

## Checklist for demonstrating good practice regarding equality and diversity

<p><b>Identifying needs</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do your publicity, recruitment and guidance materials contain all the information needed to represent those for whom it is intended?</li> <li><input type="checkbox"/> Do you provide information, advice and guidance to help learners choose the right programme based on their needs and/or to progress further?</li> <li><input type="checkbox"/> Is the application and interview process fair to all?</li> <li><input type="checkbox"/> Can you identify any potential learning difficulties and/or disabilities and take reasonable steps to address these prior to the learner commencing?</li> <li><input type="checkbox"/> Are your learners given the opportunity to discuss what it is they aspire to, any potential or additional support requirements and needs they may have, and any barriers to learning?</li> <li><input type="checkbox"/> Do you need to make reasonable adjustments to the environment, equipment and/or resources in any way?</li> <li><input type="checkbox"/> Can learners take an initial assessment relating to language, literacy, numeracy and digital skills if relevant?</li> <li><input type="checkbox"/> Is there a specific initial assessment/skill scan/diagnostic test available in your subject area to help identify a learner's current skills and knowledge?</li> <li><input type="checkbox"/> Is there an opportunity for your learners to take a dyslexia test if necessary?</li> <li><input type="checkbox"/> Can you agree a differentiated individual learning plan with each of your learners?</li> </ul>
<p><b>Planning learning</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does your scheme of work reflect the subject in a diverse yet inclusive way?</li> <li><input type="checkbox"/> Does your scheme of work reflect the requirements of the Ofsted common inspection framework (if applicable), embrace equality and diversity, and reflect differentiation?</li> <li><input type="checkbox"/> Does your scheme of work build upon topics in a logical way, taking into account any identified needs, the results of learning preference tests and initial assessments?</li> <li><input type="checkbox"/> Does your scheme of work take into account any specific dates that learners may not be able to attend, or dates and events that can be celebrated?</li> <li><input type="checkbox"/> Can you provide a choice of learning opportunities at a variety of times and places?</li> <li><input type="checkbox"/> Can you plan time for tutorials – group and individual?</li> </ul>

	<p>Group tutorials can be an opportunity for equality and diversity activities and discussions to raise learner awareness.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does the teaching environment you have been allocated fulfil the needs of your subject and learners, is it safe and accessible?</li> <li><input type="checkbox"/> Do your session plans take into consideration the individual needs of your learners and show how you will differentiate for them?</li> <li><input type="checkbox"/> Do you use an induction checklist to ensure all aspects of the course, qualification and the organisation are stated?</li> <li><input type="checkbox"/> Is time allocated during induction for information and discussion regarding equality and diversity including policies, complaints and appeals?</li> <li><input type="checkbox"/> Can you include a workshop or a session regarding equality and diversity, or invite expert speakers?</li> <li><input type="checkbox"/> Can you communicate with others who are involved with your learners, for example, carers, teachers and workplace supervisors?</li> <li><input type="checkbox"/> Do your resources represent the diverse range of your learners and society?</li> <li><input type="checkbox"/> Do you need to adapt any resources to suit your learners, for example, the use of large print or coloured paper?</li> <li><input type="checkbox"/> Do you check all visual presentations, handouts and documents to ensure they are legible and readable by all learners, without using too much jargon?</li> <li><input type="checkbox"/> Can you create extension activities to stretch and challenge higher level learners or those who finish a task earlier?</li> <li><input type="checkbox"/> Can you make your teaching and learning materials accessible electronically?</li> <li><input type="checkbox"/> Do you need to obtain or arrange for any specialist equipment or support?</li> <li><input type="checkbox"/> Do you maintain a group profile and update it regularly?</li> </ul>
<p><b>Facilitating learning</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can you use an appropriate and inclusive icebreaker?</li> <li><input type="checkbox"/> Can you agree suitable ground rules with your learners which include aspects of equality and diversity?</li> <li><input type="checkbox"/> Do you use a variety of stimulating teaching activities, methods and resources to cover all learning preferences?</li> <li><input type="checkbox"/> Do you treat your learners as individuals, using their names when possible?</li> <li><input type="checkbox"/> Can all learners access the learning environment and use all relevant equipment and materials safely?</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is the environment conducive to learning, for example, layout, accessibility?</li> <li><input type="checkbox"/> Is the language you use appropriate, non-discriminatory and at the right level?</li> <li><input type="checkbox"/> Do you manage discussions to ensure learners' language is appropriate and non-discriminatory?</li> <li><input type="checkbox"/> Do you make good use of occasions when opportunities naturally occur regarding equality and diversity?</li> <li><input type="checkbox"/> Do you ensure individual learner needs are met and differentiated for all abilities?</li> <li><input type="checkbox"/> Do you treat all learners fairly?</li> <li><input type="checkbox"/> Do you ensure all learners treat each other with respect, do you challenge negativity?</li> <li><input type="checkbox"/> Do you encourage teamwork?</li> <li><input type="checkbox"/> Do you present materials and topics in a way that embraces equality and diversity?</li> <li><input type="checkbox"/> Can you build in sufficient time for group activities to advance equality and diversity, bearing in mind any cultural clashes that may occur?</li> <li><input type="checkbox"/> Is diversity included within your teaching and learning resources, for example, referring to a variety of cultures, faiths, religions and traditions?</li> <li><input type="checkbox"/> Are pictures of people from all aspects of society visible in your resources?</li> <li><input type="checkbox"/> Can you confidently challenge prejudice, discrimination and stereotyping as it occurs?</li> <li><input type="checkbox"/> Can you put your own attitudes, values and beliefs aside if they conflict with your learners', or at the very least do not let them affect teaching and learning?</li> <li><input type="checkbox"/> Do you use appropriate body language and non-verbal communication?</li> <li><input type="checkbox"/> Is equality and diversity an agenda item for team meetings? Are meaningful topics discussed and acted upon? Are there opportunities for staff training?</li> </ul>
<b>Assessing learning</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is assessment planned with all learners?</li> <li><input type="checkbox"/> Are appropriate assessment types and methods used for all learners?</li> <li><input type="checkbox"/> Is assessment fair and not discriminative against any learner?</li> <li><input type="checkbox"/> Can you use alternative forms of assessment? For example, reading questions to a learner who is visually impaired.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do you need to contact the awarding organisation to obtain extra time for assessments or exams due to language barriers or physical difficulties (if applicable)?</li> <li><input type="checkbox"/> Do you provide feedback on an individual basis, giving developmental support where necessary, at a level to suit each learner?</li> <li><input type="checkbox"/> Can you rephrase questions if they are not understood by the learner?</li> <li><input type="checkbox"/> Do you differentiate for learners' abilities and needs?</li> <li><input type="checkbox"/> Are your learners aware of the appeals procedure?</li> <li><input type="checkbox"/> Are you keeping relevant records of progress and achievement?</li> </ul>
<b>Evaluating learning</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do learners have the opportunity to evaluate their programme in an anonymous way?</li> <li><input type="checkbox"/> Can all learners understand the questions being asked and complete the necessary forms? Can the forms be available electronically?</li> <li><input type="checkbox"/> Do you collect an adequate range of data including ethnicity, retention, achievement, progression, destinations?</li> <li><input type="checkbox"/> Do you analyse the data collected and do something positive with it?</li> <li><input type="checkbox"/> Can you follow up any feedback from learners or others?</li> <li><input type="checkbox"/> Can you evaluate each session delivered and note any equality and diversity issues that occurred?</li> <li><input type="checkbox"/> Can you foster links with the local community to improve your own knowledge?</li> <li><input type="checkbox"/> Can you take any further training to benefit yourself and your learners?</li> </ul>