

Demonstrating good practice to promote and advance equality and diversity

Identifying needs	☐ Do your publicity, recruitment and guidance materials contain all the information needed to represent those for whom it is intended? ☐ Do you provide information, advice and guidance to help learners choose the right programme based on their needs and/or to progress further? ☐ Is the application and interview process fair to all? ☐ Can you identify any potential learning difficulties and/or disabilities and take reasonable steps to address these prior to the learner commencing? ☐ Are your learners given the opportunity to discuss what it is they aspire to, any potential or additional support requirements and needs they may have, and any barriers to learning? ☐ Do you need to make reasonable adjustments to the environment, equipment and/or resources in any way? ☐ Can learners take an initial assessment relating to language, literacy, numeracy and digital skills if relevant? ☐ Is there a specific initial assessment/skill scan/diagnostic test available in your subject area to help identify a learner's current skills and knowledge? ☐ Is there an opportunity for your learners to take a dyslexia test if necessary? ☐ Can you agree a differentiated individual learning plan with each of your learners?
Planning learning	☐ Does your scheme of work reflect the subject in a diverse yet inclusive way? ☐ Does your scheme of work reflect the requirements of the Ofsted common inspection framework (if applicable), embrace equality and diversity, and reflect differentiation? ☐ Does your scheme of work build upon topics in a logical way, taking into account any identified needs, the results of learning preference tests and initial assessments? ☐ Does your scheme of work take into account any specific dates that learners may not be able to attend, or dates and events that can be celebrated? ☐ Can you provide a choice of learning opportunities at a variety of times and places? ☐ Can you plan time for tutorials – group and individual? Group tutorials can be an opportunity for equality and diversity activities and discussions to raise learner awareness. ☐ Does the teaching environment you have been allocated fulfil the needs of your subject and learners, is it safe and accessible? ☐ Do your session plans take into consideration the individual needs of your learners and show how you will differentiate for them? ☐ Do you use an induction checklist to ensure all aspects of the course, qualification and the organisation are stated? ☐ Is time allocated during induction for information and discussion

	regarding equality and diversity including policies, complaints and appeals? ☐ Can you include a workshop or a session regarding equality and diversity, or invite expert speakers? ☐ Can you communicate with others who are involved with your learners, for example, carers, teachers and workplace supervisors? ☐ Do your resources represent the diverse range of your learners and society? ☐ Do you need to adapt any resources to suit your learners, for example, the use of large print or coloured paper? ☐ Do you check all visual presentations, handouts and documents to ensure they are legible and readable by all learners, without using too much jargon? ☐ Can you create extension activities to stretch and challenge higher level learners or those who finish a task earlier? ☐ Can you make your teaching and learning materials accessible electronically? ☐ Do you need to obtain or arrange for any specialist equipment or support? ☐ Do you maintain a group profile and update it regularly?
Facilitating learning	☐ Can you use an appropriate and inclusive icebreaker? ☐ Can you agree suitable ground rules with your learners which include aspects of equality and diversity? ☐ Do you use a variety of stimulating teaching activities, methods and resources to cover all learning preferences? ☐ Do you treat your learners as individuals, using their names when possible? ☐ Can all learners access the learning environment and use all relevant equipment and materials safely? ☐ Is the environment conducive to learning, for example, layout, accessibility? ☐ Is the language you use appropriate, non-discriminatory and at the right level? ☐ Do you manage discussions to ensure learners' language is appropriate and non-discriminatory? ☐ Do you make good use of occasions when opportunities naturally occur regarding equality and diversity? ☐ Do you ensure individual learner needs are met and differentiated for all abilities? ☐ Do you treat all learners fairly? ☐ Do you ensure all learners treat each other with respect, do you challenge negativity? ☐ Do you encourage teamwork? ☐ Do you present materials and topics in a way that embraces equality and diversity? ☐ Can you build in sufficient time for group activities to advance equality and diversity, bearing in mind any cultural clashes that may occur? ☐ Is diversity included within your teaching and learning resources,

	for example, referring to a variety of cultures, faiths, religions and traditions? ☐ Are pictures of people from all aspects of society visible in your resources? ☐ Can you confidently challenge prejudice, discrimination and stereotyping as it occurs? ☐ Can you put your own attitudes, values and beliefs aside if they conflict with your learners', or at the very least do not let them affect teaching and learning? ☐ Do you use appropriate body language and non-verbal communication? ☐ Is equality and diversity an agenda item for team meetings? Are meaningful topics discussed and acted upon? Are there opportunities for staff training?
Assessing learning	☐ Is assessment planned with all learners? ☐ Are appropriate assessment types and methods used for all learners? ☐ Is assessment fair and not discriminative against any learner? ☐ Can you use alternative forms of assessment? For example, reading questions to a learner who is visually impaired. ☐ Do you need to contact the awarding organisation to obtain extra time for assessments or exams due to language barriers or physical difficulties (if applicable)? ☐ Do you provide feedback on an individual basis, giving developmental support where necessary, at a level to suit each learner? ☐ Can you rephrase questions if they are not understood by the learner? ☐ Do you differentiate for learners' abilities and needs? ☐ Are your learners aware of the appeals procedure? ☐ Are you keeping relevant records of progress and achievement?
Evaluating learning	☐ Do learners have the opportunity to evaluate their programme in an anonymous way? ☐ Can all learners understand the questions being asked and complete the necessary forms? Can the forms be available electronically? ☐ Do you collect an adequate range of data including ethnicity, retention, achievement, progression, destinations? ☐ Do you analyse the data collected and do something positive with it? ☐ Can you follow up any feedback from learners or others? ☐ Can you evaluate each session delivered and note any equality and diversity issues that occurred? ☐ Can you foster links with the local community to improve your own knowledge? ☐ Can you take any further training to benefit yourself and your learners?