

The Institute of Equality and Diversity Practitioners

Consultation Document

March 2009

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Introduction

The UK's Institute of Equality and Diversity Practitioners was formally launched in Birmingham on 26 January 2009.

Has the Institute's steering committee established comprehensive purpose and objectives? Who is a practitioner? How does the Institute define its membership criteria? How does the Institute establish a competency framework for the diverse range of equality and diversity practitioners who work with the public, private and not-for-profit sectors?

This consultation paper contains a range of documents that are open to formal consultation with the Institute's Associate members to make sure they are agreed as fit for purpose. All Associates are encouraged to respond with their views, even if it is just to agree. Practitioners who are not members of the Institute are also welcome to respond to the consultation.

The competency framework was devised as part of the research document into the needs of equality and diversity practitioners, published by the Learning and Skills Council in 2007. The full report is available on the Institute's website.

The other documents were devised in 2008 by the Institute's steering committee of volunteer equality and diversity practitioners.

The draft documents are available on the 'Consultation' section of the Institute's website at <http://www.iedp.org.uk>

Deadline for responding

The deadline for responding to the consultation is 31 May 2009.

Methods for responding

If you would like to make comments or suggest changes to any of the draft documents, please reply as follows:

By email to:

consultation@iedp.org.uk

By post to:

The Institute for Equality and Diversity Practitioners (IE&DP)
105 St Peter's Street, St Albans, Hertfordshire, AL1 3EJ

Document 1: Purpose and Objectives

This is the current working definition, for consultation with Associate members:

The Institute Of Equality and Diversity Practitioners

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

Article 1, Universal Declaration of Human Rights, General Assembly of the United Nations, 1948

Purpose of the Institute of Equality and Diversity Practitioners

The Institute of Equality and Diversity Practitioners is the professional body of equality, diversity and human rights practitioners.

The Institute believes that all forms of unlawful and unjustifiable discrimination must be eliminated.

The Institute will promote excellence in equality, diversity and human rights professional practice that delivers dignity and equal life opportunities for all.

Objectives of the Institute of Equality and Diversity Practitioners

The Institute of Equality and Diversity Practitioners will:

- develop, promote, maintain and regulate national practice and professional standards in the field of equality, diversity and human rights
- be the organisation of choice for equality, diversity and human rights practitioners
- promote excellence in equality, diversity and human rights practice
- promote and influence change at local, national and supra-national government, and in the public, private and third sectors
- support members of the Institute to promote equality and human rights in their professional practice

- work in partnership with all relevant organisations to promote equality, diversity and human rights such as the Equality and Human Rights Commission.

Document 2: How is a 'practitioner' defined?

This is the current working definition, for consultation with Associate members:

A 'practitioner' is defined as someone whose main job purpose is about equipping organisations and individuals to understand how to comply with equality and human rights law, and to deliver equality of outcomes for all equality groups.

Equality groups include:

- majority and minority ethnic groups
- women and men, including trans women and men
- disabled people with physical, sensory and learning impairments
- lesbians, gay men, bisexual and heterosexual people
- people with different religions and belief systems
- people in all age groups
- people in different social classes
- people who experience socio-economic disadvantage.

Practitioners are either:

- Salaried employees of single organisations in the public, private or not-for-profit sectors; or
- They work as suppliers of equality, diversity and human rights consultancy and/or training services to organisations and individuals in the public, private and/or not-for-profit sectors.

Practitioners who join the Institute agree with the purpose and objects of the Institute.

Practitioners who are accredited by the Institute will have demonstrated, to the satisfaction of the Institute, their competence and willingness to work with and across all equality groups.

Practitioners shall not be entitled to join the Institute if they refuse to include one or more equality groups within their work practice for reasons of personal belief or prejudice.

Document 3: What is an Associate entitled to have?

This is the current working definition, for consultation with Associate members:

Associates are entitled to:

- Vote at the AGM to elect IE&DP Chair and other positions.
- Accreditation of prior experience and learning, as part of seeking Member status.
- Have views taken into account, e.g. responses to IE&DP consultations
- Contribute to developing the Institute by actively responding to calls for specialist knowledge and expertise needed by working groups e.g. to work around developing the accreditation process, code of practice, complaints, grievance and disciplinary policies.

Voting rights are subject to change when the membership accreditation process is agreed. As with similar professional bodies, only accredited members will have full voting rights. Only those attending the AGM shall be entitled to elect Board members.

Document 4: How will a practitioner become a member?

This is the current working definition, for consultation with Associate members:

The IE&DP is planning to develop a modular approach to gaining accreditation for different levels of membership. Credits, or points, will be awarded at each level.

Level 1: Associate

- Available to anyone who wishes to be associated as an individual with the IE&DP. This level does not accredit competence or practice.

Level 2: Member

- Available to practitioners who demonstrate that they have good generalist knowledge of equality, diversity and human rights practice across all equality groups. The criteria and process for achieving this level are currently being developed.

Level 3: Certified Member

- Available to practitioners who demonstrate that they have an in-depth knowledge of equality, diversity and human rights practice across more than three equality groups. The criteria and process for achieving this level are currently being developed.

Level 4: Fellowship

- To be developed at a later stage.

Document 5: Corporate Membership

This is the current working definition, for consultation with Associate members:

Corporate associate members and members agree with the purpose and objects of the Institute.

Level 1: Corporate associate member

- Available to any corporate body in the public, private and not-for-profit sectors that wish to be associated with the Institute of Equality and Diversity Practitioners; and that agrees with the Institute's purpose and objects. This level does not accredit competence or practice.

Level 2: Corporate member

- Available to any corporate body in the public, private and not-for-profit sectors that achieves a standard of practice approved by the Institute of Equality and Diversity Practitioners, such as the kitemark proposed in the Equality Bill 2009. This level is currently being developed.

Document 6: Competency framework

Your feedback is sought on the draft Competency Framework, which is shown on the following pages. This draft is the product of research carried out by the LSC in December 2007, a copy of which is on the Institute's website. The framework can be mapped back to National Occupational Standards, which is useful for accreditation of prior learning, accreditation of prior qualifications and accreditation of prior experience.

The Institute welcomes your comments in general about the framework. In particular, we would like you to consider the following questions:

1. Are the three competency levels of the framework appropriate for the proposed membership criteria of the Institute: Associate Member, Member and Certified Member?
2. Do the competencies cover the areas of knowledge, skills and behaviours appropriate for professional equality and diversity practitioners?
3. Can the competencies be mapped across to other competencies or qualifications, such as those required by CIPD?
4. Will it be possible and practical to assess candidates against these competencies?

	Associate Members	First Line and Middle Managers	Senior Managers
<p>You must be able to do the following: <i>(Based on Units B11 and B12 of the National Occupational Standards for Management and Leadership)</i></p>	<ol style="list-style-type: none"> 1. Ensure that your behaviour, words and actions support a commitment to equality of opportunity and diversity. 2. Identify your personal responsibilities and liabilities under equality legislation. 	<ol style="list-style-type: none"> 1. Ensure commitment within your area of responsibility to promote equality of opportunity and diversity, including making it a priority area in terms of informing the vision and objectives for your area and planning and decision-making. 2. Ensure that your behaviour, words and actions and those of people working in your area of responsibility support a commitment to equality of opportunity and diversity 3. Identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice. 4. Identify the diversity and needs of your area of responsibility and identify areas where needs could be better satisfied and where diversity could be improved. 5. Ensure that the organisation's written equality and diversity policy is clearly communicated to all people in your area of responsibility and other relevant parties. 6. Implement the organisation's written equality and diversity policy in your area, including relevant parts of any accompanying organisation-wide action plan, seeking and making the required resources available. 	<ol style="list-style-type: none"> 1. Ensure senior management commitment to promoting equality of opportunity and diversity, including making it a priority area in terms of informing the organisation's overall vision, values, objectives and planning and decision-making. 2. Ensure that your behaviour, words and actions and those of people working for the organisation support a commitment to equality of opportunity and diversity. 3. Identify the organisation's and your own responsibilities and liabilities under equality legislation and any relevant codes of practice. 4. Review the diversity and needs of the organisation and identify areas where needs are not being satisfied and where the diversity should be improved. 5. Review the diversity of the workforce, at all levels, in comparison to the local and/or national population, as appropriate, and the organisation's current and potential customers and identify areas for improvement. 6. Ensure that the organisation has a written equality and diversity policy and that this is clearly communicated to all people who work for the organisation and other relevant parties.

<p>You must be able to do the following: <i>(Based on Units B11 and B12 of the National Occupational Standards for Management and Leadership)</i></p> <p>Behaviours</p>		<p>7. Ensure regular consultation with people in your area of responsibility or their representatives on equality and diversity issues.</p> <p>8. Seek and make use of specialist expertise in relation to equality and diversity issues.</p> <p>9. Ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working.</p> <p>10. Monitor, review and report to the relevant people on progress in relation to equality of opportunity and diversity within your area of responsibility, identifying required actions and changes to practice.</p>	<p>7. Ensure that the equality and diversity policy is supported by an action plan, which prioritises areas for improvement and identifies required resources, and that the plan is communicated and implemented across the organisation.</p> <p>8. Carry out benchmarking to identify good practice in relation to promoting equality of opportunity and diversity and what lessons can be learnt and applied to your organisation.</p> <p>9. Ensure ongoing consultation with people who work for the organisation or their representatives and other relevant parties on equality and diversity issues.</p> <p>10. Seek and make use of specialist expertise in relation to equality and diversity issues.</p> <p>11. Ensure that systems are in place to monitor, review and report on progress in relation to equality of opportunity and diversity within your organisation and that the findings are used to identify required actions and changes to practice.</p> <p>12. Monitor wider developments in relation to equality and diversity and assess their implications for your organisation.</p>
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<p>Behaviours</p>	<ol style="list-style-type: none"> 1. You model behaviour that shows respect, helpfulness and co-operation. 2. You use communication styles that are appropriate to different people and situations. 3. You show a clear understanding of different customers and their needs. 4. You treat individuals with respect. 5. You show integrity, fairness and consistency in your working practices. 6. You comply with legal requirements, industry regulations, organisational policies and professional codes 	<ol style="list-style-type: none"> 1. You model behaviour that shows respect, helpfulness and co-operation. 2. You use communication styles that are appropriate to different people and situations. 3. You understand individuals' needs, feelings and motivations and take an active interest in their concerns. 4. You encourage and support others to make the best use of their abilities. 5. You use a range of leadership styles appropriate to different people and situations. 6. You show a clear understanding of different customers and their needs. 7. You treat individuals with respect and act to uphold their rights. 8. You show integrity, fairness and consistency in decision making. 9. You make time available to support others. 10. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes 	<ol style="list-style-type: none"> 1. You constructively challenge the status quo and seek better alternatives. 2. You model behaviour that shows respect, helpfulness and co-operation. 3. You use communication styles that are appropriate to different people and situations. 4. You recognise the opportunities presented by the diversity of people. 5. You understand individuals' needs, feelings and motivations and take an active interest in their concerns. 6. You encourage and support others to make the best use of their abilities. 7. You use a range of leadership styles appropriate to different people and situations. 8. You show a clear understanding of different customers and their needs. 9. You treat individuals with respect and act to uphold their rights. 10. You show integrity, fairness and consistency in decision making. 11. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
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<p>You need to know and understand the following:</p>	<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1. Different definitions of diversity. 2. The different forms which discrimination and harassment might take. 3. How and where to identify your personal responsibilities for equality and diversity. 4. How/where to obtain information in relation to equality and diversity. 	<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1. Different definitions of diversity. 2. The different forms which discrimination and harassment might take. 3. The probable effects of not promoting equality of opportunity and diversity within your area of responsibility. 4. How commitment within your area of responsibility to promoting equality of opportunity and diversity might be demonstrated. 5. Why it is important to make equality and diversity a priority area and how to do so effectively. 6. How and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice. 7. Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity and diversity. 8. How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity and diversity. 9. The importance of reviewing the diversity and needs of your area of responsibility in order to identify areas for improvement, and how to do so effectively. 10. How to communicate the organisation's equality and diversity policy to people who work in your area of responsibility and other relevant parties. 	<p>General knowledge and understanding</p> <ol style="list-style-type: none"> 1. Different definitions of diversity. 2. The different forms which discrimination and harassment might take. 3. The business case for ensuring equality of opportunity and promoting diversity and how to use it to persuade and influence others. 4. The probable effects of not promoting equality of opportunity and diversity in an organisation. 5. Why it is important to ensure senior management commitment to promoting equality of opportunity and diversity and how this can be demonstrated. 6. Why it is important to make equality and diversity a priority area and how to do so effectively. 7. How and where to identify the organisation's and your personal responsibilities and liabilities under equality legislation and any relevant codes of practice. 8. Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity and diversity. 9. How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity and diversity. 10. The importance of reviewing the diversity and needs of an organisation in order to identify areas for improvement, and how to do so effectively.
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		<p>11. The importance of implementing an organisation's written equality and diversity policy and any supporting action plan.</p> <p>12. The type of resources which might be required to support implementation of the equality and diversity policy and any supporting action plan.</p> <p>13. How and when to consult with people in your area of responsibility or their representatives on equality and diversity issues.</p> <p>14. Sources of specialist expertise in relation to equality and diversity.</p> <p>15. How to provide working arrangements, resources and businesses processes in your area of responsibility that respond to different needs, abilities, values and ways of working.</p> <p>16. How to monitor, review and report on progress in relation to equality of opportunity and diversity within your area of responsibility.</p> <p>17. How/where to obtain information in relation to equality and diversity and how to assess their implications for your area of responsibility.</p>	<p>11. The importance of reviewing the diversity of an organisation's workforce, at all levels, in order to identify areas for improvement and how to do so effectively.</p> <p>12. How to develop an effective written equality and diversity policy and what it should cover.</p> <p>13. How to communicate the organisation's equality and diversity policy to all people who work for the organisation and other relevant parties.</p> <p>14. What should be covered in an action plan for the promotion of equality and diversity and how it should be communicated across the organisation and to other relevant parties.</p> <p>15. The type of support and resources required across the organisation to promote equality of opportunity and diversity and ways in which this can be provided.</p> <p>16. How and when to consult with people who work for the organisation or their representatives on equality and diversity issues.</p> <p>17. Sources of specialist expertise in relation to equality and diversity.</p> <p>18. How to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity within an organisation.</p> <p>19. How to carry out benchmarking to identify good practice in relation to promoting equality and diversity.</p> <p>20. How/where to obtain information on wider</p>
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			<p>developments in relation to equality and diversity and how to assess their implications for your organisation.</p>
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		<p>Industry/sector specific knowledge and understanding</p> <ol style="list-style-type: none"> 1. Sector-specific legislation, regulations, guidelines and codes of practice relating to equality and diversity. 2. Equality and diversity issues and developments that are particular to the industry or sector. 3. Information sources on equality and diversity in the industry or sector. <p>Context specific knowledge and understanding</p> <ol style="list-style-type: none"> 1. The vision, objectives and operational plans for your area of responsibility. 2. The planning and decision-making processes within your area of responsibility. 3. The diversity of the people working in your area of responsibility. 4. Your area's current and potential customers and their needs. 5. Other relevant parties with an interest in diversity in your area of responsibility. 6. The organisation's written equality and diversity policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties. 7. Sources of specific expertise in relation to equality and diversity used in your area of responsibility. 	<p>Industry/sector specific knowledge and understanding</p> <ol style="list-style-type: none"> 1. Sector-specific legislation, regulations, guidelines and codes of practice relating to equality and diversity. 2. Equality and diversity issues and developments that are particular to the industry or sector. 3. Information sources on equality and diversity in the industry or sector. <p>Context specific knowledge and understanding</p> <ol style="list-style-type: none"> 1. The overall vision, values, objectives, plans and culture of the organisation. 2. The planning and decision-making process within the organisation. 3. The diversity of your organisation's workforce. 4. Your organisation's current and potential customers and their needs. 5. Other relevant parties with an interest in equality and diversity in your organisation. 6. Appropriate comparators for reviewing the diversity of your organisation's workforce. 7. The organisation's written equality and diversity policy and action plan and how they are communicated to people who work for the organisation and to other relevant parties. 8. Sources of specialist expertise in relation to equality and diversity used by your organisation.
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		<p>8. Working arrangements, resources and business processes in your area of responsibility.</p> <p>9. The support and resources allocated to and across your area of responsibility to promote equality of opportunity and diversity.</p> <p>10. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.</p> <p>11. Mechanisms for consulting with people who work in your area of responsibility on equality and diversity issues.</p> <p>12. Systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity.</p> <p>13. Allocated responsibilities for promoting equality of opportunity and diversity in your area of responsibility and the organisation in general.</p>	<p>9. Working arrangements, resources and business processes in your area of responsibility</p> <p>10. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.</p> <p>11. Mechanisms for consulting with people who work for the organisation or their representatives on equality and diversity issues.</p> <p>12. Systems in place for effective monitoring, reviewing and reporting on progress in relation to equality of opportunity and diversity.</p> <p>13. Organisations to benchmark against in terms of their approach to promoting diversity.</p>
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<p>Communication (based on Key Skills for Communication)</p>	<ol style="list-style-type: none"> 1. Listen to the contributions of others. 2. Respond appropriately to others. 3. Communicate in a manner suitable to the situation and your audience. 4. Respond sensitively to others and develop points and ideas. 5. When contributing to group discussions: <ol style="list-style-type: none"> a. Make clear and relevant contributions in a way that suits your purpose and situation b. Respond appropriately to others. 6. Read and synthesise information: <ol style="list-style-type: none"> a. Select and read relevant documents b. Summarise the information to suit your purpose. 7. Assess the effectiveness of your communication regularly and identify ways to further develop 	<ol style="list-style-type: none"> 1. Listen to the contribution of others. 2. Respond appropriately to others. 3. Communicate in a manner suitable to the situation and your audience. 4. Respond sensitively to others and develop points and ideas. 5. When contributing to group discussions: <ol style="list-style-type: none"> a. Make clear and relevant contributions in a way that suits your purpose and situation b. Respond appropriately to others c. Help to move the discussion forward. 6. When making presentations: <ol style="list-style-type: none"> a. Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation b. Structure what you say to progress logically through each stage of your presentation c. Where appropriate use images or other materials to support or enhance your presentation. 7. Read and synthesise information: <ol style="list-style-type: none"> a. Select and read relevant documents b. Identify and compare the main points and lines of reasoning c. Present your own interpretation in a way that is coherent. 8. When communicating in writing: <ol style="list-style-type: none"> a. Select and use a format and style of writing that is appropriate to your purpose b. Organise material coherently to make your meaning clear. 	<ol style="list-style-type: none"> 1. Listen to the contribution of others. 2. Respond appropriately to others. 3. Communicate in a manner suitable to the situation and your audience. 4. Respond sensitively to others and develop points and ideas. 5. When contributing to group discussions: <ol style="list-style-type: none"> a. Make clear and relevant contributions in a way that suits your purpose and situation b. Respond appropriately to others c. Help to move the discussion forward d. Encourage others to contribute. 6. When making presentations: <ol style="list-style-type: none"> a. Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation b. Structure what you say to progress logically through each stage of your presentation c. Where appropriate use images or other materials to support or enhance your presentation. 7. Read and synthesise information: <ol style="list-style-type: none"> a. Select and read relevant documents b. Identify and compare the main points and lines of reasoning c. Present your own interpretation in a way that is coherent and brings together information from different documents to suit your purpose. 8. When communicating in writing: <ol style="list-style-type: none"> a. Select and use a format and style of writing that is appropriate to your purpose
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	your skills	9. Assess the effectiveness of your communication regularly and identify ways to further develop your skills	b. Organise material coherently to make your meaning clear. 9. Assess the effectiveness of your communication regularly and identify ways to further develop your skills
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<p>Improving Own Learning & Performance <i>(based on Key Skills for Improving Own Learning & Performance Levels 3 and 4)</i></p>	<ol style="list-style-type: none"> 1. Help set targets with an appropriate person and plan how these will be met: <ol style="list-style-type: none"> a. Provide information to help set realistic targets for what you want to achieve b. Identify clear action points for each target and how you will manage your time c. Identify how to get the support you need and arrangements for reviewing your performance. 2. Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance: <ol style="list-style-type: none"> a. Use your action points to help manage your time well, revising your plan when needed b. Choose ways of learning to improve your performance, working for periods without close supervision Identify when you need support and use this effectively to help you meet targets 	<ol style="list-style-type: none"> 1. Set targets using information from appropriate people and plan how these will be met: <ol style="list-style-type: none"> a. Seek information on ways to achieve what you want to do, and identify factors that might affect your plans b. Use this information to set realistic targets and identify clear action point c. Plan how you will use your time, use support, review progress and overcome possible difficulties. 2. Take responsibility for your learning, using your plan to help meet targets and improve your performance: <ol style="list-style-type: none"> a. Manage your time effectively to meet deadlines, revising your plan as necessary b. Choose ways of learning to improve your performance, working at times independently and adapting approaches to meet new demands c. Reflect on your progress, seeking feedback and relevant support to help you meet your targets. 3. Review progress and establish evidence of your achievements: <ol style="list-style-type: none"> a. Provide information on the ways you have used your learning to meet new demands and on factors affecting the quality of your outcome b. Identify targets you have met and gather evidence of your achievements c. Consult appropriate people to agree ways to further improve your performance. 	<ol style="list-style-type: none"> 1. Develop a strategy for improving your own learning and performance: <ol style="list-style-type: none"> a. Review your current capabilities and clearly identify what you hope to achieve in the future b. Research information on relevant learning opportunities and ways to and improve your performance, to inform planning c. Set SMART (Specific, Measurable, Achievable, Realistic and Time-bound) targets and plan how these things will be met, prioritising tasks and making a reasoned choice of methods and resources. 2. Monitor progress and adapt your strategy to improve your performance <ol style="list-style-type: none"> a. Manage your time effectively and take responsibility for using different ways of learning to meet new demands b. Seek and actively use feedback and support from a variety of sources to help meet your targets c. Reflect critically on your learning and adapt your strategy as necessary to improve your performance 3. Evaluate your strategy and present the outcomes of your learning: <ol style="list-style-type: none"> a. Review the different ways you have learned and the extent to which you have met your targets b. Bring together and clearly illustrate what you have learned, organising evidence to support your purpose c. Assess the effectiveness of your strategy, including factors which affected the outcomes, and identify ways of further improving your own learning and performance.
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	<p>3. Review progress with an appropriate person and provide evidence of your achievements:</p> <ul style="list-style-type: none">a. Identify what you have learned and how you have used your learning in another taskb. Identify targets you have met and evidence of your achievementsc. Identify ways you learn best and how to further improve your performance.		
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