

Equality, Diversity and Inclusion

Entry Level 1 – Level 2

**Skills for Life and Work
Unit Specification**

Contents

Unit Aim.....	3
Progression Across Levels	4
Delivery Requirements	6
Assessment Approach.....	8
Entry Level 1	9
Entry Level 2.....	10
Entry Level 3.....	11
Level 1	12
Level 2	13
Unit Content	13
Entry level 1	14
Entry level 2.....	16
Entry level 3.....	21
Level 1	23
Level 2	29

Unit Aim

This unit is part of the Skills for Life and Work suite. It has been designed primarily for learners aged 14-16 years old in Wales to be studied as part of 'Skills for Life' or 'Skills for Life and Work' qualifications.

The 'Equality Diversity and Inclusion' suite of units has been designed to develop learners' knowledge of equality, diversity and inclusion, and their skills in exploring and challenging issues in their own lives and the community.

Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

Concept	Entry 1	Entry 2	Entry 3	Level 1	Level 2
Understanding equality, diversity and inclusion	Recognise similarities and differences	Identify diversity and state equality	State and apply key concepts	Describe equality and diversity	Define and analyse equality, diversity and inclusion
Fairness and inclusion	Recognise fair behaviour	Recognise fairness may differ	Apply fairness in familiar contexts	Explain inclusive environments	Analyse equality vs equity
Respect and relationships	Demonstrate simple respect	Demonstrate respectful behaviour	Describe positive relationships	Explain how relationships are maintained	Evaluate impact of attitudes and behaviours
Participation and inclusion	Take part in inclusive activity	Participate as supportive team member	Demonstrate inclusion in structured activity	Promote inclusion in different contexts	Produce strategies for inclusion
Recognising unfairness and discrimination	Recognise unfairness	Identify unfairness in familiar settings	Identify discrimination in simple scenarios	Identify discrimination in context	Describe and analyse discrimination
Responding to unfairness	Show simple fairness actions	Carry out simple fairness actions	Carry out planned responses	Plan responses to unfairness	Evaluate responses and propose solutions
Communication and challenge	Listen to others	Use supported communication	Express views with guidance	Communicate to challenge unfairness	Create reasoned responses to challenge discrimination

Legislation and rights	—	—	Recognise rights and responsibilities	Identify key legislation	Explain purpose of legislation
Cognitive demand	Recognise / participate	Identify / respond	Describe / apply	Explain / plan	Analyse / evaluate

Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college/training provider facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Delivery staff must:

- have knowledge and understanding of equality, diversity and inclusion appropriate to the level of delivery
- be able to facilitate discussions on potentially sensitive topics (e.g., discrimination, prejudice, identity) in a safe, inclusive and respectful manner
- understand safeguarding requirements and know how to respond appropriately to learner disclosures

Delivery should be supported by:

- access to pastoral or safeguarding support where required
- staff who model inclusive behaviour and promote respect for diversity
- staff who are confident in managing group discussion, challenge and differing viewpoints constructively

Delivery staff should hold, or be working towards, a recognised teaching or training qualification where this is a requirement of the provider.

Physical Resources

Providers must ensure suitably resources are available to deliver and assess this unit.

Providers should ensure learning materials, activities and examples are inclusive, culturally relevant and adaptable to learners' communication, sensory and processing needs.

As a minimum this should include:

Learning Environment

- a safe, inclusive and respectful learning space that supports discussion, reflection and group work

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding and participation
- scenario-based materials and case studies to explore equality, diversity and inclusion in real-life contexts
- visual resources such as slides, diagrams and prompts to support engagement

Equipment

- access to presentation equipment, e.g., projector or interactive screen
- access to a computer or laptop for delivery of digital content where appropriate
- classroom resources including whiteboard and writing materials

Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the level, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit suite.

Entry Level 1

Assessment of Equality Diversity and Inclusion at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Sorting Task	Learners must match similarities and differences between people using images or prompts.
Identification Task	Learners must identify ways people are different and what makes them unique.
Simple Discussion	Learners must give examples of fair behaviour, e.g., sharing or taking turns.
Practical Activity	Learners must participate in an inclusive group activity where all learners are involved.
Emotional Response Task	Learners must indicate how they feel when included, e.g., verbally, pointing, or using symbols.
Recognition Task	Learners must identify examples of unfairness from images or simple scenarios.
Demonstration Task	Learners must demonstrate a simple action showing fairness.
Observation Task	Learners must demonstrate listening behaviours during a structured activity.

Entry Level 2

Assessment of Equality Diversity and Inclusion at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners must identify ways people are diverse using images, case examples or discussion.
Short Response	Learners must state what equality means using simple language.
Explanation Task	Learners must recognise that fairness may involve different support in different situations.
Demonstration Task	Learners must show respectful behaviour, e.g., listening, using appropriate language.
Group Activity	Learners must participate as a supportive team member in a structured task.
Verbal Response	Learners must indicate why inclusion is important.
Scenario Task	Learners must identify unfairness in a familiar setting.
Practical Task	Learners must carry out an action that promotes fairness.
Supported Interaction	Learners must demonstrate appropriate behaviour to resolve a simple disagreement.

Entry Level 3

Assessment of Equality Diversity and Inclusion at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Identification Task	Learners must identify ways people are diverse using images, case examples or discussion.
Short Response	Learners must state what equality means using simple language.
Explanation Task	Learners must recognise that fairness may involve different support in different situations.
Demonstration Task	Learners must show respectful behaviour, e.g., listening, using appropriate language.
Group Activity	Learners must participate as a supportive team member in a structured task.
Verbal Response	Learners must indicate why inclusion is important.
Scenario Task	Learners must identify unfairness in a familiar setting.
Practical Task	Learners must carry out an action that promotes fairness.
Supported Interaction	Learners must demonstrate appropriate behaviour to resolve a simple disagreement.

Level 1

Assessment of Equality Diversity and Inclusion at Level 1 should include:

Assessment Type	Examples of Tasks
Written / Oral Task	Learners must describe equality and diversity, using written, verbal or other adapted communication methods
Listing Task	Learners must identify legislation that promotes equality.
Short Response	Learners must state benefits of an inclusive environment, through spoken, written, visual or digital responses.
Explanation Task	Learners must give examples of how positive relationships are maintained.
Demonstration Task	Learners must demonstrate respectful and inclusive communication, including awareness of different communication preferences and needs.
Research / Presentation	Learners must outline ways to celebrate diversity in the community.
Scenario Analysis	Learners must identify discrimination in a given scenario, using discussion, role play, written annotation or supported responses.
Planning Task	Learners must create a plan to address an issue of unfairness.
Group Activity	Learners must contribute to an activity that challenges unfairness through flexible participation methods that support different communication styles and sensory needs.

Level 2

Assessment of Equality Diversity and Inclusion at Level 2 should include:

Assessment Type	Examples of Tasks
Written / Oral Task	Learners must analyse the meaning and importance of equality, diversity and inclusion using written, verbal or other adapted approaches.
Legislation Review Task	Learners must evaluate legislation that promotes equality and protects against discrimination through discussion, annotated materials, presentations or recorded responses.
Short Response	Learners must justify the benefits of an inclusive environment for individuals, workplaces and communities using spoken, written, visual or digital formats.
Explanation / Evaluation Task	Learners must evaluate how positive relationships and inclusive practices are maintained in different contexts, including workplace and community settings.
Demonstration Task	Learners must demonstrate respectful and inclusive communication, including awareness of different communication preferences.
Research / Presentation	Learners must analyse and present ways to promote and celebrate diversity in the community, school or workplace through posters, presentations, podcasts, video or other multimodal assessment opportunities.
Scenario Analysis	Learners must analyse discrimination in a given scenario and evaluate its impact on individuals or groups using discussion, role play, written annotation or supported communication methods.
Planning / Strategy Task	Learners must create and justify a strategy to address an issue of unfairness or improve inclusion using formats such as action plans, mind maps, digital presentations or recorded explanations.

Unit Content

Entry level 1

Unit Title: Equality Diversity and Inclusion

Unit Reference Number: CBM051

Level: Entry Level One

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop Learners' knowledge of equality, diversity and inclusion, and their skills in exploring and challenging issues in their own lives and the community.

Principles of Progression

Progression 1 - I am beginning to develop my awareness of similarities and differences between people.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand what makes people similar and different		1.1	Identify things that make people similar
		1.2	Identify ways in which people are different
		1.3	State what makes them special and unique
2. Know how to be inclusive and treat others fairly		2.1	Give examples of treating people fairly
		2.2	Participate in an inclusive activity
		2.3	Indicate how they feel when included
3. Understand fair and unfair actions		3.1	Recognise an example of unfairness
		3.2	Use simple words or actions to show fairness
		3.3	Demonstrate listening to others

Indicative Content

LO1 AC 1.1 Learners must identify at least one thing that make people similar e.g.,

- everyone needs to eat
- everyone needs to sleep
- everyone has things they enjoy (games/hobbies)
- everyone has feelings (happy/sad).

AC 1.2 Learners must identify at least one way in which people are different e.g.,

- different hair colour
- different height
- different clothes
- different favourite games/food
- different ways of communicating
- different types of family.

A.C. 1.3 Learners must state at least one thing that makes them special and unique e.g.,

- their name
- their favourite colour
- a skill they have (e.g., good at puzzles, good at drawing)
- a unique item they own (e.g. a special cuddly toy they have had from a baby).

LO2 AC 2.1 Learners must give at least one example of treating people fairly e.g.,

- sharing a resource (e.g., a pen, a game)
- waiting their turn to speak or play
- letting everyone have a go
- making sure no one is left out during a game or activity.

AC 2.2 Learners must participate in an activity that includes everyone e.g.,

- circle game where everyone gets a turn
- a collaborative colouring activity where all learners add to the picture
- group tidy-up task.

AC 2.3 Learners must indicate at least one feeling when they are included e.g.,

- pointing to a happy face picture
- using a thumbs-up sign
- saying a simple word like "happy" or "good," smiling.

LO3 AC 3.1 Learners must recognise at least one example of unfairness e.g.,

- identifying from a picture that one person is getting all the biscuits while another person doesn't get any
- someone is skipping the line in a class activity
- one person is shouting over another.

AC 3.2 Learners must use at least one simple word or action to show an example of fairness e.g.,

- saying "share" while pointing to a resource
- putting two hands out to show giving one to each person
- moving a chair to make room for another person.

AC 3.3 Learners must demonstrate listening to someone else's opinion e.g.,

- looking at the person who is speaking
- sitting quietly while the other person speaks
- waiting until the person has finished before making a noise or moving.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how diverse viewpoints regarding sustainability can differ across groups within the community

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity, Human rights	Directly addresses societal inclusion and equity.

Entry level 2

Unit Title: Equality Diversity and Inclusion

Unit Reference Number: CBM052

Level: Entry Level Two

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: develop Learners' knowledge of equality, diversity and inclusion, and their skills in exploring and challenging issues in their own lives and the community.

Principles of Progression

Progression Step 2 - I have explored and am aware of diversity in communities.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):	
1. Understand equality and diversity	1.1	Identify ways people are diverse
	1.2	State what equality means
	1.3	Identify that fairness may be different for different people
2. Be able to demonstrate inclusion and respect	2.1	Give examples of showing respect
	2.2	Demonstrate participating as a supportive team member
	2.3	Identify the importance of including others
3. Be able to identify and promote fairness	3.1	Identify an example of unfairness in a familiar setting
	3.2	Demonstrate completing an action to promote fairness
	3.3	Demonstrate using appropriate behaviour to resolve disagreement

Indicative Content

LO1 AC 1.1 Learners must identify at least two ways people are diverse e.g.,

- gender (boy/girl/other)
- age
- different physical abilities (e.g., uses a wheelchair, wears glasses)
- different cultural/religious clothing or celebrations
- speaking different languages.

AC 1.2 Learners must state what equality means using simple language e.g.,

- everyone has the right to be safe
- everyone should have the same chance to learn/play
- everyone gets treated well, fairness for all people
- people should be able to access information and communication in ways they can understand, including bilingual communication and translated information.

A.C. 1.3 Learners must recognise that treating people fairly can mean different things. Learners must give at least two examples which could include:

- fair is not always the same
- giving one learner more time to finish a task because of their learning needs
- giving a learner a ramp instead of stairs so they can access a room
- sharing resources equally.

LO2 AC 2.1 Learners must give at least two examples of showing respect to others e.g.,

- listening when someone is talking
- using good manners (please/thank you)
- calling people by their correct name
- respecting personal space, being polite to staff and peers.

AC 2.2 Learners must participate in a task as an active, supportive team member e.g.,

- helping a peer complete their part of a class display
- fetching materials for the group
- encouraging a classmate who is struggling
- respecting different communication preferences and allowing processing time where needed
- supporting peers' sensory needs, including awareness of quiet spaces or reduced distractions during activities.

AC 2.3 Learners must indicate the importance of including people with differences e.g.,

- saying "it makes them happy,"
- pointing to a picture of a successful group activity
- stating "everyone has good ideas," or "we learn new things."

LO3 AC 3.1 Learners must identify at least two simple examples of unfairness in the school environment e.g.,

- seeing a resource/space always dominated by one group
- one learner taking more than their share of a shared snack
- one person refusing to let a new learner join a game
- unkind language used by a peer.

AC 3.2 Learners must demonstrate completing at least two simple actions to promote fairness e.g.,

- offering to share their own item
- reminding a peer about a class rule (e.g., waiting your turn)
- inviting a peer to join an activity.

AC 3.3 Learners must use appropriate behaviour to resolve a simple disagreement with guidance e.g.,

- using an 'I feel...' statement with support (e.g., "I feel sad when you take the pen")
- asking the teacher for help
- walking away calmly from a conflict
- taking turns after a prompt.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how diverse viewpoints regarding sustainability can differ across groups within the community

Relevant Cross-Cutting Themes

Theme	Rationale
Diversity, Human rights	Directly addresses societal inclusion and equity.

Entry level 3

Unit Title: Equality Diversity and Inclusion

Unit Reference Number: CBM053

Level: Entry Level Three

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: Develop Learners' knowledge of equality, diversity and inclusion, and their skills in exploring and challenging issues in their own lives and the community.

Principles of Progression

Progression Step 3 - I can describe and explain the ways in which my life is similar and different to others, and I understand that not everyone shares the same experiences, beliefs and viewpoints.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand key concepts of equality and diversity	1.1	Give a definition of equality	
	1.2	Identify characteristics that make people diverse	
	1.3	Explain how people have rights and responsibilities	
2. Know how to promote inclusion	2.1	Give examples of how positive relationships are built	
	2.2	Demonstrate promoting inclusion in a group activity	
	2.3	Identify ways to celebrate diversity	
3. Be able to explore unfairness and discrimination	3.1	Identify an example of discrimination	
	3.2	Demonstrate completing a planned action to respond to unfairness	
	3.3	Demonstrate using appropriate communication to express views on fairness	

Indicative Content

LO1 AC 1.1 Learners must state a definition of equality e.g.,

- treating everyone fairly
- making sure everyone has the same chances
- making sure no one is unfairly left out.

AC 1.2 Learners must identify at least three characteristics that make people diverse e.g.,

- disability (physical or learning)
- race/ethnicity
- religion
- gender
- sexual orientation
- age
- caring responsibilities
- different family structures.

A.C. 1.3 Learners must recognise that everyone has rights and responsibilities. Learners must give at least two examples e.g.,

- Rights: the right to be safe, the right to learn, the right to be listened to.
- Responsibilities: the responsibility to keep others safe, the responsibility to let others learn, the responsibility to listen to others.

LO2 AC 2.1 Learners must give at least three examples of how positive relationships are built e.g.,

- Listening
- being kind
- sharing tasks/ideas
- offering help
- giving compliments
- saying sorry
- being reliable.

AC 2.2 Learners must demonstrate inclusion in a structured group activity e.g.,

- making sure all members are given a turn in the activity (e.g., passing a ball, sharing a script)
- inviting an onlooker to join in
- adapting a game so that a peer with a physical difficulty can take part.

AC 2.3 Learners must indicate at least two ways to celebrate diversity in the immediate community e.g.,

- celebrating different cultural festivals (e.g., Diwali, Christmas, Eid)
- tasting different foods
- learning simple phrases in different languages
- listening to music from different cultures.

LO3 AC 3.1 Learners must identify at least two examples of discrimination e.g.,

- a peer saying someone can't play a game because of their clothes/gender/ability
- seeing an accessible ramp blocked by rubbish
- reading a short scenario about someone being unfairly treated because they are different
- not allowing someone enough processing time to respond or take part
- ignoring or refusing to respect different communication preferences or sensory needs, including the need for quiet spaces or reduced distractions.

AC 3.2 Learners must complete a planned action to respond to unfairness e.g.,

- putting up a 'Fairness' poster in a shared area
- writing a simple message to a peer who has been excluded
- politely asking someone to stop doing something that is unfair
- reporting an issue to a trusted adult.

AC 3.3 Examples could include:

- writing or drawing a short message about why a rule is fair/unfair
- participating in a structured debate by reading a prepared statement
- using polite and respectful language when challenging an action.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how diverse viewpoints regarding sustainability can differ across groups within the community

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity, Human rights	Directly addresses societal inclusion and equity.

Level 1

Unit Title: Equality Diversity and Inclusion

Unit Reference Number: CBM054

Level: One (1)

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: develop Learners' knowledge of equality, diversity and inclusion, and their skills in exploring and challenging issues in their own lives and the community.

Principles of Progression

Progression Step 4 - I can analyse and explain the diverse stories, beliefs and experiences of people in societies in my locality and in Wales, as well as in the wider world.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand principles of equality, diversity and inclusion	1.1	Describe equality and diversity	
	1.2	Outline benefits of an inclusive environment	
	1.3	Identify key legislation that promotes equality	
2. Be able to promote positive behaviours and respect	2.1	Give examples of how to maintain positive relationships	
	2.2	Demonstrate respectful communication	
	2.3	Outline ways to celebrate diversity	
3. Be able to explore and challenge discrimination	3.1	Identify discrimination in a scenario	
	3.2	Create a plan to address unfairness	
	3.3	Take part in an activity that challenges unfairness	

Indicative Content

LO1 AC 1.1 Learners must describe the meaning of equality and diversity e.g.,

- **Equality:** Treating people fairly and making sure everyone has the same opportunities, which sometimes requires providing different support, including access to bilingual communication and translated information.
- **Diversity:** Understanding and valuing that every individual is unique and positively recognising individual differences, including language, culture and communication needs.

AC 1.2 Learners must outline at least three benefits of an inclusive environment e.g.,

- leads to better teamwork/group work
- makes everyone feel safe and valued
- allows for creative ideas
- helps people learn new things from each other
- improves mental well-being.

A.C. 1.3 Learners must identify at least two key legislations that promote equality e.g.,

- The Equality Act 2010 (listing at least one protected characteristic)
- The UN Convention on the Rights of the Child (if applicable to the school's framework)
- Well-being of Future Generations (Wales) Act 2015 (promotes broad societal improvement, integrating EDI principles into public sector planning and decision-making)

LO2 AC 2.1 Learners must give at least three examples of how positive working relationships are maintained e.g.,

- effective listening
- sharing tasks
- resolving minor disagreements calmly
- offering constructive feedback
- respecting boundaries
- using professional language.

AC 2.2 Learners must demonstrate at least three communication actions that respects individual differences e.g.,

- using correct names and pronouns
- speaking clearly and at an appropriate pace
- adapting language for non-native speakers
- using accessible formats (e.g., written vs. spoken) when required
- asking open and respectful questions about culture/background.

AC 2.3 Learners must outline at least three ways to celebrate diversity in the community e.g.,

- participating in a local cultural festival
- promoting events for Black History Month or Pride
- fundraising for a charity that supports a minority group
- writing an article for the school newsletter about a diverse community member.

LO3 AC 3.1 Learners must identify an example of discrimination in a given scenario e.g.,

Scenario: Reading a simple case study where a person is denied a job interview due to their age/religion/disability, or where a student is unfairly excluded from a school trip due to their background. The learner must name the discriminatory behaviour.

AC 3.2 Learners must prepare a plan of action to address a simple issue of unfairness e.g.,

Detailing steps like '1. Gather facts,' '2. Discuss with teacher,' '3. Create a supportive resource,' '4. Report using the school system.' The plan must be logical and follow established procedures. Learners may also include recognising stereotypes, challenging unkind or discriminatory comments and identifying possible unconscious bias when responding to situations of unfairness.

AC 3.3 Learners must contribute to a group activity that challenge an unfair practice. Examples could include:

- creating and delivering an awareness poster campaign in the school
- drafting a petition to improve accessibility in a local area
- contributing research to a presentation on tackling stereotypes in the media.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how diverse viewpoints regarding sustainability can differ across groups within the community

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity, Human rights	Directly addresses societal inclusion and equity.

Level 2

Unit Title: Equality Diversity and Inclusion

Unit Reference Number: CBM055

Level: Level Two

Credit Value: Two (2)

Guided Learning Hours: 20

Unit Aim: develop Learners' knowledge of equality, diversity and inclusion, and their skills in exploring and challenging issues in their own lives and the community.

Principles of Progression

Progression Step 5- I can critically analyse a range of complex similarities, differences and inequalities between diverse societies in the past and present. I can evaluate the multifaceted nature of society and how diversity is valued.

Learning Outcome (The Learner will):		Assessment Criterion (The Learner can):	
1. Understand legal and ethical frameworks	1.1	Define equality, diversity and inclusion	
	1.2	Explain purpose of anti-discrimination legislation	
	1.3	Analyse difference between equality and equity	
2. Be able to promote inclusive practice	2.1	Analyse protected characteristics	
	2.2	Compare impact of stereotyping and prejudice	
	2.3	Produce a strategy for promoting inclusion	
3. Be able to evaluate and address discrimination	3.1	Describe forms of discrimination	
	3.2	Assess a problem related to unfairness	
	3.3	Create a reasoned response to challenge discrimination	

Indicative Content

LO1 AC 1.1 Learners must define the terms equality, diversity, and inclusion e.g.,

- Equality: ensuring everyone has equal opportunity and is not discriminated against.
- Diversity: recognising and valuing difference in individuals.
- Inclusion: ensuring everyone feels welcome and able to participate fully.

AC 1.2 Learners must explain the purpose of relevant anti-discrimination legislation e.g.,

The Equality Act 2010 (UK) – to simplify the law and protect individuals from discrimination and harassment; to provide a legal basis for challenging unfair treatment.

A.C. 1.3 Learners must analyse the difference between equality and equity e.g.,

- Equality: giving everyone the exact same resources/support (e.g., same height box for everyone to see over a fence)
- Equity: giving people the resources/support they need to achieve the same outcome (e.g., giving different height boxes depending on the person's height to ensure all can see over the fence).

LO2 AC 2.1 Learners must analyse the protected characteristics under the Equality Act:

- age
- Disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

AC 2.2 Learners must compare and evaluate the impact of stereotyping and prejudice on individuals e.g.,

- Stereotyping: often based on generalised, fixed ideas about a group; can lead to unfair expectations

- Prejudice: a pre-judgement or negative attitude towards a group; often leads to exclusion or discrimination; both can cause low self-esteem, isolation, and reduce opportunities

AC 2.3 Learners must produce a strategy for promoting inclusion in a specific school context e.g.,

- creating a policy recommendation for accessible school activities
- designing an inclusive communication guide for school clubs
- developing a plan for celebrating different cultural events throughout the year.

LO3 AC 3.1 Learners must describe different forms of discrimination e.g.,

- direct discrimination (treating someone worse because of a protected characteristic)
- indirect discrimination (a rule that seems fair but disadvantages a group with a protected characteristic)
- harassment
- victimisation.

AC 3.2 Learners must assess a straightforward problem related to unfairness in the community e.g.,

Problem: A local bus stop does not have an accessible seating area/ramp for wheelchair users.

Assessment: Determining which protected group is disadvantaged and why, and identifying a simple legal or ethical justification for challenging it.

AC 3.3 Learners must analyse and create a reasoned responses to challenge discrimination in a given scenario e.g.,

- writing a formal, polite letter of complaint/suggestion to a school authority about an unfair rule
- producing a script for a presentation that challenges a common stereotype
- developing a social media post with clear, factual reasoning to challenge a bias.

Area of Learning Experience	Humanities
Statement of What Matters	Human societies are complex and diverse, and shaped by human actions and beliefs
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world.
Cross-curricular Skills	Literacy and Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Understanding how diverse viewpoints regarding sustainability can differ across groups within the community

Relevant Cross-Cutting Themes	
Theme	Rationale
Diversity, Human rights	Directly addresses societal inclusion and equity.