



SPECIFICATION

Level 2 Certificate in Equality and Diversity (QCF)

Qualification summary

Qualification Accreditation Number (QAN)	This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Qualification review date	31 st August 2018
Guided Learning Hours (GLH)	Minimum 167 hours Maximum 167 hours
QCF level	2
Qualification credit value	18 credits
Minimum credits at/above level	There are no formal entry requirements for this qualification. 18 credits
Assessment requirements	This qualification is suitable for those Learners with some awareness of Equality and Diversity who want to develop their Portfolio of Evidence Knowledge to enhance their employment opportunities, and for those already in employment as part of their continuous professional development.

Progression opportunities	<p>Learners who achieve this qualification could progress on to further training or education and go on to qualifications in a range of sectors, such as:</p> <ul style="list-style-type: none"> • Level 2 Certificate in Preparing to Work in Adult Social Care (QCF) • Level 2 Diploma in Health and Social Care (Adults) for England (QCF) • Level 2 Certificate in Principles of Business and Administration (QCF) • Level 2 NVQ Certificate in Business and Administration (QCF) • Level 2 Certificate in Team Leading Principles (QCF) • Level 2 NVQ Certificate in Team Leading (QCF)
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The Qualifications and Credit Framework (QCF)

What is the QCF?

The Qualifications and Credit Framework (QCF) is a unitised qualification framework underpinned by a system of credit accumulation and transfer. Every unit on the framework will have a credit value which is based on the notional learning hours for that specific unit

The QCF is designed to allow learners to achieve credit for individual units or qualifications, providing learners with the opportunity to accumulate credit at their own pace and use it to claim for a qualification when they are ready.

All of Innovate Awarding's qualifications are on the QCF.

Size and levels of qualifications within the QCF

There are three sizes of qualifications in the QCF:

- **Award** (1-12 credits)
- **Certificate** (13-36 credits)
- **Diploma** (37 credits)

It is possible to have all three of these qualifications at each level. This is because the classification of the qualification as an Award, Certificate or Diploma refers to the size of the qualification, not the level of difficulty.

The level reflects the challenge or difficulty of the unit or qualification.

Each qualification title will contain the **level** of qualification (e.g. Level 2), the **size** (Award/Certificate/Diploma) and details indicating the **content** of qualification.

For example:

* **Level 2 Award in Health and Social**

Care Level 3 NVQ Certificate in Sales

*All qualification titles have the name or acronym of the awarding organisation. is the acronym for Innovate Awarding.

Credit values

Every unit and qualification on the QCF has been given a credit value, which denotes the number of credits that will be awarded to each candidate who successfully completes the unit or qualification.

- **1 credit represents 10 notional learning hours**

Notional learning hours represent the amount of time a learner is expected to take, on average, to complete the learning outcomes of the unit to the standard required within the assessment criteria. It is important to note that notional learning hours is not the same as guided learning hours (GLH). GLH represents the hours during which a tutor or trainer is present and contributing to the learning process. Notional learning hours represents the hours which are needed to successfully cover all the learning required to achieve the unit, either guided or independently.

QCF terminology

Whilst the evidence outcomes required from QCF and NVQ units are the same, the QCF units use different terminology to the NVQ units. The assessment criteria for NVQ units are 'what you must do' and 'what you must know' whereas the QCF units are all 'the Learner can' or 'the Learner is able to'.

Rules of Combination (RoC)

Every qualification on the QCF is structured through Rules of Combination. Rules of Combination are important because they define the number of credits which need to be achieved and where these credits must come from in order for a Learner to achieve the qualification. Rules of Combination also state what the potential is for Learners who wish to transfer credits between qualifications and awarding bodies.

Qualification structure

Learners must complete the one mandatory unit in the qualification to achieve 5 credits and gain the IAO Level 2 Certificate in Equality and Diversity (QCF).

The total Guided Learning Hours (GLH) for this qualification is 167 hours.

Equivalent Units

Some of the units in this qualification have equivalent units identified against them:

- K/506/2236 Equality and diversity in the workplace
- D/506/2234 Equality and diversity in society

If a learner has achieved any of the equivalent identified units, they can use them towards achievement of this qualification.

Unit Structures

All units are listed below

Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
F/506/6955	Understanding equality and diversity in a business	Level 2	6	52
J/506/6956	Principles of equality and diversity	Level 2	6	55
H/506/2235	Equality and diversity in the community	Level 2	6	60

Title:	F/506/6955 Understanding equality and diversity in a business
Level:	2
Credit value:	6
GLH:	52
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the meaning of equality and diversity in a business	<p>1.1 Describe the effects of equality and diversity in businesses in the following areas:</p> <ul style="list-style-type: none"> • Pay • Conditions • Recruitment • Promotion opportunities <p>1.2 Outline the benefits to a business of having a diverse workforce</p> <p>1.3 Describe how businesses can encourage and uphold equality and diversity within the organisation</p> <p>1.4 Describe the challenges of establishing and upholding a diverse workplace</p> <p>1.5 Describe how equality and diversity can be encouraged and upheld by employees</p>
2. Understand how equality and diversity is monitored in a business	<p>2.1 Describe codes of conduct, policies and guidance within a business that promote and uphold equality and diversity</p> <p>2.2 Describe how businesses monitor equality and diversity</p> <p>2.3 Describe the penalties employees face if they fail to comply with an organisation's codes of conduct, policies or guidelines relating to equality and diversity</p>

	<p>2.4 Describe the consequences for an organisation if they fail to create and maintain a diverse and equal environment, to include:</p> <ul style="list-style-type: none"> • Legal • Economic • Social/moral <p>2.5 State the requirements placed on public sector organisations under current equality legislation</p>
3 Understand how the rights of individuals are protected in the workplace	<p>3.4 List the rights of individuals, according to current legislation</p> <p>3.5 Explain the differences between positive action and positive discrimination</p> <p>3.6 Describe the services offered by organisations to individuals looking for support in relation to equality and diversity</p>
Additional information about this unit	
N/A	
Unit aim (s)	This unit aims to develop learners' understanding of the meaning of equality and diversity in a business. The unit covers how equality and diversity is monitored in a business and how the rights of individuals are protected.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A
Details of the relationship between the unit and other standards or curricula (if appropriate)	Unit to be set as equivalent to K/506/2236

Title:	J/506/6956 Principles of equality and diversity
Level:	2
Credit value:	6
GLH:	55
Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the meaning of equality	<p>1.1 Define the following terms:</p> <ul style="list-style-type: none"> • Equality • Stereotyping • Prejudice • Labelling • Protected characteristics • Equal opportunity • Positive action • Discrimination • Discrimination by association <p>1.2 Give examples of inequality</p> <p>1.3 Give examples of equal opportunity</p>
2. Understand the principles of diversity	<p>2.1 Define the term “diversity”</p> <p>2.2 Outline diversity related to:</p> <ul style="list-style-type: none"> • Interests • Beliefs • Age • Lifestyles • Personal characteristics <p>2.3 Outline how these differences affect overall diversity of populations</p> <p>2.4 Describe how diversity enriches own life</p> <p>2.5 Explain the importance of respecting individuals’ differences</p> <p>2.6 Describe how to respect these differences</p>

<p>3. Understand the impact of labelling and stereotyping</p>	<p>3.1 Explain reasons why individuals stereotype others 3.2 Outline the negative effects of labelling and stereotyping on individuals 3.3 Describe how labelling and stereotyping is encouraged</p>
<p>4. Understand the impact of prejudice and discrimination</p>	<p>4.1 Describe how people may develop prejudices 4.2 Describe types of prejudice and discrimination 4.3 List examples of: <ul style="list-style-type: none"> • Indirect discrimination • Direct discrimination 4.4 Describe the effects on individuals of: <ul style="list-style-type: none"> • Discrimination • Prejudice </p>
<p>5. Understand how individuals describe their own identities</p>	<p>5.1 Describe characteristics that make a person individual, to include: <ul style="list-style-type: none"> • Physical characteristics • Likes and dislikes • Values and beliefs • Personal interests • Religious and cultural • Geographical 5.2 Define the term “multiple identities” 5.3 Describe the multiple identities of: <ul style="list-style-type: none"> • Self • Others 5.4 Explain how individuals can identify themselves as belonging to different groups</p>
<p>Additional information about this unit N/A</p>	

Unit aim (s)	This unit aims to give learners an understanding of the terms “equality” and “diversity”. The unit helps learners to understand the principles of diversity, the impact of stereotyping, labelling, prejudice and discrimination as well as the different characteristics of individuals.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A
Details of the relationship of the unit and relevant national occupational standards	N/A
Details of the relationship between the unit and other standards or curricula (if appropriate)	Unit to be set as equivalent to D/506/2234

Title:	H/506/2235 Equality and Diversity in the Community
Level:	2
Credit value:	6
GLH:	60
Learning outcomes The learner will:	Assessment criteria 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
Additional information about this unit	
N/A	
Unit aim (s)	In this unit the learner will consider the extent and the value of diversity within a chosen community. As part of this they will develop an understanding of the potential inequalities which can occur within a community and the support services and groups which exist to ensure equality and diversity is maintained.
Assessment requirements specified by a sector or regulatory body (if appropriate)	N/A

Details of the relationship of the unit and relevant national occupational standards	N/A
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