

Qualification specification

NCFE Level 2 Award in Equality and Diversity
QN: 601/3144/5

**NCFE Level 2 Certificate in Equality and
Diversity**
QN: 601/3145/7

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 3 December 2017). Please check the qualification page on our website for the most recent version.

Version	Publication Date	Summary of amendments
V3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1
V3.2	June 2022	Information regarding entry requirements added to Section 1 Information regarding support handbooks added to Section 1 Information regarding assessment in English added to Section 2

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about these qualifications and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Award and Certificate in Equality and Diversity.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise these qualifications using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Award in Equality and Diversity or NCFE Level 2 Certificate in Equality and Diversity.

About these qualifications

These are regulated qualifications. The regulated numbers for these qualifications are 601/3144/5 and 601/3145/7.

These qualifications have been developed in order to address new legislation in this area, reinforcing the importance of equality and diversity within different contexts and ensuring that all learners gain an understanding of the different issues affecting equality and diversity in today's society, the community and the workplace.

These qualifications may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Things you need to know

NCFE Level 2 Award in Equality and Diversity:

- Qualification number (QN): 601/3144/5
- Aim reference: 60131445
- Total Qualification Time (TQT): 60
- Guided learning hours (GLH): 60
- Credit value: 6
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

NCFE Level 2 Certificate in Equality and Diversity:

- Qualification number (QN): 601/3145/7
- Aim reference: 60131457
- Total Qualification Time (TQT): 180
- Guided learning hours (GLH): 180
- Credit value: 18
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

Aims and objectives of these qualifications

These qualifications aim to:

- introduce the concepts of equality and diversity in a variety of environments including society, the community and the workplace
- highlight how stereotyping and labelling affect individuals
- outline the effects of prejudice and discrimination
- allow the learner to examine rights and responsibilities
- stress the importance of taking individual responsibility and action to help and support others
- provide a basis for further study and/or career development.

The objectives of these qualifications are to help learners to:

- raise their awareness of the issues surrounding equality and diversity
- apply this awareness through their actions in society, community and the workplace.

Entry guidance

These qualifications are suitable for both young and adult learners, including those in or seeking employment. They're also ideal for those who need to develop an awareness of issues surrounding equality and diversity, for example as part of an induction programme or personal development.

There are no specific recommended prior learning requirements for these qualifications. However, learners may find it helpful if they've already achieved a Level 1 qualification.

These qualifications are suitable for learners aged pre-16 and above.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of these qualifications. Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

These qualifications consist of the following units:

- Unit 01 Equality and diversity in society (6 credits)
- Unit 02 Equality and diversity in the community (6 credits)
- Unit 03 Equality and diversity in the workplace (6 credits)*

To be awarded the NCFE Level 2 Award in Equality and Diversity, learners are required to successfully complete one mandatory unit: Unit 01 Equality and diversity in society.

To be awarded the NCFE Level 2 Certificate in Equality and Diversity, learners are required to successfully complete all 3 mandatory units.

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 18).

The units above marked * are available as stand-alone unit programmes and are available for individual registration. Please visit www.ncfe.org.uk/units for further information.

To achieve the NCFE Level 2 Award and Certificate in Equality and Diversity, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Progression opportunities

Learners who achieve these qualifications could progress to:

- qualifications in Principles of Equality and Diversity at Level 3 or above
- qualifications in Managing Equality and Diversity in Organisations at Level 3 or above.

Due to the relevance of these qualifications to all sectors, learners may also progress (including laterally) onto qualifications in other relevant areas such as:

- youth work
- community development work
- health and social care
- customer service/business subjects
- early years care and education.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Equivalent units

Some units have equivalent units identified against them. If a learner has achieved these units previously, they can use them towards achievement of these qualifications. However, these qualifications have no equivalent units identified.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of these qualifications must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

There are no specific resource requirements for these qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. LETLs can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

There are a number of documents available on the NCFE website that centres might find useful.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre, to registering your learners and claiming their certificates and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers, including learners, using our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Useful websites

Centres may find the following website helpful for materials and resources to assist with the delivery of these qualifications:

- Office for National statistics – Neighbourhood Statistics <http://neighbourhood.statistics.gov.uk/>

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

Materials to support the delivery of these qualifications can be purchased from the following Partner:

- Learning Curve Group
info@learningcurvegroup.co.uk
- Hallmark Education (01332 410067)
info@hallmarkeducation.org.uk

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Links to National Skills Standards

For these qualifications we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

These qualifications can be used to develop learners':

- English skills
- Information and Communication Technology skills

Section 4 (page 36) shows how the units of these qualifications relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

These qualifications have also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4 (page 36).

Section 2

Assessment and moderation

Assessment and moderation

How these qualifications are assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The NCFE Level 2 Award and Certificate in Equality and Diversity are internally assessed.

Unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3 (page 18).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of these qualifications. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice

- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators please refer to our Centre Support Guide.

Section 3

Structure and content

Structure and content

This section provides details of the structure and content of these qualifications.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment)

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about these qualifications please contact our Research and Product Development team on 0191 239 8000.

Unit summaries

Unit 01 Equality and diversity in society (D/506/2234)

In this unit the learner will consider what is meant by the terms 'equality' and 'diversity'. They will develop an understanding of the effects of stereotyping, labelling, prejudice and discrimination and will start to understand the different characteristics that make us who we are.

Guided learning hours: 60

Credit value: 6

Level: 2

This unit is **mandatory** for both the NCFE Level 2 Award and the NCFE Level 2 Certificate in Equality and Diversity.

Unit 02

Equality and diversity in the community (H/506/2235)

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.

Guided learning hours: 60

Credit value: 6

Level: 2

This unit is **mandatory** for the NCFE Level 2 Certificate in Equality and Diversity.

Unit summaries (cont'd)

Unit 03 Equality and diversity in the workplace (K/506/2236)

In this unit the learner will develop an understanding of the meaning of equality and diversity in the workplace. This will include how equality and diversity is monitored in the workplace and how the rights of individuals are protected.

Guided learning hours: 60

Credit value: 6

Level: 2

This unit is **mandatory** for the NCFE Level 2 Certificate in Equality and Diversity.

Unit 01 Equality and diversity in society (D/506/2234)

The learner will:

- 1 Understand what equality is

The learner can:

- 1.1 Describe what is meant by 'equality'
- 1.2 Define the following terms:
 - stereotyping
 - prejudice
 - labelling
 - protected characteristics
 - equal opportunity
 - positive action
 - discrimination
 - discrimination by association
- 1.3 Describe examples of equal opportunity within society
- 1.4 Describe examples of inequality within society

The learner will:

- 2 Understand what diversity is

The learner can:

- 2.1 Describe what is meant by 'diversity'
- 2.2 Identify diversity that exists within society, looking at:
 - interests
 - beliefs
 - age
 - lifestyles
 - personal characteristics
 - cultural identities
- 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

Unit 01 Equality and diversity in society (D/506/2234) (cont'd)

The learner will:

- 3 Understand the effects of stereotyping and labelling

The learner can:

- 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

The learner will:

- 4 Understand the effects of prejudice and discrimination

The learner can:

- 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

The learner will:

- 5 Understand the ways in which people might choose to describe themselves

The learner can:

- 5.1 Describe factors and characteristics that make a person who they are, including:
- physical characteristics
 - likes and dislikes
 - values and beliefs
 - personal interests
 - religious and cultural
 - geographical
- 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 01 Equality and diversity in society (D/506/2234) (cont'd)

Assessment guidance

Where examples are asked for, real-life examples relating personally to the learner are ideal to encourage personal reflection, but case studies or created examples are acceptable throughout.

Types of evidence: Learner report or presentation

Assessment criteria: 1.1–1.4, 2.1–2.6, 3.1–3.3, 4.1–4.6, 5.1–5.5

Additional information: Learners could produce a series of reports or presentations to meet the assessment criteria and explore equality and diversity in society. Where possible, examples should be taken from real life or from learners' own experiences. Learners should recognise that people are different in the way they look, dress, behave, their beliefs, where they work and live, their type of family, their sex, age and so on and that this enriches society.

When considering stereotyping, learners should discuss the reasons people may stereotype including that it helps people deal with differences, form group identities, makes people feel safe and can allow people to try to justify actions or beliefs. Learners could also describe the effects stereotyping can have, for example: oppression, disempowerment, discrimination, exploitation or loss of rights.

'Multiple identities' should refer to the different aspects of an individual's personality, for example mother/wife/teacher/Catholic. The learner may wish to describe several people they know and consider their different identities.

Type of evidence: Annotated case studies

Assessment criteria: 1.3, 1.4

Additional information: Learners could look for case studies from the media for examples of equal opportunity and inequality. The learner could then produce a report or give a presentation outlining the examples.

Types of evidence: Role play/sketch

Assessment criteria: 1.1–1.4, 2.1–2.6, 3.1–3.3, 4.1–4.6, 5.1–5.5

Additional information: Learners could produce a sketch or role play showing situations where equal opportunity and inequality occur. They could also show examples of people respecting differences and why it is important.

Types of evidence: Written or oral questioning

Assessment criteria: 1.1–1.4, 2.1–2.6, 3.1–3.3, 4.1–4.6, 5.1–5.5

Additional information: Learners could be given written or oral questions relating to equality, diversity, stereotyping, prejudice and discrimination. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

Types of evidence: Assessor observation and learner notes

Assessment criteria: 5.1–5.5

Additional information: Learners could undertake a group exercise where a number of different groups are presented and learners are asked to put themselves into the groups where they feel they belong. This could be followed up by learner notes to describe their own multiple identities and the multiple groups in society.

Learners could also undertake a group exercise discussing the individual factors that make up themselves and their peers. An Assessor observation could document their individual contribution to the exercise followed up by learner notes. The notes could demonstrate factors such as gender, sexuality, race, culture, religion, economic and social groups, physical attributes, political beliefs, regional differences, abilities and disabilities.

Type of evidence: Annotated photographs/images

Assessment criteria: 5.1–5.5

Additional information: Learners could produce annotated images or diagrams demonstrating an understanding of the different factors and characteristics which make someone who they are. They could include a diagram (perhaps an annotated diagram of themselves) outlining their own multiple identities and the multiple identities of another person.

Unit 02 Equality and diversity in the community (H/506/2235)

The learner will:

- 1 Understand the extent of diversity within a community

The learner can:

- 1.1 Describe the extent of diversity that exists within a community
- 1.2 Give examples of physical diversity within a community

The learner will:

- 2 Understand the value to communities in creating and maintaining a diverse environment

The learner can:

- 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

The learner will:

- 3 Understand the potential inequality that can occur within a community

The learner can:

- 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

The learner will:

- 4 Understand the support services and groups that exist within a community to ensure equality and diversity is maintained

The learner can:

- 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 02 Equality and diversity in the community (H/506/2235) (cont'd)

Assessment guidance

'A community', in this unit, refers to any community. This does not have to be a community that the learner is part of.

Types of evidence: Learner report/presentation

Assessment criteria: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Additional information: Learners could produce a report or presentation showing an understanding of the extent of diversity within a community, the value of diversity to a community, the inequality that can exist within communities and the sources of support services and groups that exist within communities to promote equality and diversity.

Types of evidence: Written or oral questioning

Assessment criteria: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2

Additional information: Learners could be given written or oral questions relating to the extent of diversity within a community, the value of diversity to a community, the inequality that can exist within communities and the sources of support services and groups that exist within communities to promote equality and diversity.

Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

Type of evidence: Project or assignment with learner notes

Assessment criteria: 1.1, 1.2, 4.1, 4.2

Additional information: Learners could be asked to go out into a community (where possible) to carry out research; internet and other forms of research would also be acceptable. Learners should be able to provide evidence such as use of statistics from local councils/libraries/clubs and phone directories, as well as explanations/pictures of the area to show diversity, eg shop fronts or road signs.

Types of evidence: Questionnaire and learner report/presentation

Assessment criteria: 1.1, 1.2, 2.1, 3.1, 3.2, 4.1

Additional information: Learners could put together and carry out a questionnaire for family and friends about equality and diversity in their community. The questionnaire could also cover any existing threats to equality and diversity in the community and ask for examples. The learners could then produce a

Unit 02 Equality and diversity in the community (H/506/2235) (cont'd)

report or presentation on their findings and describe if there have been problems in the area with regard to equality and diversity, using (for example) newspapers, television and the internet to provide examples.

Unit 03 Equality and diversity in the workplace (K/506/2236)

The learner will:

- 1 Understand the meaning of equality and diversity in the workplace

The learner can:

- 1.1 Describe what equality and diversity means to organisations in relation to:
 - recruitment
 - pay
 - conditions
 - promotion opportunities
- 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

The learner will:

- 2 Understand how equality and diversity is monitored in the workplace

The learner can:

- 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:
 - legal consequences
 - economic/business consequences
 - social/moral consequences
- 2.5 Outline any additional duties placed on public sector organisations under current equality legislation

The learner will:

- 3 Understand how the rights of individuals are protected in the workplace

The learner can:

- 3.1 Describe the rights individuals have under current legislation
- 3.2 Describe the responsibilities for equality and diversity in the workplace of:

- employees
 - employers
- 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 organisation 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

Assessment guidance

The learner does not have to be in employment to complete the activities. If the learner chooses their own workplace to use as an example and finds it does not have good equality and diversity practices, suggestions of improvements or comparisons with better practices can be taken as evidence.

Types of evidence: Learner report/presentation

Assessment criteria: 1.1–1.5, 2.1–2.5, 3.1–3.6

Additional information: Learners could produce a report outlining the issues surrounding equality and diversity in the workplace, how it is monitored and how rights are protected.

Types of evidence: Written/oral questioning

Assessment criteria: 1.1–1.5, 2.1–2.5, 3.1–3.6

Additional information: Learners could be given written or oral questions relating to equality and diversity in the workplace. Where oral questioning is used, questions, learner responses and Assessor feedback should be included in the Assessor (or observer) witness testimony.

Alternatively, oral questions and answers could be recorded by audio or video means with Assessor feedback included.

Types of evidence: Annotated documents/case studies/articles

Assessment criteria: 1.1–1.5, 2.1–2.5, 3.1–3.6

Additional information: Learners could produce documents (eg policy documents or legislation), case studies or news articles and annotate them to show an understanding of equality and diversity in the workplace and how it is promoted and monitored by certain organisations.

Unit 03 Equality and diversity in the workplace (K/506/2236) (cont'd)

Assessment guidance (cont'd)

Type of evidence: Questionnaire

Assessment criteria: 1.1–1.5, 2.1–2.5

Additional information: Learners could choose an organisation they are already in contact with or write to another organisation to ask them to complete a questionnaire, including questions about equality and diversity in the workplace. Learners should either present the results or produce a written document discussing the answers, and could make suggestions for improvement or highlight good practice using their findings.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing these qualifications could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of these qualifications.

The mapping is only at the level of the unit.

English

All units

Mathematics

There are no specific opportunities to develop this skill

ICT

All units

PLTS Independent Enquirers

All units

PLTS Creative Thinkers

There are no specific opportunities to develop this skill

PLTS Reflective Learners

Unit 01

PLTS Team Workers

All units

PLTS Self-managers

There are no specific opportunities to develop this skill

PLTS Effective Participators

There are no specific opportunities to develop this skill

For further information please contact a member of the Customer Support Team.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of our Diversity and Equality policy is available on the NCFE website.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Data protection

NCFE is registered under the Data Protection Act and is committed to maintaining the highest possible standards when handling personal information.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***