

# Chichester College

## TEACHING & LEARNING AND EQUALITY

The following are pointers for the practical implementation of equality into teaching and learning.

- Do schemes of work and other course documentation address different learning needs?
- Are teaching resources planned and developed to take account of students' different characteristics e.g. culture, religion, gender, age, disability and social class?
- Are course materials and handouts presented in the font Trebuchet, point 12, non justified and in 1½ spacing?
- Are course materials and handouts free from jargon and presented in a clear accessible language?
- Is the language used in course materials free from gender bias for example, do not represent one group of people in a negative way or counteract stereotypes?
- Do you allow adequate time for discussion and include a range of activities?
- Is the learning environment free from racial, social and other prejudices, discrimination and harassment (including pictures and diagrams)?
- Do you draw on a variety of ethnic and cultural traditions in your teaching or are cultural, moral and social issues explored with learners?
- Do you explore and challenge stereotypes based on assumptions about race, gender, ability, sexuality, age and other characteristics in the classroom and whenever they arise or undertake activities relating to equality and diversity?
- Are work placements and work experience arranged and monitored to ensure that employers operate within the College's Equality and Diversity policy?
- Do you make students aware of the complaint's procedure, how to access it, the penalties and redress for discriminating or harassing another person?
- Do you encourage students to report incidents of discrimination/harassment and inform them of the available support for these?
- Do you complete a risk assessment and impact assessment before arranging trips and events?