

Pan-Equalities

1. Equality and diversity in family learning

Summary:

Giving equality and diversity issues prominence in the delivery of Family Learning^{definition} programmes can be a challenge for many providers due to a lack of training and appropriate materials.

This EDIF project will assist the Family Learning workforce to deliver high-quality, personalised learning programmes by embedding equality and diversity which will be more responsive to learners' needs, whilst also meeting the sector's Equality^{definition} Duty.

To deliver this, the EDIF project will implement a review of existing best practice, extend the bank of resources and make existing and new resources available on-line, develop CPD^{definition} training to raise the quality of Family Learning programmes.

2. The reach Out Theatre Collective

Summary:

Data from Stratford upon Avon College identifies whole college starts, retention and achievement rates for Black Asian Minority Ethnic (BAME) learners as below the national average. The Reach Out Theatre Collective! will break down the perceived and real barriers that have led to a lack of access to the performing arts for BAME learners. Participants will take part in weekly workshops with a range of arts practitioners. This will serve to create a thriving community of theatre makers drawn from the wider community of Stratford upon Avon College, Stratford upon Avon and Warwickshire.



Act 1 - The Stratford upon Avon Experience The Back Story



The aim of the Reach Out Theatre Collective is to provide a high quality training and collaborative facility that supports skill development in the arts which aims to actively value difference and break down barriers created by inequality.

The project will support the college in meeting the Equality^{definition} Duty by encouraging people from protected groups(including but not exclusively, Race and Gender^{definition}) to participate in arts activities where their participation is disproportionately low.

The leading Black American educator Lisa Delpit says,

“If we are to successfully educate all of our children, we must work to remove the blinders built of stereotypes, monocultural instructional methodologies, ignorance, social distance, biased research and racism. We must work to destroy these blinders so that it is possible to really see, to really know the students we must teach.”

(Delpit.L.1995.p.182)

The main criteria and objective for the project bid was to identify and meet a need to provide a viable opportunity for BAME under represented young people in the arts. The focus of recruitment to the theatre company was not solely within the college but strong efforts were made to connect with a community of BAME groups through a range of short initiatives.

These included:

- Open evening events within Stratford upon Avon College.
- Marketing initiatives internally including inclusion on desktop interface
- Leaflets and posters
- Meetings with the Equality and Diversity officer to highlight possible participants and support the bid.

Although a number of approaches were made to schools within the area the recruitment and awareness of the project was not wholly satisfactory. As the project was not planned to be a part of the mainstream curriculum it was challenging to access the young people who would frame and be a part of the project.

In terms of marketing my decision as project manager was to as much as possible ensure that any participants played an active part in the recruitment process. This was initially done through the first posters that focused on 'selfie' images and the students were asked to provide organic images that reflected them at that moment. As the project was an inclusive environment it was essential that any marketing material focused upon ethnicity but did not deter any other young people within the protected characteristics groups.

In addition to the marketing on all desktops and screens in colleges on a rotation basis, Maliqah Walton a Higher National Diploma (HND) Dance student volunteered to be a student voice for the project and be a part of the recruitment team. I then arranged various opportunities that were supported by the enrichment process in college.

Most of this work was completed against a backdrop of internal managerial changes, an Ofsted inspection and some serious health issues that greatly impacted upon my ability to manage the project in the initial stages. Luckily the project start date was not set to start until February 24th, 2014. This was largely to do with working around the curriculum and performance needs at the college and room availability but mainly in order to recruit participants and encourage attendance.

My early thoughts about the project was that it was manageable but that it would initially work in isolation as at this stage many students were on courses. My and others approaches to possible groups were unproductive as although the project was an 'interesting and useful' idea there was no clearly identifiable community of people this might be relevant to. Clearly as project manager there was an element of frustration with this key point. My background in education and in community arts did not prepare me for a number of issues that illustrate difference:

Young people defined by Race find it extremely challenging to find the confidence to 'have a voice' and develop a clear identity. Assimilation^{definition} into a community is essential for well-being and acceptance.

1. The leading academic and drama educator Professor Jonathan Neelands said;

“Drama has been and can still be an important means of making the hidden influences of a community’s culture visible, discussible and changeable. Drama represents how we live, how we come to live this way and how we might live differently”

(Neelands.J.2004.p37)

2. In highlighting the under representation and under achievement in education or employment opportunities, many young people 'fear the future' and therefore prefer to focus on less creative skill building or employment in safer sectors. High profile performers such as the actor/comedian Lenny Henry are lobbying for a stronger presence in the media for BAME groups who are under-represented in the arts.

3. When a person is defined by the colour of skin and there is no supportive community of similar young people, there is a clear sense of isolation this was evident as the project progressed.

4. As important to the project success was the community objective alongside the theatre making opportunities.

As part of the backstory my inspiration was the fact that my experience of community arts projects provided me with a resource of prior knowledge. Although this was in informal educational sectors, the transference of this knowledge based now on academic research and statistical data provided a secure starting point.

February...Act 2 - Unpicking the Project!



After a number of initiatives to market the project, mainly through the distribution of leaflets and posters the project officially started. The turnout for the first evening was six young people. This was heartening and disappointing in that some were there to 'see what it's about', and of the six it was clear that four would be retained.

Learners completed a number of administrative tasks, this included registration forms and completing questions used as data for the college but additionally to gain an insight into why participants wanted to be a part of the collective.

Sessions were mainly practical with drama, movement and vocal warm up exercises to focus the learners but also to give a taster for the work we hoped to achieve. In addition discussion time was an essential part of the session. This was to support communication skills but also to evaluate learner 'other' skills. Some of the participants had not been involved in drama and so the theatre company was new but also a daunting prospect.

By session two it was clear that as project leader the initial idea of a collective group of young theatre makers was not happening as planned. By session three, after discussion with the four participants at this point, we decided to take a two week break to recruit more participants in order to continue or give the project a real chance of success.

March – The Turning Point

A number of events were focused upon recruitment within the college. Mainly the fact that as a performing arts college with a large cohort of learners a number of assessments and high profile performance events were taking place during this time. However, one in particular proved to be useful to the Reach Out Theatre Collective and that was an event held outside of the college at the Courtyard Theatre part of the Royal Shakespeare Theatre (RST) in Stratford upon Avon.

The event was performances of Musicals Rock a collaborative assessment opportunity for nearly a 100 students in a professional performance context. My colleague Laura Dredger who is a dance and movement specialist, manned a stand with myself and Maliqkah and we recruited as many people as possible to the collective and the new start date of March 31st. Strategically this proved to be a perfect opportunity to access students who had not heard of the collective or realised it was open to them.

Act 3 - Getting started, building the Collective! April, May and June

Monday March 31st proved to be the start of a new era for the Reach Out Theatre Collective. 18 young people turned up on that evening and the session focused on practical exploration of text and themes. The main theme that came out of the session was identity and how as young people we are perceived in society and how this perception can be coloured by stereotypical and racist views. Additionally what was evident was the fact that the turnout was most definitely multi-cultural and that within the participants a number of differences were clear. Participants came from a range of backgrounds including; Asian, Dual Heritage, Black, White, Gay and one learner with Asperger's syndrome. One of the students came from a particularly troubled background and the background to this will be included in my formal end of project report.

Additionally a 'Springboard Intensive' session was planned during May Bank Holiday week. This was to be a 2 day intensive that would develop the 'company' and 'ensemble' ethos that was to shape the collective and give ownership to the learners. Although we as practitioners were working outside of the mainstream curriculum our aims remained the same in that we wanted to 'stretch and challenge' the learners, give them autonomy to develop their personal skills but similarly professional skills in theatre arts. This was fairly difficult in a 2 hour weekly session, but the 'Springboard Intensive' would allow participants to work as if in a professional theatre company and create a 'community' of theatre makers based on mutual respect, inquisition and social interaction.

What was also interesting is that one of the participants Asif also asked to take a drama warm up and exploration session, focusing on identity, status and improvisation skills. This was extremely heartening to see and showed a confident application of skills learnt and known. More importantly the group which was now at a solid 13 participants plus 2 technical theatre students accepted and relished the opportunity for Asif to take 'class'. The technical students Pete and Kieran, filmed sessions, edited music and socially interacted with the theatre collective in a mature and informative way that supported the collective aims.

Act 4 – Process over Product

It was extremely important that all the sessions connected with the Reach Out Theatre Collective company development were inclusive but additionally had a core aim. From the onset all registration materials were low-key and neutral in that learners were purposely meant to feel that the sessions were informal. All learners completed a general registration form (this will be included in teacher's resource pack).

My main objective was to ensure the correct details were available for insurance and safeguarding purposes but also questions were also geared to a skills audit, prior learning and importantly why the learner wished to be a part of the company. I was then able to shape the process and schedule the sessions accordingly. It was very important that participants felt they were learning theatre skills and techniques but also that the work was relevant to them.

Clearly, the Reach Out Theatre Collective was now becoming a multi-cultural company with a wide range of additional needs. So, sessions were not only about practical exploration but also about wider discussion gleaned from information and themes used to develop the performance piece we aimed to complete. The theme of 'Identity' was a focus during each session and this was sometimes focused upon hidden identity through social media and also how the media, peers, friends and

'anonymous' acquaintances can shape the individual and how we are perceived in society.

The use of Classical text, which was mainly Shakespeare and Contemporary text shaped the work, alongside poetry, physical theatre skills and the development of acting and performance skills. Additionally I wrote text to support work completed in the devising and improvisation stage. What was fantastic was the learner ability to develop ideas and use their own skills in writing text, choreographing movement and bringing ideas for performing pieces to include in the performances. It meant that by the end of the project at least 80% of the final performance piece was direct input from the learner.

Why 'Process over Product?'

In my initial presentation to the Executive Committee of Stratford upon Avon College I made the point that it was more important for participants of the Reach Out Theatre Collective to feel free to develop their skills but should also feel able to do so in a creative and encouraging environment. Therefore, there would be no audition process and no fee incurred with attendance in order to remove any barriers to participation. This was first and foremost the ethos of the collective and remained so even though the natural drive of any performance work is for a good 'product'.

However, as the skills of the group grew and participants gained in confidence the 'performance' became incredibly important and this was amazing to see, but what was also evident was the sense of 'community' within the collective. The learners' connected on Social Media and via text and email. They travelled to sessions together and very soon gained a sense of 'identity' with each other and within Stratford upon Avon College.

This sense of community became a supportive backdrop to the development of both the ensemble skills but individual skills. Most sessions took the form of skill development, task or activities, participant development and then a 'sharing' session. Learners were asked to make comment and evaluate responses to the tasks, reflect upon sessions and then decide their own independent work to prepare for the next session. This was scribed and shared and the group received a weekly reminder of what needed to be considered for the next session. This proved to be a good way to stay connected to the group in between sessions and also a way to keep the momentum of particularly good sessions or support ones that were not as productive. Importantly, this also maintained the sense of the Reach Out Theatre Collective continuity.

This is an important part of the Teacher's Resource Pack to be added to this page. Important because it is essential as practitioners to reflect upon our work in order to improve and this is an essential part of participant and learner experience both in and out of educational contexts. It is also essential to maintain the idea of community and identity as connected to each other and the common objective of the theatre company.

Still to come...

Act 5 – Performance and the Curtain Call

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<http://www.bbc.co.uk/news/entertainment-arts-27938821> - Lenny Henry/BBC – Accessed July 15th, 2014

3. Equality and diversity for learners in remote locations

Summary:

Apprentices who don't attend college can miss out on reinforcement of learning about equality and diversity due to their location on employer premises. TQ Workforce Development – who have been delivering apprenticeships since 2009 to learners employed by large national organisations - will produce new, interesting and easy to read workbooks and WebPages for learners to access at their workplace or at home. The resources will help embed and improve awareness of equality and diversity for learners and will act as a means of improving learners' knowledge and demonstrating effective practice to the sector.

Find out more at: <http://www.tqtraining.co.uk/>

4. Positive about Equality and Diversity



What's our project about?

Chichester College has a student population of more than 2,000 with 99 different nationalities, yet following a review of its 2012-13 curriculum offer, we identified a gap for equality and diversity related qualifications and resources.

In order to address this, we redesigned an interactive online equality and diversity induction module for staff which you may download using the link at the bottom of this page.

The aim is to raise understanding of the Equality Act 2010 and the nine protected characteristics.

However, our project more than that, we wanted to try and lift the content off the page so users would engage with it, recognise their responsibilities and take equality and diversity seriously in everything they say and do.

In effect, we hope that anyone who chooses to complete this module will become more '*Positive about Equality and Diversity*' than perhaps they were before.

5. Land based providers EDI audit and peer review network

This EDIF project, led by Landex, built on the prior work of land-based colleges to create a positive learning environment in which to advance equality, diversity and inclusion for learners (and staff).

Context

Prior to announcement of the Skills Funding Agency Equality and Diversity Innovation Fund (2013/14) (EDIF), Landex identified numerous challenges facing

colleges both for learners (current/potential) and providers in fully meeting the requirements of the Equality Act (2010).

- The National Data Services statistical first release showed there were a significantly lower proportion of starts registered for learners from Black, Asian and Minority Ethnic populations on land based courses than on most other programmes of study.
- In a separate study it was identified that teachers of vocational land based subjects often missed opportunities to embed equality and diversity into lessons. This was confirmed in many land-based colleges' Ofsted inspection reports.
- A Landex review of Ofsted inspection outcomes for land-based colleges we found that of our 31 member colleges that had been through an Ofsted inspection in which E & D was graded; 55% (17 colleges) were awarded grade 3 (39%); 12 colleges were awarded grade 2; and only 6% (2 colleges) were awarded a grade 1. It is particularly significant that 12 colleges received a lower grade for equality and diversity than for the overall inspection.
- A number of Landex members offer residential places and courses for students with individual needs that focus upon independent living, this results in a diverse campus mix and specific equality and diversity challenges.

As a result of this intelligence gathering In September 2013, Warwickshire College, Landex and Natspec submitted a large grant bid for grant funding to the Skills Funding Agency Equality and Diversity Innovation Fund (2013/14) to develop a national framework for equality, diversity and inclusion audit in land-based colleges in England.

The plan

The plan for the project was to develop an equality and diversity audit tool for Landex member colleges. The audit tool would bring together several resources to highlight parts of the Equality Act (2010) that colleges are required to meet as providers of further education.

Lessons learned

Following the research carried out by Landex which provided evidence that there was a need for improvement support with equality, diversity and inclusion within colleges, it was our goal to provide a multi-channel support plan which would have an impact on the many different interactions (human to human, multimedia to human) within a college's activity where equality, diversity and inclusion can be influenced.

This would mean reaching all the different types of people within a college who use, provide, deliver or oversee college services.

The first task was to produce an audit tool. It became important that the audit tool was much more than a check list. The goal was to encourage users of the tool to gain understanding of equality diversity and inclusion whilst considering how their own activity fits into a colleges overall equality diversity and inclusion plan.

The project contributed to the ongoing development of the audit tools content. The documents purpose is to challenge on more than a basic level and broaden thinking around equality, diversity and inclusion within a college.

Following the completion of the audit tool by several colleges Landex with assistance from the network of NIACE ^{definition} EDI organisations provided a range of improvement

activities to advance equality diversity and inclusion practices in a range of areas for colleges. A number of lessons can be taken from this process as detailed below:

In developing partnerships with multiple organisations we found it was incredibly important to have very clear and specific briefings when undertaking activities to ensure the intentions of each activity were clearly identified and communicated to participants in advance to allow for prior preparation.

For an activity to be successful and to attract sufficient interest from the project partners it was important to identify current issues that were the same for as many of the partners as possible. This needed to be communicated in the activity set up to senior leaders in order for the benefits to be matched to the individuals' priorities.

The feedback from the separate events and activities showed that several approaches worked in engaging staff participating in equality, diversity and inclusion training:

- 1 – Personal experiences shared by individuals in relation to one or more protected characteristics highlighting the positive and negative aspects of each scenario.
- 2 – Input from individuals with recognised success in their field of work in improving equality, diversity and inclusion practices to inspire and spark ideas for changes to current practice.
- 3 – Relating examples of success or emotive topics within local context for the audience to enable them to see how the reality of a situation they are familiar with can be improved in terms of the equality, diversity or inclusion.

A number of valuable lessons can be taken from the broad range of activities carried out to date. These are:

- That a strong understanding of equality and diversity is a highly valuable tool for any employee or stakeholder in college activity.
- As shown briefly below characteristics can require simple adjustments or support throughout the learner journey and the greater the understanding within the college the more supportive and successful a community it will create both internally and externally.

Ofsted have noted via inspection reports a number of areas of good practice, the below quotations, sourced from Ofsted reports carried out since the start of our project, show areas our project worked to improve and would recommend colleges continue developing:

"The college's equality and diversity steering group has refocused its activities to ensure it monitors closely those aspects of equality and diversity that have most impact on learners."

"The combination of a clear focus on the promotion of equality and diversity in lessons by lesson observers and good staff development has led to tutors being more confident in discussing these topics with learners."

"Managers have had some success in recruiting more male and female learners to subject areas that are traditionally dominated by men or women."

"The induction week is comprehensive and ensures that learners understand what they have to do from start of their course. They can recognise bullying and harassment and what they need to do if they experience or witness these issues."

"Tutorials focus particularly well on the welfare of learners and this helps them develop confidence and self-worth."

Available from: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133804> page 12 of 17, accessed on 01st September 2014.

"Tutors incorporate equality and diversity themes into tutorials lessons well. Religious festivals, Black history month and other themes develop learner's understanding well. Learners are able to recognise bullying and harassment and who to report it to."

Available from: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130843> page 9 of 14, accessed on 01st September 2014.

"Teachers provide frequent opportunities to raise students' understanding of equality and diversity. For example, advanced students were comparing value for money in Australian zoos and their discussions included good reference to differing cultural values, spending levels, and how this related to investment in facilities and captive animal welfare. Students on the intermediate course considered mobility issues when designing pet shop retail displays."

Available from: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130793> page 4 of 17 accessed on 01st September 2014

"Teachers incorporate equality and diversity themes into learning well and respond well to situations that arise to reinforce understanding. In a class on kennel and cattery management, learners enjoyed developing signing skills to enable them to assist deaf clients."

Available from: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133585> page 8 of 20 accessed on 01st September 2014.

"Students and staff promote equality of opportunity effectively during lessons, such as discussing the connections between poor diet, low income and reduced quality of life. Work placements are mainly in the locality, but teachers make sure students have a good understanding of diversity and help them to understand people's differences and develop a greater awareness of other cultures."

"Effectively promote equality of opportunity, both in making sure that students join courses that are best suited to their potential and in lessons through the attention paid to students' development needs."

"The large majority of teachers effectively promote equality of opportunity, both in making sure that students join courses that are best suited to their potential and in lessons through the attention paid to students' development needs."

Available from: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130698> page 4 of 16 accessed on 01st September 2014.

"Teachers ensure that learners are able to recognise bullying and harassment and know how to report it. Learners enjoy their studies, behave well and show respect for each other."

Available from: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133585> page 8 of 20 accessed on 01st September 2014.

"Most teachers use naturally occurring opportunities to discuss equality and diversity. These include discussions on blood groups in humans, the Chinese New Year and animal welfare law. However, in a minority of sessions teachers miss opportunities to promote and embed equality and diversity in learning."

Available from: <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130597> page 6 of 17, accessed on 01st September 2014.

Resources

The following are four of the initial resources produced by our project. You are made freely available under the Open Government Licence for your to use in your own college. Hopefully they will support you in your work to advance equality and diversity.

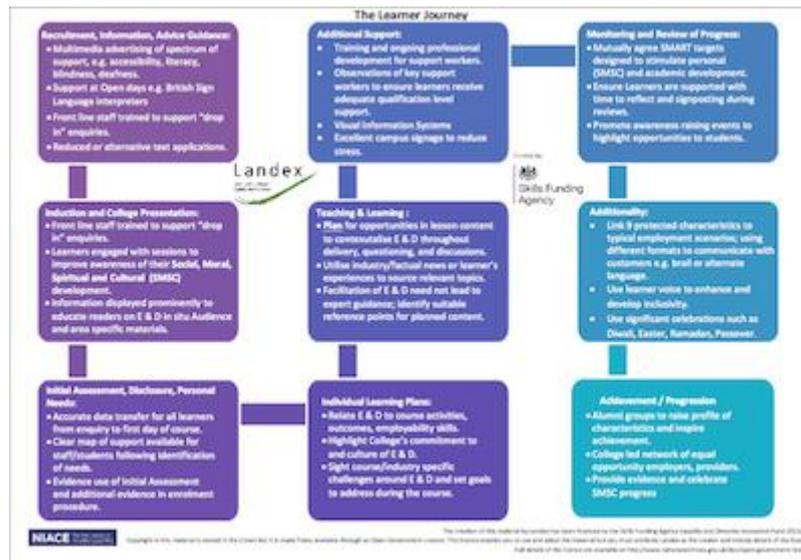
Equality, Diversity and Inclusion Audit

A document designed by Landex and tested with several colleges to support internal evaluations of current equality and diversity practices. Several senior managers felt the tool was a useful starting point to identify areas for action and the breakdown by learners, teaching and learning, leadership and management, and governance was helpful.

[To access the audit document click here.](#)

Equality, Diversity and Inclusion Learner Journeys

A quick look tool showing ways equality and diversity can impact upon the learner journey from enquiry to achievement.



Click on the image above to access a copy of the learner journey document.

Equality, Diversity and Inclusion Lesson Planner

A detailed aide memoir to show areas in which equality and diversity can be considered during the break down of a lesson including; planning and delivery

[Click here to retrieve the lesson planning resource.](#)

How Do I Diversity

As part of Lauren Finnegan's CPD^{definition} event on the Equality Act 2010, and the duties that this places on FE^{definition} and HE^{definition} providers - Lauren provided colleges with expertise on the legal duties for the Further Education sector as required by the Equality Act 2010, [a briefing paper outlining these can be found here](#).

[Useful practical tips on meeting the duties can be found here.](#)

Heart of Deafness

Heart of Deafness, Brian Kokoruwe alongside heart of deafness learners, provided expertise to colleges on deaf awareness and led mystery shopping exercises both onsite and online. Click the title above to see the HoD project report including: a summary of the activities carried out to support colleges in raising deaf awareness, including areas of good practice and common areas for development. A useful read for anyone interested in deaf awareness and training in their organisation.

For more details on deaf awareness training please contact Louise Cole - louise.cole@heartofdeafness.org.uk

Equality and Diversity within the role of Clerk to the Cooperation / Governing Body

A focus group was held at Warwickshire College, on 27th March 2014, chaired by Joyce Black, Current serving chair of governors, Regent College, Leicester and

Head of Life Skills, NIACE^{definition}, also in attendance was Paul Murphy, Landex Research Officer and 3 serving Clerks to the Corporation Governors, all with significant experience in posts with clerk responsibilities both in local government and Further Education.

The focus group conducted a professional discussion structured around the 'Landex audit' questions to draw out current good practice and consider the clerk's role in relation to equality and diversity within governance.

[To access the focus groups report click here.](#)

The world as 100 people infographic

Is a thought provoking infographic, for your interest. Click title to see the image.

Copyright

These resources are also available to download on our [EDIF project home page](#). The creation of these materials by Landex has been financed by the Skills Funding Agency Equality and Diversity Innovation Fund 2013/14. Copyright in this material is vested in the Crown but it is made freely available through an Open Government Licence. This licence enables you to use and adapt the material but you must attribute Landex as the creator and include details of the licence. Full details of the licence are available at <http://www.nationalarchives.gov.uk/doc/open-government-licence/>

6. Building Equality and Diversity Awareness in Apprenticeships

Babcock's Ethos

'Babcock believes that fairness and equality of opportunity are a fundamental human right for all. We wholeheartedly support the principles of equal opportunity and diversity for all, including but not limited to: its employees, subcontractors, partners and customers.

The aim of our project is to instil the same commitment to fairness and inclusion across the workplaces of our learners.

Our original project proposal

Recognising that as future employers, managers and employees apprentices need the skills and knowledge to equip them to deal with equality and diversity correctly both in the workplace and in their everyday life, Babcock will develop 12 innovative equality and diversity teaching and learning e-modules (6 x intermediate, 6 x advanced). They will contain role-related, thought-provoking scenarios to challenge awareness and understanding. These modules will be developed through informed research and debate with peers, employers and assessors.



Where are we at one year on?

As we near the end of our project, we look forward to demonstrating what we have developed and sharing lessons learnt along the way. The whole experience has been a really worthwhile very interesting - sometimes challenging - activity for the entire team. We feel the results have been well-worth the effort and have the potential to support ongoing awareness of equality and diversity topics across the entire Further Education and Skills sector. We think it is very important to say, at this point, that for anyone thinking of participating in future projects, our focus to succeed has been well supported through the close management and provision of specialist knowledge by the team at NIACE^{definition}. We have also had the opportunity to network and learn from a diverse range of other group members.

How did we decide on the contents of this project?

Like many FE^{definition} providers, Babcock recognised that as an organisation we provided our apprentices with a very good basic induction in equality and diversity, however, once on programme the process for continually updating knowledge and understanding was dependent on out-dated methodology and the quality of the individual responses given. As part of our self-assessment process, it became evident that, for some, this learning process was suitably challenging and it captured fully actual workplace scenarios and experiences; but, too frequently, the impact was either ineffective or at best, provided only narrow insights. From reading Ofsted inspection reports published around the time the project began, we soon realised that we were not alone in this problem and many providers, even those who did very well in all other areas of the Common Inspection Framework, were often marked down for failing to provide adequate on-going awareness training. As such, our project plan was developed with the specific aim of supporting improvements both for Babcock and any other interested learning providers.

What went well?

From an early stage it became obvious that the initial budget we had set ourselves would not keep up with our growing enthusiasm and, more importantly, our expectations and creativity! As we were committed to this, we took on three additional team members with the skills and vision to fulfil our exacting requirements.

Our key aim was to cover each of the nine protected characteristics in an interesting and informative manner, however, this was soon further developed to include a wide range of additional subjects including: welfare and safeguarding, global citizenship

and valuable life and employability skills. A glossary of terms was added to promote a greater awareness of English language and to support Functional Skills.

Since the pilot launch, earlier this year, feedback from learners, employers and Babcock staff has been very positive; with all saying the modules are easy to use and contain lots of useful information and advice. The biggest compliment has been over-hearing facts quoted throughout our offices.

What do the e-modules contain?

The e-modules are also available in printable PDF format below:

Attachment

[R7264 EDIF Modern Relationships v2.pdf](#)

[R7265 Discrimination in the workplace v3.pdf](#)

[R7270 Family Values v2.pdf](#)

[R7271 Friendships v2.pdf](#)

[R7267 Gender Equality v2.pdf](#)

[R7275 Disability Awareness v3.pdf](#)

[R7266 Racial Discrimination v2.pdf](#)

[R7268 Inclusion v2.pdf](#)

[R7269 LGBT Awareness v2.pdf](#)

[R7272 Growing Older v2.pdf](#)

[R7273 Mental Health v2.pdf](#)

What lessons did we learn?

The biggest hurdle we faced throughout the project has been the often complex nature of the subject matter involved and the fear that we might inadvertently state something that was either factually incorrect or more worryingly, would cause offence. We were amazed at the amount of information available through the internet, however, in some cases content was confusing and contradictory! What we hope we have produced is a user friendly approach that anyone can benefit from learning.

What would Babcock do differently if we knew then what we know now?

The key area we would change if we had the opportunity to do the project all over again, would be to better plan for accessibility from the start. We now realise in our eagerness to get started, we concentrated too heavily on making the modules attractive and innovative. We did build in basic readability functions including current

font sizes and the ability to magnify the page, however being total novices in this area, we totally overlooked designing them to be used with other accessibility tools, including screen readers etc. As a result, we are now reviewing each module with the aim of producing them in alternative formats. Unfortunately, due to the complexities of product development, the roll out to our learners was delayed and therefore feedback from end users, although extremely positive, was restricted to a pilot group and has therefore been more limited than we would have liked.

What will Babcock do to sustain the project?

Babcock will continue to take feedback and continuously develop the resources internally to meet changing delivery methodology and sector requirements. We would also like to further develop them to support a wider audience including: our employees, employers' other staff members, and most importantly people who use assistive technology and/or are blind/partially sighted. Through the three EDIF dissemination events we will showcase our modules and would very much welcome feedback from guests to help us make them more effective and accessible. We will use this feedback to inform future changes and additions.

What advice would we give to other work-based learning providers?

The biggest challenge in work-based learning, especially for employers and independent providers, is that despite an overwhelming drive to improve the situation with regards equality and diversity in the workplace, the sector is currently lacking the specialist knowledge and physical resources to promote total inclusion through accessibility. If you are thinking about developing interactive equality and diversity resources, our advice is to work together, share skills and knowledge and seek help at an early stage.

Remember the most honest and effective feedback is from the end-users of the resources. They are the experts and will come up with potential problems long before costly mistakes are made!

Our final tip is to embrace the challenges of this subject; it really is a very rewarding and worthwhile experience for all involved.

We thank you for taking the time to read about our project and look forward to sharing our modules with you.

(The Babcock Team)



All the materials and resources that we have produced as part of the Babcock project have been financed by the Skills Funding Agency Equality definition and Diversity Innovation Fund 2013/14. Copyright in these materials is vested

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7. Master class in lesson planning to deliver EDI within work-based learning

What's this project about?

To improve the standards of lesson planning and therefore delivery of work-based learning using a range of methods to embed EDI and differentiation in vocational sessions. Enabling teaching and assessment of learners to clearly demonstrate the importance of EDI in the workplace.

To provide Trainers, Assessors and Learning Advisers with the necessary tools, enabling them to fully utilise effective strategies to deliver differentiated sessions, the purpose being to ensure that all learners have the opportunity to learn effectively.

However, the focus was not only on embedding equality and diversity in teaching, learning and assessment but also to develop good practice in the observation of equality and diversity in teaching, learning and assessment.

We also aimed to collaborate with other EDIF^{definition} projects that focus on embedding equality and diversity in teacher training.

More about us and our aims

Nottingham Training Network and **The Work-based Academy** are committed to raising the standards of work-based learning provision across the region by supporting providers to share and use industry best practice. They have devised a master class in lesson planning to demonstrate differentiation, and equality, diversity and inclusion in a work-based learning environment has been planned. These will help share good practice across providers and promote and demonstrate outstanding lesson planning techniques to ensure learning is appropriate to individuals' needs. It is hoped that improving planning will increase learner awareness of EDI to promote equality, support diversity and tackle discrimination, stereotyping and bullying.

Project actions

We achieved this by collaborating with a Network Member, who assisted us in delivering a series of sessions to network colleagues across the East Midlands area. We organised and facilitated events, one for members of Nottinghamshire Training Network and one for members of Lincolnshire Network (WBLA) the events were promoted as part of our membership CPD^{definition} calendar. We developed a range of materials including targeted learning resources for assessors, trainers and observers and delivered a series of CPD sessions; these explored the issues faced when considering equality and diversity in teaching, learning and assessment, how to embed it into session planning and delivery and share examples of best practice

across the sector. The sessions then progressed into how to identify good practice and areas for development when observing teaching, learning and assessment and embedding this into internal quality assurance processes.

We have evaluated and reviewed these events having received positive feedback on how the events were organised and delivered as well as the how the information will be embedded into practice.

Our observation report template has been redesigned to better incorporate and highlight the quality of equality and diversity embedded into delivery of teaching learning, and assessment.

The final project plan is available in PDF form at the bottom of this page.

Summary

The project has been instrumental in highlighting how providers can make their planning of work-based learning reflect EDI and how the principles are evident and can be addressed in the workplace. The sessions broke down barriers and the fear of addressing EDI and offering practical tools, help and guidance to assessors, trainers and observers. The project addressed equality and diversity as a whole principle rather than focusing on a specific protected characteristic as our collective network work in a diverse range of vocational sectors, delivering training to learners in various settings and circumstances, therefore the project could be fully inclusive to all areas of the sector.

Resources are available at the bottom of the page.

Progress - 26.11.2013

As an addition to our main project last week we ran a special event for our subcontractors to look at the impact of EDI and lesson planning on the overall OTLA process and CIF. The session was delivered by Zoe Reed of EMD Ltd, and introduced the group to a focused OTLA recording and monitoring process that captures the CIF and specifically brings EDI into the overall OTLA process. The session was so well received additional sessions have been requested and partners are trialling the process and will feed back later as part of the project.

Attachment

[Sample Session Plan.pdf](#)

[Embedding E&D.ppt](#)

[Planning template.pdf](#)

[Criteria.pdf](#)

[EDIF PROJECT PLAN.docx](#)

[embedding EDI wba lincs.docx](#)

[NTN OTLA RECORD MASTER COPY v2 Draft.docx](#)

8. Improving our chances – learner leadership

Summary:

There has always been a strong emphasis on equality and diversity at New College Nottingham. However, this has often focused heavily on compliance, but with a renewed college ethos and mission, the focus is now undertaking development work that will positively influence the culture of the whole college. This project will develop staff confidence and knowledge to deliver a coherent system of tutorials. To achieve this we will:

- Train five advanced practitioners in how to cascade training and support
- Design activities to bring equality and diversity to life
- Engage learners in imaginative ways in tutorials
- Produce materials

Learners (from ITE) and staff have worked together to create activities that develop and increase how E&D is embedded within the classroom

Project final report:

Project Objectives:

Design activities as the vehicle to bring E&D to life, engaging learners in imaginative ways within tutorials

Produce materials that enable activities to be implemented

Train advanced practitioners in cascading training and support for tutorial staff in their curriculum areas

Actions

We achieved all of the project objectives by initially designing ten resources that were then disseminated to key staff throughout the organisation and training provided in how to use them. The activities were generic so they could be adapted for specific areas, and often focused on the development of broader individual development and skills (i.e. communication, self-esteem, self-awareness and team work) that increase learners' ability to be tolerant with and more of accepting of difference.

The activities gave our learners opportunities to think about their value base and develop positive attitudes towards diversity and difference. The training was developed by our staff and put on the rolling programme, which is our centralised training system where staff can book on and attend training. The training was learner focused in that it gave participants an opportunity to engage in the activities and therefore experience 'real life' learning opportunities, but also walk in their learners' shoes for the time of the activity.

The resources are low cost, and primarily developed out of practitioners' experiences, and therefore have greater credibility among teachers within the college.

Although the initial plan was for trainee teachers to deliver the training, this only happened with 3 individuals as there were unforeseen and unplanned confidence issues. However during the lifeline of the project, the college appointed a Lead Advanced Practitioner who carried out a lot of the training and led the Advanced Practitioners team in order to improve the quality of the E&D embedded within the curriculum.

Towards the end of the project the college was inspected and they confirmed we need to do further work on developing learners' understanding of diversity.

Reflections & Evaluation

Target	Outcome of action	Post project planning
Completion of consultation	This stage involved working with staff teams to ascertain what they were already doing in terms of embedding E&D and developing this further alongside them. This was done through informal group discussions, training sessions and one to one support sessions. This stage also involved talking to managers, and looking at TLA observation reports to determine the needs within the college.	We will continue to analyse and evaluate the outcomes of TLA observation in relation to E&D. Ofsted said we need to develop learners understanding of diversity, and this needs measuring more closely in every area.
Design first 10 activities	The first 10 activities were developed to use with groups of students to increase their confidence and get them working together, and developing their tolerance and acceptance of others. These were useful in some areas of the college but did not work in all areas.	Encourage staff to review and develop for use in their areas.
Design second 10 activities	This has been more difficult as sharing best practice needs to be further developed and therefore most resources were provided by trainees and staff from similar areas of the college.	Encourage staff to review and develop for use in their areas.
Training of advanced practitioners	This is where the project required more thought and time. The advanced practitioners were focused on the improvements in TLA, and therefore did not have time or capacity to dedicate to dissemination of resources or training	This will happen in 2014/15 as part of the TLA improvement cycle.
Training of staff as part of CPD ^{definition} offer	173 staff have been trained in equality and diversity; including a embedding E&D in the curriculum, E&D jigsaw,	Training will continue as part of our CPD menu of opportunities, as well as

	religion awareness and our legal duties. All the training aims to raise awareness of the 9 protected characteristics of the Equality ^{definition} Act 2010, and then looking at how we can improve the chances of our staff and learners from all protected characteristics by improving our environment and offer.	continuing to challenge and improve our learning environment (this includes newly established baby changing facilities on all campuses).
Dissemination of resources	The resources were disseminated at our whole college staff development day in July and will now be posted onto the internal intranet sites, as well as being shared with other EDIF projects.	Continue to offer training sessions, and train all (12) Advanced Practitioners as part of their best practice training and share agenda.
Promotion of diversity	We have worked towards a base line of understanding legislation and improving culture with the help of the project	Further work to be done. Challenge an academy to be diverse during 2014-15 project.

Attachment

[The me dice activity.pdf](#)

[20 diff and similarities.pdf](#)

[Apple exercise.pdf](#)

[C1 CITIZENSHIP COUNTRIES FLAGS AND EU.pdf](#)

[FESTIVALS AND CELEBRATIONS MATCHING EXERCISE \(1\).pdf](#)

[flag starter task.pdf](#)

[religion time line activity.pdf](#)

[Shield.pdf](#)

[The Shield Activity instructions.pdf](#)

[walking in their shoes.pdf](#)

[Comms task.pdf](#)

[the road.pdf](#)

[Making people think about people Powerpoint .pdf](#)

[The use of language.pdf](#)

[Truth game1.pdf](#)

[RESPECT for induction handout.pdf](#)

