

Equality and Diversity



Phlebotomy Training Services

Promoting good practice

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Foreword

Welcome to Phlebotomy Training Services, we would like to take this opportunity to introduce the roles and responsibilities around equality and diversity.

As a company, we are very passionate in ensuring all members of staff perform their role in a professional manner. Phlebotomy Training Services has produced this guide to help employees understand and support equality and diversity. We encourage all employees to read through this guide carefully.

'We, Phlebotomy Training Services are committed to eliminating unlawful discrimination and to promoting equality and diversity within our policies, practices and procedures.' Purkiss, A (2011)



Introduction

Your role within the organisation is to promote equality and diversity, however before you can understand how to promote this, you must understand the meaning of equality and diversity.

What is Equality?

Equality is ensuring all learners are treated fairly. As described by Gravells and Simpson (2012, p8) all learners, regardless of ability and/or circumstance have the right to access and attend their chosen educational experience. This learning experience should allow learner to contribute and progress within it.

Gravells and Simpson (2012) go onto explain that every learner is different but should have equal rights, it is a legal requirement for companies and employees to comply with anti-discrimination legislation.

What is Diversity?

Diversity is valuing individual differences of a person. Bell (2011, p4) states diversity is defined as real or perceived differences among the following characteristics (found on page 3 under the legal document).

Legal Document

All companies must abide to the Equality Act 2010. This legislation is in place to eliminate unfair treatment and promote equal opportunities as specified on Equality and diversity - Department of Health - GOV.UK, 2017. This applies to all professional dealings with clients, staff working within Phlebotomy Training Services and learners. The legislation protects any of the following characteristics:

Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation against discrimination, harassment and victimisation (Equality Act 2010, 2017).

Guide for managing Equality and Diversity

To promote equality and diversity, a policy should be available to all staff and learners. This policy is in our electric booklet or also easily accessible on our website, please visit www.phlebotomytraining.co.uk. All staff must be aware of all details within this policy and abide by them.

As an employee, you should;

Understand the legal framework: Equality Act 2010, a legal requirement to protect individuals against discrimination (Equality Act 2010, 2017).

Undertake a diversity audit: A survey or interview to develop, monitor and measure diversity progress. Rice (2010, p111) suggests that this process should determine the strengths, weaknesses, and effects within the company. Audits are an effective way of identifying any issues to make improvements. Özbilgin and Tatli (2008, p140) confirm that without a diversity audit areas of existing or potential discrimination are not identified and therefore no changes are made to address any issues.

Undertake staff training: A meeting including all members of staff to ensure equality and diversity is embedded day-to-day and to eliminate unlawful discrimination. Morden (2016, p378) suggests that this training should cover the roles, relevance and benefits of equality and diversity within the organisation. Members of staff will also be monitored regularly to review and evaluate good practice.

Keep up-to date with legislation: All staff are required to keep up-to date with any changes to legislation or developments within the company. This is often discussed within staff training meetings. Healy, Noon and Kirton (2011, p4) illuminate that not only do you need to keep-up-to date with legislation as a practitioner you must also articulate its meaning and the implication to others within the organisation.

Positive culture: Throughout a learner's journey, staff are encouraged to promote a positive culture. This includes what language is used, how the course program is advertised and presented, course materials used and learner access to course program. Gravells (2012, p11) suggests a good way of including everyone at the start of the course is to welcome learners as they enter and use their name every time when possible. If you as a tutor notice any discrimination or bullying it must be dealt with urgently.

Inclusive culture: All staff will respect the views and beliefs of anyone involved in the organisation. This may mean a need to challenge your own attitudes to treat everyone fairly. As stated by Yates and Sachdev (2016, p11) having the ability to be open to different perspectives and value individuals regardless of background, enables organisations to create an ethical and inclusive culture. This is something not done by quotes and targets but through human conduct, attitude and ethos.

Guide for Managing Equality and Diversity



Do's and Don'ts

This section provides some useful tips to embed equality and diversity within your current role. We have also devised some Do's and don'ts when dealing with protected characteristics, to value the diversity you may find in your classroom. This guide will also help you recognise needs and remove barriers.

Race



- Be aware of any words which may cause offence.
- Understand cultural differences regarding body language and how to present yourself correctly.
- Learn the learner's names and how to pronounce them correctly.



- Don't let someone's race influence your views towards them.
- Never make assumptions based on race, get to know the learner as an individual. As mentioned by (Peart and Wallace, 2014, p6) educators are expected to give all learners the opportunity to achieve.

Religion and cultural beliefs



- Respect all cultural beliefs and religions regardless of your own.
- Where possible allow time for religious activities.
- Gain background knowledge to different religions and cultural beliefs. According to Avis (2014, p66) being aware of religious affiliation will lead to better forward planning and a scheme of work can be organised accordingly. For example, Jewish students are expected to observe the Sabbath on a Friday afternoon, before the sun sets, which would mean they would not be able to attend classes in winter months (*BBC – Religions – Judaism: Sabbath, 2017*)



- Assume that extremists in any religion represent the views of the majority.

Age (Young and Older people)



- Allow enough time (people learn at different speeds).
- Treat everyone fairly.
- Speak directly to the person, even if a carer or family member is present.



- Just because someone is younger or older does not mean that they need to be over protected.

- Youth does not mean lack of experience. Macdonald (2004, p230) describes that there are negative stereotypes about younger people. For example, younger people lack experience and therefore cannot rely on them to perform meaningful work.

Language barriers (first language isn't English)



- Speak slowly
- Listen carefully to the learner and be patient, some words can translate differently
- Use Icebreakers. Gravells (2012, p24) defines Icebreakers as an ideal way to break down barriers and build learners confidence, encouraging communication with peers in the classroom.



- When you are finding it difficult to communicate with a learner don't pretend to understand, ask the learner to repeat.
- Don't avoid interacting with the learner, just because you feel they don't understand. This is an important part of assessing learning.

Useful Links

Avis, J. (2014) *Teaching in lifelong learning*. 1st ed.

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