

Title:	Equality, Diversity and Inclusion in the Further Education and Skills Sector
Level:	5
Credit value:	10
GLH:	25
Unique Reference Number:	H/651/1935
Sector Subject Area:	Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to deepen their understanding of issues around equality, diversity and inclusion.
Assessment Type:	Portfolio of Evidence.
Assessment Guidance:	Assessment Guidance is available on vLearn.

Learning outcomes

The learner will:

1. Be able to explore the legislative framework for equality, diversity and inclusion in the further education and skills sector.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to be able to explore the legislative framework for equality, diversity and inclusion in the further education and skills sector.

The learner must:

- 1.1 Critically analyse the application of relevant legislation to specific **scenarios** in the further education and skills sector.
- 1.2 Evaluate the effectiveness of the Public Sector Equality Duty (PSED) in promoting equality, diversity and inclusion (EDI) within the sector.
- 1.3 Critically reflect on the ethical principles underpinning EDI in own context of further education and skills.

2. Be able to demonstrate understanding of strategies for promoting EDI and their impact.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to demonstrate understanding of strategies for promoting EDI and their impact.

The learner must:

- 2.1 Analyse emerging trends and best practice for promoting EDI in own subject / context.
- 2.2 Evaluate the impact of EDI **initiatives** which impact own subject / learners.
- 2.3 Explain the economic and social benefit of a diverse and inclusive further education sector for own subject.
- 2.4 Reflect on the impact of **technology** on EDI in the further education and skills sector.

3. Be able to develop strategies to promote EDI in the further education and skills sector.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to be able to develop strategies to promote EDI in the further education and skills sector.

The learner must:

- 3.1 Critically evaluate current EDI landscape in own subject in the further education and skills sector.
- 3.2 Propose and evaluate strategies to promote EDI in the further education and skills sector.
- 3.3 Reflect on own teaching practice in terms of EDI and identify goals for development.
- 3.4 Create a forward-facing strategy to promote EDI in the **context** of own professional identity.

4. Be able to demonstrate EDI leadership within own practice.

Delivery content:

The aim of this learning outcome is to provide the learners with the knowledge and skills to be able to demonstrate EDI leadership within own practice.

The learner must:

- 4.1 Demonstrate mentoring of colleagues in critically reflecting on own practice with reference to EDI.
- 4.2 Develop and deliver a series of teaching **resources** that focus on EDI in own **context**.

4.3 Reflect on and analyse **feedback** on the resources developed.

Scope of Training

The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.

Requirements

Scenarios:	These can be fictitious or actual but must adhere to considerations of privacy and be fully anonymised.
Initiatives:	These may be national or local, at department or institutional level.
Technology:	This must include consideration of remote teaching.
Context	In this criterion, context is defined by the trainee teacher and might be individual, personal, subject-specific, departmental etc.
Resources:	These should be suitable for delivery, but do not have to be delivered. They can be remote or face to face.
Feedback:	Feedback from at least three sources should be gained.