

Unit 18: Promote Equality, Diversity and Inclusion in the Workplace

Unit reference number: T/506/1820

QCF level: 3

Credit value: 3

Guided learning hours: 15

Unit summary

As the working population of the UK changes, it becomes more important that businesses promote equality, diversity and inclusion in their workplaces.

In this unit, you will look at the differing aspects of equality, diversity and inclusion, the law that protects employees from discrimination and harassment and the effects of this legislation on the organisational policies and practices. You will gain an understanding not only of the differences between equality, diversity and inclusion, but also how they impact on the organisation as a whole, and, as the workforce diversifies to include older workers and an increasing number of people from differing cultures, backgrounds and ethnic minorities, how everyone in the workplace must contribute to its promotion.

You will understand the importance in today's workplace of being an employee that behaves in a way that supports inclusion, and will be able to support equality, diversity and inclusion in the business, ensuring both legal and moral duties are covered.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Understand the organisational aspects of equality, diversity and inclusion in the workplace</p>	<p>1.1 Explain the difference between equality, diversity and inclusion</p> <p>1.2 Explain the impact of equality, diversity and inclusion across aspects of organisational policy</p> <p>1.3 Explain the potential consequences of breaches of equality legislation</p> <p>1.4 Describe nominated responsibilities within an organisation for equality, diversity and inclusion</p>
<p>2 Understand the personal aspects of equality, diversity and inclusion in the workplace</p>	<p>2.1 Explain the different forms of discrimination and harassment</p> <p>2.2 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace</p> <p>2.3 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace</p>
<p>3 Be able to support equality, diversity and inclusion in the workplace</p>	<p>3.1 Ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace</p> <p>3.2 Identify potential issues relating to equality, diversity and inclusion in the workplace</p> <p>3.3 Adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace</p>

Unit amplification

AC1.1: Explain the difference between equality, diversity and inclusion

- *Equality*: definition (equality of opportunity in employment, pay, promotion)
- *Diversity*: definition (valuing individual differences, including: life styles, cultures, ethnicity, religion, gender)
- *Inclusion*: definition (taking actions; creating environments of respect and acceptance)

AC1.2: Explain the impact of equality, diversity and inclusion across aspects of organisational policy

- *Impact*: Human Resources policies, e.g. recruitment and promotion, working practices (flexible working), disciplinary and grievance, discrimination and harassment, pay and reward; service provision and customer service policies; procurement and sales policies

AC1.3: Explain the potential consequences of breaches of equality legislation

- *Legislation*: the Equality Act 2010 (9 protected characteristics); discrimination
- *Consequences*: e.g. disputes, involvement of trade unions, involvement of ACAS (the Advisory, Conciliation and Arbitration Service), employment tribunals, legal action, financial penalties, damage to reputation of organisation

AC1.4: Describe nominated responsibilities within an organisation for equality, diversity and inclusion

- *Nominated responsibilities*: specific person dependant on organisational structure; responsibilities, e.g. formulating, monitoring, evaluating and reviewing policies, creating a culture that supports equality and diversity, implementing Codes of Practice

AC2.1: Explain the different forms of discrimination and harassment

- *Discrimination*: definition; forms of discrimination including direct, indirect, harassment, victimisation, associative, perceptible; Equality Act 2010 (9 protected characteristics)

AC2.2: Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace

- *Characteristics of personal behaviour*: appropriate communications, e.g. using styles appropriate to different people and situations, non-discriminatory language; allowing others to express their views; being tolerant and open-minded; showing respect for the background, values, beliefs and custom of colleagues; integrity, fairness and consistency in decision-making

AC2.3: Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace

- *Importance:* e.g. promotes a culture of inclusion and respect, improves team working, increases productivity, removes barriers to recruitment and progression, attracts and retains staff with different talents and competencies

Information for tutors

Suggested resources

Websites

www.acas.org.uk – ACAS guidance on the Equality Act 2010

www.equalityhumanrights.com – The Equality and Human Rights Commission (HER) published guidance for employers on the Equality Act of 2010

www.gov.uk – government services and information website which provides guidance on the Equality Act 2010

www.legislation.gov.uk – this website is managed by the National Archives on behalf of HM Government. Original and revised editions of legislation can be found to include the Equality Act

Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit Assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in the workplace in accordance with the Skills CFA Assessment Strategy for Business Administration, Customer Service and Management and Leadership, in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The main sources of evidence to meet learning outcome 3 are a review of the learner's work products, professional discussion and witness testimony. The learner's work products could include evidence of communications to colleagues regarding their responsibilities for equality, diversity and inclusion, for example, sent emails, presentation slides etc. (AC3.1). Work products could also include documents detailing the potential issues relating to equality, diversity and inclusion in the workplace; this may be the learner's review notes, a formal report, email or presentation slides (AC3.2). These work products should be reviewed by the assessor to confirm that they meet the requirements of the assessment criteria and could be used to support the professional discussion to evidence the learner's underpinning knowledge and understanding. For example, the learner could explain the different responsibilities for equality, diversity and inclusion in the workplace (AC3.1) and how they ensured that they acted within the organisations policy and procedures and the legal and ethical requirements when supporting equality, diversity and inclusion in their workplace (AC3.3). Witness testimony from colleagues or line manager could also be used to provide supporting evidence for these assessment criteria.

Evidence to confirm the achievement of learning outcomes 1 and 2 could be integrated into the professional discussion for learning outcome 3, providing the opportunity for the learner to link and apply their knowledge to the workplace activities. For example, the learner could be asked to explain how they used their understanding of AC1.2 and AC2.2 to identify the potential issues in their workplace (AC3.2). The learner's responses to meet the assessment criteria in learning outcomes 1 and 2 must be at a sufficient depth and breadth to meet the level of demand of the operative verbs. For example, the learner's response on explaining the impact of equality, diversity and inclusion across organisational policy (AC1.2) should go beyond just identifying the different areas that has been affected but should also include reasons why these particular areas are affected and examples of the impact in practice.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.