



## TQUK Level 2 Certificate in Equality and Diversity (RQF)

Qualification Specification

Qualification Number: 601/5319/2





## Introduction

### Welcome to TQUK.

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the Qualification Specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org)

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org)

Please check the website regularly to ensure that you are using the most up to date version.

If you have any further questions, please contact TQUK.

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border and shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed TQUK should be notified. TQUK is required to monitor centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a TQUK recognised centre it must immediately discontinue the use of TQUK's logo, name and qualifications.

## Introduction to the Qualification

The TQUK Level 2 Certificate in Equality and Diversity (RQF) is regulated by Ofqual.

## Qualification Purpose

This qualification is suitable for learners of any age both young and adult whether in employment or preparing for employment. It is a knowledge based qualification which can be delivered in a variety of contexts including as part of personal development or in an induction programme. It is designed to raise awareness of issues around equality and diversity whether in society, the workplace or the community. Learners will develop knowledge and understanding which can be applied in the workplace and will be of value to employers.

## Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 14 years of age and above.

## Progression

Successful learners can progress to other related qualifications such as:-

- Level 3 Award in Equality and Diversity
- Level 3 Award in Managing Diversity
- Level 3 Award in Principles of Equality and Diversity

- Level 4 Award in Managing Equality and Diversity in an Organisation
- Level 6 Award in Leading Organisational Equality and Diversity

or into other areas of further learning such as

- Customer Service
- Business administration
- Early Years Care and Education
- Health and Social Care
- Education and Training

## Structure

Learners must achieve 18 credits from three mandatory units

Unit(s)	Unit ref.	Level	Guided Learning Hours	Credit value
Equality and diversity in society	D/506/2234	2	60	6
Equality and diversity in the community	H/506/2235	2	60	6
Equality and diversity in the workplace	K/506/2236	2	60	6

## Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment, which takes place as directed by, but not under the supervision of a lecturer, supervisor or tutor. The credit value, where given, for a qualification is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 180 hours.

## Guided Learning Hours

These hours are made up of all real time contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 180.

## Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

Where indicated in the unit specifications, assessment must meet the requirements of the identified assessment strategy/principles.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes must be met to achieve a Pass - there is no grading.

## Centre Recognition

To offer any TQUK qualification each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK Centre Recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support an approved Centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

## Support from TQUK

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

## Course Delivery

### Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### Learner Registration

Once approved to offer a qualification the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

### Trainer/Assessor Requirements

Tutors/trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they are delivering. This can include the below:

- Further and Adult Education Teachers Certificate
- Cert Ed/PGCE/B Ed/M Ed
- PTLLS/CTLLS/DTLLS
- Level 3 Award/4 Certificate/5 Diploma in Education and Training

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (training, assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of the below:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification, and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.



## Useful Websites

- Health and Safety Executive [www.hse.gov.uk](http://www.hse.gov.uk)
- Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)
- Register of Regulated Qualifications <http://register.ofqual.gov.uk>
- <http://www.stem-e-and-d-toolkit.co.uk/resources-and-tools/resources>
- <http://www.equalitytrust.org.uk/resources>

For further details regarding approval and funding eligibility please refer to the following websites:

- Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England
- Learning Aim Reference Service (LARS) <https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>
- Department for the Economy <https://www.economy-ni.gov.uk/> or Department of Education [www.deni.gov.uk](http://www.deni.gov.uk) for public funding in Northern Ireland.

## Units of assessment

### Unit 1

<b>Title:</b>		Equality and diversity in society D/506/2234	
<b>Level:</b>		2	
<b>Credit value:</b>		6	
<b>Guided learning hours:</b>		60	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1	Understand what equality is	1.1	Describe what is meant by 'equality'
		1.2	Define the following terms: <ul style="list-style-type: none"> <li>• stereotyping</li> <li>• prejudice</li> <li>• labelling</li> <li>• protected characteristics</li> <li>• equal opportunity</li> <li>• positive action</li> <li>• discrimination</li> <li>• discrimination by association</li> </ul>
		1.3	Describe examples of equal opportunity within society
		1.4	Describe examples of inequality within society
2	Understand what diversity is	2.1	Describe what is meant by 'diversity'
		2.2	Identify diversity that exists within society, looking at: <ul style="list-style-type: none"> <li>• interests</li> <li>• beliefs</li> <li>• age</li> <li>• lifestyles</li> <li>• personal characteristics</li> <li>• cultural identities</li> </ul>
		2.3	Describe the contribution these variations make to the overall diversity of society

		2.4	Describe how diversity enhances their own life
		2.5	Explain why it is important to respect the differences of individuals
		2.6	Describe how these differences should be respected
3	Understand the effects of stereotyping and labelling	3.1	Explain why some people stereotype others
		3.2	Describe the damaging effects stereotyping and labelling can have on individuals
		3.3	Describe ways stereotyping is encouraged in society
4	Understand the effects of prejudice and discrimination	4.1	Describe how people may develop prejudices
		4.2	Describe the types of discrimination and prejudices that can exist in society
		4.3	Describe the difference between indirect and direct discrimination
		4.4	Give examples of indirect and direct discrimination
		4.5	Describe the effects that different types of discrimination can have on individuals
		4.6	Describe the effects that different types of prejudice can have on individuals
5	Understand the ways in which people might choose to describe themselves	5.1	Describe factors and characteristics that make a person who they are, including: <ul style="list-style-type: none"> <li>• physical characteristics</li> <li>• likes and dislikes</li> <li>• values and beliefs</li> <li>• personal interests</li> <li>• religious and cultural</li> <li>• geographical</li> </ul>
		5.2	Describe what having 'multiple identities' means
		5.3	Describe their own multiple identities
		5.4	Describe the multiple identities of another person
		5.5	Illustrate how an individual can identify as belonging to a number of different groups

Unit 2

<b>Title:</b>		Equality and diversity in the community H/506/2235	
<b>Level:</b>		2	
<b>Credit value:</b>		6	
<b>Guided learning hours:</b>		60	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1	Understand the extent of diversity within a community	1.1	Describe the extent of diversity that exists within a community
		1.2	Give examples of physical diversity within a community
2	Understand the value to communities in creating and maintaining a diverse environment	2.1	Describe the types of equality that can occur within a community
		2.2	Describe the benefits of equality and diversity within a community
3	Understand the potential inequality that can occur within a community	3.1	Describe the types of inequality that can occur within a community
		3.2	Describe the threats that may exist to equality and diversity within a community
4	Understand the support services and groups that exist within a community to ensure equality and diversity is maintained	4.1	Describe the range of support services and groups that exist within a community to support the promotion of equality and diversity
		4.2	Identify potential users of the support services and groups

Unit 3

<b>Title:</b>		Equality and diversity in the workplace K/506/2236	
<b>Level:</b>		2	
<b>Credit value:</b>		6	
<b>Guided learning hours:</b>		60	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1	Understand the meaning of equality and diversity in the workplace	1.1	Describe what equality and diversity means to organisations in relation to: <ul style="list-style-type: none"> <li>• recruitment</li> <li>• pay</li> <li>• conditions</li> <li>• promotion opportunities</li> </ul>
		1.2	Describe the benefits to an organisation of having a diverse workforce
		1.3	Describe how organisations can promote and maintain equality and diversity in the workplace
		1.4	Describe the difficulties that can arise in trying to establish and maintain a diverse workplace
		1.5	Describe how equality and diversity can be promoted and maintained by employees
2	Understand how equality and diversity is monitored in the workplace	2.1	Describe policies, codes of conduct and guidance relating to equality within the workplace that encourage and protect equality and diversity
		2.2	Describe how equality and diversity is monitored in the workplace
		2.3	Describe an organisation's sanctions on employees for breach of their policies, codes of conduct or guidelines where equality and diversity is concerned
		2.4	Describe the consequences for an organisation of not trying to create or maintain a diverse and equal environment, looking at: <ul style="list-style-type: none"> <li>• legal consequences</li> <li>• economic/business consequences</li> </ul>

			<ul style="list-style-type: none"> <li>• social/moral consequences</li> </ul>
		2.5	Outline any additional duties placed on public sector organisations under current equality legislation
3	Understand how the rights of individuals are protected in the workplace	3.1	Describe the rights individuals have under current legislation
		3.2	Describe the responsibilities for equality and diversity in the workplace of: <ul style="list-style-type: none"> <li>• employees</li> <li>• employers</li> </ul>
		3.3	Describe the difference between positive action and positive discrimination
		3.4	Explain the importance of making sure equality and diversity procedures are followed in the workplace
		3.5	Describe the types of organisations that provide support and information about the rights of individuals in relation to equality and diversity
		3.6	Describe the services that these organisations can offer to individuals