

Fairness and Inclusion in the Workplace

Entry Level 1 – Level 2

Skills for Life and Work
Unit Specification

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Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Fairness and Inclusion in the Workplace' suite of units has been designed to develop learners' understanding of what an inclusive workplace looks like, i.e. diversity, language, recognising and valuing difference, and developing skills and strategies for fostering open communication in their own setting.

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
Diverse workplaces	Identify different people	Identify features of an inclusive environment	Give examples of diversity in a workplace	Describe types of diversity in a workplace	Evaluate the benefits of a diverse workforce
Working with others	Show awareness of others' preferences	Identify groups in a workplace	Recognise disrespectful behaviour or language	Describe the impact of behaviour on a team	Adapt communication to meet the needs of others
Inclusive language	State a kind word or greeting	Indicate ways to speak respectfully	Use inclusive language in conversation	List inclusive language for professional settings	Summarise the impact of non-inclusive language
Communication strategies	Recognise appropriate listening behaviour	Give examples of effective listening	Participate in structured discussion	Participate in group activities using open communication	Research and present ideas related to inclusion
Understanding inclusion and inequality	Recognise differences between people	Identify inclusive and non-inclusive situations	Describe how workplaces value difference	Give examples of inequality in the workplace	Analyse inequality in workplace contexts
Cognitive demand	Identify / recognise / state	Identify / indicate / give examples	Describe / use / participate	Describe / outline / reflect / apply	Evaluate / compare / summarise / adapt / explain

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 in workplace contexts appropriate to the level of delivery
- be able to facilitate discussion of sensitive topics (e.g., inequality, discrimination, inclusion) in a safe, respectful and inclusive manner
- understand safeguarding requirements and know how to respond appropriately to learner disclosures or concerns

Delivery should be supported by:

- staff who model inclusive behaviour and promote respectful communication
- staff who can support learners in developing interpersonal and communication skills
- access to pastoral or safeguarding support where required

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 suitable and sufficient 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 and inclusive learning environment that supports discussion, collaboration and reflection.

Teaching and Learning Materials

- structured lesson plans and session materials to support consistent delivery
- learner handouts and activity materials to support understanding of inclusion and workplace behaviours
- scenario-based materials and case studies to explore workplace situations and communication
- visual resources such as images, symbols and prompts representing diversity, communication behaviours and workplace environments

Equipment

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

Communication and Inclusion Resources

- materials to support communication activities, e.g., picture cards, prompts, role-play scenarios
- examples of inclusive and non-inclusive language for discussion and analysis

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 levels, 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 at each level.

Entry Level 1

Assessment of Fairness and Inclusion in the Workplace at Entry Level 1 should include:

Assessment Type	Examples of Tasks
Matching / Sorting Task	Identify images or symbols that show different people (point to different cards, choose different pictures)
Pointing / Identifying	Show an interest in a peer's preference or hobby
Simple Verbal Response	State a kind word or greeting (e.g., bore da, please, diolch)
Recognition Task	Recognise what to do when someone else is speaking
Demonstration Task	Demonstrate own communication strategies

Entry Level 2

Assessment of Fairness and Inclusion in the Workplace at Entry Level 2 should include:

Assessment Type	Examples of Tasks
Identifying	Identify features of a friendly and inclusive environment
Verbal Response	Give examples of how to listen well to others
Recognising Tasks	Identify a person to talk to in a work setting if they feel excluded

Entry Level 3

Assessment of Fairness and Inclusion in the Workplace at Entry Level 3 should include:

Assessment Type	Examples of Tasks
Verbal / Short written response	Describe ways a workplace can show it values difference
Demonstration	Use inclusive words or phrases in a conversation
Participation / Group Discussion	Participate in a structured discussion about a workplace task

Level 1

Assessment of Fairness and Inclusion in the Workplace at Level 1 should include:

Assessment Type	Examples of Tasks
Identification Task	List inclusive phrases for a professional setting
Explanation Task	Describe different types of diversity found in a workplace
Participation	Participate in a group activity using open communication
Reflective Task	Reflect on own communication skills

Level 2

Assessment of Fairness and Inclusion in the Workplace at Level 2 should include:

Assessment Type	Examples of Tasks
Evaluation Task	Evaluate the benefits of a diverse workforce and assess strategies that promote inclusion in different workplace environments.
Research Task	Research a topic of inequality, including barriers to inclusion and discriminatory behaviour in workplace or community settings.
Presentation	Present findings of own research and justify recommendations for creating more inclusive workplace cultures.
Comparison Task	Compare inclusive and exclusive workplace practices and analyse their impact on individuals, teams and organisational culture.
Demonstration	Adapt communication styles to meet the needs of different colleagues, including in workplace inclusion and accessibility scenarios.

Unit Content

Entry Level 1

Unit Title: Fairness and Inclusion in the Workplace

Unit Reference Number: CBM161

Level: Entry Level One

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding of what an inclusive workplace looks like, i.e. diversity, language, recognising and valuing difference, and developing skills and strategies for fostering open communication in their own setting.

Principles of Progression

Progression Step 1 - I am beginning to understand that we need to respect others.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know what makes people different	1.1 Identify images or symbols that show different people
	1.2 Show an interest in a peer's preference or hobby
2. Understand how to be inclusive in their setting	2.1 State a kind word or greeting
	2.2 Carry out a simple task as part of a group
3. Be able to use strategies to support communication with others	3.1 Recognise what to do when someone else is speaking
	3.2 Demonstrate own communication strategies

Indicative Content

LO1	AC 1.1 Learners must identify images or symbols that show different people e.g., Creating a "Faces of Wales" collage using magazines or printed icons showing different hair colours, glasses, or cultural clothing. AC 1.2 Learners must show an interest in a peer's preference or hobby e.g., pointing to an activity a friend likes, such as football or drawing.
LO2	AC 2.1 Learners must demonstrate use of a kind word or greeting (English or Welsh) e.g., "Bore da" (Good morning) or "Diolch" (Thank you) to a teacher or classmate. AC 2.2 Learners must carry out a simple task as part of a group e.g., helping a peer tidy away learning materials or pass out fruit during snack time.
LO3	AC 3.1 Learners must recognise what to do when someone else is speaking e.g., sitting quietly, not speaking, listening. AC 3.2 Learners must demonstrate communication strategies e.g., selecting a "Help Please" or "Cymorth" card from a communication fan when they are stuck on a puzzle.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility in the workplace

Relevant Cross-Cutting Themes

Theme	Rationale
Human Rights	Directly addresses societal inclusion and equity in a workplace setting

Entry Level 2

Unit Title: Fairness and Inclusion in the Workplace

Unit Reference Number: CBM162

Level: Entry Level Two

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding of what an inclusive workplace looks like, i.e. diversity, language, recognising and valuing difference, and developing skills and strategies for fostering open communication in their own setting.

Principles of Progression

Progression Step 2 - I have an awareness of what is right and wrong and that my actions should reflect that.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know what an inclusive workplace looks like	1.1 Identify features of a friendly and inclusive environment
	1.2 Identify different groups of people in a workplace
2. Understand the importance of using inclusive language	2.1 Identify words that make people feel included
	2.2 Indicate a way to speak respectfully to others
3. Be able to use strategies to support effective workplace communication	3.1 Give examples of how to listen well to others
	3.2 Identify a person to talk to in a work setting if they feel excluded

Indicative Content

LO1 AC 1.1 Learners must identify features of friendly and inclusive environments e.g.,

- posters or signs in English or Welsh that welcome everyone
- a classroom where everyone is invited to sit together
- people being kind and welcoming

AC 1.2 Learners must identify different types of people in a workplace e.g.,

- older or young people
- people from different cultures who speak different languages

LO2 AC 2.1 Learners must identify words that make people feel included e.g.,

- “we” or “team” or “together”
- using a persons preferred name or correct greeting in welsh

AC 2.2 Learners must indicate a way to speak respectfully to others e.g.,

- listening to their teacher and peers
- waiting for someone to finish speaking before taking a turn
- using a polite tone of voice when asking for help
- using please and thank you

LO3 AC 3.1 Learners must give examples of how to listen well to others e.g.,

- making eye contact
- nodding
- keeping quiet
- not talking over someone

AC 3.2 Learners must identify people to talk to in a work setting if they feel excluded e.g., supervisor, manager, a ‘fairness champion’ in the workplace

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility in the workplace

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Directly addresses societal inclusion and equity in a workplace setting

Entry Level 3

Unit Title: Fairness and Inclusion in the Workplace

Unit Reference Number: CBM163

Level: Entry Level Three

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding of what an inclusive workplace looks like, i.e. diversity, language, recognising and valuing difference, and developing skills and strategies for fostering open communication in their own setting.

Principles of Progression

Progression Step 3 - I have an understanding that injustice and inequality exist in societies. I also have an understanding of what human rights are and why they are important to me and other people.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the features of an inclusive workplace	1.1 Give examples of diversity in a workplace
	1.2 Describe ways a workplace can show it values difference
2. Understand how to use inclusive language	2.1 Recognise language that is disrespectful to others
	2.2 Use inclusive words or phrases in a conversation
3. Be able to communicate effectively with others to achieve work tasks	3.1 Participate in a structured discussion about a workplace task
	3.2 Explain why it is important to listen to different ideas

Indicative Content

LO1 AC 1.1 Learners must give examples of diversity in a workplace e.g., different genders, ages, physical or hidden disabilities, different ethnic backgrounds, different native languages.

AC 1.2 Learners must describe ways a workplace can show it values difference e.g.,

- signs displayed in different languages
- providing a prayer room, quiet room for staff needs
- celebrating different cultural festivals, such as Diwali or Dydd Dewi Sant (St David's Day)
- supporting people with different backgrounds and needs, including race, religion or belief, disability, language differences and gender identity.

LO2 AC 2.1 Learners must recognise language and give examples that are disrespectful to others e.g.,

- that using "slang" names for a person's disability is hurtful, making fun of someone's accent or way of speaking is exclusionary
- that using "he" or "him" when a person prefers different pronouns is not inclusive.

AC 2.2 Learners must use inclusive words or phrases in a conversation e.g.,

- using the phrase "How can I support you?" when a classmate is struggling
- using "everyone" or "team" instead of gendered terms like "guys"
- using polite Welsh greetings like "Prynhawn da" to include Welsh speakers in the conversation

LO3 AC 3.1 Learners must participate in a structured discussion about a workplace task e.g.,

- taking part in a discussion about how to organise a charity stall
- sharing an idea in a class decision
- responding to a question asked by a peer during a team planning session

AC 3.2 Learners must explain why it is important to listen to different ideas e.g.,

- helps the team to come up with better ideas
- makes people feel valued, prevents mistakes

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility in the workplace

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Directly addresses societal inclusion and equity in a workplace setting.

Level 1

Unit Title: Fairness and Inclusion in the Workplace

Unit Reference Number: CBM164

Level: One (1)

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding of what an inclusive workplace looks like, i.e. diversity, language, recognising and valuing difference, and developing skills and strategies for fostering open communication in their own setting.

Principles of Progression

Progression Step 4 - I can explain and analyse why injustice and inequality exist and can do so in a range of contexts.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the characteristics of an inclusive workplace	1.1 Describe different types of diversity found in a workplace
	1.2 Outline how a workplace can show it values difference
	1.3 Gave an example of inequality in the workplace
2. Understand the impact of language on inclusion	2.1 Describe how disrespectful language affects a team
	2.2 List inclusive phrases for a professional setting
3. Be able to use strategies for open communication	3.1 Participate in a group activity using open communication
	3.2 Reflect on own communication skills

Indicative Content

LO1 AC 1.1 Learners must describe different types of diversity found in a workplace e.g., neurodiversity, cultural, linguistic, gender, age.

AC 1.2 Learners must outline show a workplace can show it values difference e.g.,

- promoting equality and diversity
- flexible working
- diverse leadership that reflects the local Welsh community

LO2 AC 2.1 Learners must describe how disrespectful language affects a team e.g.,

- how "banter" that targets a protected characteristic, such as race, religion or belief, disability or gender identity, can make a person feel unsafe or unmotivated
- how excluding someone from a conversation by using technical jargon or a language they don't speak creates a divide and can disadvantage people with different language backgrounds
- how the use of stereotypes can lead to unfair treatment or missed opportunities for team members
how discriminatory behaviour and disrespectful communication can negatively affect teamwork, wellbeing and an inclusive workplace culture.

AC 2.2 Learners must produce a list of inclusive phrases for a professional setting e.g.,

- gender-neutral greetings such as "Good morning, everyone" or "Hello colleagues."
- supportive questions like "Is there anything I can do to make this task easier for you?"
- bilingual phrases suitable for a Welsh workplace, such as "Sut galla helpu?" (How can I help?).

Indicative Content

LO3 AC 3.1 Learners must participate in a group activity using open communication e.g.,

- contributing to a project meeting
- participating in a feedback session
- taking part in real-world workplace inclusion scenarios or discussions about accessibility needs

Learners must demonstrate problem solving, inclusive language and listening to others.

AC 3.2 Learners must reflect on own communication skills e.g.,

- did they use active listening techniques
- did they demonstrate positive body language
- how did they handle a difference of opinion in the group

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility in the workplace

Relevant Cross-Cutting Themes

Theme	Rationale
Human Rights	Directly addresses societal inclusion and equity in a workplace setting

Level 2

Unit Title: Fairness and Inclusion in the Workplace

Unit Reference Number: CBM165

Level: Two (2)

Credit Value: One (1)

Guided Learning Hours: 10

Unit Aim: To develop learners' understanding of what an inclusive workplace looks like, i.e. diversity, language, recognising and valuing difference, and developing skills and strategies for fostering open communication in their own setting.

Principles of Progression

Progression step 5 - I can evaluate the underlying causes of injustice and inequality in a wide range of contexts in the past and present, and how they impact on human rights issues.

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Know the principles of an inclusive workplace	1.1 Evaluate the benefits of a diverse workforce
	1.2 Compare inclusive and exclusive workplace practices
2. Understand the role of language and behaviour on inclusion	2.1 Summarise the impact of non-inclusive language on individuals
	2.2 Give examples of adapting communication styles to meet the needs of different colleagues
3. Understand inequality in different environments	3.1 Give examples of inequality
	3.2 Research a topic of inequality
	3.3 Present findings of own research

Indicative Content

- LO1 AC 1.1 Learners must evaluate the benefits of a diverse workforce e.g.,
- different age ranges can share both digital skills and life experience to solve problems faster
 - bilingual staff (Welsh and English) improve customer service and community relations in Wales
 - a diverse workforce reflects the customer base, making the organisation more approachable to everyone

AC 1.2 Learners must compare inclusive and exclusive workplace practices e.g.,

- a workplace that has accessible entrances for all (inclusive) versus one that requires wheelchair users to use a separate, back entrance (exclusive)
- team meeting where everyone is invited to speak (inclusive) versus one where only senior leaders share ideas (exclusive)
- an organisation that actively promotes its Equality Policy (inclusive) versus one where staff are unaware of their rights (exclusive)
- a school setting that celebrates diverse religious holidays (inclusive) versus one that only recognises traditional bank holidays (exclusive)

LO2 AC 2.1 Learners must summarise the impact of non-inclusive language on individuals e.g.,

- using microaggressions or small insults leads to staff feeling drained or isolated
- bias language could discourage people from under represented backgrounds

AC 2.2 Learners must give examples of adapting communication styles to meet the needs of different colleagues e.g.,

- using different forms of communication like verbal / written instructions
- pace and complexity of language
- speaking in a quiet environment

LO3 AC 3.1 Learners must give examples of inequality, e.g. wealth, health, educational access, gender, cultural background, race, religion or belief, disability, language differences and gender identity.

AC 3.2 & AC 3.3 Learners must research a chosen topic of inequality (e.g., gender pay gap, opportunities in sports) and present their findings to the group. They must be able to present their findings in a clear and thorough way. Learners should consider the impact of discriminatory behaviour and ways to promote inclusive workplace cultures.

Area of Learning Experience	Humanities
Statement of What Matters	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action
Links to the Four Purposes	Purpose 3 - Ethical, informed citizens of Wales and the world
Cross-curricular Skills	Literacy / Digital
Integral Skills	Personal effectiveness
Understanding of sustainability in the world of work and/or everyday work	Developing personal and social responsibility in the workplace

Relevant Cross-Cutting Themes	
Theme	Rationale
Human Rights	Directly addresses societal inclusion and equity in a workplace setting