

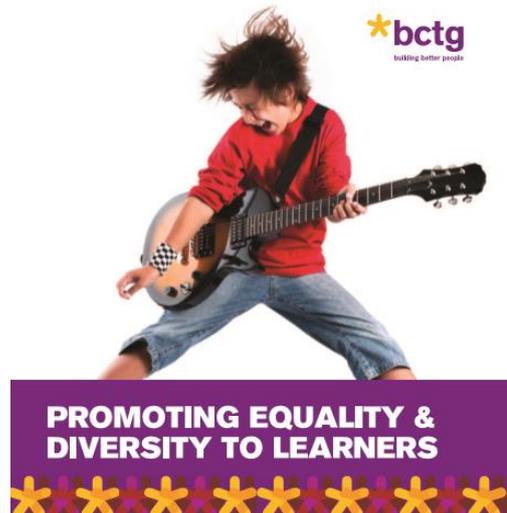
# Pan-equalities

## 1. Challenging discrimination

### Aims

The project aimed to address a perceived lack of understanding by staff and learners in applying equality principles in working situations.

Located within the construction, engineering and retail industries, the project reviewed FE<sup>definition</sup> and Skills Inspection Reports (2014) to identify recurring themes and recommendations relating to the development of learners' understanding of equality at work.



### Outcomes

- The resource Promoting equality and diversity to learners booklet was produced and these are now issued to all BCTG sub-contractors nationally.
- Improved workplace support for learners.
- Increased learner confidence in recognising and challenging potentially discriminating behaviour.
- A clear picture of staff and workplace mentors' concerns and perceived barriers in effectively promoting learners' appreciation of equality related issues when they are at work.
- An identification of staff and CPD<sup>definition</sup> needs in the area of promoting equality and diversity to learners in work situations.

### Resources

The Promoting Equality<sup>definition</sup> and Diversity to Learners booklet contains lots of suggestions for providers, trainers and assessors, including a useful range of discussion scenarios. The booklet can be downloaded using the link below.

### Attachment

[BCTG-Promoting-Equality-Diversity-to-Learners.pdf](#)

## 2. Equality and Diversity in the horseracing industry

### Aims:

The project aimed to make equality and diversity relevant to the school's learners by putting it in the context of the horseracing industry.

The project aimed to achieve this by creating a film featuring people working in the horseracing industry who have different protected characteristics to be used as a teaching tool and shown to all learners on traineeship and apprenticeship programmes. The film would be used within classroom sessions; learners watch and discuss the issues arising from the film. Once learners go into the workplace, the school's workplace assessors will discuss one or more of the protected characteristics on each visit referring back to the film and the people portrayed in it.

### Outcomes

Learners have grasped the notion that they will encounter people representing all the 9 protected characteristics in their future work environment just by having used this film in a classroom session.

It is hoped that once they enter the workplace that their tolerance and embracing of difference will spread to their colleagues.

### Resources

The film contains 9 shorter videos featuring people who discuss their protected characteristics. Each section contains three parts where the person introduces themselves, describes issues and talk about what they'd like other people to consider. These film clips although in the context of racing could be used by any provider as part of their equality and diversity training.

The [Equality Video](https://vimeo.com/129554394) can be accessed on Vimeo (<https://vimeo.com/129554394>).

Note: if you want to show single clips, find the clip you want and make a note of the start time. Select the **Share** option enter the start time and then copy the new URL generated.

## 3. Apprentice mE and Do: Advancing Equality and Diversity in the workplace

## Aim

The Apprentice mE & Do project's aim was to raise awareness of equality, diversity and inclusion in the workplace, and to embed good practice within businesses offering apprenticeships in Norfolk; particularly in gender-stereotyped sectors and for apprentices with specific intersectional identities.

## Outcomes

The project set out to identify apprentices' barriers and support needs, and work with employers to challenge behaviours and meet those needs. Existing qualitative and quantitative equality and diversity data was analysed to achieve this.

This supported the creation of a needs assessment for both apprentice and employer. The employer assessment to measure how conducive the business was to equality and diversity. The apprentice assessment to identify where his/her protected characteristics are creating barriers to achievement.

The assessments enabled discussions to be held around the support the apprentice needed and support given to employers to find appropriate solutions.

Businesses who committed to the Apprentice mE & Do pledge are identified as workplaces that value diversity and are proactive in supporting their staff. The pledge is now being shared across the apprentice provider network as a kitemark of good practice and creative excellence.

Good practice from this project will be embedded through a training and induction programme for assessors. This will support employers to achieve a 'kitemark' in excellence for equality



**Apprentice mE & Do**  
Advancing Equality & Diversity in the Workplace

Apprentice mE & Do will identify Apprentices' barriers and support needs and work with employers to challenge behaviours and meet those needs.

Apprentice mE & Do - Advancing Equality & Diversity in the Workplace will raise awareness of equality, diversity and inclusion in the workplace and embed good practice within businesses currently offering Apprenticeships in Norfolk.

**Our Project Team**

Jacky Sturman  
Deputy Project Manager

Adam Barton  
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EQUALITY & DIVERSITY

To see our full equality statement visit our website [www.ccn.ac.uk](http://www.ccn.ac.uk)

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and diversity. This approach will enable us to sustain this project long after the end date as it will become part of each Assessor's work remit.

## Resources

The following project resources are available for download. Please note the resources are as supplied by the project and may not be fully accessible.

[Apprentice mE and Do poster](#)  
[Apprentice Engagement Questions](#)  
[Employer Engagement Questions](#)  
[Student Equality & Diversity Powerpoint](#)

## 4. Equality and Diversity in Sussex Colleges

### Aims

The project aimed to

- use peer group development and working to identify and remove barriers that cause underrepresentation and stereotyping of apprentices and work-based learners in both rural and wider workplaces
- establish physical and virtual staff peer support/CPD<sup>definition</sup> to enable the exchange of best practice used in addressing race, gender and disability issues with learners and staff.

### Outcomes

Good practice has been embedded through collaborative working of cross sector groups to develop resources that are both age and cognitive level appropriate. The resources provide awareness raising and appropriate challenge for learners with a range of learning difficulties and or disabilities.

Good practice has been spread through online resources, allowing teaching staff anywhere to access the resource idea and the "teacher tips".

### Attachment

[assessment, disability, 0-8 five areas.DOC](#)

[3 tools on one sheet-2.docx](#)

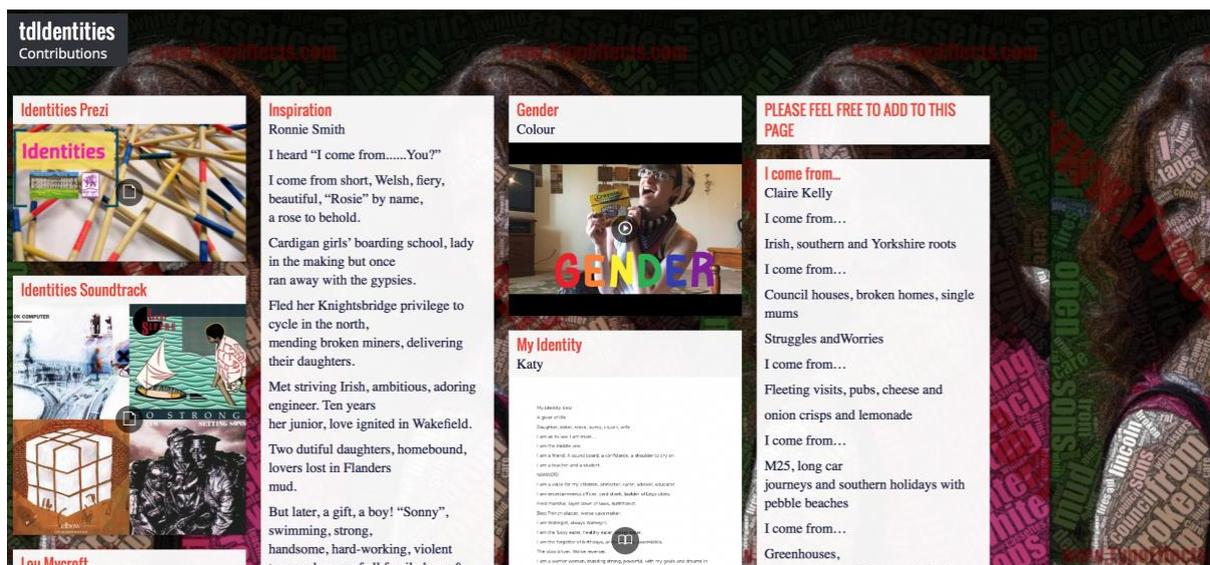
## 5. The identities programme at the Northern College 2015

**“I’m a different teacher now. I resist the labels; the pigeon-holing; the merging of ‘equality and diversity’ into something meaningless, about ticking a box. As Audre Lorde said ‘There is no such thing as a single-issue struggle, because we do not live single-issue lives.’”**

**Identities Programme participant**

Last week we shared the final report, as this project draws to a close. Our aim was ambitious – to ‘change the way that educators talk about diversity, intersectionality and identity’. We wanted to create an environment where individual participants and their students were able to express their identities safely without prejudice. Where ‘E+D’ were separated back out and teachers were embedding diversity in a considered and transformational way. The results were astonishing; not only due to the level of thinking and individual exploration but the way in which people chose to think – by creating pieces of art and writing poetry.

All the resources and creations can be viewed on our beautiful Padlet.



**6. Raising employability through equality and diversity in workplace culture**

## Aim

Walsall Adult and Community College (WACC) project aim was to enable college trainees and apprentices to increase their employability through a greater understanding of workplace culture in relation to equality and diversity.

The project aimed to support the development of new approaches and tools that would equip trainees and apprentices with the skills, knowledge and behaviours to overcome perceived and actual equality and diversity barriers, enabling them to be more aspirational in their choice of career.

# World Café



## Outcomes

Project activities included:

- an analysis of current and previous traineeship and apprenticeship data
- current cohorts completing a questionnaire addressing perceptions of equality and diversity in the workplace
- trainees and apprentices undertaking innovative activities, engaging with employers and analysing workplaces through an equality and diversity framework
- trainees and apprentices applying learning to their own workplaces, thereby advancing equality in workplace learning
- careers advisers undertaking training to raise awareness of hidden bias in guidance for potential trainees and apprentices

Trainees now have a better understanding of why equality, diversity and inclusion is important and recognise the relevance to their journey towards work. In the longer-term, learners are raising their career aspirations, supported by careers staff who are now more mindful of the risks of hidden bias.

## Resources

Using the links below you can download an activity to be used with learners to raise their awareness of equality and diversity in the workplace.

[World Cafe Activity](#) - activity instructions

[World Cafe Menus](#) - printable questions for the tables

## 7. WEA Intersectionality project

## About the project

The WEA led a national cross-regional project to develop **online learning modules** that explore ways of supporting students with intersectional identities. Each module was developed through a co-production process whereby WEA staff and tutors worked with a group of WEA students / adult learners to better understand barriers to participation in learning and inclusive ways of working. The modules also explore what it means to have an intersectional identity and look at where the term intersectionality comes from.

The result is the development of **9 distinct modules**, each one unique as they reflect the co-production process used, the input from students and the experiences of the tutors and staff involved in the developments. We have also produced an “**Introduction to Intersectionality**” module to set the scene and provide some context.

The learning from the project has emerged from the consultation with students and staff with intersectional identities who are helping to inform our practice. This includes the way we develop community partnerships, the importance of all students having a voice in decision making and rolling out the online training for staff, tutors and volunteers across the WEA.

We are already seeing a difference through the establishment of new community partnerships and new courses as a result of the co-production process but anticipate the outcomes and impact will grow as the modules are rolled out more widely across the sector and utilised within a wide range of learning contexts and organisations.

## The modules

Access to modules is no longer available.

### 8. The humane selfie: ‘Life gets better together’

<https://youtu.be/WD-59uRCdQA>

## Aim

The Working Men's College (WMC) project aimed to bring students and staff together in purposeful, mutually beneficial activities, to promote greater understanding and respect between various protected characteristics. While the project considered all protected characteristics, there was a greater emphasis on sexual orientation, gender identity, and religion and belief.

## Outcomes

- Celebration of LGBT history month
- Six-week course (crafting language) where students explored local LGBT history, use of language (including Polari) and labels to create a visual piece or performance.
- e-Learning (Humane selfie project), where students were videoed or videoed themselves on the perception of LGBT at the College
- Pilot and design of a vocational hairdressing module inclusive of all gender and sexualities
- Pilot and design an anti-discriminatory staff development training package which included dealing with challenging behaviour within an adult context
- Half-day conference aimed at senior equality and diversity managers in the sector to share good practice

## Resources

A series of video resources were produced by the project which can be accessed via the links given below:

[Playlist of all videos](#)

[Information Fair](#)

[Faith in LGBT](#)

[Student Forum](#)

[Open Barbers](#)

[Crafting Language Course](#)

[Staff Development](#)

[Humane Selfie](#)