

# Level 2 Certificate in Equality and Diversity (5549)

July 2015 Version 3.0

## Qualification at a glance

<b>Subject area</b>	<b>Equality and Diversity</b>
<b>City &amp; Guilds number</b>	5549-02
<b>Age group approved</b>	All
<b>Entry requirements</b>	Level 2
<b>Assessment</b>	Portfolio
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook Candidate logbook
<b>Registration and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 2 Certificate in Equality and Diversity	5549-02	601/4183/9

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2.1 September 2014		
3.0 July 2015	General formatting update	<b>throughout</b>

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# 1 Introduction

This document tells you what you need to do to deliver the qualification:

<b>Area</b>	<b>Description</b>
Who is the qualification for?	<p>This qualification is designed for adult and young learners pre16 and older.</p> <p>It is for those in work or looking to secure employment, or those looking to improve their understanding of equality &amp; diversity as part of a learning/induction programme.</p>
What does the qualification cover?	<p>This qualification was created to support the development and raise the awareness of issues concerned with equality &amp; diversity.</p> <p>The learner is encouraged to consider the issues surrounding equality &amp; diversity in society, their community and in the work place.</p>
What opportunities for progression are there?	<p>This qualification can benefit individuals looking for employment in all sectors.</p> <p>Gaining awareness of issues surrounding equality and diversity would benefit and improve the employability of an individual in any profession.</p>

## Structure

To achieve the Level 2 Certificate in Equality and Diversity learners must complete three mandatory units for **18 credits**.

<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>	<b>Unit Level</b>	<b>Excluded combination of units (if any)</b>
<b>Mandatory</b>					
D/506/2234	201	Equality and diversity in society	6	2	N/A
H/506/2235	202	Equality and diversity in the community	6	2	N/A
K/506/2236	203	Equality and diversity in the workplace	6	2	N/A

## 2 Centre requirements

### Approval

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### **Centres already offering City & Guilds 7546 or 5546 or 3803 or 3807 or 4807 qualifications**

Centres approved to offer the 7546 or 5546 or 3803 or 3807 or 4807 qualifications will receive automatic approval to run the 5549 qualification.

### **Centres not already offering City & Guilds 7546 or 5546 or 3803 or 3807 or 4807 qualifications**

To offer the 5549 qualification, new centres will need to gain both centre and qualification approval. Please refer to the **Centre Manual** for further information.

### Resource requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

### Human resources

To meet the quality assurance criteria for these qualifications the centre must ensure that the following internal roles are undertaken:

- quality assurance co-ordinator
- trainer/tutor
- assessor
- internal quality assurer (this can be the same person as the quality assurance co-ordinator).

Teachers in Wales and Northern Ireland should be guided by current government policy.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but must never internally quality assure their own assessments.

Trainer/tutors must be competent and confident to a level above that which they are assessing.

## **Assessors and Internal Quality Assurer**

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for these qualifications. However, staff should hold, or be working towards, teaching/training qualifications and have sufficient experience and/or qualifications for competent delivery and assessment of the unit.

## **Continuing professional development (CPD)**

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

## **Learner entry requirements**

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for learners undertaking these qualifications. However, centres must ensure that learners have the potential and opportunity to achieve the qualifications successfully.

Please see Section 5 of this document, Course design and delivery, which offers guidance on initial assessment.

## **Age restrictions**

These qualifications are suitable for the 14-16, 16-18, 18+ and 19+ age ranges ie for both young people and adults.

### 3 Delivering the qualification

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.

We recommend that centres provide an induction programme so the learner fully understands the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### **Initial assessment and induction**

Centres will need to make an initial assessment of each learner prior to the start of his/her programme to ensure he/she is entered for an appropriate type and level of qualification.

The initial assessment should identify:

- specific training needs the learner has, and the support and guidance he/she may require when working towards his/her qualifications. This is sometimes referred to as diagnostic testing.
- units the learner has already completed, or credit he/she has accumulated which is relevant to the qualifications he/she is about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualifications he/she will work towards, his/her responsibilities as a learner and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

#### **Recommended delivery strategies**

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in a way that:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualifications.

Centres may deliver this qualification on a full-time or part-time basis.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the Essential/Functional Skills and other related qualifications.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: [www.cityandguilds.com/eportfolios](http://www.cityandguilds.com/eportfolios).

## 4 Assessment

### **Summary of assessment methods**

All the units are assessed by learner portfolio of evidence.

### **Time constraints**

All evidence must be completed and assessed within the learners' period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual portfolios.

### **Evidence requirements for portfolio assessed units**

All the units are assessed by learner portfolio. The portfolio is the term given to the collection of evidence which shows that the learner has met the assessment criteria.

Usually evidence of learner performance will be derived from assessor observation and/or testimony from an expert witness of the learner carrying out activities in the learning and/or work environment.

Evidence is not required in a pre-set format and may be of many types and from diverse sources.

Examples of types of evidence include:

- learner statement
- notes
- letter
- email
- application form
- annotated or highlighted text
- action plan
- Individual Learning Plan (ILP)
- review and tutorial records
- report
- project plan
- job cards and advertisements
- diary
- worksheet
- calculations
- expenditure record
- audio/video recorded discussion/presentation/interview
- photograph
- assessor observation
- witness statement
- picture
- poster
- leaflets
- map
- product
- model
- sculpture
- screen dumps (print screen).

Please note that centres are not restricted to the types of evidence listed above.

As no set level of literacy is required for entry to this qualification, learners can demonstrate competence in different ways. For example, 'list' is an item by item record and learners can:

- produce a handwritten or typed list
- list items orally (evidenced by audio, video or written record by assessor or witness)
- tick or highlight a worksheet
- arrange word cards (evidenced by photograph or sticking cards on paper)
- collect items (for portfolio or photograph).

Except where the assessment strategy/qualification criteria for a specific qualification states otherwise, videos or photographs of minors could be used as the medium to present evidence as part of a portfolio for a qualification. In these cases both the approved centre and the learner have responsibilities in terms of meeting any child protection legislation and seeking to safeguard the interests of the minor.

As a minimum, the approved centre must inform the learner that he/she must:

- obtain written permission from the minor's parent/guardian prior to collecting the evidence and include this permission in the portfolio
- have a valid reason to use photographs or video recordings as part of the evidence in the portfolio
- keep photographs or video recordings secure from unauthorised access, whether stored electronically or in hard copy.

The approved centre must retain sufficient written records of compliance with the above.

It is the responsibility of the approved centre to ensure that learners who use images of minors as evidence for a qualification meet the requirements of child protection legislation. As a minimum requirement, the approved centre should stipulate the need for the learner to obtain the consent of the minor's parent or guardian prior to collecting the evidence.

It is important that it is clear that this is simply guidance as to best practice. This is not advice as to how to ensure compliance with legislation.



## 5 Units

### Availability of units

Each of the units applicable to this qualification is set out in full on the following pages of this handbook.

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours (GLH)
- unit aim
- learning outcomes which are comprised of a number of assessment criteria
- range (if applicable)

## Unit 201

## Equality and diversity in society

<b>UAN:</b>	D/506/2234
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	60
<b>Aim:</b>	The aim of this unit is to develop the learner's understanding of the effects of stereotyping, prejudice and discrimination. They will also start to understand the different characteristics that make us who we are.

<b>Learning outcome</b>
The learner will: 1. Understand what equality is.
<b>Assessment criteria</b>
The learner can: 1.1 describe what is meant by <b>'equality'</b> 1.2 define the following terms: a. stereotyping b. prejudice c. labelling d. protected characteristics e. equal opportunity f. positive action g. discrimination h. discrimination by association 1.3 describe examples of equal opportunity within <b>society</b> 1.4 describe examples of <b>inequality within society</b> .

<b>Range</b>
<b>1.1 equality</b> – gender, sexual orientation, age, ethnicity, disability, religion and belief. <b>1.3 society</b> – employment, healthcare, education, public services, housing. <b>1.4 inequality within society</b> – employment, healthcare, education, public services, housing.

<b>Learning outcome</b>
The learner will: 2. Understand what diversity is.
<b>Assessment criteria</b>
The learner can: 2.1 describe what is meant by ' <b>diversity</b> ' 2.2 identify <b>diversity</b> that exists <b>within society</b> , 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

<b>Range</b>
<b>2.1 diversity</b> – gender, sexual orientation, age, ethnicity, disability, religion and belief. <b>2.2 diversity within society</b> – interests, beliefs, age, lifestyles, personal characteristics, cultural identities.

<b>Learning outcome</b>
The learner will: 3. Understand the effects of stereotyping and labelling.
<b>Assessment criteria</b>
The learner can: 3.1 explain why some people <b>stereotype</b> others 3.2 describe the damaging effects stereotyping and labelling can have on individuals 3.3 describe ways stereotyping is encouraged in society.

<b>Range</b>
<b>3.3 stereotype</b> – race, gender.

**Learning outcome**

The learner will:

4. Understand the effects of prejudice and discrimination.

**Assessment criteria**

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.

**Range**

**4.1 prejudice** – media coverage, negative encounters, rumour/myth, ignorance, intergenerational.

**Learning outcome**

The learner will:

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

**Assessment criteria**

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**.

**Range**

**5.1 factors and characteristics** - physical characteristics, values and beliefs, personal interests, religious and cultural, geographical.

**5.2, 5.3 & 5.4 multiple identities** – gender, sexual orientation, age, ethnicity, disability, religion and belief.

**5.5 groups** – primary, secondary.

# Unit 201                      Equality and diversity in society

## Supporting information

### Guidance and Evidence

For criterion 1.1 the learner must **describe** what is meant by equality eg ensuring individuals or groups of individuals are treated fairly and equally and no less favourably, specific to their needs. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.2 the learner must **define** all the terms listed showing an understanding of each. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.3 the learner must **describe** equality of opportunity within society eg job opportunities and promotion, allocation of housing in certain areas, access to health care provision and education etc. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.4 the learner must **describe** inequality of opportunity within society eg lack of disabled access in the workplace, age restrictions on job opportunities, restrictions on use of public services for certain sections of society etc. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.1 the learner must **describe** what is meant by diversity eg the values, attitudes, cultures and life experiences of different social groups within society. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.2 the learner must **identify** diversity within society. Diversity can be described in terms of the society the learner lives in and the differences within it. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.3 the learner must **describe** positive aspects of having a diverse society eg recognising, valuing and respecting people's different backgrounds, knowledge, skills, needs and experiences and encouraging and using those differences to learn from and develop and to create a cohesive society that celebrates difference. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.4 the learner must **describe** how diversity enhances their own life in terms of learning or work or their everyday life eg an employee of a company can learn different working methods from someone from a different country. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.5 the learner must **explain** why it is important to respect the differences of individuals eg fairness for all people regardless of differences to ensure no one feels disadvantaged or discriminated against. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 2.6 the learner must **describe** how to respect the differences of individuals eg explore other cultures and gain an understanding, avoid language that causes offence, respect cultures and beliefs of friends, peers, co-workers, neighbours etc. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.1 the learner must **explain** why some people stereotype others in terms of gender and race. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.2 the learner must **describe** the damaging effects stereotyping and labelling can have on individuals. Damaging effects can be in terms of work, learning or everyday life eg loss of self-confidence and esteem, fear, exclusion, stress and health issues. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 3.3 the learner must **describe** how stereotyping is encouraged in society. Society can include the print media, internet, TV or can be family or friends and can also include work or education. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 4.1 the learner must **describe** how people may develop prejudices eg influence from friends, family, the media, or their own experiences or experiences of family or friends that may cause them to develop prejudice and treat others unfairly. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 4.2 the learner must **describe** types of discrimination and prejudices that can exist in society. eg someone being fired from their job because of their age or not allocating housing to a person of a certain race. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 4.3 the learner must **describe** the difference between direct and indirect discrimination. Learners should relate their description to current legislation and show an understanding of the distinct differences in the two. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 4.4 the learner must **give examples** of both direct and indirect discrimination eg direct discrimination is when you are treated unfavourably because of who you are whereas indirect discrimination is when there's a **practice, policy or rule** which applies to everyone in the same way, but it has a worse effect on some people than others. Learners need to give examples which illustrate these concepts. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 4.5 the learner must **describe** the effects that different types of discrimination can have on individuals. Effects can be in terms of emotional well-being, personal development and/or career progression. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 4.6 the learner must **describe** the effects that different types of prejudice can have on individuals. Effects can be in terms of emotional well-being, personal development and/or career progression. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 5.1 the learner must **describe** factors and characteristics that make a person who they are. eg people from different areas may have a different outlook, someone who has grown up in a multi-cultural city may have a greater tolerance of difference than someone from a small village, a child who comes from a large family may have different character traits than an only child, or someone who comes from a sporting background may be more competitive than those who don't. The learner can describe this orally or in writing.

For criteria 5.2 the learner must **describe** what having multiple characteristics means eg someone can be white and gay or disabled and Muslim. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 5.3 the learner must **describe** their own multiple characteristics showing an understanding of this concept. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 5.4 the learner must **describe** the multiple characteristics of another person. This can be a peer, family member or other personality. Evidence may be a written or verbal learner statement, an assessor record.

For criteria 5.5 the learner must **illustrate** how an individual can identify as belonging to a number of different groups eg a primary group is typically a small social group whose members share close, personal, enduring relationships such as a family whereas a secondary group is one you have chosen to be a part of and can be based on interests and activities. Evidence may be a written or verbal learner statement, an assessor record.

## Unit 202

## Equality and diversity in the community

<b>UAN:</b>	H/506/2235
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	60
<b>Aim:</b>	The aim of this unit is to develop learners understanding of the potential inequalities which may occur within a community and what support services and groups exist to ensure equality and diversity is maintained.

<b>Learning outcome</b>
The learner will: 1. Understand the extent of diversity within a community.
<b>Assessment criteria</b>
The learner can: 1.1 describe the extent of <b>diversity</b> that exists <b>within a community</b> 1.2 give examples of <b>physical diversity</b> within a community.

<b>Range</b>
<b>1.1 diversity within a community</b> – gender, social class, upbringing, culture, religion, ethnicity, age <b>1.2 physical diversity</b> – coexistence in one community

<b>Learning outcome</b>
The learner will: 2. Understand the value to communities in creating and maintaining a diverse environment.
<b>Assessment criteria</b>
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.

<b>Learning outcome</b>
The learner will: 3. Understand the potential inequality that can occur within a community.
<b>Assessment criteria</b>
The learner can: 3.1 describe the types of <b>inequality</b> that can occur within a community 3.2 describe the <b>threats</b> that may exist to equality and diversity within a community.

<b>Range</b>
<b>3.1 inequality</b> – access to facilities/services, wealth/income, housing, exclusion, education. <b>3.2 threats</b> – ignorance, intolerance, extremism, rumour/myth, social media, media.

<b>Learning outcome</b>
The learner will: 4. Understand the support services and groups that exist within a community to ensure <b>equality and diversity</b> is maintained.
<b>Assessment criteria</b>
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.

<b>Range</b>
<b>4.1 equality and diversity</b> – gender, sexual orientation, age, ethnicity, disability, religion and belief.

## Unit 202                    Equality and diversity in the community

### Supporting information

#### Guidance and Evidence

For criterion 1.1 the learner must **describe** the extent of diversity that exists within a community eg different people living in one community. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.2 the learner must **give examples** of physical diversity in the community eg different groups co-existing in one community, housing (people living in sheltered accommodation), schools (people of different faiths going to different schools), churches, health care (public and private). Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.1 the learner must **describe** the types of equality that can occur within community in terms of respect and fairness for all people regardless of differences to ensure no one feels disadvantaged or discriminated against. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.2 the learner must **describe** the benefits of equality and diversity within a community eg everyone feels valued and respected, can take advantage of a huge variety of experience and knowledge such as the arts, music, cuisine, passes on message to young people that diversity is important. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.1 the learner must **describe** the types of inequality that can occur within a community eg allocation of housing, poor educational facilities. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.2 the learner must **describe** the threats that may exist to equality and diversity within a community and how these affect the community eg the use of cyber bullying or media coverage of world events. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 4.1 the learner must **describe** the range of support services and groups that exist within a community to support the promotion of equality and diversity eg Disability Action, ACAS, Friends and Family of Travellers, LGBT. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 4.2 the learner must **identify** potential users of the support services and groups described for criterion 4.1 eg a disabled person, an employee who has a grievance, a Traveller, a gay man. Evidence may be a written or verbal learner statement, an assessor record.

## Unit 203

## Equality and diversity in the workplace

<b>UAN:</b>	K/506/2236
<b>Level:</b>	2
<b>Credit value:</b>	6
<b>GLH:</b>	60
<b>Aim:</b>	The aim of this unit is to develop an understanding of the meaning of Equality and Diversity in the workplace.

<b>Learning outcome</b>
The learner will: 1. Understand the meaning of equality and diversity in the workplace.
<b>Assessment criteria</b>
The learner can: 1.1 describe what <b>equality and diversity</b> means to organisations in relation to: a. recruitment b. pay c. conditions d. 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.

<b>Range</b>
<b>1.3 equality and diversity</b> – gender, sexual orientation, age, ethnicity, disability, religion and belief.

<b>Learning outcome</b>
The learner will: 2. Understand how equality and diversity is monitored in the workplace.
<b>Assessment criteria</b>
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: a. legal consequences b. economic/business consequences c. social/moral consequences 2.5 outline any additional duties placed on public sector organisations under current equality legislation.

<b>Learning outcome</b>
The learner will: 3. Understand how the rights of individuals are protected in the workplace.
<b>Assessment criteria</b>
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: a. employees b. employers 3.3 describe the difference between <b>positive action</b> and <b>positive discrimination</b> 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.

<b>Range</b>
<b>3.3 positive action</b> – is permitted in employability. <b>3.3 positive discrimination</b> – is prohibited in employability.

## Unit 203                    Equality and diversity in the workplace

### Supporting information

#### Guidance and Evidence

For criterion 1.1 the learner must **describe** what equality and diversity means to organisations in relation to: recruitment, pay, conditions, and promotion opportunities. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.2 the learner must **describe** the benefits to an organisation of having a diverse workforce eg pooling the diverse knowledge, new customers, responsiveness to changing conditions, inclusive environment, greater mix of experiences, cultural understanding. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.3 the learner must **describe** how organisations can promote and maintain equality and diversity in the workplace eg zero tolerance policy, discourage cliques, diversity training, employees of all backgrounds feeling valued. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.4 the learner must **describe** the difficulties that can arise in trying to establish and maintain a diverse workplace eg resistance to change, language barriers, ignorance and prejudice. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 1.5 the learner must **describe** how equality and diversity can be promoted and maintained by employees eg discourage cliques, speak to each other respectfully and share opinions. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.1 the learner must **describe** policies, codes of conduct and guidance relating to equality within the workplace that encourage and protect equality and diversity. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.2 the learner must **describe** how equality and diversity is monitored according to the equality legislation in the workplace. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.3 the learner must **describe** an organisation's sanctions on employees for breach of their policies, codes of conduct or guidelines where equality and diversity is concerned eg Equality and Diversity Policy. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.4 the learner must **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

Evidence may be a written or verbal learner statement, an assessor record.

For criterion 2.5 the learner must **outline** any additional duties placed on public sector organisations under current equality legislation eg Equality Act 2010 places additional responsibilities and duties on Public Sector Employers. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.1 the learner must **describe** the rights individuals have under current legislation. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.2 the learner must **describe** the responsibilities for equality and diversity in the workplace of:

- employees
- employers

Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.3 the learner must **describe** the difference between positive action and positive discrimination. Positive action is where an employer can provide support, training or encourage people from a particular racial group. Positive discrimination is giving preferential treatment in the workforce to a member of a minority group. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.4 the learner must **explain** the importance of making sure equality and diversity procedures are followed in the workplace. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.5 the learner must **describe** the types of organisations that provide support and information about the rights of individuals in relation to equality and diversity. Evidence may be a written or verbal learner statement, an assessor record.

For criterion 3.6 the learner must **describe** the services that these organisations can offer to individuals. Evidence may be a written or verbal learner statement, an assessor record.

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **[www.cityandguilds.com](http://www.cityandguilds.com)**.

**Centre Manual** - contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework
- SQA Awarding Body Criteria
- NVQ Code of Practice
- sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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**If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)**

## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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