

# **Unit 34: Promote Equality of Opportunity, Diversity and Inclusion**

**Unit reference number: R/506/2053**

**QCF level: 5**

**Credit value: 5**

**Guided learning hours: 26**

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## **Unit summary**

Businesses have a legal responsibility to comply with statutory and regulatory requirements in respect of equality in the workplace. Many businesses also want to demonstrate their commitment to best practices in respect of equality, diversity and inclusion in the workforce. By doing so, they show themselves to be socially and ethically responsible businesses that have a positive corporate reputation. Their aim is to create and promote a business culture that is positively oriented around equality, diversity and inclusion requirements, and in doing so promote a healthy working environment that can contribute towards achieving business objectives.

Learners will gain understanding of how to evaluate organisational strategies, policies and practices that address equality, diversity and inclusion. They will learn about the use of external benchmarks and quality standards and developing performance indicators against which business performance are measured. Learners will also understand how to collect and analyse data used to measure the effectiveness of equality, diversity and inclusion activities.

Learners will learn how to promote equality, diversity and inclusion policies and practices, using techniques such as communicating relevant requirements and implementing positive action programmes.

## 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 principles underpinning equality, diversity and inclusion in the workforce</p>	<p>1.1 Analyse the development of equality, diversity and inclusion policies and practices in the workforce</p> <p>1.2 Evaluate the application of approaches to equal opportunities</p> <p>1.3 Evaluate the impact of equality, diversity and inclusion policy on workforce performance</p> <p>1.4 Evaluate methods of managing ethical conflicts</p> <p>1.5 Evaluate the business benefits of effective equality, diversity and inclusion policies and practices</p> <p>1.6 Evaluate the impact of equality, diversity and inclusion on organisational practices</p> <p>1.7 Evaluate the requirements of legislation, regulation and codes of practice affecting equality, diversity and inclusion in the workforce</p>
<p>2 Be able to evaluate organisational strategies, policies and practices which address equality, diversity and inclusion requirements</p>	<p>2.1 Identify the extent to which equality, diversity and inclusion strategies, policies and practices are fit for purpose</p> <p>2.2 Identify strengths and weaknesses by benchmarking organisational equality, diversity and inclusion policies and practices internally and externally</p> <p>2.3 Identify a range of areas for improvement in human resource practices, organisational systems, procedures and/or processes</p> <p>2.4 Appraise the basis for setting criteria to evaluate the effectiveness of equality, diversity and inclusion strategies, policies and practices</p>

Learning outcomes	Assessment criteria
<p>3 Be able to promote equality, diversity and inclusion policies and practices</p>	<p>3.1 Devise a communications strategy and plan that covers everyone within their area of responsibility</p> <p>3.2 Use communication media that are appropriate to the nature and structure of the organisation when promoting equality, diversity and inclusion</p> <p>3.3 Take action to ensure that equality, diversity and inclusion policies and practices are embedded in business practices</p> <p>3.4 Promote a culture where actual and potential discrimination is challenged</p> <p>3.5 Take action to ensure that organisational procedures, culture and values reinforce good practices and encourage people to challenge discrimination</p>

## Unit amplification

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### **AC1.1: Analyse the development of equality, diversity and inclusion policies and practices in the workforce**

- *Equality*: the Equality Act 2010, protection people from discrimination in specific situations, including the workplace and from discrimination through association
- *Protected characteristics*:
  - o Age
  - o Marital status including civil partnership
  - o Pregnancy or having a child
  - o Disability
  - o Race including colour, nationality, ethnic or national origin
  - o Religion, belief or lack of religion/belief
  - o Sex
  - o Transsexuality
- *Diversity*: recognising individuals' differences; respecting individuals' differences
- *Inclusion*: application of human rights principles of fairness, respect, equality, dignity, autonomy; business culture; business values; business environment

### **AC1.2: Evaluate the application of approaches to equal opportunities**

- *Approaches to equal opportunities*: impact of equalities legislation to include the Equality Act 2010; legal and regulatory compliance responsible officers; equality policies; equality practices; monitoring; review; evaluation
- *Application*: recruitment; selection; promotion; tendering; procurement; customer relationships; stakeholder relationships

### **AC1.3: Evaluate the impact of equality, diversity and inclusion policy on workforce performance**

- *Impact on workforce performance*: productivity; inter-personal relationships; team dynamics; workforce cohesion; commitment; motivation; community involvement

### **AC1.4: Evaluate methods of managing ethical conflicts**

- *Conflicts*: disputes based on unfair treatment, unequal opportunities, discrimination, harassment, bullying, grievance, discipline
- *Managing conflicts*: internally, e.g. negotiation (informal, formal); internal procedures, e.g. grievance, discipline, mediation; external procedures, e.g. arbitration to include industrial tribunal; judicial

**AC1.5: Evaluate the business benefits of effective equality, diversity and inclusion policies and practices**

- *Business benefits:* range of expertise; quality of employees; productivity; profitability; team dynamics; workforce cohesion; commitment; motivation; community involvement; reputation

**AC1.6: Evaluate the impact of equality, diversity and inclusion on organisational practices**

- *Impact of policies and practices:*
  - Equality: compliance with equality legislation; requirements of equality legislation are incorporated into policies and practices
  - Diversity: explicit diversity policy that recognises and respects individuals' differences
  - Inclusion: application of human rights principles of fairness, respect, equality, dignity, autonomy
  - Employee behaviour in respect of equality, diversity and inclusion
  - Monitoring, review and evaluation of equality, diversity and inclusion policies and practices; equality impact assessments

**AC1.7: Evaluate the requirements of legislation, regulation and codes of practice affecting equality, diversity and inclusion in the workforce**

- Legislation and the need to be compliant with national law in respect of equality, diversity and inclusion
- Regulation and the need to be compliant with regulations (legal, professional, industry-specific) in respect of equality, diversity and inclusion
- Codes of practice and the need to be compliant with best practice codes and requirements in respect of equality, diversity and inclusion

## Information for tutors

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### Suggested resources

#### Books

Rollinson D and Dundon T – *Employee Relations* (McGraw-Hill Higher Education, 2007) ISBN 9780077114862

#### Websites

[www.acas.org.uk](http://www.acas.org.uk) – Advisory, Conciliation and Arbitration Service (ACAS): information on rights and responsibilities at work, good work practices, and disputes and problems at work

[www.cipd.co.uk](http://www.cipd.co.uk) – Chartered Institute of Personnel and Development: information on diversity in the workplace. An online account needs to be set up to view the information

[www.equalityhumanrights.com](http://www.equalityhumanrights.com) – Equality and Human Rights Commission: information on the Equality Act 2010 and equality issues relevant to businesses

[www.hse.gov.uk](http://www.hse.gov.uk) – Health and Safety Executive: information on diversity

#### Other

The Bottom Line Podcasts and Downloads chaired by Evan Davies and Stephanie Flanders. The podcasts bring together practitioners to discuss current business matters. Many podcasts touch on topics relevant to the unit. They can be searched through and downloaded from [www.bbc.co.uk/podcasts/series/bottomline/all](http://www.bbc.co.uk/podcasts/series/bottomline/all)

*Employee Relations* (Emerald Group Publishing Ltd) – has articles on employment topics

### 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 meet the assessment criteria, centres should apply the *Unit assessment guidance* provided and the requirements of the Assessment Strategy given 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, 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 requirements. Centres can adapt the guidance as appropriate for learners and the particular assessment context.

Assessment of the unit should be holistic and be practically focused. Assessment is on performance in the workplace in an area that allows the learner to be involved in promoting equality, diversity and inclusion in the workplace.

Sources of evidence for demonstrating achievement of learning outcome 1 could include work products such as equality, diversity and inclusion policies and practices in the workforce or a log or reflective journal and witness statements. These sources of evidence should show clearly how and why the learner considered the importance of equality, diversity and inclusion issues and the impact they have on workplace practices. Explanatory narratives could identify the learner's specific contributions. The log or reflective journal should ensure that the learner reflects on the approach adopted for the practical aspect of this unit in learning outcomes 2 and 3 and any lessons learned from putting theory into practice.

Evidence for learning outcome 2 could be through work products such as the results of reviews of strategies, policies and practices for achievement of AC2.1 and AC2.2, along with the use of a witness statement. For AC2.3, a professional discussion could evidence the issues considered when identifying improvements to systems, procedures and processes. A log or reflective journal could be evidence for demonstrating the achievement of AC2.4, allowing the learner to discuss why and how evaluative criteria are set when considering equality, diversity and inclusion requirements.

Evidence of achievement of learning outcome 3 could be through work products such as a communications strategy, plan and the associated implementation procedures. In addition, for AC3.1, a log or reflective journal could be used to consider the factors relevant to a communications strategy in order to identify and ensure that the requirements of different groups are met. A witness statement for AC3.3 could evidence the learner's actions used to embed policies and practices, and a professional discussion for AC3.4 and AC3.5 could allow the learner to explain why and how an anti-discriminatory culture was promoted and how others are supported to challenge discriminatory behaviour.

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