

VRQ

UV41214

Learner name:

Learner number:

Y/503/5789





**VTCT**

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

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# Equality and diversity

## UV41214

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The aim of this unit is to assess your ability and understanding of how to promote equality and value diversity. You will also understand how to work with others to do this and how to review your own practice.

Level

4

Credit value

6

GLH

25

Observation(s)

0

External Paper(s)

0



### Learning outcomes

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**On completion of this unit you will:**

1. Understand the key features of a culture which promotes equality and values diversity
  2. Understand the importance of promoting equality and valuing diversity in lifelong learning
  3. Be able to promote equality and value diversity
  4. Understand how to help others in the promotion of equality and valuing of diversity
  5. Be able to review own contribution to promoting equality and valuing diversity in lifelong learning
3. **Tutor/Assessor guidance**  
You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All outcomes must be achieved.
  4. **External paper**  
There is no external paper requirement for this unit.

### Evidence requirements

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1. **Achieving assessment criteria**  
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
2. **Knowledge outcomes**  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.



# Developing knowledge



## Achieving knowledge outcomes

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You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

## Learning outcome 1

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

You can:	Portfolio reference/ Assessor initials*
a. Define the meanings of equality and diversity in the UK context	
b. Analyse the benefits of promoting equality and diversity for individual learners	
c. Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity	

\*Assessor initials to be inserted if orally questioned.

## Learning outcome 2

Understand the importance of promoting equality and valuing diversity in lifelong learning

You can:	Portfolio reference/ Assessor initials*
a. Reflect on how the promotion of equality and diversity can protect learners from risk of harm	
b. Explain actions that can be taken to value individual learners	
c. Explain good practice in providing individual learners with information	

\*Assessor initials to be inserted if orally questioned.



## Learning outcome 3

Be able to promote equality and value diversity

You can:	Portfolio reference/ Assessor initials*
a. Use communication strategies to promote equality and diversity	
b. Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity	
c. Explain how working with other agencies can promote diversity	

\*Assessor initials to be inserted if orally questioned.

## Learning outcome 4

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

You can:	Portfolio reference/ Assessor initials*
a. Describe actions by individuals which can undermine equality and diversity	
b. Recommend modifications to systems and structures which do not promote equality and diversity	

\*Assessor initials to be inserted if orally questioned.

## Learning outcome 5

Be able to review own contribution to promoting equality and valuing diversity in lifelong learning

You can:	Portfolio reference/ Assessor initials*
a. Reflect on own strengths in promoting equality and valuing diversity	
b. Evaluate the impact of own practice in promoting equality and valuing diversity	
c. Identify areas for further personal development in promoting equality and valuing diversity	

\*Assessor initials to be inserted if orally questioned.

# Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## **Learning outcome 1: Understand the key features of a culture which promotes equality and values diversity**

### **Define the meanings of equality and diversity in the UK context:**

Strands of diversity (age, gender, religious belief, ethnicity, disability, sexual orientation, socio-economic status), definitions of equality and equal opportunities, definition of diversity, legislation relating to equality and diversity (E&D), reactive and proactive approaches to E&D.

### **Analyse the benefits of promoting equality and diversity for individual learners:**

Benefits (enhanced cultural diversity, empowerment, increased involvement in society, improved employment opportunities, addressing barriers to learning (instructional, social, cultural and personal)), recruitment, retention and achievement, common inspection framework, Equality and Human Rights Commission.

### **Define legislation, employment regulations and codes of practice relevant to the promotion of equality and valuing of diversity:**

Equality and Human Rights Commission, equality legislation, organisational policies (E&D policy, anti-bullying policy, anti-harassment policy, codes of practice, disciplinary process, complaints and appeals process), group rules.

## **Learning outcome 2: Understand the importance of promoting equality and valuing diversity in lifelong learning**

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

Equality and Human Rights Commission, legislation (equality), organisational policies (E&D policy, anti-bullying policy, anti-harassment policy, codes of practice, disciplinary process, complaints and appeals process), challenging stereotypes, challenging inappropriate behaviour and/or language.

### **Explain actions that can be taken to value individual learners:**

Proactive management, individual learning plans, different methods of learning and teaching to accommodate individual learners' needs, adapting assessment methods to accommodate individual learners' needs, creating and adapting resources to avoid stereotyping, creating and adapting resources to ensure they are suitable for individual learners' needs.

### **Explain good practice in providing individual learners with information:**

Information, advice and guidance, codes of practice and good practice guides, verbal and non-verbal communication skills, good practice relating to providing feedback, written communication skills.

## Learning outcome 3: Be able to promote equality and value diversity

### Use communication strategies to promote equality and diversity:

Verbal and non-verbal communication skills, written communication, pitching communication at appropriate levels for the learners, acknowledging diversity in preparing resources, stereotyping, adapting resources to support individual learners, understanding cultural variation in language (language structure and gestures), referral agencies, different forms of communicating (posters, newsletters, e-mail, presentation, report).

### Analyse how own behaviour can impact on an organisation's culture in relation to equality and diversity:

Personal values and beliefs, self-reflection, organisational, formal culture (power culture, role culture, task culture, person culture), informal culture (routines, rituals, stories, symbols, measurement and reward systems).

### Explain how working with other agencies can promote diversity:

Liaison with other professionals, referral agencies, increased knowledge of other organisations (government and regional agencies, cultural groups, local societies, religious organisations, schools).

## Learning outcome 4: Understand how to help others in the promotion of equality and valuing of diversity

### Describe actions by individuals which can undermine equality and diversity:

Stereotyping, discrimination (direct and indirect), bullying, harassment.

### Recommend modifications to deal with systems and structures which do not promote equality and diversity:

Internal systems and processes, common inspection framework, equality legislation and its associated amendments, codes of practice, disciplinary process, complaints and appeals process.



## **Learning outcome 5: Be able to review own contribution to promoting equality and valuing diversity in lifelong learning**

### **Reflect on own strengths in promoting equality and valuing diversity:**

Self-reflection, obtaining feedback from a range of suitable sources (learners, peers, managers, awarding bodies, internal observations).

### **Evaluate the impact of own practice in promoting equality and valuing diversity:**

Evaluation techniques (Brookfield's lenses), obtaining feedback from a range of suitable sources (learners, peers, managers, awarding bodies).

### **Identify areas for further personal development in promoting equality and valuing diversity:**

Action planning, SMART targets (specific, measurable, achievable, realistic, timely).

# Notes

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