



**Arrangements for:**  
**Professional Development Award in**  
**Inclusiveness: Promoting Equality and**  
**Diversity within the Learning**  
**Environment at SCQF level 9**

**Group Award Codes: G8JN 49**

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## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.



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# 1 Introduction

This is the Arrangements Document for the *new Group Award Professional Development Award in Inclusiveness: Promoting Equality and Diversity within the Learning Environment at SCQF level 9 which was validated in May 2007*. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

In Spring 2003 the Scottish Executive decided to carry out a review of the Occupational Standards, published in *The National Guidelines on occupational standards and provision leading to TQ (FE) and related professional development*<sup>1</sup>, which would take account of changes, both within the post-school-educational sector and in the wider policy environment, that have had a significant impact on the current and future skill needs of lecturers<sup>2</sup> in Scottish colleges. The review was to ensure that lecturers are trained to the highest possible standards and involved widespread consultation with colleges and other stakeholders.

Following analysis of the responses and consultation with the college sector and other key stakeholders, the Steering Group for the Review recommended that a working group should be set up to take forward the task of developing new standards for the continuing professional development (CPD) of lecturers in the area of diversity. Three separate sets of standards were developed on different aspects of diversity, 'Promoting Learning and Equality for People with Disabilities', 'Managing an Inclusive Learning Environment', and 'Promoting Good Relations between People of Different Racial and Ethnic Groups'. The standards were published by the Scottish Executive in the *Professional Standards for Lecturers in Scotland's Colleges* in June 2006. The publication is available on the Professional Development Forum (PDF) website<sup>3</sup>.

The new Group Award, Inclusiveness: Promoting Equality and Diversity within The Learning Environment at SCQF level 9, has been designed to meet these three Professional Standards for CPD on equality and diversity.

The standards and indicative content included in the Units, which make up the Award, are included in Appendices 1, 2 and 3 respectively.

## 2 Rationale for the development of the Group Award

The rationale for the development of the award is to meet the CPD needs of teachers and managers, who already hold a teaching qualification, in the area of equality and diversity. Scotland's colleges have a key role in promoting equality and diversity, both within their organisations and more widely within society in Scotland. It is therefore essential that teachers and managers, employed by colleges, are given appropriate training so that they can confidently assume their responsibility to promote inclusion and diversity and take action to challenge prejudice and discrimination.

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<sup>1</sup> <http://www.fepdfscotland.co.uk/documents.htm> (accessed on 03.04.08)

<sup>2</sup> A member of teaching staff employed in one of Scotland's colleges

<sup>3</sup> <http://www.fepdfscotland.co.uk/professionalstandards.htm> (accessed on 20.03.08)

### **3 Aims of the Group Award**

Two Professional Development Awards (PDAs) have been developed from the three Professional Standards for CPD covering the different aspects of diversity. They are a 'specialist' one, *Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs at SCQF level 9*, and a 'general' one, *Inclusiveness: Promoting Equality and Diversity within The Learning Environment at SCQF level 9*, reflecting the need for teachers and managers in Scotland's colleges to have the knowledge and skills to deal with all aspects of equality and diversity ie race or ethnic origin, religion or belief, disability, age, sexual orientation and gender.

#### **3.1 General aims of the Group Award**

Many teachers and managers in Scotland's colleges already have a TQ (FE) or a PDA in Teaching in Further Education but, prior to August 2007, these courses did not specifically address all the knowledge and skills pertaining to equality and diversity issues.

This 'general' Award will provide the opportunity for certificated CPD at a level appropriate to their role and responsibilities. It will make them aware of the public sector duties applying to race, disability and gender and give them an understanding of how these will affect their work.

#### **3.2 Specific aims of the Group Award**

The specific aims of the new qualification are

- 1 To provide the skills, knowledge and understanding required by candidates
  - 1.1 to critically understand current legislation, codes of practice and college policies, plans and procedures and their role in implementing them
  - 1.2 to promote diversity and inclusiveness
  - 1.3 to promote equality and to take action to challenge prejudice and discrimination
  - 1.4 to provide high quality teaching for all learners by creating and managing inclusive learning, teaching and assessment strategies
  - 1.5 to assist learners to achieve their full potential.
- 2 To build up confidence in teaching learners from a wide range of backgrounds and with a diverse range of aspirations, strengths and needs.

#### **3.3 Target groups**

Staff in all colleges already undertake training in the areas of equality and diversity because of legislative requirements. The award will however be of benefit to those managers and teachers who wish an accredited qualification in this area, for example as an 'expert' within their curriculum team to whom others may refer for advice, for specific vocational reasons, or to enhance their CVs for promoted posts.

### 3.4 Employment opportunities

The award provides an opportunity for the continuing professional development of managers and teachers employed in Scottish colleges who already possess a recognised teaching qualification or Professional Development Award in teaching in further education.

## 4 Access to Group Award(s)

Access to the award will be at the discretion of the centre. Candidates would normally be expected to be working towards or have a recognised teaching qualification, eg TQ (FE), Professional Development Award for teaching in further education or TQ: Adult Literacies.

## 5 Group Award(s) structure

The award comprises two Higher National Units, each with a SQA credit value of 1 credit, making a total of 2 SQA credits. The Units in the awards are mandatory and are at SCQF level 9. There are no optional Units.

### 5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit Value
Creating and Managing an Inclusive Learning Environment	F13L 36	8	9	1
Supporting and Promoting Diversity	F13N 36	8	9	1

By structuring the award in this way the Unit, Supporting and Promoting Diversity, can serve a dual purpose of providing skills, knowledge and understanding for not only teaching staff but also support staff.

This Unit includes knowledge, skills and/or understanding to enable candidates to

- ◆ critically understand the relationship between current legislation and codes of practice and the candidate's individual role
- ◆ critically reflect on the effectiveness of college policies, plans and procedures in promoting equality
- ◆ identify and analyse own attitudes, values, beliefs and behaviour through review and evaluation of work practice
- ◆ use strategies to challenge prejudice and discrimination on the grounds of racial or ethnic origin, religion or belief, disability, age, sexual orientation and gender
- ◆ promote equality and good relations between staff and all learners
- ◆ support learners and staff in challenging discrimination and promoting equality

## 5.2 Mapping information

The aims of the award are met in the Units as follows:

Aim	Unit/Outcome
1.1	Supporting and Promoting Diversity — Outcome 1
1.2	Supporting and Promoting Diversity — Outcome 2
1.3	Supporting and Promoting Diversity — Outcome 3
1.4	Creating and Managing an Inclusive Learning Environment — all
1.5	Creating and Managing an Inclusive Learning Environment — Outcome 2
2	Creating and Managing an Inclusive Learning Environment — all

## 6 Approaches to delivery and assessment

It is anticipated that the award will be delivered through initial lecturer-mediated discussion with the provision of appropriate examples and case studies. Using illustrations sourced from candidates and their work experience will serve to make the learning more relevant and familiar. They are expected to analyse and reflect on their experience and reach conclusions for their future practice.

The mode of delivery will be flexible, with a focus on experiential learning and assessment in the workplace. Candidates should be encouraged to take advantage of opportunities to produce and gather suitable evidence from their workplace. This will enable candidates to achieve the Award in a variety of timescales and different Units at different centres.

There are opportunities for the integration of assessment. Evidence from the observed sessions in the Unit, *Creating and Managing an Inclusive Learning Environment*, may contribute to the assessment for Outcomes 2 and 3 of the Unit, Supporting and Promoting Diversity. The additional support needs of individual candidates must be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units.

The Scottish Government, Lifelong Learning Directorate has agreed to fund the development of open learning materials, including assessment instruments, to support the delivery of the award. The materials will be available to Scottish colleges from August 2009.

Staff delivering, assessing and internally verifying the award must hold a recognised teaching qualification and have considerable recent experience of teaching in the college sector. They should also have experience in the area of equality and diversity and proven ability to assess at SCQF level 9. Any new member of staff to the delivery team must be approved by the PDF in advance. A CV template is available on the TDF website<sup>4</sup>

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<sup>4</sup> <http://www.fepdfscotland.co.uk/applications.htm> (accessed on 09.05.08)

## 7 General information for centres

### Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

### Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for colleges of Further Education* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 8 General information for candidates

The PDA in Inclusiveness: Promoting Equality and Diversity at SCQF level 9 is based on the three CPD standards relating to diversity from *'The Professional Standards for Lecturers in Scotland's Colleges'* published by the Scottish Executive in June 2006, <http://www.fepdfscotland.co.uk/professionalstandards.htm>. The standards are 'Promoting Learning and Equality for People with Disabilities', 'Managing an Inclusive Learning Environment' and 'Promoting Good Relations between People of Different Racial and Ethnic Groups'.

The PDA has two mandatory Units, *'Creating and Managing an Inclusive Learning Environment'* and *'Supporting and Promoting Diversity'*, both of which are at SCQF level 9. It covers the knowledge and skills that are needed to plan and deliver learning programmes to learners with diverse learning needs. An understanding of current legislation, codes of practice and college policies, plans and procedures will be gained. Skills and knowledge required to promote diversity and inclusiveness, to promote equality and to take action to challenge prejudice and discrimination will also be developed.

You will develop the knowledge, skills and understanding to enable you to:

- ◆ analyse the impact of real and perceived barriers to learning
- ◆ recognise the factors that facilitate and inhibit learning
- ◆ plan and implement effective strategies to overcome barriers to learning, including the selection and development of appropriate learning materials and delivery and assessment methods
- ◆ use the curriculum effectively to promote equality and positive attitudes to diversity and inclusiveness
- ◆ promote positive attitudes to human diversity through accessible learning, teaching and assessment approaches

- ◆ manage the learning environment proactively in order to support diverse learning needs
- ◆ reflect on your practice and understand its impact on learning
- ◆ understand the relationship between current legislation and codes of practice and your individual role
- ◆ critically reflect on the effectiveness of college policies, plans and procedures in promoting equality.
- ◆ identify and analyse your attitudes, values, beliefs and behaviour through reviewing and evaluating your work practice
- ◆ use strategies to challenge prejudice and discrimination on the grounds of racial or ethnic origin, religion or belief, disability, age, sexual orientation and gender
- ◆ promote equality and good relations between staff and all learners
- ◆ support learners and staff in challenging discrimination and promoting equality

Assessment includes both written/oral evidence, in the form of reports, and performance evidence from the workplace. There are opportunities for professional discussion. You are required to produce a learning, teaching and assessment plan and will be observed delivering at least one learning and teaching session to a group in which there are learners with diverse learning needs.

The award provides an opportunity for continuing professional development and building confidence in teaching learners with diverse learning needs from a wide range of social, economic and educational backgrounds.

## 9 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Graded Unit:** Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

**Dedicated Core Skill Unit:** This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in Information Technology or Communications.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised HNCs and HNDs** are those developments or revisions undertaken by a group of centres in partnership with SQA.

**Specialist single centre and specialist collaborative devised HNCs and HNDs** are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

## 10 Appendices

Appendix 1: Professional Standards for CPD — Learning and Equality for People with Disabilities

Appendix 2: Appendix 2: Professional Standards For CPD — Managing an Inclusive Learning Environment

Appendix 4: Appendix 3: Professional Standards For CPD — Promoting Good Relations between People of Different Racial and Ethnic Groups

# Appendix 1: Professional Standards for CPD — Learning and Equality for People with Disabilities

## Context and rationale

The education sector has a key role in eradicating discrimination on the grounds of disability, promoting equality of opportunity and facilitating inclusive learning. Colleges have policies and procedures that respond to legislation and their local contexts. Lecturers work with learners who have a diverse range of aspirations, strengths and needs and assist them to achieve their full potential.

All lecturers have a responsibility to take action to challenge prejudice and discrimination and promote inclusion and diversity.

## Standards

The lecturer should be able to:

## Notation used

CMILP indicates Creating and Managing an Inclusive Learning Environment, SPD indicates Supporting and Promoting Diversity, O = Outcome

Outcomes or included in Knowledge and/or Skills (k/s)		
1	Demonstrate a critical understanding of the principal theories, concepts and terminology relating to disability and the implications of disability for learning.	SPD-O1
2	Explain current legislation and codes of practice as they relate to the role of the college lecturer.	SPD-O1
3	Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging prejudice and discrimination on the grounds of disability.	SPD-O2
4	Promote equality in learning, teaching and assessment in relation to disabilities.	SPD-O2 and SPD-O3 CMILP-O2
5	Use strategies effectively to anticipate needs in an educational context.	CMILP-O1
6	Recognise and challenge disability discrimination in an educational context and use the curriculum effectively to promote equality and positive attitudes to diversity and inclusiveness.	SPD-O2 and SPD-O3 CMILP-O2
7	Recognise the factors that facilitate and inhibit learning in the context of disability and use learning, teaching and assessment methods effectively to facilitate learning.	CMILP
8	Support learners and staff effectively in challenging disability discrimination.	SPD-O3
9	Evaluate the effectiveness of college policies, plans and procedures in eradicating disability discrimination and promoting learning and equality for people with disabilities.	SPD-O1

## Indicative content

<b>Included in Knowledge and/or Skills + Context for delivery (guidance notes)</b>	
Models of disability: social, medical. Definitions: disabilities; (complex) additional support needs; direct, indirect, individual, multiple and institutional discrimination. Language: technical; pejorative terms. Disclosure; confidentiality; sensitivity; respect. Mainstreaming.	SPD-O1
European directives and national legislation. Statutory codes of practice: European and national. Good practice guidelines: educational institutions; specialist advisory bodies. Institutional policies and procedures.	SPD-O1
Attitudes: stereotypes; generalisation; prejudice; assumptions; labelling; identities (own and others); self-image; expectations; openness; empathy. Behaviours: reflective practice; forms of discrimination; inclusive and exclusive language and practice; dependency; patronising behaviours; promotion of independence; empowerment; consultation; anticipatory practice; responsiveness; willingness to change. Impact: participation; engagement; performance; retention; satisfaction; achievement; progression; post-course destination.	SPD-O2
Promotion: publicity and representation of options; recruitment strategies; selection and induction processes; access and choice; information and guidance; learner support strategies and arrangements; assessment arrangements; assistive technologies, aids, accommodations and adaptations. Physical environment: classrooms; public spaces; toilets; catering outlets; timetabling; allocation of resources. Positive role models; mentors; positive and active imagery.	SPD-O1 and SPD-O3
Strategies: disclosure; needs assessment; learner participation; referral; staff roles and responsibilities; specialist services and resources, human, technological and financial, in-house and external; assessment instruments and arrangements. Records: learner needs; learner plans; transfer between institutions. Anticipating needs: predicting; local and national demography; transition arrangements. Reasonable adjustment.	SPD-O1
Data: performance indicators; observation; participant feedback; complaints; evaluation and review. Challenge: modelling; intervention; advocacy; mentoring; advice; negotiation; conciliation; consultation; mediation; facilitation; disciplinary procedures. Action plan; enhancements; corrective action. Consequences of failure to act; proactivity.	SPD-O3
Factors: Writing: mechanics/dexterity; legibility; note-taking; alternatives. Mobility: aids; restrictions; posture; comfort; positioning. Reading: level; pace; expertise; confidence. Study skills: organisation of ideas; planning; ICT skills; pre-existing strategies. Memory and concentration: short-term/long-term; recall; recording/coding; attention span. Communication: attention; insight; speech fluency; diction; aids; sociability. Hearing: aids; degree of loss. Vision: aids; degree of loss. Pain management: medication; use of alternative therapies. Stamina.	CMILP-O1 and O2
Alternative assessment arrangements; formats; inclusive curriculum and materials; representations.	CMILP-O1 and O2

## Appendix 2: Professional Standards for CPD — Managing an Inclusive Learning Environment

### Context and rationale

Learner rights to equality of opportunity and access to learning are enshrined in key legislation. Scotland's colleges are committed to ensuring that everyone has a chance to learn regardless of their background or current personal circumstances. Colleges have embraced the widening access agenda and actively seek new learners from a wide range of social, economic and educational backgrounds. Lecturers need to anticipate any potential barriers that individual learners may encounter and promote equality of opportunity and positive attitudes to human diversity.

### Standards

The lecturer should be able to:

### Notation used

CMILP indicates Creating and Managing an Inclusive Learning Environment, SPD indicates Supporting and Promoting Diversity, O = Outcome

<b>Outcomes or included in Knowledge and/or Skills (k/s)</b>		
1	Identify and analyse own attitudes, values and beliefs and assess their impact on the achievement of an inclusive learning environment.	SPD-O1
2	Analyse the impact of real and perceived barriers to learning.	CMILP-O1
3	Plan and implement effective strategies to overcome barriers to learning, including the selection and development of appropriate learning materials and delivery and assessment methods.	CMILP-O1
4	Promote positive attitudes to human diversity through accessible learning, teaching and assessment approaches.	CMILP-O1 and O2
5	Manage the learning environment proactively in order to support diverse learning needs.	CMILP-O2
6	Reflect on own practice and understand its impact on learning.	CMILP-O2

## Indicative content

<b>Included in Knowledge and/or Skills + Context for delivery (guidance notes)</b>	
Values, belief systems, world-views, attitudes, inclusiveness, diversity, accessibility.	SPD-O1
Discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping. Strategies for recognising, resisting and challenging.	SPD-O1
Current legislation, key agency codes of practice, codes of conduct and own organisation's policies and procedures, good-practice examples. Responsibilities: individual; organisation.	SPD-O1
Access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural.	CMILP-O1 and O2
The effects of language choice and linguistic differences: codes, jargon, register, BSL and spoken languages. Sensitivity in the use of language.	CMILP-O2
The principles of universality of design: creating materials and experiences that will be accessible to the widest range of users. Appropriate and effective use of universal design concept, alternate formats, and assistive technologies.	CMILP-O1
Learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity.	CMILP-O1
Approaches to promote inclusiveness, meet needs of all learners and encourage active learner engagement: openness, trust; self and mutual respect amongst diverse learners, equality of opportunity, different presentational methods, materials in a range of formats.	CMILP-O2
Selection and preparation of learning materials: formats, language, diversity, accessibility, inclusiveness, promotion of positive attitudes to diversity.	CMILP-O1
Support for the learner: personal, learner, learning, extended learning support, referral to and liaison with specialists. Boundaries of competence and responsibility.	CMILP-O2
Assessment arrangements to meet diverse learning needs: fairness, equality of access, amended formats, language, validity, reliability.	CMILP-O1 and O2
Methods for reflecting critically on the effectiveness of own practice in meeting diverse learning needs.	CMILP-O2

## Appendix 3: Professional Standards for CPD — Promoting Good Relations between People of Different Racial and Ethnic Groups

### Context and Rationale

The education sector has a key role in eradicating racism, promoting the value of social and cultural diversity and creating an inclusive learning environment. Colleges have policies and procedures that respond to legislation and their local contexts. Lecturers work with learners from a diverse range of ethnic backgrounds. Consequently, they need to be able to recognise and challenge racism and discrimination and promote positive attitudes to cultural diversity and inclusiveness.

All lecturers have a responsibility to take action to prevent racism and to promote good practice in support of social and cultural diversity. This is irrespective of the variation in the ethnic composition of communities across Scotland.

### Standards

The lecturer should be able to:

### Notation used

CMILP indicates Creating and Managing an Inclusive Learning Environment, SPD indicates Supporting and Promoting Diversity, O = Outcome

Outcomes or included in Knowledge and/or Skills (k/s)		
1	Demonstrate a critical understanding of the principal theories, concepts and terminology relating to racism and discrimination.	SPD-O1
2	Explain current legislation and codes of practice as they relate to the role of the college lecturer.	SPD-O1
3	Identify and analyse own attitudes, values, beliefs and behaviour and assess their impact on challenging racism and discrimination and promoting good relations between people of different ethnic groups.	SPD-O2
4	Use strategies effectively to recognise and challenge racism and discrimination in an educational context.	SPD-O2 and O4
5	Use learning, teaching and assessment strategies effectively to promote race equality and positive attitudes to cultural diversity and inclusiveness.	CMILP-O2
6	Support learners and staff effectively in challenging racism and discrimination.	SPD-O2
7	Evaluate the effectiveness of college policies, plans and procedures in eradicating racism and promoting good relations between people of different racial and ethnic groups.	SPD-O1

## Indicative content

<b>Included in Knowledge and/or Skills + Context for delivery (guidance notes)</b>	
Direct and indirect discrimination; physical and emotional discrimination; individual and institutional racism; prejudice; stereotyping.	SPD-O1 and SPD-O2
Patterns and causes of immigration, migration and settlement, nationally and locally.	SPD-O1
Culture, values, beliefs, and attitudes of self, individuals and groups; inclusiveness, diversity, accessibility.	SPD-O2
European and national legislation.	SPD-O1
Codes of practice: of national specialist agencies, applicable to educational institutions, of colleges.	SPD-O1
College policies, plans and procedures.	SPD-O1
Responsibilities of and towards self, victims, perpetrators, own organisation, external bodies, and monitoring agencies in reporting harassment or discrimination.	SPD-O2
Negotiation; conciliation; empathy; disciplinary processes; consultation; facilitation of perpetrator/victim dialogue; mediation; assertiveness; mentoring; debate.	SPD-O3
Curricular material: free from prejudice and bias; actively promotes positive attitudes to diversity; languages.	CMILP-O1
Planning and anticipatory adjustments to learning activities and resources.	CMILP-O1
Cultural differences that can affect the performance of individual learners or groups of learners.	CMILP-O2
Impact on access, progress and welfare of learners of: admissions; guidance and support; curriculum; attainment and progression rates; assessment arrangements; staff recruitment and profile of staff complement; catering services; promotional material; partnership links; practice in recording and responding to racist incidents.	SPD-O1
Impact of racism, discrimination and lack of cultural awareness on: curriculum; learning and teaching; assessment; guidance and support practices; access, progress and welfare of staff: HR policies and procedures; career review; staff development and appraisal; management practices.	SPD-O1
Impact of physical environment on individuals: classrooms, workshops, libraries and study areas, restaurants/other service areas, recreational spaces.	CMILP-O1 and SPD-O1
Strategies to elicit and disseminate feedback from students and stakeholders.	CMILP-O3
Impact assessment, including consideration of alternative actions to minimise negative impact/prevent unlawful discrimination.	SPD-O2
Appropriate methods to identify the ethnic profile of learner cohorts; data trends; performance or improvement indicators; participation and activity measures.	