

Fairness and inclusion in the workplace

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Fairness and inclusion in the workplace
Suite	Skills for Work
Unit Codes	S658E1 S658E2 S658E3 S658L1 S658L2
GLH	20
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.
Unit Summary	In this unit, learners will learn about diversity and the value it brings to both individuals and workplaces. At Entry Level, learners are introduced to equality, diversity and inclusion through simple, practical examples in familiar school or work-related settings. They learn to recognise basic ways people can be different, identify examples of diversity, and understand the straightforward benefits diversity brings. Learners also focus on showing respectful behaviour, recognising rules that promote respect, and understanding how disrespectful behaviour can affect the feelings of others. At Levels 1 and 2, learners build on this foundation by explaining equality, diversity and inclusion more clearly, exploring their value for individuals, teams and organisations. They will gain an understanding of inclusive practices, personal responsibilities and protective measures they can use to contribute to future fair and inclusive workplaces.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Health and Well-Being statement of what matters: <i>our decision-making impacts on the quality of our lives and the lives of others</i>. When exploring this unit, learners will understand how their decisions and actions within the workplace will impact themselves and others. It can also help learners understand the factors that influence decision-making, thus placing them in a better position to make more informed and considered decisions. Integral and cross curricular skills: Learners will have opportunities to develop their literacy skills, enabling them to use a range of discipline-specific vocabulary to express their answers, using speaking and listening skills to respond effectively and present work in writing where appropriate. Learners will explain and give reasons for their answers and begin to use different sources of information to develop their knowledge and understanding. Learners will use their reading skills when reading case studies and scenarios. They will develop critical thinking skills to help them develop

objectivity within the workplace and understand how to prepare for their future career pathways.

Cross cutting themes: This unit promotes careers and work-related experiences as learners will understand how being fair and inclusive within the workplace encourages them to think critically and make informed decisions about their choices and actions in the career-related contexts. They will also be introduced to the key legal and ethical frameworks governing the workplace. Learners will have the opportunity to explore human rights education by looking at diversity and cultural perspectives within the workplace. Diversity is promoted further as learners will have the opportunity to broaden their awareness and understand of the points of view of others.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know what diversity means	E1 1.1 Identify simple ways in which people can be different. E1 1.2 Show at least two instances of diversity, from a set of examples.	E2 1.1 Describe what is meant by diversity. E2 1.2 Give at least two examples of diversity in your setting.	E3 1.1 Explain what is meant by diversity. E3 1.2 Describe at least two different aspects of diversity in your setting.
LO2 Know the benefits of diversity in work or school	E1 2.1 Identify one benefit to individuals of having different people in their setting. E1 2.2 Identify one benefit to schools or workplaces of having different people in their setting.	E2 2.1 Describe the benefits that diversity has for individuals in work or school. E2 2.2 Give at least two examples of how diversity can help people work or learn together in a setting.	E3 2.1 Explain at least two benefits of diversity for individuals and groups in work or school. E3 2.2 Describe the positive impact of diversity on teamwork, learning, or problem-solving in work or school.
LO3 Be able to treat others with respect, in your setting	E1 3.1 Show two types of respectful behaviour, from a set of examples. E1 3.2 Identify two rules in your setting that help everyone feel respected, from a set of examples. E1 3.3 Show how someone might feel if they are not respected, from a set of examples.	E2 3.1 Identify two types of respectful behaviour. E2 3.2 Identify two ways that your setting helps people feel respected. E2 3.3 Describe how someone might feel if they are not treated with respect.	E3 3.1 Describe at least two ways you can show respect to others. E3 3.2 Explain why it is important to be respectful to other people in your setting. E3 3.3 Describe the impact of respectful and disrespectful behaviour on individuals in your setting.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Know about equality, diversity and inclusion in the workplace	L1 1.1 Explain what is meant by equality, diversity and inclusion in the workplace. L1 1.2 Describe at least two ways that equality, diversity and inclusion can be demonstrated at work.	L2 1.1 Explain the importance of equality, diversity and inclusion in the workplace. L2 1.2 Explain at least two ways in which inclusive practices support individuals and teams at work.
LO2 Know the value of equality, diversity and inclusion in workplaces	L1 2.1 Describe at least two specific benefits of equality, diversity and inclusion for individuals. L1 2.2 Describe at least two specific benefits of equality, diversity and inclusion for workplaces.	L2 2.1 Explain the value of equality, diversity and inclusion to individuals and organisations. L2 2.2 Analyse how promoting equality, diversity and inclusion can improve workplace relationships and performance.
LO3 Know how to contribute to fair and inclusive workplaces	L1 3.1 Describe at least two ways in which an individual can actively contribute to a fair and inclusive workplace. L1 3.2 Describe a measure used in workplaces to protect individuals from discrimination.	L2 3.1 Explain how individual actions and behaviours contribute to a fair and inclusive workplace. L2 3.2 Analyse relevant legislation which protects individuals from discrimination in work.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Fairness and inclusion in the workplace include Building a growth mindset, Customer service, Rights and responsibilities in the workplace, Understanding the changing labour market and Wellbeing in work. These units complement each other by developing learners' knowledge of working practices, job availability and the skills and behaviours required in the workplace, all within the context of working in Wales. For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of Learning Outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	Learners should know: • diversity means the way in which people can be different. No two people are the same; everyone is unique in their own way • types of diversity include, but are not limited to: • race • gender • disability • background • interests • culture and religion

	At Levels 1 and 2 learners should know: • equality covers the ideas of fairness • the difference between equality and equity: • equality is about treating everyone the same, regardless of what they need • equity is about being fair and ensuring everyone gets what they need to be successful. This may mean they don't all get the same thing and recognises that some people need extra support to have the same chances as others • equality of opportunity means that everyone gets a fair chance to succeed • inclusion means that people feel a sense of belonging, no matter who they are • inclusion is a prerequisite for active participation. This means that people must first feel included before they can take part properly.
LO2	Learners should know: • for individuals: • differences are good and can help us see things from someone else's point of view • people who feel welcome are more likely to be confident and want to get involved • for workplaces: • introduction to the range of job sectors and career pathways available – lots of different types of people are needed to do these jobs • groups and teams can work better together if people offer different points of view (examples include differences in perspectives between different age groups and genders). At Levels 1 and 2 learners should know: • the benefits from being inclusive, fair and celebrating diversity. These include but are not limited to: • for individuals: • being their true selves in work (authenticity) • belonging to a positive workplace culture • contributing to a positive workplace culture • for workplaces: • different perspectives and therefore better decisions • how diversity can contribute to innovation • different team roles and dynamics. Level 2 learners should be able to: • explore the range of events and initiatives within work and wider society that celebrate diversity • use case studies to support their answers.

LO3

Learners should:

- treat others with respect and listen to others' points of view and perspectives
- recognise and demonstrate simple examples of respectful behaviour, such as:
 - listening to others and paying attention
 - using polite language
 - sharing
 - waiting your turn
 - asking questions
 - involving others in groups or teams so that they can participate too.
- recognise the rules that help everyone to feel respected in their setting, such as:
 - following instructions
 - using polite language
 - following health and safety guidelines.
- think about the impact if someone does not feel included or involved:
 - feeling left out
 - feeling alone
 - feeling frustrated
 - feeling like they can't be themselves
 - feeling like their views and experiences don't matter.

At Entry Level 2, learners should know:

- the ways in which their setting encourages respect, including, but not limited to:
 - teamworking
 - celebrating achievements
 - following rules or codes of conduct
 - making sure equality and inclusion practices are implemented.

At Entry Level 3, learners also should understand:

- the importance of treating others with respect by considering:
 - the effects on relationships
 - the effects on teamwork
 - the effects on learning
 - the creation of a safe and inclusive environment.

At Levels 1 and 2 learners should:

- know how to develop verbal and non-verbal communication strategies that support inclusion and respect others
- have an awareness of the laws that exist to ensure workplaces are fair and inclusive
- know it is the responsibility of employers to ensure that workplaces are fair and inclusive, such as the duty to make reasonable adjustments
- explore best practice examples and case studies of inclusive workplaces.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- Tutors could lead a discussion about diversity and why it is important. Tutors could use visual images or well-known figures to encourage learners to reflect on differences between people.
- Tutors could facilitate a group discussion about the concepts of equality, diversity and inclusion, using images or basic definitions to prompt discussion.
- Tutors could facilitate a discussion about why it is good to be different. Tutors might present a real-life team in a workplace and ask learners to identify what benefits there are for diverse teams/workplaces.
- Learners could be presented with images, video clips or tutor demonstrations of a range of verbal and non-verbal communication to show someone is actively listening.
- When asked to 'show from a set of examples', learners could use images, scenarios or picture cards to give their answers.
- Learners could participate in role-play scenarios in pairs where one learner is tasked with showing that they are listening and the other to show that they are not listening. Pairs can then discuss the difference in how they each communicated.

The following activities would be suitable for use with Level 1 and 2 learners:

- Learners could be asked to discuss examples of initiatives and events that celebrate diversity, such as Pride or Black History Month, and then conduct specific research into an event of interest.
- Learners could be presented with examples of legislative measures that exist to make sure workplaces are fair and inclusive. Tutors could then facilitate a discussion about employers' and individual's responsibilities.
- Learners could be encouraged to research the differences between equality, diversity and inclusion. This could be done individually or in groups, each focused on one of these.
- Learners could be tasked with researching inclusion in the workplace (for example, best practice case studies).
- Learners could be asked to reflect on fictional situations where individuals are included within a team in a workplace and where they are not. Learners should feedback on how individuals are affected in each scenario and the wider impact on workplaces (examples should be handled sensitively and that learners are not required to disclose personal experiences).
- Tutors could give learners scenarios to discuss and analyse in groups how equality, diversity and inclusion is relevant to each scenario.

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner's level. Learners should demonstrate knowledge and skills through realistic activities such as role-play, case studies, or projects. While evidence may be verbal, written, practical, or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on meeting the standard, not spelling or presentation, unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- Teacher observation notes (group discussion, one-to-one discussion, role play)
- Completed worksheet
- Source log of resources and research notes
- Annotated case studies
- Recording of practical demonstrations of evidence
- Annotated scenarios
- Peer discussion notes.

Experiences

To provide a real-world context you could invite:

- A representative from the HR department of the local authority, to discuss how fairness and inclusion is implemented in centres.
- An employer on the Top 50 Inclusive employers list (below), to explain what they do to promote equality of opportunity, inclusivity and diversity in the workplace.

Resources and organisations

Resources required for delivery

This unit has been designed to be delivered using standard classroom environments, supported by access to appropriate practical spaces when demonstrations are required and commonly available resources.

Resources available to support delivery

ACAS	Advice and information on equality, diversity and inclusion in work. To find out more go to: https://www.acas.org.uk/improving-equality-diversity-and-inclusion
BBC Bitesize	Interactive resources to learn more about diversity. To find out more go to: https://www.bbc.co.uk/bitesize/articles/z9dpn9q#zrpxxbk
The Jo Cox Foundation	Centre resources and lesson plans to celebrate diversity. To find out more go to: https://www.jocoxfoundation.org/our-work/stronger-communities/great-get-together/school-resources/
Inclusive Top 50 Employers	A definitive list of UK employers that promote and support inclusion. To find out more go to: https://www.inclusivecompanies.co.uk/inclusivetop50/

Hwb	Provides bilingual curriculum-aligned materials related to career development, enterprise, and understanding different vocational and academic routes. Promotes respect, well-being and digital citizenship, and how to challenge discrimination and understand diversity. To find out more go to: https://hwb.gov.wales
YoungMinds	UK's leading charity for young people's mental health. Resources include guides for building resilience and dealing with setbacks. Their "360 Schools" programme provides centre with training and resources to create mentally healthy environments. To find out more go to: https://www.youngminds.org.uk/
Equality and Human Rights Commission (EHRC) Wales	Promotes and enforces equality and human rights laws. Their Wales office provides specific guidance and resources relevant to the Welsh context, including educational materials on the Equality Act 2010 and protected characteristics. To find out more go to: Our work in Wales EHRC
Spectrum	Offers bilingual information available to download on a range of topics, including healthy relationships, stereotyping and VAWDASV issues. To find out more go to: Tools for Schools - Spectrum - Sbectrwm
The Sustainability Academy	Support fairness and inclusion in the workplace by building understanding, skills, and behaviours that create a more equitable, respectful, and inclusive working environment. To find out more go to: The Sustainability Academy Training for the Sustainable Development Goals
Diverse Cymru	A Welsh equality and human-rights charity that works to eliminate discrimination, promote fairness, and support people who experience inequality across Wales. To find out more go to: Home Diverse Cymru - Diverse Cymru
Stonewall Cymru	Works to make Wales a place where LGBTQ+ people are free to be themselves by campaigning for equality, shaping policy, supporting organisations, and empowering communities. To find out more go to: Best practice, toolkits & resources Stonewall UK

Disability Wales	Resources focus on rights-based learning, disability equality, and inclusive practice, rather than classroom lesson plans. To find out more go to: Resources Archive - Disability Wales
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Resources required for assessment

Assessment of this unit should not require any specific resources.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

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