment Criteria	Teaching Content
learning	2.2 Explain actions that can be taken to value individual learners 2.3 Explain good practice in providing individual learners with information	ensure safeguarding and reduce the potential for bullying and discrimination. Sharing of various interventions should be encouraged. Learners could look for ways to provide equality of access to all; including physical access, reasonable adjustments, specialist support and access to information and resources
3 Be able to promote equality and value diversity	3.1 Use communication strategies to promote equality and diversity 3.2 Explain how own behaviour can impact on an organisation's culture in relation to equality and diversity 3.3 Explain how working with other agencies can promote diversity	Learners should be encouraged to explore with their own learners ways to promote equality and diversity Learners should be encouraged to explore behaviours that can impact on an organisation's culture in relation to equality and diversity and explain how their own behaviour has an impact Learners should be encouraged to identify agencies who can provide delivery or resources in promoting diversity and ways in which they can support their practice
4 Understand how to help others in the promotion of equality and valuing of diversity	4.1 Describe actions by individuals which can undermine equality and diversity 4.2 Explain ways to deal with systems and structures which do not promote equality and diversity	Learners can explore possible barriers to teaching and learning by direct or indirect means, through physical access or resources and the reasonable adjustments that can be made to provide access to all
5 Be able to review own contribution to promoting equality and valuing diversity in lifelong learning	5.1 Identify own strengths in promoting equality and valuing diversity 5.2 Evaluate the impact of own practice in promoting equality and valuing diversity 5.3 Identify areas for further personal development in promoting equality and valuing diversity	Learners can identify effectiveness in promoting equality and valuing diversity by evaluating comments made in Internal and External quality processes Learners can identify strengths and areas for improvement; using

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Learning Outcomes	Assessment Criteria	Teaching Content
		feedback from learners during lessons, self reflection and any feedback from other professionals both internal and external They should be encouraged to produce an action plan to make improvements Learners can identify CPD opportunities for their development in understanding the issues and impact of equality and diversity and how they can develop their practice to improve inclusivity

Assessment

This unit will be assessed in the centre and externally verified by OCR assessors.

To successfully achieve the unit candidates must produce evidence that meets all of the assessment criteria in the unit.

Guidance on assessment and evidence requirements

Suggested evidence that could be produced to demonstrate meeting of the assessment criteria for this unit:

- Observation of small group discussion or activities
- Project linked to directed study and research
- Assignment
- Case studies or self reflective personal accounts
- Question and answer
- Micro teaching session
- Role play
- Professional Discussion
- Presentation to peers
- Schemes of Work & Lesson Plans
- CPD log and action plan

This is a level 3 unit and therefore some of the assessment criteria do not require the candidate to utilise such higher order thinking as the related level 4 unit (Y_503_5789) to meet the assessment requirements. Tutors are encouraged to be mindful of the taxonomies of learning and concentrate on the verbs used within the assessment criteria in their delivery, learner support, feedback and assessment in order to understand the difference between level 3 and 4 so as to ensure candidates meet the assessment criteria at the required level they are working at.

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Centres are encouraged to demonstrate best practice within their own initial teacher training programmes and where possible encourage their learners to reflect and critique on how the learning outcomes have been met within their programme of study and then apply this to their own teaching practice.

National Occupational Standards (NOS) mapping/signposting

This unit is underpinned by:

New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007).

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	√
Writing	√	Interpreting		Develop, present and communicate information	√

Resources

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

Curzon, L. (1997) *Teaching in Further education: an outline of principles and practic*e. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – achieving success*. London: HMSO

Gibbs, G. (1995) *Assessing Student Centred courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

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Gravells A (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Gravells, A & Simpson, S.(2012) Equality and Diversity in the Lifelong Learning Sector (Lifelong Learning Sector Series) Learning Matters

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Seminars and tutorials*. Bristol: Technical and Educational Services

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Lectures*. Bristol: Technical and Educational Services

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer

Maslow, A. (1987*) Motivation and Personality*. New York: Harper & Row

Petty G (2004) *Teaching Today* (3rd Edition), Nelson Thornes

Pring, R. (1995) *Closing the Gap: Liberal Education and vocational Preparation*. London: Hodder and Stoughton

Reece I and Walker S (2003) *Teaching, Training and Learning: A practical Guide (5th Edition)*

Business Education Publishers Ltd

Rowntree, D. (19XX) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace s, (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters

Websites

www.ocr.org.uk OCR web site
www.ofsted.gov.uk The Office for Standards in Education.
www.hmie.gov.uk Her Majesty's Inspectorate of Education (Scotland)
www.ifl.ac.uk The Institute for Learning
www.**lsis**.org.uk The Learning and Skills Improvement Services
http://www.excellencegateway.org.uk/ The Excellence Gateway
www.niace.org.uk The National Institute of Adult Continuing Education
www.qia.org.uk The Quality Improvement Agency
www.ukces.org.uk UK Commission for Employment and Skills

http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/ - Department for Education

http://www.nationalstemcentre.org.uk/elibrary/resource/1717/teachers-tv-equality-and-diversity - Teachers TV

http://www.equalityanddiversity.co.uk/samples/sample-embedding-equality-and-diversity-into-everyday-practice.pdf

http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010 - Department for Education

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .

This unit is a shared unit. It is located within the subject/sector classification system:

1.3 Education and training
13.1 Teaching and lecturing
13.2 Direct Learning Support

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