



Leading learning and skills

**Excellence in equality and diversity
A project to support WBL providers
in Cambridgeshire**

**Final Project Report
Dr Christine Rose
July 2009**

Acknowledgements

This is the final report for the project '**Excellence in equality and diversity – a project to support work based learning providers in Cambridgeshire**'. LSC East of England commissioned this project as part of their regional equality action plan.

One of the great strengths of this project has been the considerable enthusiasm and commitment displayed by participating organisations and individuals. I would like to extend my thanks to all those involved, and the insights they brought to the process of embedding equality throughout organisational practice. This report has also been informed by other work based learning providers with whom I have been involved, such as the NOVA partnership, a consortium of work based learning providers in Essex. I also extend my thanks to these organisations

I would especially like to thank Esther Cook, LSC Eastern Regional Equality and Diversity manager, Norman Floyd Partnership Manager and Vivien Bradshaw, Partnership Adviser, for their genuine interest and support, and their role in making this project possible

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July 2009

Contents

Executive Summary

Project background and context

Purpose of this report

Project methodology

Project delivery

Participant selection

Network meetings

Project support

Key themes

Promoting equality and diversity

Learner recruitment

Learner awareness

Employer awareness

Staff awareness

Learning from health and safety practice

Equal opportunities policies

Monitoring progress and performance

Evidence of impact

Conclusions and recommendations

Appendix A Project activity, timescale and milestones

Appendix B The medical and social model approach to disability equality

Appendix C Examples of how good health and safety practice can be translated into good practice in equality and diversity

Executive summary

LSC East of England commissioned a project to support work based learning providers in Cambridgeshire to improve equality and diversity practice. This is timely project, given that the revised inspection framework has a greater emphasis on equal opportunities and safeguarding of learners

This report reviews and evaluates project progress and outcomes. Project methodology and project delivery are first reviewed. Key themes are then identified and discussed. This report ends with a brief reflection on project impact, together with conclusions and recommendations for future activity. Examples of good practice are highlighted in 'blue boxes' in the text. All relate to a work based learning context. Work based learning providers may wish to adopt or adapt these to improve their own equality and diversity practice.

An equality and diversity workshop launched the project on 17th December 2008 and encouraged providers to apply to participate. Nine providers applied, and five were selected. Unfortunately, one site (Anne Clarke Associates) decided to withdraw from the project, leaving four sites participating for the remainder of the project:

- Cambridge Regional College
- Peterborough Adult Education
- West Suffolk College
- WS Training Ltd

A number of common equality themes emerged during the project, and these are discussed in this report under the following headings:

- Promoting equality and diversity
- Learner recruitment
- Learner awareness
- Employer awareness
- Staff awareness
- Learning from health and safety practice
- Equal opportunities policies
- Monitoring progress and performance

The project has achieved significant impact including:

- opportunities to critically review systems, processes and paperwork to improve equality and diversity practice
- better mechanisms to encourage learner disability disclosure by revisions to application, interview, assessment, sign up and induction paperwork and processes
- improved mechanisms to capture the learner experience of equality and diversity
- increased opportunities to raise awareness of equality and diversity among assessors, employers, learners and staff

Further impact will be realised in the following year, as new processes are used and developments are implemented. These will be evidenced by organisations' self assessment activities and inspection outcomes, including

- improvements in the reliability and validity of learner data, enabling a more accurate profile of student participation, retention, achievement and success
- narrowing of equality gaps in participation, retention, achievement and success rates
- increased staff, learner and employer awareness and understanding of equality and diversity
- improved self assessment and development planning in relation to equality and diversity
- improved inspection grades for equal opportunities

It has been extremely helpful to participate in a project that has focused exclusively on the unique challenges and issues often experienced by WBL providers. The project has also provided an excellent opportunity for sites to network, to build good relationships with colleagues from different organisations and to share issues, solutions and good practice in equality. Outcomes will enable participating sites to advance their progress in this area and to act as champions of equality for the WBL provider network

This report ends with a series of recommendations for LSIS, NAS, LSC (and its successor organisation(s), and providers to consider.

Project background and context

LSC East of England have supported a number of regional projects to embed equality and diversity throughout organisational practice. For example:

- Embedding equality within quality improvement project
- LSN / Niace SES provider support programme
- The REES project
- The Beds and Luton 'Beyond Compliance' project

However, providers in Cambridgeshire have been under-represented in these programmes. In November 2009, LSC East of England commissioned a project to support work based learning providers in Cambridgeshire to improve equality and diversity practice.

This is timely project, given that the revised inspection framework has a greater emphasis on equal opportunities and safeguarding of learners. In addition, the grade received for equal opportunities will, for the first time, operate as a 'limiting grade'. This means that the grade for equal opportunities may influence, and limit any of the remaining inspection grades.

Purpose of this report

The aim of this report is to review and evaluate project progress and outcomes. Project methodology and project delivery are first reviewed. Key themes are then identified and discussed. This report ends with a brief reflection on project impact, together with conclusions and recommendations for future activity.

Issues and discussion in this report are based on evidence drawn from network meetings, email and telephone contacts and from visits to individual sites. This report has also been informed by other work based learning providers with whom I have been involved, such as the NOVA partnership, a consortium of work based learning providers in Essex.

Examples of good practice are highlighted in 'blue boxes' in the text. All relate to a work based learning context. Work based learning providers may wish to adopt or adapt these to improve their own equality and diversity practice.

Project methodology

This project followed a similar methodology to previous action working / action research projects in the sector. Sites worked collaboratively together, offering active peer support via visits, meetings, teleconferences, email and telephone. Three network meetings supported this collaborative partnership and provided structured opportunities for sites to come together to critically reflect on progress and practice.

Consultancy support was provided via a mixture of one to one visits, email and telephone contact. All providers received an initial one to one visit early in 2009 to:

- discuss issues and identify solutions to improve equality and diversity practice
- establish developmental work to be undertaken as part of the project, and begin development of an organisational project action plan.

Outcomes from the project were disseminated via a workshop for the Cambridgeshire network on 2nd July 2009

Appendix A provides further details of project activity, timescale and milestones.

Project delivery

Cambridgeshire has a work based learning provider network consisting of 21 organisations. A three-hour 'excellence in equality and diversity for WBL' workshop launched the project on 17th December 2008. Providers in the network had an opportunity to discuss good equality and diversity practice in the sector, and were invited to submit an application to participate in the project.

Participant selection

A total of 9 applications were received

Discussions between the project leader and LSC staff resulted in selection of 5 sites using the following criteria:

- mix of providers
- evidence of good quality improvement processes through SAR and inspection

Unfortunately, one site (Anne Clarke Associates) decided to withdraw from the project, leaving four sites participating for the remainder of the project:

- Cambridge Regional College
- Peterborough Adult Education
- West Suffolk College
- WS Training Ltd

Network meetings

The first network meeting for participating sites took place on 20th January 2009, and provided an opportunity for sites to introduce themselves, identify an area of development on which to focus, assess areas of support that they required and areas of good practice that they could offer to others.

A second network meeting took place on 7th April 2009, and provided an opportunity for everyone to reflect on, and share their progress to date. A number of key themes have emerged during the project, and these were summarised and discussed at the network meeting.

The third network meeting took place on 25th June, for sites to share progress and materials, identify outcomes and impact, and contribute to the evaluation of the project. The meeting also provided an opportunity to discuss and agree dissemination activities

The network meetings have been well received and were clearly valued by sites. They provided structured opportunities for sites to reflect on progress and participants appreciated these as a means of support and reassurance.

Other positives from the network meetings include

‘this is something we are all struggling with – it’s exciting to be working with others’

‘today made our action plans come alive – really enjoyed the session on what inspectors would look for in relation to E&D’

‘I found today pretty motivating’

Project support

The one day consultancy support for each organisation has been very well received, and provided

- a fresh pair of eyes to critically review policy and practice
- a stimulus for discussion of E & D issues with staff in the organisation
- an opportunity to explore issues, discuss solutions and identify key areas of activity to improve equality and diversity practice

- an opportunity to clarify the developmental work to be undertaken as part of the project

Other positives about the one day consultancy support include

‘It was so helpful to have someone looking at what we do, and prompting us to start asking the question ‘why’?’

‘Christine’s visit was hugely beneficial’

‘The visit was really beneficial – it got us focussed on what we need to do’

‘the opportunity to have Christine – huge impact on our organisation’

‘this project has ‘kick started’ me to put more emphasis on E&D in our organisation’

‘the consultancy visit was vital – if we had just had the network meetings, we would not have had a fresh pair of eyes to personally look at our processes, systems and practice’

Liaison and support from the Eastern region LSC has been extremely helpful. Staff have suggested sites, engaged with project work, and provided a venue and refreshments for the initial equality workshop and the final dissemination event. Their active and visible support demonstrated genuine interest and involvement in, and support for the project.

Key themes

A number of common themes emerged during the project, and these are discussed below under the following headings:

- Promoting equality and diversity
- Learner recruitment
- Learner awareness
- Employer awareness
- Staff awareness
- Learning from health and safety practice
- Equal opportunities policies
- Monitoring progress and performance

Promoting equality and diversity

Many providers have equal opportunities statements, perhaps one or two paragraphs, as part of their literature to learners and employers. However, these can be

- unhelpful (for example, 'we treat all learners the same')
- limited (for example, 'not discriminated against on the grounds of race, religion, colour or sexual orientation'. There is no mention of disability or gender)
- relatively meaningless, for example using legal jargon such as 'we will make all reasonable adjustments under the DDA'.

It is helpful if providers develop a statement that summarises the ethos, vision and commitment of their organisation in relation to Equality and Diversity (E&D), and to use this in promotional literature, recruitment materials and learner documentation such as handbooks. For example:

‘

At XXX we treat everyone with respect. We believe that all have a right to equality of opportunity regardless of gender, race, disability, age, sexual orientation, religion or belief, background or personal circumstance. We value diversity, we celebrate difference.

We expect all staff and students to play an active role in promoting equality and challenging discriminatory behaviour. We expect any student who

- feels unfairly treated
- is upset by thoughtless comments or jokes
- experiences any form of discrimination, harassment, victimisation or abuse

to tell us. We take any form of discrimination and harassment very seriously.

You can

- talk to your assessor, a member of advice and guidance or any staff, or
- complete a ‘discrimination and harassment reporting card’

An extract of this statement might be used as a ‘strap line’ on learner letters, brochures and other materials. For example

‘We value diversity, celebrate difference and treat everyone with respect’

‘We value diversity, celebrate difference and treat everyone with respect. We believe that all have a right to be valued and to have equality of opportunity’

A provider has developed an A5 leaflet providing information for employers about WBL. They have inserted on the back page:

‘At XXX (name of provider) we treat everyone with respect. We believe that all have the right to be valued, and to have equality of opportunity regardless of gender, disability, support needs, ethnicity, religion and belief, age, sexual orientation or social class’

Learner recruitment

Marketing

Most providers use marketing materials to promote their training programmes. It is helpful if these are accessible for all learners. For example, providers may improve the accessibility of their materials by ensuring that

- the use of a sans serif, rather than serif font is used
- the use of underlining and italics are avoided
- language is in plain English, with bullet point summaries rather than lengthy text
- sufficient contrast is provided between the background and text colour
- text is not placed on top of pictures or on patterned backgrounds
- font size is not too small (minimum equivalent to Ariel 12)
- alternative formats are available, and advertised
- the use of sentences or paragraphs written in capital letters is avoided

These principles also apply for other materials used during recruitment, such as application forms, sign up paperwork and handbooks

Straplines or a short E&D statement should highlight the organisational vision and commitment to equality and diversity (see section above for further information).

The content of promotional materials should be concise, and ideally laid out in a 'question and answer' style. They should address key issues such as 'what's in it for me'. Promotional materials should encourage recruitment of under-represented groups. For example, success stories and positive images can be included for disabled learners, males in hairdressing, female engineers, and learners from ethnic backgrounds in areas where these are low in the community. Photographs should avoid stereotypical assumptions such as hair and beauty courses are just for females, or for white applicants. Text and images included in promotional materials can also be duplicated on web sites

Other activities to address under-representation could include

- appointing learners who represent under represented groups such as those above to act as role models or ambassadors to help inspire others
- providing 'taster days' that are exclusively for a particular group, such as females in engineering
- recruiting more assessors who are from under-represented groups to act as role models
- watching language during open days and induction to avoid the exclusive use of 'he' or 'she' when referring to learners

- running a marketing campaign with a FAQ facility, for example a female engineering apprentice answering the question 'is it just for blokes?'
- attending recruitment events in places where minority groups are likely to be present

Promotional materials should outline the support available for learners with disabilities, learning difficulties and medical conditions, and provide contact names and numbers of people who can provide further information

Providers may want to consider expanding the range of advertising such as exploring the use of the internet, social networking sites and local newspapers

Application

Many providers create an opportunity on the application form to disclose a disability, learning difficulty or medical condition. However these sometimes, unhelpfully, take a 'medical model'¹ approach to disclosure. For example, asking the following questions:

- 'Do you suffer from any disability? Yes / No'
- 'Do you suffer from epileptic fits? Yes / No'
- 'Do you have a disability or medical condition that will affect your training? Yes / No'
- 'Please give details of any health problems or disabilities which affect the kind of work that you do'
- 'please give details of any health or learning problems that might affect your ability to complete this training'

In addition to encouraging a medical model approach, there are a number of further difficulties with these questions, including the following:

- Applicants may have a rather narrow perception of what is meant by 'disability', particularly if examples are not provided
- Applicants may perceive that these questions are actually questions to help the organisation to determine whether or not to offer a place.
- There is no mention of the benefits of disclosure. Organisations generally ask a person to disclose a disability, learning difficulty or medical condition so that they can
 - identify and put adjustments in place
 - monitor the recruitment and career progress of learners to ensure that disabled learners receive as high quality training experience as their peers

The questions below are examples where a more social model approach is taken to encourage disclosure.

¹ See Appendix B for an explanation of the medical and social model approach to disability equality

'Do you have a medical condition (such as epilepsy or diabetes), a learning difficulty (such as dyslexia) a mental health difficulty (such as depression) or a physical or sensory impairment such as a mobility impairment or hard of hearing? If yes, please tick the box below and we can discuss, at your interview, adjustments to support your employment and training'

'Please let us know if you have any access requirements for interview such as an accessible interview room or materials in enlarged font, by contacting XXXX (name of person) on XXX(telephone / minicom number(s)'

'We need to be aware of your medical history so that we can provide you with any support you may need. Please let us know about any medical conditions or learning difficulties. We will keep this information confidential and not pass this onto anyone else without your consent'

'XX (name of training provider) provides a range of additional support for learners with

- visual or hearing impairments
- learning difficulties such as dyslexia
- medical conditions such as epilepsy
- mental health difficulties
- emotional / behavioural issues

Would you like us to contact you, in confidence, to discuss the support we may be able to offer? Yes / No'

Many colleges have improved their application and enrolment forms to take a social, rather than medical model approach to disability, following national guidance². However, knowledge of this guidance seems limited among work based learning providers. Disability disclosure rates have not, therefore, improved in work based learning as they have with colleges. This has three potentially major consequences:

- support is not identified and put in place at the start of the training programme
- learners do not succeed in their training programme
- data analysis (see below under the theme 'monitoring progress and performance') is seriously affected by the unreliability of disclosure data

² 'Do you have a disability, yes or no - or is there a better way of asking?'
Guidance on disability disclosure and respecting confidentiality.
Dr Christine Rose LSC / LSDA 2006

Some providers include an equal opportunities monitoring form as part of the application process. There may be opportunities to improve these. For example, some providers use the following explanatory statements:

- 'please complete this sheet so that the Learning and Skills Council can monitor the distribution of ethnic groups amongst our applicants'
- 'to help us to monitor our equal opportunities policy, please complete the following form'

It might be more helpful to use one of the following explanatory statements:

- 'Please complete this sheet so we can check that we are recruiting the full diversity of people onto our programmes
- 'We want to recruit the full diversity of people and to check that everyone has a high quality training experience. Please complete the form below

Other opportunities for improving equal opportunities monitoring forms include:

- ensuring that ethnicity categories are alphabetical, rather than starting with 'white'
- providing examples for disability questions. For example, the question 'do you have, or have you had, any physical or mental impairment which would qualify you as disabled as defined under the Disability Discrimination Act 1995)? Yes / No' is probably not as helpful as the question 'do you have a disability (such as hard of hearing or mobility impairment), a mental health difficulty (such as depression), a medical condition (such as epilepsy, Aspergers, diabetes, cancer) or a learning difficulty (such as dyslexia)? Yes / No
- ensuring that the disability disclosure question above is used exclusively for monitoring, and kept separate from a question(s) to encourage disclosure so that support can be identified
- explaining how the information provided by the form will be kept confidential and not used as part of any recruitment and selection process

Interview

To encourage disclosure, statements similar to the ones above can be inserted in the letter inviting an applicant for interview. For example:

'Please let us know if you have any access requirements for interview such as an accessible interview room or materials in enlarged font, by contacting XXXX (name of person) on XXX(telephone / minicom number(s)'

Interviewers should routinely discuss support options available to learners, even if a learner has not disclosed a disability, learning difficulty or medical condition on the application form.

One provider sends a letter and a support booklet to all learners, outlining the support available for learners with disabilities, learning difficulties and medical conditions:

The letter includes the following statement:

'XX (name of training provider) is committed to promoting equal opportunities and providing an inclusive environment....our approach is to recognise and plan each individual's needs based on their requirements which may be affected by medical conditions (for example diabetes or mental health difficulties), physical / sensory conditions (for example, visual, hearing or mobility impairments) or learning difficulties (for example dyslexia)....

We constantly seek new ways to develop and promote equality of opportunity seeing this as a vital aspect of the continuous improvement of our service...

We hope you find this statement informative and valuable in planning for your future, and that we can assist you in realising your potential.

The booklet includes contact names and numbers, the range of support available including specialist equipment, arrangements for exams, and how to request materials in alternative formats such as large print

Disability disclosure rates for this training provider are well above the sector average

Many providers incorporate a screening test into the interview process to ensure learners are placed on the most appropriate training programmes, and to inform a learner's ILP. An explanation should be given to applicants on the purpose of these tests, for example including an explanatory statement on the skills test such as

'the purpose of this skills test is to _ _ _ _ _

What you need to do is _ _ _ _ _

What happens next is _ _ _ _ _

It's helpful if the letter inviting the applicant for interview also has an explanatory statement on what the interview will involve, including the skills test

'as part of your interview, we will ask you to complete a short assessment to help us to identify the best training programme for you, and what support we can provide'

Having a variety of methods to place learners on the most appropriate course can help avoid too much emphasis on written tests. Without support written tests could penalise those with dyslexia, literacy difficulties or sight impairments.

Sign up

Many providers make use of the 'data service ILR record sheets' to record and validate learner information. Some providers, for example, use this to obtain information from applicants as part of an interview or sign up process, completing the form with the applicant. Some providers use data obtained during the application stage to pre-populate the data service ILR record sheets' and then ask learners to sign the relevant pages during sign up. However, the 'data service ILR record sheets' takes a narrow labelling 'medical model' approach to disability / learning difficulty that discourages disclosure. The sheet also raises confidentiality issues if learners are asked to validate details, including details about disabilities, learning difficulties and medical conditions, in the presence of other learners.

To help avoid this difficulty, providers sometimes ask the learner to sign a blank sheet, and then fill in details themselves from information gathered from application and interview. However, this is less than ideal, and it would be more helpful to redesign the 'data service ILR record sheet'

Although some providers are under the impression that the 'data service ILR record sheets' must be used and will be checked by auditors, some providers do not use these and avoid the difficulty that they create.

Learner handbooks

Most providers issue a learner handbook during or shortly after sign up. This can include, for example, information about the training programme, the training provider, contact names and numbers for further information and frequently asked questions. It is helpful to include a section on equality and diversity, giving this the same prominence as health and safety.

Providers should also ensure that equality and diversity features prominently within their 'learner charter' or 'entitlement'

One training provider has the following statements included within their learner charter:

- 'a learning environment free from discrimination'
- 'support for learners with learning difficulties, disabilities or medical conditions'
- 'Caring and friendly staff who will treat you with respect'

A training provider has the following statements included within their learner handbook, that all learners receive at sign up:

We expect all staff and students to play an active role in promoting equality and challenging discriminatory behaviour.

As a learner you are entitled to:

- Learning that takes place in a supportive environment free from discrimination or harassment
- An induction that explains your rights and responsibilities under equality legislation
- Information from your employer on the location and contents of the equal opportunity policy
- Regular reviews and assessment of equality and diversity understanding and experience
- Know how to report discrimination or harassment experienced by yourself or others, and what action may be taken as a result

As a learner you are responsible for

- Treating assessors, other learners and work colleagues with respect
- Not doing anything that would discriminate or harass others because of their race, gender, disability, age, sexual orientation, religion, personal background or circumstance
- Reporting any bullying or harassment
- Participating in any necessary equality and diversity training

It will be important to develop mechanisms to ensure these entitlements are realised in practice. Inserting relevant questions within an induction survey and exit survey would be one such mechanism.

Learner awareness

Providers have identified a range of opportunities to improve learner awareness and understanding of equality and diversity. For example, some providers use a 'bank' of equality questions as a means of raising learner knowledge and awareness of equality and diversity rights and responsibilities. Assessors may select questions from the 'bank' to discuss with learners during progress reviews.

Providers often incorporate a section within the learner review paperwork to capture the outcomes of this type of activity. Using the checklist below will help ensure that this activity is meaningful

- Ensure questions in a 'bank' of equality and diversity questions are open rather than closed, and are useful at generating discussion and potentially changing learner understanding and viewpoints. For example, the question 'could you be a hairdresser if you were a wheelchair user' is probably not as effective at generating discussion as 'how would you react to a friend that said 'all Muslims are terrorists'?'
- Consider how you can obtain feedback from learners to continually improve the usefulness of these questions
- Update the question 'bank' so that questions remain current
- Provide answers and guidance to Assessors that is sufficiently detailed to support meaningful discussion between assessor and learner

Some providers use interesting and participative ways during induction and progress reviews to engage learners and assess understanding of equality and diversity

A work based learning provider ensures that all learners, as part of their induction, see a 'what if' DVD produced by Suffolk LSC. The DVD shows a range of people talking about their experiences of equality and topics are covered such as refugees, disability, homophobia and transgender. Learners are then encouraged to discuss the DVD. At the end of the session, learners complete a proforma where they answer questions on the value of the training and the extent to which the session has changed attitudes and affected their perception of the issues covered

An E2E training provider has an 'E&D' training module which consists of a series of DVD 'clips' prompting discussion of issues such as bullying, parenting, sexual orientation, disability, racism. Set questions are provided, with the trainer also bringing in current topics in the news to add relevance and interest

Some training programmes have a module on Employer Responsibilities and Rights, including equality and diversity. However, these

- vary in quality depending on the sector skills area
- can be significantly out of date, or contain inappropriate sections.
- are often left open to providers with limited guidelines

In addition, they are not completed by learners on all training programmes. Good practice would be for the provider to develop their own 'equality and diversity handbook'.

A training provider has developed an equality and diversity handbook, which includes

- Information on key equality legislation, including the rights and responsibilities of employees under equality legislation
- Definitions of the different types of discrimination such as direct discrimination, failure to make adjustments and harassment
- Particular issues that the learner may experience in the workplace, such as racial discrimination, homophobic bullying, gender discrimination, and what to do if they experience this
- Learner responsibilities towards other learners, the people they work with, and the action that may be taken if they do not treat others with respect
- Case studies of discrimination and implications for employment practice
- Quizzes and questions for learners to complete

They are currently differentiating their handbook for learners on different levels of training programmes, to ensure that

- handbooks are appropriate to the level of training that the learner is undertaking
- learners progress their understanding of equality and diversity as they progress through their training programmes

It will be important for assessors to explain to learners why completion of this workbook and discussion of questions from the 'bank' are valuable and of benefit to the learner. This could be carried out verbally during sign up / induction, and reinforced by a section in the handbook

A provider has inserted the following statement in their equality and diversity handbook

'We will discuss equality and diversity with you during your progress reviews. This will help you to understand your rights and responsibilities in relation to equality and diversity and help you to improve your experience during employment'

Assessors draw attention to this statement when they carry out their first progress review

A provider replaced their original statement 'this module will help to explain the duties and obligations of XXX (name of training provider) and the Learning and Skills Council' with the statement below:

'Your rights

You have protection under different equality legislation. Most of us share an

aspect of our identity in relation to ethnicity, gender, disability or learning difficulty, age, sexual orientation or religion and belief. The aim of this equality and diversity workbook is to help increase your understanding of your legal rights and your responsibilities in the workplace

Having a high quality E&D handbook, an excellent set of equality and diversity questions in a question bank, and other activities such as DVD training clips, are not sufficient to guarantee raised learner awareness and understanding of equality and diversity. It is essential that providers have robust mechanisms for rigorously monitoring and evaluating the impact and outcomes of such activities. For example, assessors should evidence a change of learner understanding on the learner review paperwork, rather than simply recording the topic or question covered. Assessors should not leave this section on the review blank, or simply write 'N/A'. Providers therefore need to implement a management process to ensure that activities designed to raise learner awareness of equality and diversity are effectively monitored and evaluated.

A provider has developed a 'bank of equality questions' and an E&D learner workbook. At each review, assessors ask learners two questions from the 'bank' and check the relevant sections have been completed appropriately in the workbook.

They have established an 'equality and diversity timetable' to ensure that important aspects of equality are discussed throughout the year. For example, 'January' has the suggested topic 'racism' with signposts to relevant sections in the handbook and question bank. These are not restrictive, and assessors may change the topic if learners raise specific E&D concerns or issues that they wish to discuss

The provider has created a section on the learner review paperwork for assessors to record the outcomes of these activities.

Training has been provided for assessors on how to carry out this aspect of the learner review, and how to record outcomes from the activities on the learner review paperwork.

The provider has identified a member of staff to check, on a quarterly basis, that

- this section of the review has been appropriately completed by the learner and assessor, and both are taking this aspect of the review seriously, rather than superficially or tokenistically
- the schedule of activities has been followed
- evidence of impact is recorded.

Outcomes from this activity are reported to senior managers.

The provider has also included a 'learner comments page' at the end of an E&D workbook asking questions such as

- How did you find the tasks and activities in this booklet?
- 'How has your understanding of equality changed after completing this handbook?
- How has this handbook helped you to understand your rights and responsibilities under equality legislation?
- How has this handbook helped you to understand your employer's rights and responsibilities under equality legislation?
- What was the most useful section of this handbook, and why?
- How could this handbook be improved?

This page is collated by the training provider at the end of the training programme and used to evidence impact and improve future editions of the handbook.

Providers may also want to explore further mechanisms to evidence impact, for example adding a question on exit surveys asking learners how helpful they found the equality and diversity activities

Learner understanding and awareness of equality and diversity can also be increased during reviews of individual learner progress and performance. This is discussed further under the theme 'monitoring progress and performance'

Employer awareness

Providers have an opportunity to raise awareness of equality and diversity with employers with whom they partner. Employer awareness and commitment to equality and diversity as well as an awareness and commitment to health and safety should be checked as part of 'signing up' a new employer. Good practice in the area of health and safety, and a discussion of how this can be used to improve equality and diversity practice can be found under the theme entitled 'learning from health and safety practice'

Providers have a range of further opportunities to raise employer understanding and awareness of E&D issues. For example, providers could

- make explicit their expectation that employers will have up-to-date equal opportunities policy that are widely known by their employees

- ensure equality and diversity has a high profile within employer handbooks, that are explained by staff on their initial visit, and checked for understanding on subsequent visits
- provide an exemplar equal opportunities policy to support employers to develop or update their own
- ensure that the contents of an employer's equal opportunities policy is robustly checked during employer induction
- provide fact sheets that summarise current equality legislation and outline implications for employers
- include articles and updates to legislation in newsletters.

It is helpful to make the business case for diversity with employers. The Equality and Human Rights Commission have a range of material on their website that providers may find useful³

A training provider offers an exemplar equal opportunities policy for employers. They also provide a fact sheet summarising current equality legislation, and a CD Rom providing further equality and diversity information, case studies of discrimination in the workplace and top tips for employers.

They periodically update employers with a short 'easy to understand' fact sheet on latest developments under equality legislation. For example, they provided a quick and easy to understand summary on the differences between Employment Religion and Belief Regulations, and the Racial and Religious Hatred Act, and the implications for small and medium sized employers

Providers could survey employers on the usefulness of exemplar policy and fact sheets.

Sometimes providers are reluctant to share their equal opportunities policy, as they are unsure if this would constitute a 'good' exemplar for employers to model their own equal opportunities policy. If this is the case, providers may find the comments under the theme 'equal opportunities policies' helpful

Providers could build E&D into employer events. For example, they could include an award for E&D within a general award ceremony, or build in a ten minute talk on E&D during an employer meeting

³ <http://www.equalityhumanrights.com/>

Publications include, for example

- Daring to be different - The business case for diversity on apprenticeships
- Employment. A practical guide to the law and best practice for employers

Staff may be reluctant to bring issues to the attention of an employer, fearing the loss of an otherwise valuable training placement. Providers may need to help their staff to develop sensitive, supportive yet effective methods to challenge inappropriate employer E&D practice.

As with learner awareness, it will be important for providers to monitor and evaluate their activities with employers. For example, they could conduct a telephone survey, or ask employers to complete the back page of an employer handbook. They could embed a section on equality and diversity within an annual employer survey.

Discussion under the theme 'building on health and safety practice' identifies further opportunities to raise employer awareness and understanding of equality and diversity

Staff awareness

Staff, including assessors, need knowledge and understanding of equality and diversity legislation in order to promote equal opportunities with learners and employers. This knowledge should be particularly focussed on what equality legislation means for work based learning and for employment practice. Staff should also have an understanding of individual roles and responsibilities within the organisation for promoting equality.

Staff training in equality and diversity should be a meaningful part of induction, and reinforced by further staff development activities. These may involve creating specific opportunities to discuss particular aspects of equality, and ensuring that equality and diversity is contained as an element of all staff training events. Some providers have developed electronic equality training programmes undertaken by all staff. These have the advantage of flexibility in training delivery, but it is important to ensure that staff do not take a 'tick box' approach to completing such training modules.

Providers can issue fact sheets to ensure that assessors are aware of correct answers and responses when discussing E&D questions with learners. It will be important to ensure that these sheets are current and provide sufficient detail to give assessors confidence and awareness of particular issues

A training provider gives regular presentations to assessors on equality and diversity. For example, in March 2009 they gave a short presentation on 'bullying', covering

- an explanation of what bullying is in the workplace
- signs of bullying
- what people should do if they experience bullying

Assessors were given an A4 'fact sheet' on bullying. They then discussed the topic with learners, giving them a copy of the fact sheet. Outcomes from meetings with learners were discussed at the next month's staff meeting. The provider is looking to develop a structured annual timetable of equality and diversity topics to be covered with assessors

A training provider has identified two members of staff as 'equality champions'. They keep themselves updated on the requirements of legislation, and lead on the promotion of equality and diversity to learners, employers and other staff. They are involved in the overall management of equality, such as policy reviews and investigation of allegations of discrimination, in much the same way as the health and safety officer is involved with health and safety in the organisation.

In contrast to colleges, many work based learning providers are small businesses that lack the financial capacity to engage external consultants and trainers. However, staff may not have the internal capacity to deliver robust equality training. Perhaps one solution is for providers to come together to jointly fund such activities. Existing networks may play a key role in facilitating this activity.

Learning from health and safety practice

There is much good practice in health and safety (H&S), which often has a high profile within the work based learning provider and the employer. Some of this good practice can be transferred to improve E&D practice. For example:

Health and safety assessment record

This is completed by assessors or someone from the employer to ensure that the employer has appropriate health and safety (H&S) practice in place, and is aware of H&S legislation. There are opportunities to produce the equivalent E&D assessment record. See example 1 and 2 in Appendix C for further information

Learner H&S checklist

This is completed by learners during induction (first 4 weeks of programme) to ensure their understanding of H&S. An equivalent can be produced for E&D. See example 3 in Appendix C for further information

H&S workbook

An equivalent E&D workbook could be produced, to raise awareness of equality and diversity. This has been discussed previously under the theme 'learner awareness'

H&S accident reporting card

Some providers have a 'postcard' that is completed by the learner to notify the WBL provider if the learner has been involved in an accident. An equivalent E&D reporting card can be produced to notify the WBL provider if the learner experiences discrimination or harassment. See example 4 in Appendix C for further information

Accident investigation.

If a H&S accident is reported (either verbally or via the above reporting card) then a member of staff from the WBL provider carries out an investigation. This process can be translated into E&D practice, to permit reported discrimination or harassment to be tracked and investigated. See example 5 in Appendix C for further information

Equal opportunities policies

Many work based learning providers have equal opportunities policies in place. Such a policy can enshrine the right to a work based learning experience that promotes equality and inclusion and is free from discrimination.

However, it is important that such a policy

- is current, for example reflecting recent changes to equality legislation
- articulates roles and responsibilities within the organisation
- establishes annual equality targets or objectives
- includes an action plan to drive forward improvements and achieve equality targets or objectives

Training providers may find the following list a useful set of prompts for reviewing their equal opportunities policy

Key elements of an equal opportunities policy are

- the organisation's vision and values in relation to equality and inclusion, and the business case for diversity
- clear descriptions of the rights and responsibilities of all
- roles and responsibilities for policy implementation, for example staff responsible for disaggregating learner performance data, delivering equality modules within induction and development of equality handbooks and question banks
- an outline of current equality legislation and the implications for work based learning and employment practice
- explanations of the different types of discrimination and harassment
- an outline, a summary or links to procedures for dealing with complaints, or allegations of discrimination and harassment
- clear links to strategic documents such as strategic, business and development plans, and links to other key policies such as complaints procedures and harassment policy
- explanation of how the equal opportunities policy will be promoted to staff, learners and employers to ensure that it is known and understood by all

Providers may wish to produce, and make widely available, an easy-to-understand summary of the important points in their equal opportunities policy.

There is always a danger that an equal opportunities policy becomes a document that gathers dust on a shelf, rather than a genuine policy that is used to continuously promote equality and drive forward improvements. Identifying a set of equality objectives, and an action plan to show how these will be achieved, would be an example of best practice

Providers should ensure that their equal opportunities policy has a robust section explaining how the policy will be regularly monitored and evaluated for effectiveness and impact

Monitoring progress and performance

Learner progress reviews

WBL providers will have a system in place to regularly review learner progress. Generally, assessors visit learners, and record outcomes of the visit on learner progress review documentation. However, progress reviews do not always provide opportunities for learners to fully reflect on their progress and experience in relation to equality and diversity. For example, one provider changed their progress review documentation. The question 'are you aware of the employer equal opportunities policy' has been replaced with the questions below

Progress review of equality

Since the last review, have you

- been treated with dignity and respect?
- experienced inappropriate jokes on the basis of your ethnicity, gender, disability, age, religion or sexual orientation?
- been included in all activities and aspects of employment such as the canteen?
- found any materials displayed in your workplace or training centre to be offensive?
- experienced any incidences of bullying, discrimination or harassment?

Would you consider your employer to be committed to equal opportunities and why? Have you any comments regarding fair treatment?

Any issues that are identified during the review are noted, and actions to address these are recorded on a 'follow up learner progress report'. This report stays 'live' and is not transferred to the student file until issues have been satisfactorily resolved

A provider may find it helpful to

- provide guidance sheets for assessors on what to do if learners answer yes to questions such as those above
- identify a member of staff who periodically checks this section of the learner review, and follows up any issues
- have a system in place to capture any E&D issues that arise as a result of the review process, or other mechanism (such as the

discrimination and harassment reporting card – see Appendix C) so that these can be reported on an annual basis

- ensure that reviews are tracked, monitored and evaluated, and outcomes feed into data gathering exercises as part of the organisation's quality improvement system (see below)

Organisational progress and performance

There is mixed practice on gathering and using equality and diversity data. Learner voice activities in work based learning have not, generally, progressed as fast as college activities. There are further opportunities to improve these, and to embed within these, equality and diversity practice. For example, some providers rely on satisfaction surveys, but don't include questions to survey E&D experiences such as whether learners received appropriate support and were treated with respect. If surveys are anonymous, it is helpful to include an equal opportunities monitoring form, to permit responses to be analysed in terms of race, gender and disability.

A training provider has inserted the following questions into their 'end of programme' satisfaction survey:

- How satisfied are you that equal opportunities, bullying and harassment were regularly discussed with you?
- If you have any additional support needs such as support for learning difficulty, literacy or numeracy, how satisfied are you that these have been met?

Information summarising the outcomes of the equality and diversity section of learner progress reviews should be monitored and evaluated on a regular basis, and reported to senior managers.

A training provider has a member of staff who is responsible for monitoring and evaluating the E&D section of learner progress reviews, to ensure that this section of the review has been appropriately completed by the learner and assessor, and any issues are immediately followed up.

They present an annual Equality and Diversity award to the employer with the best record of equality and diversity in the workplace. Nominations are received from learners and assessors, and outcomes from learner reviews also inform decisions on the winner of the award

Monitoring learner data can help ensure that learners from all backgrounds and circumstances have an equal opportunity to join and successfully complete their training programme. Many providers use Management Information Systems such as 'PICS' to hold learner data. Some providers have developed their own software to capture details of people who apply for training programmes, while others use proprietary software such as 'PeLAMS'. The

advantage of the latter is that information can be drawn into PICS when the learner starts, to avoid double-entry. Unfortunately, while many Management Information Systems, such as PICS, provide the data, they do not permit easy analysis of E&D outcomes. Some providers have created their own 'in house' data base to analyse data. Some providers are changing from PICS to other systems such as MAYTAS, which has the advantage of compatibility with 'ProAchieve', a proprietary software that has easy to use equality reporting.

There are significant opportunities to improve statistical equality data analysis. Good practice, for example would be to disaggregate starts, early leavers and success rates by ethnicity, gender and disability, and to compare the contract year with the previous two contract years, overall and by vocational area. Where equality gaps become evident, these should be investigated and targets set (organisational EDIMs) around which action can be focussed. This analysis should be built into quarterly reviews of progress as part of a provider's quality improvement system. Few organisations are carrying out this level of analysis and reporting.

Three years ago, a provider's success rates for learners with Additional Learning Needs (ALN) were significantly lower compared to success rates of learners without ALN. However, success rates are now:

	Success rates of learners with ALN	Success rates of learners without ALN
Apprenticeships	83%	65%
Advanced apprenticeships	74%	69%

The provider attributes this success to the creation of a 'WBL mentor' post. A dedicated person in the team is available to help learners with learning difficulties, disabilities, personal issues, emotional and behavioural difficulties and medical conditions. All learners are given a leaflet advertising this support during sign up. More than 200 learners have received support over three years. This post was originally an LSC funded pilot, but had such an impact on success rates that the person has now been employed full time.

A training provider recognised that they had a significant gender imbalance in the recruitment of their health and social care training programmes. They explored issues and suggestions for tackling this imbalance with staff, including assessors. Some staff were initially resistant, as they had the mistaken impression that actions might be about 'quota's or 'positive discrimination'. Discussion enabled the training provider to explain that this was not the case

Actions taken to help address the imbalance included

- talking to males trainees on current courses, to identify suggestions for recruitment of more males
- incorporating success stories of male trainees within marketing

materials

- providing a 'male only' taster day
- recruiting more male assessors to act as role models
- providing training to staff on gender equality
- avoiding language during open days and induction to avoid the exclusive use of the word 'she' when referring to learners

Male recruitment has significantly increased

Collecting data on the background of applicants helps to establish if a disproportionately high number of people from particular groups choose not to take up the offer of a place, or whether the selection process may be biased.

A training provider has developed their own software to report on application data. Their data base includes recording people who sign up for training and people who are no longer interested. Data can be disaggregated by ethnicity, gender, ALN/ALS needs and age. They are now instigating a process to ensure that this data is more robustly analysed on a routine basis

A training provider monitors gender, race, disability, age and geographical location at application, sign up, and leaving. They compare this data with that of the community. A summary of data is discussed at monthly staff meetings, particularly focusing on any 'potential red flags' and details of any investigations carried out in relation to previously identified red flags. Data is analysed in relation to

- previous month
- previous month's data within the LSC contract year
- performance during the previous year
- performance against targets identified in their equality and diversity action plan

Detailed data analysis is presented to senior managers at quarterly review meetings

A training provider identified that Asian females were significantly under-represented in work based learning. They established discrete provision, specifically targeted at Asian women, at one of their satellite centres. They appointed an Asian female to coordinate the project and to undertake outreach as part of her key responsibilities. In order to attract learners, they incorporated 'dressmaking' into the main programme of activities. Participation increased from 3% to 19% over three years.

Presentation of data can be improved by the use of bar charts rather than simply spreadsheets, to enable data to be more easily understood.

Making data meaningful may be a particular problem for providers with very low numbers of learners from ethnic backgrounds. When statistics are broken down by ethnicity according to ILR categories, they may only have one or two learners with a particular ethnic background on a vocational training programme. In this instance, it may be helpful to 'group' ethnic categories together to make figures more meaningful for initial analysis. Figures can be subsequently separated to drill down to individual ILR categories for ethnicity

Meaningful analysis of data may also be seriously hampered by low disclosure rates, particularly disclosure of a disability, learning difficulty or medical condition. The ways in which learners are encouraged to disclose can significantly impact on data reliability and validity. Opportunities to improve disclosure processes have already been discussed under the theme 'learner recruitment'

Self assessment and development planning

There appears to be much confusion on what WBL providers should consider when self assessing equality and diversity practice in their organisation, or what 'good' or 'outstanding' equality and diversity practice actually entails. This was identified as a particular issue during the initial 'excellence in E&D workshop' delivered to all participants of the Cambridgeshire network. This issue has also emerged with other work recently carried out in the region, for example an E&D project with providers in the NOVA WBL consortium network⁴.

The equality and diversity section of a self assessment report (SAR) could contain, for example, an evaluation of

- outcomes of statistical analysis of equality data
- learner voice outcomes
- learner satisfaction survey outcomes (for example the results of E&D questions, and evaluation of surveys by race, disability, age and gender)
- activities designed to raise learner awareness of equality and diversity
- activities designed to raise staff awareness of equality and diversity
- activities designed to raise employer awareness of equality and diversity
- E&D celebration events and activities
- diversity training packs, activities and evidence of impact
- incidences and outcomes of discrimination and harassment
- implementation of the equality action plan, and progress in achieving equality targets and objectives

⁴ A consortium of 21 WBL providers based in Essex

Evidence of impact

The project has achieved the following impact to date

- raised awareness of the requirements of equality legislation, and the practical implications for organisations
- increased capacity in the region to network, build relationships and share good practice in equality
- opportunities to critically review systems, processes and paperwork to improve equality and diversity practice
- better mechanisms to encourage learner disability disclosure by revisions to application, interview, assessment, sign up and induction paperwork and processes
- improved mechanisms to capture the learner experience of equality and diversity
- increased opportunities to raise awareness of equality and diversity among assessors, employers, learners and staff

Providers participating in the project have clearly benefited:

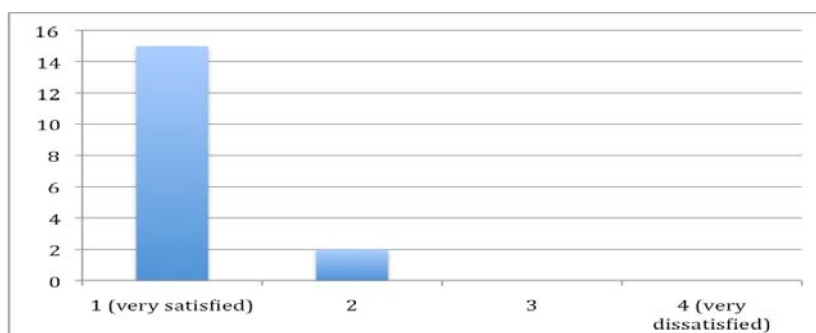
‘We’ve moved forward significantly in E&D. Its become a ‘mindset’ in a way its never been’

‘We have gained so much – not just from the work that we have done but from everyone [other participating organisations] as well’

It’s so easy in WBL to sit in isolation, and there hasn’t been anywhere to turn to before now for E&D advice’

It’s had a huge impact, not just on WBL but also practice in the college. And with the New Inspection Framework with its greater focus on E&D, the opportunity to be involved in this project has been very timely

Providers in the network have also benefited. 17 people attended the dissemination event on the 2nd July. Evaluations were extremely pleasing:



‘very upbeat and positive atmosphere of session’

‘the knowledge café worked extremely well’

‘focussed on a subject that otherwise is not given a high priority’

thank you all so much for your hard work’

‘the sharing of information was so informative, practical and helpful.
Thank you’

‘knowledge of presenter, sharing of ideas and resources – an excellent
day’

‘the resources that have been made available are fantastic’

Given the timescale and nature of this project, it is unlikely that full impact will be evidenced immediately. Improved outcomes for particular groups of people such as males, females, disabled people and people from ethnic minority backgrounds are more likely to be realised in the following year, as new processes are used and developments are implemented. These will be evidenced by the organisation’s self assessment activities and inspection outcomes, such as

- improvements in the reliability and validity of learner data, enabling a more accurate profile of student participation, retention, achievement and success
- reduction in the number of ‘unknowns’ in ILR data
- improved equality reporting
- narrowing of equality gaps in participation, retention, achievement and success rates
- identification of equality targets for improvement captured within organisational EDIMS
- improved learner satisfaction outcomes from different equality groups
- increased staff awareness and understanding of equality and diversity
- increased learner awareness and understanding of equality and diversity
- increased employer awareness and understanding of equality and diversity
- improved self assessment and development planning in relation to equality and diversity
- improved inspection grades for equal opportunities

Conclusions and recommendations

FE and ACL providers have received significant amounts of support, training and development in equality. Work based learning providers have not, in general, received the same level of support to develop and improve their equality and diversity practice. For example, the 2003/05 LSC / LSN DDA development programme was targeted at FE and ACL providers. The LSC 07/08 SES support programme was largely made up of FE and ACL providers. Messages and good practice relevant for colleges and ACL providers, although applicable in principle, do not always transfer directly to the particular context of work based learning. Many WBL providers are thus at an early stage in achieving excellence in equality and diversity.

It has been therefore extremely helpful to participate in a project that has focused exclusively on the unique challenges and issues often experienced by WBL providers. This project has been timely, as the new inspection framework has a much greater focus on equal opportunities and safeguarding of learners. The project has provided an excellent opportunity for sites to network, to build good relationships with colleagues from different organisations and to share issues, solutions and good practice in equality. Outcomes will enable participating sites to advance their progress in this area and to act as champions of equality for their WBL provider network

Recommendations

LSIS / NAS may wish to consider how they might take this work forward, for example to

- arrange for this report to be placed on the excellence gateway
- explore opportunities to improve E&D practice with work based learning providers outside of Cambridgeshire, including, for example
 - conducting focus groups of young people from diverse backgrounds undertaking WBL programmes, and focus groups of young people not in education, employment or training. The purpose of these focus groups would be to identify young people's views on a range of issues including best practice to raise and record their understanding of equality and diversity. It might also include research with employers to identify best practice at providing E&D support

- undertaking further action research projects with providers to facilitate collaborative peer support to improve E&D practice.
 - developing a good practice E&D toolkit targeted at WBL provision
- support WBL providers to develop robust equality policies, objectives, and plans to drive forward equality improvement

NAS may wish to consider how they might take this work forward, for example to

- work with providers to review the 'ILR data services sheet' to address the issues highlighted in this report

LSC and its successor organisation(s) may wish to consider how they might take this work forward, for example to

- liaise with ALP to
 - disseminate findings from this report
 - facilitate networks of WBL providers, particularly to create or maintain equality and diversity discussion forums

Cambridge Regional Network may wish to consider how they might take this work forward, for example to

- arrange a session in December 2009 for all providers in the network to share changes they have made as a result of this project

Providers may wish to consider how they might take this work forward, for example to

- consider how they might adapt or adopt the examples of good E&D practice contained in this report
- improve processes to encourage disability disclosure by adopting a social model, rather than a medical model approach to disability
- explore how good health and safety practice might be used to improve E&D practice

Appendix A

Project activity, timescale and milestones

Activity	Timescale	Milestone
Project manager to discuss and agree aims, outcomes and activities of project with EofE LSC lead	Nov / Dec 08	
Deliver an E&D workshop to work based learning providers in the Cambridgeshire network, and invite expressions of interest	Dec 08	
Select providers from expressions of interest		
Plan 1 st project network meeting, agree date and venue and send out programme to participating sites	Dec 08 / Jan 09	Milestone 1 Network meeting date and venue agreed and programme sent out
Project network meeting takes place to: <ul style="list-style-type: none"> • introduce the project • identify good practice to share and areas to develop • support critical reflection • begin the process of developing project action plans 	Jan 09	Milestone 2 First network meeting takes place
Providers discuss project with staff in their own organisation and agree developmental work to be undertaken		
One to one consultancy support visits take place and individual project action plans agreed	Jan – Feb 09	
Providers work with staff in their organisation to implement their action plan and to collaborate with other participating sites in the project. Project manager maintains regular contact with sites		

<p>Second project network meeting takes place to</p> <ul style="list-style-type: none"> • critically reflect on and share progress to date • celebrate success • discuss issues and solutions • agree priority actions and 'next steps' 	<p>March/April 09</p>	<p>Milestone 3 Second network meeting takes place</p>
<p>Project manager evaluates project progress, and presents interim report to LSC staff.</p>	<p>March / April 09</p>	<p>Milestone 4 Interim report presented to LSC staff</p>
<p>Providers continue to work with staff in their organisation to implement their action plan and to collaborate with other participating sites in the project. Project manager maintains regular contact with sites</p>		
<p>Third project network meeting takes place to</p> <ul style="list-style-type: none"> • share progress • identify outcomes • evaluate project • agree dissemination activities at dissemination event • agree a Cambridgeshire WBL network action plan to address issues outstanding at the end of the project 	<p>June 09</p>	<p>Milestone 5 Third network meeting takes place</p>
<p>Project manager evaluates project progress and plans dissemination event</p>		
<p>Dissemination event takes place for providers and LSC partnership managers to showcase and share project progress and good practice</p>	<p>June 09</p>	<p>Milestone 6 Dissemination event takes place</p>
<p>Project is evaluated and project manager presents final report to LSC staff</p>	<p>July 08</p>	<p>Milestone 7 Final report presented to LSC staff</p>

Appendix B

The medical and social model of disability

The medical model of disability reinforces the idea that the problems people face are a direct result of their own health or impairment. The medical model focuses on what is wrong with a person and what they cannot do. This model takes a narrow, labeling approach that can perpetuate stereotypes and create a cycle of dependency and exclusion that is often difficult to break.

The social model of disability, in contrast, refutes the medical perspective above, and shifts the focus from what is 'wrong' with the disabled person to what is wrong with attitudes, systems and practices, as it is these that often create disabling barriers and prevent participation by disabled people. The social model of disability promotes the right of a disabled person to belong, to be valued, to determine choice and to make decisions.

The social model of disability represents the key to understanding and implementing the general duty to promote disability equality. This duty extends the DDA 1995 requirements – to anticipate and respond to the individual needs of disabled people – to a duty under which organisations must understand and dismantle barriers before these have an impact on the individual. All work based learning providers are covered by the general duty

Appendix C

Examples of how good health and safety practice can be translated into good practice in equality and diversity

Example 1 – Equality and Diversity assessment record, using an exemplar Health and safety assessment record

The questions below are asked by a training provider. They state on the form: 'To help us monitor equal opportunities, we ask you to complete this form and return to us. All information you provide will be kept confidential'		
	Please tick as appropriate	Comments
1. Does your company have an Equal Opportunities Policy?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Are employees made aware of this policy?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Do you regularly review your policy?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Does your company have an Harassment Policy (may be part of your equal opportunity policy)?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Does your company have facilities for disabled people?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Do you have any disabled employees?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please state how many
7. If you have answered 'no' to question 6, have such people ever applied for positions?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please state how many
8. Do you employ staff from Black and Minority Ethnic backgrounds?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please state how many
9. If you have answered 'no' to question 8, have such people ever applied for positions?	<input type="checkbox"/> Yes <input type="checkbox"/> No	Please state how many
10. How many male employees do you have?	Production Non Production	
11. How many female employees do you have?	Production Non Production	
12. if you do not have any female employees on production, a) would you consider employing any? b) have you the necessary facilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	

Example 2 - Equality and Diversity assessment record, using an exemplar Health and safety assessment record

Employer / Company Equality and Diversity Assessment Record			
1	Equality and Diversity Policy	Yes/No	Evidence / comments
A	Does the company have any form of written policy for equality & diversity?		
B	Are the responsibilities for equality and diversity clearly stated?		
Assessment of Standard 1:		Met <input type="checkbox"/>	Part met <input type="checkbox"/> Not met <input type="checkbox"/>
2	Risk assessment and control	Yes/No	Evidence / comments
A	How are adjustments identified and implemented for employees and trainees with disabilities, learning difficulties or medical conditions?		
Assessment of Standard 2:		Met <input type="checkbox"/>	Part met <input type="checkbox"/> Not met <input type="checkbox"/>
3	Issues or Concerns within Equality and Diversity law	Yes/No	Evidence / comments
A	Have adequate arrangements been made in case a member of staff reported that they were being bullied or harassed?		
B	Is there a member of staff who is knowledgeable and up to date with Equality and Diversity Law?		
C	If any issues occurred would they be recorded?		
Assessment of Standard 3:		Met <input type="checkbox"/>	Part met <input type="checkbox"/> Not met <input type="checkbox"/>
4	Supervision, training, information and instruction	Yes/No	Evidence / comments
A	How do you raise awareness of equality and diversity in the workplace?		
B	Are new employees given any equality and diversity information, instruction or training on recruitment?		
C	How are procedures for reporting on discrimination and harassment explained to employers and others?		
D	Is equality and diversity information, instruction and training recorded?		
Assessment of Standard 4:		Met <input type="checkbox"/>	Part met <input type="checkbox"/> Not met <input type="checkbox"/>
5	Appropriate working environment	Yes/No	Evidence / comments
A	Is the working environment accessible? For example are there ramps & fire alarms Are welfare facilities (toilets for both male and female, washing, drinking, eating, changing) provided as appropriate and maintained?		
Assessment of Standard 8:		Met <input type="checkbox"/>	Part met <input type="checkbox"/> Not met <input type="checkbox"/>

List your suggestions for improvement here

Action Plan				Page of
Ref	Action required	By who	Target date	Completed (signed of)

Example 3 - Learner E&D checklist, using an exemplar H&S checklist

Initial monitoring visit – completed at first review (4 weeks)

The Assessor asks each question in column A to evidence a learner's understanding of health and safety practice in the place of employment. Answers are recorded as either yes or no, and evidence is written in a separate column. Column B provides examples of how these questions can be translated from health and safety to equality (note, not all H&S questions have been included)

A - Health and safety practice	B - Equality and diversity practice
Where is your health and safety policy located?	Where is your E&D policy located?
Have you been briefed on the contents of the health and safety policy?	Have you been briefed on the contents of the E&D policy?
What are your health and safety responsibilities?	What are your E&D responsibilities?
Who is your supervisor and who do you report health and safety problems to?	Who is your supervisor and who do you report issues of discrimination or harassment to?
What are the health and safety rules of your employer?	What are the rules of your employer regarding discrimination and harassment on the grounds of race, disability, gender, age, sexual orientation, religion, or social class?
What would you do in the event of a fire? (sound of alarm, location of extinguishers, location of exits, assembly point?)	In the event of a fire, would you have any difficulties with hearing the alarm, following signs, exiting the building safely? How are these overcome?
Have you been shown around your immediate working environment?	Are all areas of your working environment accessible to you, including for example the canteen and rest room? Are there aspects of employment that leave you feeling excluded? Is there any practice in the workplace that leaves you feeling uncomfortable, such as offensive posters on a wall?'
What would you do if you had an accident at work?	What would you do if you experienced discrimination or harassment?
What training have you received for the equipment and machinery that you use?	What training have you received in relation to equality and diversity?

Example 4– Discrimination and harassment reporting card, using an exemplar H&S accident reporting card

Learners are informed about the reporting card below at sign up, and again during induction

The card below is A5, and gummed so that it can be folded and sealed by the learner. The provider's address and postage paid (and the statement PRIVATE AND CONFIDENTIAL) is on the reverse side (not shown).

**DISCRIMINATION,
HARASSMENT OR BULLYING
REPORTING CARD**

**If you experience discrimination, harassment or bullying whilst
you are at work please complete and return this card as soon as possible**

I, (name)

Have experienced discrimination, harassment or bullying on (date)

This is what happened

Employer name

Have you reported this to your employer?

Has the incident been dealt with properly?

Please contact me to discuss on (phone number)

Thank you

Example 5 –Discrimination and harassment investigation, using an exemplar Accident investigation.

A training provider has identified the following process for investigating incidences of discrimination in the work place, using the reporting card in the previous example. XXX indicates the names of specific members of staff in the organisation

Reporting card sent via post, or call made to centre



XXX logs details and passes to appropriate manager (for either WBL or TtG)



Manager contacts learner and relevant assessor to decide what action is required, in line with discrimination and harassment procedure. This may include, for example, addressing issue with employer, or sign posting learner to relevant internal / external agencies



Paperwork remains live until issue resolved. When learner issue resolved, outcomes are recorded in learner file. XXX monitors effectiveness of investigation via log.