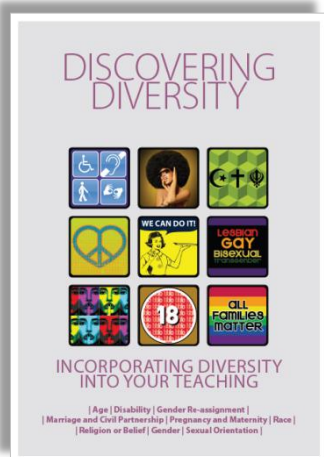


# Peer Review Project 2013:

## Diversity for You



Subject	Suggestions/Examples/Questions to consider	Gender	Race	Disability	Age	Religion/Belief	Marriage and Civil Partnership	Pregnancy and Maternity	Race	Sexual Orientation
Fashion	<ul style="list-style-type: none"> <li>How has fashion changed the image of men and women? (look into the catwalk for help)</li> <li>Body shapes - focus on fashion and catwalks.</li> <li>The history and influence of culture on fashion</li> <li>LGfE contributions to the industry</li> <li>What are the key themes in the film 'The Devil Wears Prada'?</li> <li>Documentaries about different cultures and films from different countries</li> </ul>	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗
Film Studies	<ul style="list-style-type: none"> <li>Use of media to deliberately promote negative propaganda - how is this achieved?</li> </ul>	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗
Geography	<ul style="list-style-type: none"> <li>What are the similarities and differences in terms of countries, cultures and beliefs?</li> <li>International trade and inequalities in the single market</li> <li>Integration, migration, refugees and illegal immigrants</li> <li>The 'Frontiers of the world'</li> <li>Mortality rates in different countries and relate them to different regions in the UK</li> </ul>	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗
Graphic Design	<ul style="list-style-type: none"> <li>Cultural influences on art</li> <li>Inclusive representation research for publications</li> <li>Accessibility and readability of design and font choice</li> </ul>	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗
History	<ul style="list-style-type: none"> <li>Study the slave trade in Europe and the Americas - consider the perspective held at that time being less equal than today</li> <li>Study the suffragette movement in the UK</li> <li>LGfE history</li> </ul>	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗	⊗



Project outline:

**Gather learner and tutor voices to assess and improve the quality of E+D provision within the curriculum**

Lead partner:

York College

Other partners:

Selby College, Askham Bryan College, Leeds College of Building

Project category:

Embedding Equality in Teaching and Learning

Summary of outcomes:

**“Diversity for You”** The partnership has shared best practice around E+D in the curriculum and has utilised Leeds College of Building ‘blackboard’ to create a repository for resources and to use as a discussion forum. Each partner has worked with learner and staff groups to obtain feedback and suggestions for content. A workbook was produced with the aim of supporting tutor inductions, CPD, performance reviews and OTLs. The workbook is entitled ‘[Discovering Diversity](#)’ and it has had a short pilot phase within each provider partner organisation.

**Series of short tutor training modules** An outline of tutor training notes was developed to sit alongside the good practice guide for providers. Through early testing it was agreed to incorporate these into the above workbook.





### How will this work improve provider practice in the future?

The peer group has been very successful for all partners and has allowed the sharing of organisational best practice, resources and ideas.

The [Discovering Diversity Workbook](#) has been cascaded to a number of key teams within each provider partner organisation in order to pilot the workbook. It is the intention of each provider partner to roll out the workbook and supporting development programmes across all curriculum teams.

### How has partnership working enhanced this project?

All partners completed their work within agreed timeframes and shared their practices, resources and ideas.

Partner comments:

*“The interaction and openness towards sharing resources and experiences has reinforced the partnership and thereby ensured a successful project” Ian Forrest, Selby College.*

*“The peer learning group has given me the opportunity to share and examine different curriculum resources and approaches to embedding and promoting diversity. It has also been interesting to learn about the different staff development strategies that different Colleges employ. This project has given me lots of ideas about how our College can further develop” Jubar Miah, Leeds College of Building.*

### Key learning, tips and messages:

The Diversity for You project peer group has been effective because:

1. All partners have had an equal part to play in the project, knowing the overall project objectives and their role and contribution required. Peer group meetings have been held at each provider organisation (sharing costs and travelling commitments equally)
2. Partners completed their specific project tasks within agreed timeframes. The partnership recognised different partners had different key knowledge and strengths and also respected provider organisational priority changes, for example inspections and audits
3. All partners have been respectful, open and honest. Clear protocols regarding confidentiality were developed in the initial meeting
4. Having a number of different types of colleges (General FE, Land Based and Specialist) gave partners ideas on different perspectives and approaches to equality and diversity and the opportunity to share both issues and problems as well as share good practice
5. All partners shared the vision around the need for the work that the group was undertaking and maintained a positive approach throughout

### Other information:

Download the "[Discovering Diversity](#)" workbook.

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Project lead website <http://www.yorkcollege.ac.uk/>

### Potential work extensions:

- Learner and staff focused work around respecting others and building a culture of respect
- Developing and celebrating positive student behaviours

