



Equality and Diversity and the Learner Journey -

a Toolkit for Providers of Apprenticeships





Sussex Downs College would like to acknowledge the support made available by LSIS to enable the research to be undertaken that resulted in the production of this Toolkit.



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When you are planning your apprenticeship think about learner diversity and the range of apprentices and employers



Welcome to the Toolkit

Purpose

In the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2009/10, Christine Gilbert wrote:

'97% of providers were judged to be satisfactory or better at promoting equality of opportunity and tackling discrimination; an encouraging increase from 90% last year. However, the majority of providers were judged to be just satisfactory. There are two common weaknesses. First, data about achievement and participation rates are not used well enough to make sure that barriers to achievement are tackled. Second, training for staff in equality and diversity is insufficient. This leads to ineffective practice in developing learners' understanding about equality and diversity.'

The toolkit comprises two main sections: diversity and the learner journey and how this links to the Common Inspection Framework (CIF 2009), followed by a number of sub-sections looking at specific topics at each stage of the learning journey including marketing to recruitment, managing the learning journey, progress reviews through to achievement and progression.

Each sub-section gives examples of good practice identified by Ofsted and poses some questions for you to consider when reviewing your own practice. There is also a glossary of terms.

The toolkit has been designed in the expectation that you will want to navigate your own way through it. There are links between sections to help you to jump between them.

The toolkit is not a prescriptive guide to embedding diversity or how you manage your learners, it has been developed to help you to self-assess your practice, identify examples of good practice and areas for improvement.

Elements Relating to Supporting Learner Diversity

The diagram on the previous page gives us a holistic overview of many, (the list is not exhaustive), of the aspects which should be considered in planning our learners learning programme and support package. Effective use of information, advice and guidance sessions, and interviews, initial and diagnostic assessments will enable us to gather pertinent information about our learners which enable us to support them in their personal development enabling them to reach their full potential.

It should be remembered that life changes can occur at any time in a learner's journey and that is where it is important to ensure that through tutorials and 12-weekly reviews there are opportunities to discuss these changes and where appropriate to identify any additional support needs the learner may require.

The Learner Journey: Learning Processes and the Common Inspection Framework (CIF)

This section helps us to explore each of the stages in the learner's journey from recruitment to achievement and progression. We have cross referenced each of the stages to the relevant 'Aspects' of the Common Inspection Framework, which support you when working on your self-assessment reports.

We have also included some background information on the Common Inspection Framework for those who are not familiar with the tool, or for those who want to refresh their knowledge or check their understanding.

The Learner Journey: Learning Processes and the CIF

Learning process	Common Inspection Framework
Recruitment & selection	<p>B2. How effectively does the provision meet the needs and interests of users?</p> <p>To make their judgements, inspectors will evaluate the extent to which:</p> <ul style="list-style-type: none"> the range, content and context of provision provides learners with a choice of subjects, levels and qualifications that are relevant to their medium- and long-term personal, career and/or employment goals
Initial assessment	<p>B1. How effectively do teaching, training and assessment support learning and development?</p> <p>To make their judgements, inspectors will evaluate the extent to which:</p> <ul style="list-style-type: none"> learning and assessment are linked to initial and current assessments, and related activities are adapted to make sure they build on and extend learning for all learners
Induction	<p>B4. How effective are the care, guidance and support learners receive in helping them to attain their learning goals?</p> <p>To make their judgements, inspectors will evaluate the extent to which:</p> <ul style="list-style-type: none"> learners receive appropriate and timely information, advice and guidance on their next step in training, education and employment learners receive individual care and support to promote their learning and development, and to help them achieve their potential.
Teaching & training	<p>B1. How effectively do teaching, training and assessment support learning and development?</p> <p>To make their judgements, inspectors will evaluate the extent to which:</p> <ul style="list-style-type: none"> interesting and appropriate teaching and learning methods and resources inspire and challenge all learners and enable them to extend their knowledge, skills and understanding staff have appropriate skills and expertise to provide good-quality teaching, learning, assessment and information and support services for each learner
Assessment	<p>B1. How effectively do teaching, training and assessment support learning and development?</p> <p>To make their judgements, inspectors will evaluate the extent to which:</p> <ul style="list-style-type: none"> assessment of learners' performance and progress is timely, fair, consistent and reliable learners receive constructive feedback on their progress and how they might improve the provider considers employers' views and identified training needs and information on performance, skills and labour demand arrangements for training and assessment are flexible to suit learners' and employers' needs enrichment activities and/or extended services, including work experience, contribute to learners' enjoyment and achievement, and their personal, spiritual, moral, social and cultural development.
Progress review	<ul style="list-style-type: none"> the behaviour of learners the attendance of learners the extent to which learners adopt safe practices and a healthy lifestyle learners' spiritual, moral, social, and cultural development whether learners make a positive contribution to the community
Exit & progression	<ul style="list-style-type: none"> provision is planned to provide coordinated progression routes

What is the Common Inspection Framework (CIF) 2009

The common inspection framework – was devised by Her Majesty's Chief Inspector in line with the Education and Inspection Act 2006. It is based on the common evaluation schedule which informs all of Ofsted's inspections. It sets out the judgements inspectors will make during inspection.

The key areas inspectors will make judgements on are:

Overall effectiveness

This is the summary judgement for the whole organisation, so it is largely determined by the other main grades. In addition, the following are important:-

- The organisation's capacity to plan, resource and deliver improvements, based on its track record. This is its **Capacity to Improve**
- Quality assurance processes (including self-assessment).

Outcomes for learners

Both Ofsted and the funding agencies (SfA and YPLA) monitor learner success rates as a measure of a provider's performance. Annually overall success rates for each Subject Sector Area, by level are reviewed and where a provider is under performing against the national target a 'Notice to Improve' will be issued, which can result in provision being taken away from the provider.

When reviewing data it is important where possible to use both current data and also to use data from preferably the last 2 years, in order that trends and gaps can be identified as part of the analysis. The range of data should include:

- Success rates (overall and timely)
- Attendance, retention, achievement and progression rates
- Whether learners achieve economic and social well-being
- Whether they enjoy their learning
- Whether they feel safe.

Other sources of data include:

- Learner/employer voice
- Complaints
- Grades and feedback from observations of teaching and learning
- Performance against EDIMS (Equality and Diversity Impact Measures)
- Quality of provision

Areas to be assessed include (among others):-

- Teaching, training, learning and assessment
- Whether the organisation meets the needs and interests of its learners or clients
- The quality of care, guidance and support for learners.
- Leadership and management

Areas to be assessed include (among others):-

- Governance, strategy and planning
- Equality and diversity
- Quality assurance, including self-assessment
- Value for money

Equality and Diversity

The key to embedding equality and diversity to maximise outcomes is using the Common Inspection Framework as the 'manual'. There is no aspect of the CIF that is not equality and diversity related.

The 2009 Common Inspection Framework (CIF 2009) requires Learning Providers to demonstrate that they are working, in respect of Equality and Diversity, towards two key operating principles:

1. "how effectively a provider is narrowing any achievement gap between groups of learners"
2. "how effectively a provider actively promotes equality and diversity and tackles discrimination"

Safeguarding

This is the second limiting grade. There are numerous guidance points in the CIF covering policy requirements, statutory duties, training and external liaison. In summary it is important to judge:

- How safe do learners feel?

Inspectors will review 'how effectively does the provider promote the safeguarding of learners?

And will look for evidence:

- Learners are safeguarded and protected
- Staff take action to identify and respond appropriately to users' welfare concerns
- Safeguarding is prioritised
- Providers work together with agencies and professionals effectively to safeguard learners

Expectations for 'Satisfactory' judgement:

- Learners feel safe, act safely in all settings, know how to recognise and act on unsafe or abusive treatment by others
- Provider meets all government (safeguarding) requirements
- Risk assesses where most vulnerable learners are and protects them
- At least basic safeguarding training for all staff
- Governors/supervisory bodies and senior managers take a close interest in safeguarding and receive regular reports
- Use of learners' views about safety

Equality and Diversity and Marketing

Whilst not considered to be part of the learning journey marketing is an essential element in engaging with the learner and without it how would we engage with all potential learners. This section will provide you with some tips for ensuring that your marketing materials are accessible..

Marketing

Marketing materials used to promote programmes should be accessible to all learners.

Consideration should be given to:

- the use of a sans serif, rather than a serif font and font size is not too small (suggested size equivalent to Arial 12)
- avoid use of underlining and italics
- use plain English, with bullet point summaries
- good contrast between background and text colour
- text is not placed on top of patterned backgrounds or pictures
- alternative formats are available and advertised
- avoid writing whole sentences or paragraphs in capital letters

Promotional materials should outline the support available for learners with disabilities, learning difficulties and medical conditions, and provide contact names and numbers of members of staff they can contact for further information.

The content of promotional materials should be concise, and ideally laid out in a 'question and answer' format. Careful consideration should be given to the content in order to encourage recruitment of under represented groups. For example, include success stories and positive images such as disabled learners, males in hairdressing, female engineers and learners from ethnic backgrounds in areas where recruitment is typically low. Images should avoid stereotypical assumptions such as hair and beauty courses are just for females, or for white applicants.

These principles should also be applied to other materials such as application forms, sign up documentation and handbooks.

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Recruitment

Recruitment and Selection

There is a need for clear, unambiguous and simple pre-entry information about the organisation and the course/ programme, its nature and demands so that learners understand, for example, that vocational courses are not 100% practical. In addition, organisations need to recruit with integrity. Learners complain that some events and materials are not useful because they are 'too promotional' and create unrealistic expectations of what their courses may be like.

Good practice featured in inspections relating to marketing and communication with prospective apprentices, parents and employers includes:

- Giving prospective learners, and their parents/guardians/ employers when appropriate, clear and accurate information so that they can decide whether they are interested and whether the training is suitable.
- Ask learners whether they found the information they received before joining to be accurate and adequate.
- Providers that have difficulty in filling the available places on a programme may be tempted to give a positive spin in describing the opportunity. This may succeed in increasing the number of learners starting the programme but at the cost of a lower retention and achievement rate.
- Approaching the marketing and promotion of the programme in a planned and systematic way.
- Developing a marketing plan, evaluating its effectiveness in terms of numbers of applicants.
- Ensuring staff who are involved in interviews are properly trained in interviewing and selection techniques.
- Monitoring every stage of the recruitment and selection process to ensure fairness and consistency.
- Using written criteria as the basis for selection decisions
- Maintaining records to demonstrate the reasons for each decision.
- Resisting the temptation to fill remaining places with learners for whom the programme is unsuitable.
- Working in close co-operation with the employers to develop a well integrated recruitment and selection process.

Promotional materials should outline the support available for learners with disabilities, learning difficulties and medical conditions, and provide contact names and numbers of members of staff they can contact for further information.

Questions to consider:

What information is given to prospective apprentices/parents/employers?

How does it enable them to make a decision about the suitability of the programme?

Do you ask the learner/parent/employer if the information gave them a clear and accurate picture?

Do you refer prospective apprentices to alternative providers if they would be better suited to a programme you don't offer?

Do you have an effective marketing plan and how do you use demographic information to inform your marketing strategy?

Application

Many providers include questions on the application form for the applicant to disclose a disability, learning difficulty or medical condition. However, often the wording used is unhelpful, taking a 'medical approach' to disclosure. For example:

- Do you suffer from any disability? Yes/No
- Do you suffer from epileptic fits? Yes/No
- Do you have a medical condition or disability that will affect your training? Yes/No
- Please give details of any health problems or disabilities which affect the kind of work that you would undertake on your apprenticeship or your ability to complete this training?

Following a medical approach to disclosure brings further issues, such as:

- The applicants may have a very narrow perception of what is meant by the term 'disability', particularly if examples are not included.
- Applicants may perceive that these questions are included to filter applicants.

In some examples the layout of the questions is poor. *Consider the impact on the applicant when completing the application form faced with the following two questions placed together.*

1. Do you have a disability? Yes/No
2. Do you have a criminal record? Yes/No

In good examples of good practice the provider identifies the benefits of disclosure in order that they can:

- Identify and put adjustments in place
- Monitor the recruitment and career progress of learners to ensure that learners with a disability or learning difficulty receive as high quality training experience as their peers.

Selection

Good practice feature in inspections includes:

- Ensuring the right learners are selected for the right programmes, for example those applicants for whom the apprenticeship is not suitable may be offered a place on a different programme such as Foundation Learning. Allowing people to join a programme that is not appropriate for them is a contradiction of equality of opportunity.
- Providing a written set of selection criteria which are applied in the same way to all applicants and do not unintentionally favour particular groups or put others at a disadvantage. For example, interviews held at certain times of the day or week may be more difficult for single mothers to attend.
- Training staff who are involved in interviews and other selection activities so that they carry out those duties correctly, maintaining equality of opportunity.
- Involving more than one person in the final selection decision.
- Keeping records for all selection decisions in case of complaints or appeals.

Questions to consider:

Are any groups under-represented, although they apply they do not get through the selection process?

If this is the case, why?

How can the selection criteria be amended to make the process fair and accessible?

What staff training could be delivered in order to ensure consistency in application of the criteria?

What records do you keep of the application and selection process? For example if a potential learner was to bring a claim of discrimination.

Initial Assessment

Why?

Initial assessment provides the information needed to plan an individual's learning and improve their chances of learning effectively. Without it, the tutors and assessors can only make assumptions about the learner's prior experience and support requirements. It is possible to make some predictions from the learner's application or selection test, but this is not sufficiently robust to inform planning. Learners also make assumptions about their learning based on past experiences, and some of these may get in the way of planning for the future.

Employers, providers and learners all need to be involved in the initial assessment process.

The initial assessment process must be clear and as objective as possible, and applied consistently to all learners.

Good practice feature in inspections includes:

- Using initial assessment to identify the learner's starting point so that a learning plan can be produced including which qualifications and units are most appropriate and any additional support which a learner may need in order to make steady progress and achieve their full potential.
- Using screening and diagnostic tests as part of the initial assessment. These are available commercially. Screening tests are simpler than diagnostic tests and aim to identify a particular support need, such as in literacy, numeracy or language, by identifying the learner's current level. Diagnostic tests are generally more detailed and seek to identify the specific areas where the learner is weak and where additional support is needed.
- Ensuring initial assessment is about more than tests by making use of a wide range of information including a learner's application form and initial interview. These provide information about the person's qualifications, experience, career aims and interests. They may give an indication of their literacy, numeracy, language and key skills or point to areas that could be a barrier to making steady progress, or obtaining a placement or employment. Initial assessment sometimes identifies a person's preferred learning style which can influence the methods of learning included in the learning plan.
- Where appropriate carry out occupational assessments.
- Making initial assessment a positive experience for learners. They should be told what the initial assessment has found and how that information is to be used. Where possible, and with the agreement of the person concerned, information from initial assessment should be shared between providers to minimise the repetition of the same or similar process.
- Using initial assessment to make sure that learners are placed on the right programmes with the appropriate support. Inadequate initial assessment contributes to learners dropping out of the programme, or at least failing to gain as much as they could from it.
- Recording the findings from the initial assessment alongside the individual learning plan.
- Checking that the individual learning plan reflects the initial assessment.

Induction

After interview induction is the process where learners are introduced to the requirements of their course and the organisation that they are taking it with. It is an important part of delivering learning, outlining expectations and setting the scene for what is to come. It should help to reduce the anxiety that many feel when starting learning in a new environment and help set the criteria for learners to succeed.

It is also important that the learner is given an induction into the workplace by the employer. This should cover as a minimum the employers health & safety policy and procedures, equality and diversity, bullying and harassment, what to do in the event of sickness, hours of work, data protection, dress code with particular emphasis on PPE and their job role and the roles and responsibilities of their manager and, or mentor.

Good practice feature in inspections includes:

- Planning the induction carefully, taking the opportunity to interest and motivate learners so that they settle into their programme quickly and easily.
- Including a variety of teaching and learning methods.
- Using participative learning methods to make inductions more interesting and effective.
- Checking learners' understanding as an integral part of the induction.
- Including health and safety, safeguarding and the learners' rights and responsibilities for equality of opportunity.
- Reinforcing key messages from induction, e.g. through wall displays or notices.
- Using progress review meetings as an opportunity to reinforce the messages from induction, particularly health and safety, safeguarding and equality of opportunity.
- Ensuring learners receive separate inductions if their programme involves on and off- the- job training.

Questions to consider:

Is on and off the job induction planned and how is it recorded?

Do the learners find it interesting and motivating? How do you know?

How do you reinforce the topics covered in induction throughout the programme?

How do you ensure that the employers provide an appropriate induction including equality and diversity, safeguarding and health and safety in the workplace?

Case Study 1

Equal opportunities and induction

One employer, with around 20 apprentices in health and social care and business administration, has devised a comprehensive equal opportunities questionnaire for learners to complete in the workplace after the apprentices induction. It takes learners several weeks to get all the information together. The apprentices find that completing the questionnaire:

- raises their awareness of important equal opportunities issues
- helps to identify any gaps in their knowledge
- gives them a good understanding of what equal opportunities really means at work.

The training manager explains:

“We found that learners didn’t fully understand how equal opportunities relates to the workplace and decided to look at this in more depth as part of induction. We set up a ten-page questionnaire called ‘Getting Equal’ that looks at all aspects of equal opportunities, from policies and procedures to delivering products and services at work. Learners go through each section of the questionnaire with their supervisors and write down the evidence available.

It’s a really useful way to reinforce all aspects of equal opportunities with learners. They often refer back to it throughout the training programme.”

Case Study 2

Claire Taylor has a hearing impairment, which also affects her speech; her primary communication method is British Sign Language (BSL). When she applied for her post as Childcare Apprentice, management were concerned to ensure that the interview process did not disadvantage her; an interpreter was available which Claire arranged herself.

Through Access to Work, the Cygnets Childcare Centre secured a range of support including radio aids, awareness training for the staff team and provided their own BSL training for the whole staff.

The Nursery Manager commented that as part of a much larger organisation, she was able to access support and advice from a large HR department, but expressed concern that smaller employers may not have this level of information and support, to enable them to successfully employ an individual with this type of disability. Further, someone with limited speech and hearing, may be considered by some employers incapable of fulfilling completely the role of nursery practitioner given the importance of modelling speech and language for young children.

This employer has decided that it is not essential for 100% of the staff team to be modelling speech and language. The other benefits that having this individual on the staff team have brought are far more significant. These are:

- More effective relationships and closer bonds with children who themselves have speaking difficulties or special educational needs
- Able to teach signing to children and staff
- Children learn from experience that all people are different; that we live in a diverse society (this is part of their required curriculum learning)

Claire is just finishing an Apprenticeship and through this has accessed Learning Support to provide a BSL interpreter for her training and assessment hours, with some additional study support for written work.

Teaching and Learning

As well as having a legal duty, we also have a duty to make the classroom feel safe and welcoming for everyone in it – gay learners, learners from different social classes and cultures, with different religions, abilities and backgrounds and of all ages. Learners who feel left out, who are made to feel different or inferior, who are intimidated or bullied by other learners, won't be happy and consequently they will not stay.

Including learners with additional needs and abilities in your class means making sure you treat people as individuals and avoid labelling anyone – even in your own thinking. Encourage an attitude in the class where all differences and difficulties in learning can be openly discussed.

Effective Teaching

Retention depends on successful course design and the effective delivery of a flexible, creative and challenging programme, underpinned by excellent teaching, learning support and individual knowledge that can motivate and enthuse learners to achieve their potential.

Effective Learning

Teaching, learning and assessment strategies must differentiate and help to develop skills necessary for learners to take responsibility for their own learning whilst ensuring educational and individual learner needs are met.

The following pages in this section provide guidance and good practice examples on planning and delivering a course.

Good Practice in Teaching and Learning

Preparation

A well prepared session:

- Allows sufficient time for activities
- Has clearly stated objectives that are understood by learners
- Meets the course objectives and requirements of the scheme of work
- Has a session plan which incorporates outcomes from initial and ongoing learner assessment (including health status assessments for sports/exercise and dance classes)
- Has all necessary resources prepared in advance of the session
- Builds on learners' prior knowledge where possible
- Plans for activities that allow for learners' different abilities and learning styles

Delivery

A well delivered session:

- Ensures that all learners meet their maximum potential
- Is taught by an enthusiastic tutor with expertise in the subject
- Ensures that all learners are clear about what they are expected to do
- Involves learners in a variety of activities over a period of time. Avoids long periods of tutor exposition where possible
- Begins with clear introduction, linking it to previous sessions and to the course, and explaining the session objectives

- Recognises the fact that people learn in different ways and at different speeds and so often provides a range of activities to allow for this
- Is delivered at a suitable pace
- Is stimulating and challenging
- Allows learners to participate or be otherwise actively involved
- Makes use of high quality teaching and learning resources
- Encourages learners to work independently at times, both during and after the session
- Demonstrates effective tutor/learner relationships
- Contains frequent checks on understanding by the tutor and the learners themselves
- Ensures that theory and practice are integrated and referred to where possible
- Deviates from the lesson plan if necessary to ensure learner understanding
- Includes effective assessment of all learners' progress
- Has learning materials, which are free from stereotyping and positive images in terms of gender, race and disability
- Concludes with a clear summing up of what has been covered

A well delivered practical session:

- Ensures that health and safety considerations are always observed
- Has industry-standard equipment and facilities
- Checks that learners know how to operate any specialist equipment
- Has activities that reflect industrial or commercial practice
- Ensures that learners have enough theoretical understanding before embarking in practical work
- Has clearly explained practical demonstrations that are clearly visible to all learners
- Allows learners enough time to practice their skills
- Ensures that learners are making progress towards acquiring the standards required by the workplace
- Ensures that teachers manage to give attention to every learner and understand the progress being made by individuals

A well delivered theory session

- Ensures that links are made between theory and practice wherever possible
- Considers delivering the theory in a practical setting (e.g. in a workshop) and integrating the two elements
- Makes use of learner experiences through questions and discussions

Managing learners and the learning environment

Good management of learning ensures:

- Staff are suitably experience, qualified and trained (see job description for minimum requirements)
- Poor attendance and punctuality are monitored and action taken promptly
- Learners use their time effectively
- There is equality in terms of the treatment of learners
- Learners are encouraged to work collaboratively
- Equipment and facilities are suitable for the purpose
- The accommodation is conducive to good learning
- A stimulating learning environment e.g. displaying learners' work and other relevant materials in the room

Case Study 3

Jade Rickman has had learning difficulties since schooldays and, for this reason, attended a special needs school.

She has always been interested in cars and how they work, watching and eventually helping her father with vehicle repair jobs.

Her dream was to become a qualified motor mechanic and she had originally planned to join the Army and work on service vehicles but, during her final year at school, was offered a one day a week work experience at Harwoods Jaguar Chichester. When she left school at 16, she did not have enough qualifications to go straight onto the Apprenticeship scheme, so decided to do a full time foundation motor vehicle course 3901 at Chichester College while Harwoods continued to allow her to do one days work experience. Once she had achieved this course, Harwoods took her on as a fulltime Apprentice with the College.

Jade works with her additional support tutor before her college work starts in the morning in order not to miss any of her course. She is very conscientious with her college work and, due to her learning difficulties, will sometimes work through her breaks in order not to fall behind the other Apprentices.

Despite all her problems, she has passed her level 2 Motor Vehicle Apprenticeship and is now part way through level 3, having already passed one of the exams, she has just passed her Electrical test with distinction.

Although Jade is a slow learner her determination is an excellent example to all young people, especially to those with learning difficulties, and is proof that hard work can overcome the most daunting of obstacles, not least being the only female Apprentice in a class of what is traditionally a male-dominated occupation. This has been no problem to her as she gets on well with her fellow Apprentices and shares her work experiences with them.

Case Study 4

ChildsPlay Training has worked with one employer for a number of years, which recognises the benefits of diversity within their workforce – more specifically gender diversity in a children's nursery.

Daycare Trust estimated in 2003 that between 1 and 3 % of the Early Years workforce is male; DCSF provider surveys from 2003 to 2008 indicate that this is unlikely to have changed.

When Nathan Bellamy joined the staff, management noted a marked difference in the way that children responded to him. They engaged in far more physical play with the male member of staff (rough and tumble), compared to females and were generally more playful with him. This added a different dimension and dynamic to the play environment, which had positive outcomes for children.

Management also recognised the benefits of a positive male role model for children (they had previously been an all female team). Particularly where a child lives, for example, in a female single-parent family, the presence of a strong male role model is developmentally very important, for boys particularly.

Interestingly, a number of parents (including fathers) responded very positively to the presence of a male on the staff team, caring for their children. This challenges the perception that parents are less keen to see men looking after their children, as statistically the majority of child abusers are men.

Lastly, it is a requirement in the legislative framework for working with children, that they should learn about difference in people and lifestyles and that stereotypes are challenged. Having a diverse workforce is another means of doing this.

Assessment

- Is accurate, valid, learner-centred and undertaken on a timely basis
- Is appropriate for the course and helps learners develop the necessary skills, knowledge and understanding
- Conforms to awarding body requirements, where appropriate
- Ensures that assessed work is returned promptly
- Monitors learners' progress and gives clear information about progress being made
- Tells individuals how they could improve both verbally and through written comments on work
- Involves small frequent assessments to check learning. These may be through written work, through questioning, in class or for homework
- Sets targets for improvement that are challenging but achievable
- Is recorded
- Helps identify additional learning needs

As a tutor, you should make sure you promote **equality and diversity** and ensure **inclusion, differentiation and cultural diversity**

Good practice

- Encourage learners to think about their responsibilities towards each other in class.
- Challenge stereotyping because it makes unfounded superficial assumptions about people's colour, ability, sexuality, gender, age, race etc.
- Help learners understand how prejudice and discrimination hurt people, damage relationships and stop real communication and are therefore bad for education and society as a whole.
- Do not assume that a disability means that a person is unable to do something.
- Ensure all learners are fully included in any group activity and be aware if group dynamics sometimes exclude an individual.
- Where learners are deaf (or partially hearing) speak directly to the learner and not to the signer; face the learner when you speak; use visual information where possible.
- Where learners are blind (or partially sighted) provide enlarged handouts; discuss with the learner the best seating position and ways of making visual material available.
- Learners who have a physical disability may need simple adaptations to the classroom or assistive technology .
- Where learners have a difficult (including dyslexia) ensure that learning materials are age appropriate; find ways of exploring learner's own interests.
- Know your learners' individual starting points – start from where they are, not where you think they should be and if necessary, set different goals for different learners.
- Allow time to provide appropriate attention to individuals, especially those requiring extra support.
- Use learners as a resource in a group and pair-work so they learn from each other.
- Encourage motivation by speaking to each learner individually in each lesson.
- Use a range of learning styles including oral word games, tapes and verbal instructions for those who learn best by hearing and speaking.
- Provide written backup to oral instructions, pictures, flashcards, flip charts and other visual resources for those who learn by seeing.
- Make sure that those who learn by touching or doing have opportunities to use equipment, take part in practical activities and handle real-life materials.
- Draw on perspectives from different cultures and pay attention to their purpose or connection to historical cultural evolution.
- Ensure that your Scheme of Work and Lesson Plans explicitly promote equality and diversity throughout your course.

Awareness of Discriminatory Behaviour

You should review your teaching materials regularly, with a critical eye and adapt them to make them either neutral or non-discriminatory

- **Neutral** teaching materials are those where he and she are both used, along with people, person, they; where non-English names are used as well as English names; where pictures include people of different races, gender and age, as well as disabled people. Neutral teaching materials acknowledge that differences exist but don't openly challenge discrimination.
- **Non-discriminatory** materials are those that deliberately challenge discrimination and stereotypes.

Questions to consider:

The Classroom – Activities and Management: Do I:

Ensure that the environment is free from intimidation and that conversely it is friendly?

Ensure that sessions are not dominated by e.g. learners of one gender or by any individual?

Use techniques to ensure all learners are involved in the class and to value contributions made by all learners?

Ensure that the rules and norms of behaviour expected in the classroom are made explicit?

Encourage a collaborative rather than competitive learning environment?

Vary my style and method of delivery to allow learners to use a range of learning styles including their preferred style?

Know what to do if one learner uses inappropriate language or ridicules another in my classroom or elsewhere in my hearing?

Design activities that present difference in a positive light, as enriching and as an opportunity to learn more about each other?

Demonstrate rather than give lengthy explanations?

Use examples to support explanations?

Create an emotionally safe and supportive environment for learners?

Resources – Do I:

Use materials that demonstrate an awareness and respect for diversity in its widest sense?

Select resources carefully? Take particular care with computer clip art, in which images are often stylised and stereotyped?

Use images which show diversity within cultures as well as between cultures?

Avoid presenting minority groups as a problem or exclusively as victims.

For example point out that all cultures are multi-dimensional and cannot be rigidly labelled?

Ask yourself questions to ensure your examples and activities are unbiased and inclusive. For example 'am I using examples and activities drawn from only white/British/middle-class/able-bodied/hetro-sexual/etc culture?' Can I draw on a wider range of examples and activities?

Do the materials reflect the requirements of people with learning difficulties including those with dyslexia, visual and hearing impairments?

Have any assumptions been made from the perspective of the 'majority' e.g. Christian name, name order, titles, social protocols, family make-up?

Is language used in a way which defines people in a stereotypical way e.g. have we mistakenly used the term 'disabled' as synonymous with 'wheel-chair user'?

Do we use terms which can cause offence and which indicate limits in our views of others potential e.g. 'wheel-chair bound'; 'victim'; asthma sufferer'?

Employers' awareness

Providers have an opportunity to raise awareness of equality and diversity with employers. Employer's awareness and commitment to equality and diversity as well as awareness and commitment to health and safety should be checked as part of the process of engaging with an employer.

Providers have many opportunities to raise employers awareness and understanding of equality and diversity. For example:

- As part of the training agreement make it a requirement for the employer to have an up-to-date equal opportunities policy that has been cascaded to all employees.
- Ensure that equality and diversity has a high profile in both the learners and employers handbooks; that this is explained on the initial visit and understanding checked on subsequent visits.
- Where an employer doesn't have a policy or a suitable policy, to provide an exemplar template which the employer can use to develop their own.
- Provide fact sheets that summarise current equality legislation and outline the implications for both the provider and the employer.

Examples of strengths and weaknesses have been taken from recent inspection reports.

Strengths:

- Effective promotion of equality of opportunity allowing all learners to achieve their potential.
- Good initiatives to raise employers' awareness of equality and diversity.

Common areas for improvement:

- Insufficient monitoring of equality of opportunity in the workplace.
- Inadequate promotion of equality of opportunity to employers.
- Insufficient reinforcement of equality and diversity awareness for some workplace supervisors.

Good practice featured in inspections includes:

- Checking that learners will be protected from unfair treatment before placing them with an employer.
- Helping employers to understand their responsibilities and how to implement their statutory obligations. Although providers are responsible for maintaining equality of opportunity as far as it affects learners, employers are also responsible in law.
- Giving employers or work-placement providers something in writing, to explain and clarify the employers' role and responsibilities. This should emphasise the importance of adopting fair selection procedures for recruiting learners and protecting them from discrimination, harassment and bullying while they are in the workplace. Staff should explain the statement to the employer on their initial visit, reinforcing it, and checking it is being followed at subsequent visits.
- Helping staff to develop sensitive and effective methods of challenging employers' poor practices through group discussions and sharing of good experiences. Many training providers find it difficult to know how to bring issues to the attention of employers without risking the loss of an otherwise valuable training placement. In many cases they find that the practice at an employer is not discriminatory, nor does it place the learner at risk. It may still, however, be unpleasant for a learner and may cause potential recruits from under-represented groups to look elsewhere or leave the programme early.
- Watching for situations where a learner is being harassed, bullied or discriminated against.

Questions to consider:

What checks do you carry out to ensure that an employer has an equality and diversity policy and that is implemented?

How do you check that employers understand their role with regard to equality and diversity as far as the learner is concerned?

Do staff ever challenge the practice of employers, for example in selection; display of inappropriate images; challenge inappropriate language?

Can you give examples of how you have helped employers to improve equality of opportunity?

How would you know if a learner was being bullied or harassed at work?

Assessment

Good practice is found where assessment is well planned in advance. The learner is prepared for the skills being assessed and the assessment process. The process often works well when it is a joint development by the assessor, learner and employer. Learners who are regularly assessed by observation in the workplace usually make good progress. Written records of observations, witness statements or personal statements are often supported by evidence obtained during off-the-job training. These learners understand the assessment process, are aware of the progress they have made and of their next assessment targets. They receive clear and accurate feedback on their performance and can demonstrate their understanding of the knowledge requirements of their programmes through oral and written questioning and external tests.

Particularly effective practice identified in inspections includes:

- Introducing assessment as early as possible in the training programme, helping develop confidence in learners so that they develop a 'can-do' attitude and want to be assessed as soon as is practically possible.
- Explaining the principles of assessment at induction so that learners are familiar with the assessment process, types of evidence and the appeals procedure. A good understanding by learners helps to promote assessment.
- Assessment becoming learner-led. Learners develop the confidence to know when they are ready for assessment and what they need to do in order to be successful (particularly with level 3 work).
- Encouraging learners to collect evidence for their portfolio at an early stage. Even if it does not yet demonstrate competence, it can be replaced with alternative evidence later and can help demonstrate progress.
- Developing the assessment plan over the duration of the programme, incorporating details of the activity being assessed, for example the units, elements, performance criteria and range, along with likely sources of evidence and the method of assessment. It is important however to be aware that opportunities for assessment may arise unexpectedly so some flexibility should be built into the plan.
- Varying the methods of assessment used, for example using direct observation, professional discussion, authorised witness testimony and evidence of products and documents from the workplace.
- Making use of technology where it helps to facilitate assessment, not for the sake of using it. For example, in work-based learning in rural areas some providers have use live web cam links in order to observe assessment and to question learners. Others have made digital recordings of discussions or videoed practical work being completed.
- Assessors setting up enough assessment opportunities to ensure that the learner is practised and more likely to prove competence during an assessment. The best assessors prepare learners to succeed.
- Grouping assessments to close down units so that learners can see clear progress as units are completed. Working on too many units at once can make progress unfocused and slow.
- Ensuring that learners have their own assessment tracker and understand where they are in terms of their assessment plan.
- Assessors clearly explaining where learners can make improvements.
- Ensuring assessors give written as well as verbal feedback to learners. Learners know what they have achieved and where they still have more to learn in order to achieve the required standard. No matter how good the verbal feedback given is, some learners will forget what was said.
- Keeping records of assessment decisions so that internal and external verifiers can check the decisions on a sample basis (this may need to be done in different ways as types of evidence collection changes, for example, digital recordings of professional discussions).
- Ensuring that progress reviews help set clear, broken down targets. This helps facilitate learners moving towards becoming ready for assessment.
- Assessors stopping assessment where a learner is clearly not going to demonstrate competence. This can turn a potentially negative experience into a positive one by turning assessment into coaching in preparation for the next attempt at proving competence.
- Promoting the acquisition of assessor qualifications by employer staff to make assessment more readily available in the workplace.
- Making sure that employers are aware of assessment practice and national standards. Some well-known employers have a tendency to assess to their own standards (usually higher) rather than national standards.
- Ensuring that assessment is not 'back-loaded' so that it is carried out in a block towards the end of training, rather than when the learner is ready.
- Providing online assessment where it is available and where it helps learners. This has been particularly successful in key skills where learners receive feedback on where they have gone wrong and quick assessment decisions.

Questions to consider:

How is assessment covered as part of the induction programme for both learners and employers?

Is technology used effectively to support assessment?

Is the recording of assessment effective? Do both the learner and the employer understand what has been assessed and the progress to date?

Is assessment timely?

Do learners start collecting evidence from the start of their programme?

Progress Reviews

Providers have identified a range of opportunities to improve learner awareness and understanding of equality and diversity. For example, some providers use a 'bank' of equality questions as a means of raising learner knowledge and awareness of equality and diversity rights and responsibilities. Assessors select questions from the 'bank' to discuss with the learner during a progress review.

Many providers have incorporated a section within the learner review paperwork to capture the outcomes of this type of activity.

Good practice featured in inspections includes:

- Using progress review meetings to check the progress that a learner has made against their individual learning plan and to plan in detail the training they are to receive between the current and next progress review meetings. This should cover all aspects of the programme, including, where appropriate, on- and off-the-job training, or any additional support.
- Holding progress review meetings regularly and sufficiently frequently to maintain momentum.
- Using the meetings to monitor progress, identifying causes if it is slow, and increasing the frequency of meetings in response.
- Recording progress and targets for the period until the next review meeting.
- Using the meeting to reinforce key messages on health and safety, safeguarding and equality of opportunity.
- Ensuring the learner, their trainer and workplace supervisor are included. With all three present there is more opportunity to review progress, and to explore and coordinate options for on- and off-the-job training.
- Helping learners and employers to appreciate the value of progress review meetings.

Questions to consider:

Are progress reviews routinely scheduled and carried out?

Are actions and targets set at one meeting then reviewed at the next so that a chain of actions and reviews can be traced?

Are additional support needs identified at progress review meetings?

Are there opportunities for the learner to disclose a previously undisclosed disability or learning difficulty?

How are additional support requirements handled and are they auctioned in a timely manner?

Do you make it clear to learners through the learner handbook, induction etc that you will review equality and diversity at reviews during their programme?

Exit and Progression

Information and advice about possible progression opportunities should be embedded in the initial marketing material, learner and employer handbooks. As part of the review process next steps should be discussed during the programme and not just at the end. It may be that the apprentice wishes to progress but their current role will not provide them with sufficient opportunities to complete an advanced apprenticeship.

Questions to consider:

Does your promotional literature and learner handbook outline potential progression opportunities?

Do assessors include discussions about next steps at reviews and are these recorded and where necessary with actions?

Where a learner is unsure of what they want to do at the end of their programme are they offered access to and information, advice and guidance session?

If you don't offer an advanced apprenticeship do you provide referral guidance to another provider?

What data does your organisation collect that will identify and support issues around progression, e.g. learner profiles, capturing previous engagement in learning, capturing progression advice and guidance, capturing progression routes within and outside your organisation?

To what extent does recruitment of new learners focus on learners who have previously studied at a lower level?

To what extent are learners enabled to move on to a higher level? Can you identify critical factors that impact on the ability of learners to progress?

What sources of data could you systematically gather to help identify barriers and those who need support for progression?

Does your data identify specific programme areas that you could target to improve progression?

Glossary of Terms

Bullying

Offensive, intimidating, malicious, insulting or humiliating behaviour, abuse of power or authority that attempts to undermine an individual or group and causes them to suffer stress.

Cultural identity

Cultural identity is made up of customs and habits, traditions, values, beliefs, ways of living, thinking and behaving, and a certain style of existence and presence in the corresponding community.

Differentiation

Differentiation is about identifying and addressing the different needs, interests and abilities of all learners to give them the best possible chance of achieving their learning goals. It is about providing support and challenge, and selecting teaching and learning activities that offer opportunities for development for all learners.

Disability *Within the Act, disability is defined as:*

“A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

“Impairment”

The definition covers physical and mental impairments. These include:
physical impairments affecting the senses, such as sight and hearing
mental impairments including learning disabilities and mental illness (if it is recognised by a respected body of medical opinion)

“Substantial”

For an effect to be substantial, it must be more than minor. The following are examples that are likely to be considered substantial:
inability to see moving traffic clearly enough to cross a road safely
inability to turn taps or knobs
inability to remember and relay a simple message correctly

“Long-term”

These are effects that:
have lasted at least 12 months, or
are likely to last at least 12 months, or
are likely to last for the rest of the life of the person affected

Long-term effects include those that are likely to recur. For example, an effect will be considered to be long-term if it is likely both to recur, and to do so at least once beyond the 12-month period following the first occurrence.

Discrimination

To single out a particular person, group etc for special favour or disfavour often because of a characteristic such as race, colour, sex or social class, or impairment. Unfavourable treatment based on prejudice.

Direct Discrimination

Where a person treats someone less favourably than another person is or would be treated on the grounds of sex, racial group or disability.

Indirect Discrimination

Where an unjustifiable requirement or condition is applied equally but, whether intentional or not, has a disproportionate effect on one sex, racial group or disabled people because the proportion of people belonging to these groups who can comply with the requirement/condition is considerably smaller than the proportion of people in the opposite group who can comply with it.

For example, women could not lift/carry the same weight as most men. Therefore they would be indirectly discriminated against if lifting the weight determined their ability to get the job they were applying for.

Glossary of Terms con't

Diversity

'Diversity' is a broader term than 'equality' or 'equal opportunities' or 'equality of opportunity'. Diversity policies encompass all individuals by recognising that all of us have different characteristics which make us unique and that organisations benefit from taking these into account when offering services or employing people. In contrast to equal opportunity, diversity is not about treating people equally but rather it is about recognising and responding to different needs, experiences and aspirations and acting accordingly. Diversity is complimentary to equality of opportunity.

Ethnicity

There are many different definitions of ethnicity. The word 'ethnicity' can be used to describe how people are defined, differentiated, organized and entitled to group membership based on shared physical or cultural characteristics. Ethnicity can also be used in reference to a consciously shared system of beliefs, values, practices and loyalties shared by members of a group who perceive themselves as a group. Ethnicity can essentially be thought of as an attachment that a person or a group feels towards a common cultural heritage.

Equality

Equality does not mean 'everybody being the same'. It is about recognising that everybody is different yet treating everyone with an equal level of respect and ensuring they have equal access to employment, education and training, goods, services and facilities, and buying or renting property.

Gender

Gender is a term used to identify the expected social roles attached to being a man or a woman. Taking a 'gender perspective' means looking separately at the different needs and experiences of men and boys and women and girls.

Harassment

Unwanted conduct which negatively affects the dignity of people. It may be related to age, sex, race, disability, religion, nationality or any personal characteristic of the individual, and may be persistent or an isolated incident. The key is that the actions or comments are viewed as demeaning and unacceptable to the recipient. Harassment can also have a specific meaning under certain laws (for instance if harassment is related to sex, race or disability, it may be unlawful discrimination). From December 2003 the law also gives protection against harassment relating to religion or belief and sexual orientation.

Prejudice

Means to pre-judge someone, knowing next to nothing about them but jumping to conclusions because of some characteristics, like their appearance.

Sexuality

This term refers to the general sexual preferences of people i.e. both lesbian and gay and heterosexual. It is often a preferable term to use to that of sexual orientation.

Stereotyping

This is the process of assigning a person to a particular group (e.g. on the basis of physical appearance) then generalising based on a belief that all members of the group share certain characteristics (the stereotype), then finally inferring that the individual must share these characteristics. Stereotyping underestimates variation within groups and stereotypes can be used to justify hostility, discrimination, and oppression.

E&D Toolkit: Annex 1: Providers/Employers/Trainers should consider the following with regard to collating, analysing and communication equality data:

Managing for diversity acknowledges that one size does not fit all. Public services have a unique role in ensuring accessibility to all who need them. In the current climate of consumerism, people expect services to be tailored to their individual needs. Service providers need to pay careful attention to identifying the complex needs and rights of all sections of their local community, recognising multiple disadvantage and discrimination, and to integrating appropriate responses into mainstream services.

1. Data Capture	
What?	<ul style="list-style-type: none"> • Gender • Ethnicity • Age • geographical location • learning or physical disability • Sexual orientation • Religion • Community relations, bullying and harassment and hate crimes • Workforce data (Provider/Employer) • Compliments and complaints • Safeguarding issues
How?	<ul style="list-style-type: none"> • Application • Information, Advice & Guidance (IAG) • Interview • Enrolment Form • Safeguarding issues reported to the designated person • Complaints submitted via the formal complaints process • Work place reviews (apprentice/employer)
At what stages of the learner journey?	<ul style="list-style-type: none"> • Application • IAG • Uploading information on National Apprenticeship Vacancy Matching Service • Interview employer/provider • Tutorials • Reviews • End of course IAG • Exit interviews

2. Data Recording Ensuring that data gathering and analysis on equality and diversity is part of core performance monitoring systems:	
Where?	
How will data reports be produced from the system?	

3. Data Monitoring, Analysis and Action Planning

Equality objectives have been developed and appropriate resources are allocated to meet the needs of different groups of learners/employees.

Who?	<ul style="list-style-type: none">Who does it is an internal matter. More importantly is how the resulting data is communicated and who to and for this there should be a policy in place with a clear flowchart outlining the process, timescales and responsible person.
How often?	<ul style="list-style-type: none">Monthly review of progress against EDIMS and KPI's

4. Consultation

Who?	<ul style="list-style-type: none">Provider with local employersSub-contractorsCareers guidance providers (Connexions and Next Steps)
By what means?	<ul style="list-style-type: none">Employer feedback/focus groupsLearner feedback/focus groupsEmployer forumsContractors and commissioned services are regularly reviewed to ensure they are appropriate and accessibleCommunity profilingOrganisations such as Federation of Small Businesses, Chambers of Commerce

5. Reporting of outcomes

Who by/to?	<ul style="list-style-type: none">Provider – information and data is disaggregated, analysed and shared with stakeholders including local communities, employers and sub-contractors to inform and to support cohesive development of equality objectivesCommittee responsible for monitoring Equality and DiversitySenior Management TeamCorporation Board – sub groupDesignated person responsible for co-ordinating Equality & Diversity element of the Self-assessment Report
How often?	<ul style="list-style-type: none">A minimum of once a year preferably twice

E&D Toolkit: Annex of Useful Resources

Apprentice Mentoring

Luton Training & Mentoring: Employers Guide to Mentoring for Apprentices:
www.lutonmentor.com

KIA Apprenticeship Programme Mentors Handbook:
www.kia-apprenticeships.co.uk

The DAF National Dealer Apprenticeship Programme: Information Guide for Mentors:
www.daf-apprenticeships.co.uk

The National Apprenticeship Service has formed a partnerships with horsemouth to encourage people who have been through an Apprenticeship to mentor and inspire others:
<http://www.apprenticeships.org.uk/Be-An-Apprentice/Mentoring.aspx>

Mentoring & Coaching CPD Capacity Building Project: National Framework for Mentoring & Coaching
Located on DCSF National Strategies Website

Dorset County Council Mentoring Support for new Apprentices:
www.excellencegateway.org.uk

Apprentice Alumni

Examples of Apprentice Alumni working in practice at for example: British Telecom can be found via the Information and Communication Technology Apprentice Forum:
www.theictaf.org

South Staffordshire College catches up with Apprentice Alumni:
www.southstaffs.ac.uk