Unit 313 Promote equality, diversity and inclusion in the workplace

UAN:	**T/506/1820**
Level:	3
Credit value:	3
GLH:	15
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: • CFAM&LBA7 Promote equality of opportunity, diversity and inclusion
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to promote equality, diversity and inclusion in the workplace. Upon completion of this unit, learners will have developed an understanding of both the organisational and personal aspects of equality, diversity and inclusion in the workplace. Learners will utilise this knowledge in supporting equality, diversity and inclusion in the workplace.

Learning outcome
The learner will: 1. understand the organisational aspects of equality, diversity and inclusion in the workplace
Assessment criteria
The learner can: 1.1 explain the difference between equality, diversity and inclusion 1.2 explain the impact of equality, diversity and inclusion across aspects of organisational policy 1.3 explain the potential consequences of breaches of equality legislation 1.4 describe nominated responsibilities within an organisation for equality, diversity and inclusion.

Assessment Guidance

1.1 Equality is a quality of being the same in value or status among all people. In order to achieve equality, people must be fair and respect differences in their values and status.
Equality in Employment is regulated by a combination of UK Laws and UK regulations leading to the Equal Opportunities and Discrimination (Equality Act 2010).The act contains a number of key concepts now known as 'protected characteristics':

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion of belief
- Sex
- Sexual orientation

The act and more recent amendments and provisions, sets out to eliminate unlawful discrimination against harassment and victimisation of these groups of people, and to advance equality among them.

Diversity that we can all celebrate and embrace cannot be achieved without achieving equality first. Diversity is a state of having differences, whether it is age, condition, race, religion or belief, and sexual orientation. The Equality Act 2010 aims to promote diversity by fostering good relations between different groups of people. Valuing diversity is a bigger issue than just avoiding discrimination, even though that is very important.

Inclusion is the practice of someone/groups of people being accepted for whom they are and changes made accordingly. It is often about removing the things that we cannot see, such as attitudes and prejudice. These obstacles are sometimes called 'barriers' an example would be when a person with a visual impairment struggles to read the text in the company newsletter. By making the information available using a larger font size (a large print facility) the member of staff can access the same information as his or her colleagues.

In this criterion the learner is required to provide evidence that he or she has:

- explained the difference between the three areas of equality, diversity and inclusion.
- identified an example in each of the three areas, of persons with protected characteristics and suggested how improvements can be made to meet equality, diversity and inclusion requirements.

1.2 The 'organisational policy' is a way of describing a set of standards that every member of staff must adhere to.' Impact' describes the outcomes or results of implementing the standards on the ways individuals are treated and equality, diversity and inclusion issues are approached in the organisation.

In this criterion the learner is required to provide evidence that he or she has:

- explained that certain rights and duties are protected by legislation regardless of the individual's status within the organisation.
- suggested examples of rights covered by organisational policy explaining how they are applied eg maternity/paternity leave

1.3 'Consequences' are the effects of breaching or breaking the law that is described in the protected characteristics within the Equality Act. Direct discrimination means treating someone less favourably for a reason to do with one or more of the protected characteristics eg refusing to allow a person onto a building site just because she is a woman.

Indirect discrimination occurs when an employer places an unnecessary condition or requirement on a job to prevent certain members of the community applying.

In this criterion the learner is required to provide evidence that he or she has:

- explained that direct and indirect discrimination is against the law and can lead to prosecution within the organisation.
- suggested consequences of breaching equality legislation using work related examples.

1.4 Nominated responsibilities are the specific areas that the employer has a legal duty to undertake. It is considered good practice on moral and ethical grounds to build on the legal requirements in order to develop codes of practice which extend above and beyond legal duties. Examples of good practice include more flexible working arrangements and the choice of full and part-time working.

In this criterion the learner is required to provide evidence that he or she has:

- described the nominated responsibilities for equality, diversity and inclusion.
- suggested examples for each area of diversity and of inclusion showing the employer has applied the nominated responsibilities in order to improve the quality of working relationships.

Learning outcome
The learner will: 2. understand the personal aspects of equality, diversity and inclusion in the workplace
Assessment criteria
The learner can: 2.1 explain the different forms of discrimination and harassment 2.2 describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace 2.3 explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace

Assessment Guidance
2.1 Discrimination means treating one person less favourably than another person who has similar skills and qualifications. Four types of discrimination are recognised by the law: • Direct discrimination • Indirect discrimination • Harassment • Victimisation. Harassment takes place when a person suffers behaviour that affects their dignity because of their sex, marital status, gender reassignment, race, disability, sexual orientation, religion of belief. It is the feelings of the person who is offended by the unwanted attention that count. In this criterion the learner is required to provide evidence that he or she has : • explained the different forms of discrimination and harassment • suggested one example of discrimination and one example of harassment showing how in each case the individual was affected and the steps the employer took in response to the situation.
2.2 The 'characteristics of behaviour' is one way of describing actions or personality traits that can be observed by others. There is a legal obligation within the organisation to examine who is likely to be discriminated against and what could and should be done to eliminate it. It is important where necessary to change behaviours and organisational culture in order to establish good practice. In this criterion the learner is required to provide evidence that he or she has: described actions, in each of the three cases, of observable behaviours in others that show that equality, diversity and inclusion issues are being considered and explained the effects of the behaviours on one group of people.
2.3 In the workplace this can be seen as leading by example in order to remove barriers that might prevent certain people being employed by or progressing within their organisation. Known as positive action, this effect happens when the employer thinks that people who share a particular characteristic are likely to suffer a disadvantage in the workplace. This may be as early as in the advertisement of job vacancies or access to in company training and methods of assessment. In this criterion the learner is required to demonstrate that he or she has: Explained, using one specific situation in the workplace, how particular behaviours have been adopted to support each of the three areas of equality, diversity and inclusion.

Learning outcome
The learner will: 3. be able to support equality, diversity and inclusion in the workplace
Assessment criteria
The learner can: 3.1 ensure colleagues are aware of their responsibilities for equality, diversity and inclusion in the workplace 3.2 identify potential issues relating to equality, diversity and inclusion in the workplace 3.3 adhere to organisational policies and procedures, and legal and ethical requirements when supporting equality, diversity and inclusion in the workplace

Assessment Guidance
3.1 'Colleagues' are other persons that you work with who are also employed by the same organisation. 'Awareness' could be described as not only knowing facts, but in using the information in such a way that it is applied in a beneficial way to every aspect of the work, including influencing others to follow good practice and creating a harmonious culture. In this criterion the learner is required to identify that he or she has: • ensured colleagues are aware that responsibility has been taken for all three areas of equality and diversity and inclusion, by providing evidence of following procedures which are supported by company documentation.
3.2 There are many early warning signs in an organisation where issues and potentially harmful situations may arise. Examples may include a lack of or inadequate training; outdated policies which are no longer in line with new legislation or new customer requirements. In this criterion the learner is required to describe how he or she has: • identified issues which could potentially cause problems in the workplace in relation to equality, diversity and inclusion. • described what could be done to improve the situations for all parties, providing evidence of progress.
3.3 'Adhere' is a word used to describe the following of policies and procedures, not only to the actual wording as a matter of compliance, but also in the 'spirit' of the information, so that it is embedded in thoughts, words and actions of employees. These actions can be observed by all employees, third party suppliers, partnerships and customers. These behaviours are sometimes described as the 'hearts and minds' of the organisation. Legal requirements are enforceable by law and are to be considered as mandatory. Ethical requirements relate to moral judgments and are usually documented as part of the company Values Statements in larger organisations.

In this criterion the learner is required to describe how he or she has:

- selected policies and related procedures and briefly described the key purpose of each policy.
- identified how each policy has been followed and adhered to using a separate work place situation for each.