Level 4 OCR Teaching in the Lifelong Learning sector – qualification units

Unit 10 - Equality and Diversity

QCA Accreditation Number H/500/8983

Unit Description

Unit aims:

- To develop an understanding of the meaning of equality and diversity

- To encourage learners to understand how communication and behaviour impact on equality and diversity

- To encourage learners to explore appropriate sources and policies in relation to equality and diversity

Credit value: 6

Unit synopsis:

This unit is about

- Understanding the meaning of equality and diversity

- Motivating learners to recognise the impact equality and diversity has on society

- Encouraging learners to communicate effectively

- Learners recognising their own knowledge levels in respect of current practice

Examples of teaching and learning strategies:

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion

- Directed study and research

- Lecture

- Resource based learning

- Question and answer

- Micro teaching session

- Role play

- Discussion

- Lecture and exposition

- Games

- Debate

Guidance on delivery for centres

Centres are advised to consider how best to deliver this unit as an optional unit. Tutors must be aware of threading equality and diversity through the whole certificate programme as it is an important factor within the teaching role.

It is beneficial to begin any delivery of equality and diversity with an examination of candidates' own values and attitudes. It is important that the delivery of this unit is undertaken by a tutor who is experienced in this subject as this can be a very emotive topic and quite challenging for the candidate.

For tutors who deliver this unit points to bear in mind might be:

- Consider what reading material can be given to candidates prior to them attending a taught session

- Reading material, research, questionnaires, could be completed along with a professional discussion between the assessor and candidate.

- Guest speakers representing diversity issues generate opportunities for learners to ask questions and make links into their own teaching role.

Tutors should give opportunities for candidates to recognise the importance of their own knowledge in this subject area and also how this links into their teaching role.

Although this unit is similar to level 3, the assessment criteria outlines that more depth of knowledge is required for level 4. A clear distinction should therefore be made between level 3 and level 4 delivery, and consideration must be given to the best ways of exploring the issues in more depth to ensure candidates meet the relevant assessment criteria.

Guidance on assessment for centres

Assessors will be able to assess this unit from a candidate's report or information and considerations contained within a scheme of work or session plan. It is anticipated that the assessment of this unit will not be in the form of one piece of evidence i.e. report only. Assessors must take into consideration 'real evidence' therefore evidence generated in their teaching role may be produced in the form of witness testimony and learners should be encouraged to consider this. Feedback should be given to candidates to explore issues relevant to this unit in the future and to use their reflective journal. Assessors should be able to clearly identify the depth of knowledge required for level 4 and ensure that candidates are clear about the level of evidence that is required. Due to the extent of the assessment criteria assessors must consider assessing this unit in other ways i.e. professional discussion to explore a candidate's knowledge and understanding or during an observation of a teaching practice.

Assessors should be aware of any negativity that may be generated as a result of examining own values and attitudes in relation to this subject area, and be prepared to discuss any issues with the candidate

Suggested reading

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

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 practice*. 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

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

www.qca.org.uk

www.dfes.gov.uk

www.lluk.org.uk

Assessment Criteria, Knowledge and Practice

1. Understand the key features of a culture which promotes equality and values diversity

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Analyse the meaning and benefits of diversity and the promotion of equality	• Understand what is meant by *diversity* and *equality*. • Recognise some benefits of diversity • Promote equality with a group of learners	• Assessors observations • Report • Session plan incorporating relevant resources/methodology
1.2	Analyse forms of inequality and discrimination and their impact on individuals, communities and society	• How inequality and discrimination affects individuals, groups and communities and society as a whole	• Report
1.3	Discuss how relevant legislation, employment regulations and policies and codes of practice contribute to the promotion of equality and valuing of diversity	• The relevant legislation, employment regulations and polices. • Codes of practice that apply to the promotion of equality and diversity. • How to apply current policies and regulations	• Report of current legislation • Professional discussion • Self evaluation

2. Understand the importance of the promotion of equality and valuing of diversity for effective work in the sector

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Discuss how the promotion of equality and diversity can protect people from risk of harm	• The wide variety of forms that discrimination may take and how these manifest themselves • What the promotion of equality and diversity means for you in your day-to-day work • How you can promote equality and diversity whilst protecting people from risk of harm	• Assessors observations • Report • Scheme of work

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.2	Evaluate action taken to value individuals and its impact	• Your own areas for personal growth in relation to promoting equality and valuing diversity and how this will benefit you as an individual • The effect of cultural differences on verbal and non-verbal communication	• Report • Assessors observations • Reflective journal
2.3	Summarise and demonstrate good practice in providing individuals with information	• How to provide information that individuals are entitled to receive and ensure it is clear and helpful	• Report • Lesson Plans • Assessor observation • Witness testimony

3. Understand and demonstrate behaviour appropriate to the promotion of equality and valuing of diversity

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Explain and demonstrate ways of communication and behaviour which support equality and diversity	How to behave and communicate in ways that: • Support equality and diversity • Do not exclude or offend people • Challenge discrimination effectively • Respect individuals differences • Do not abuse the status and power that you have • Recognise the difficulties in communication and language in your area of work.	• Assessors observations • Report • Lesson Plans • Scheme of work • Professional discussion
3.2	Analyse impact of own behaviour on individuals and their experience of the organisation's culture and approach	• How your behaviour contributes to your organisation's culture and your responsibility for developing a positive culture for all • How your behaviour can effect others and their experience of the organisation	• Assessors observations • Report • Reflective journal • Self evaluation

		Assessment Criteria	Knowledge	Evidence Linked to Practice
3.3	Review the impact of own behaviour on own organisation's culture		• How your behaviour contributes to your organisation's culture and your responsibility for developing a positive culture for all	• Assessors observations • Report • Self evaluation • Reflective journal
3.4	Explain and demonstrate how working with other agencies can promote diversity		• How joint working with other agencies and workers can help in promotion of diversity • What other agencies can offer in relation to knowledge of diversity and equality	• Assessors observations • Review of Literature in relation to agencies/Report • Lesson plan

4. Understand how to actively help others in the promotion of equality and valuing of diversity

		Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Analyse actions by individuals which can undermine equality and diversity and evaluate strategies for dealing with these effectively		• The meaning of prejudice and discrimination and the clear distinction between the two. • Why people act in particular ways in relation to equality and diversity • Understand how values and attitudes impact on diversity	• Report • Self evaluation • Reflective journal
4.2	Evaluate strategies for dealing with systems and structures which do not promote equality and diversity		• Where you should seek support when having difficulty promoting equality and valuing diversity • What to do about systems and structures when they do not promote equality and value diversity	• Report • Professional discussion • Reflective journal

5. Understand how to review own contribution to promoting equality and valuing diversity

		Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1		Evaluate own strengths and areas for development in promoting equality and valuing diversity, using reflection and feedback from individuals	• How to recognise own strengths and areas for development • How to reflect on situations which incorporate equality and diversity issues • How to obtain feedback from individuals • Why you should seek support when you are having difficulty promoting equality and valuing diversity	• Assessors observations • Reflective journal • Report • Witness testimony
5.2		Identify, use and evaluate appropriate sources for support in promoting equality and valuing diversity		• Assessors observations • Reflective journal • Report • Witness testimony