

SPECIFICATION

IAO Level 2 Certificate in Equality and Diversity
Qualification number: 601/4403/8



Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

Active Leisure
Business and Management
Childcare
Employability
Retail

Health and Social Care
Hospitality and Catering
IT
Logistics
Education and Training

We currently offer over 120 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date www.innovateawarding.org.

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800

Email: contactus@innovateawarding.org

“ We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications. ”

Qualification summary

Qualification Accreditation Number (QAN)	601/4403/8
Qualification review date	31 st August 2020
Guided Learning Hours (GLH)	Minimum 167 hours
Total Qualification Time (TQT)	180
RQF level	2
Qualification credit value	18 credits
Minimum credits at/above level	18 credits
Assessment requirements	Portfolio of Evidence This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
Aims and objectives of the qualification	The aim of the Level 2 Certificate in Equality and Diversity is to give learners an introduction to the issues around stereotyping, prejudice and discrimination, to identify the basic rights that all people should enjoy, and the shared values people have, and to examine the responsibility each person and every organisation has in ensuring that barriers to participation in society are removed.
Entry guidance	There are no formal entry requirements for this qualification. This qualification is suitable for those Learners with some awareness of Equality and Diversity who want to develop their knowledge to aid their employment opportunities, and for those already in employment as part of their continuous professional development.

Progression opportunities

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:

- Level 2 Certificate in Preparing to Work in Adult Social Care
- Level 2 Diploma in Health and Social Care (Adults) for England
- Level 2 Certificate in Principles of Business and Administration
- Level 2 NVQ Certificate in Business and Administration
- Level 2 Certificate in Team Leading Principles
- Level 2 NVQ Certificate in Team Leading

Funding

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

Innovate Awarding

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website www.innovateawarding.org.

Feedback

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at contactus@innovateawarding.org or call us on 0117 314 2800.

Complaints

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

Fees

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

Enquiries and appeals

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

Data Protection

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

Equality and Diversity

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

Reasonable Adjustment and Special Consideration

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

Malpractice and Maladministration

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

Recognition of Prior Learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website

Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.

The Regulated Qualifications Framework (RQF)

What is the RQF?

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

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

Qualification Level

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

Qualification Size

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

Qualification structure

Learners must complete the three mandatory units in the qualification to achieve 18 credits and gain the IAO Level 2 Certificate in Equality and Diversity.

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

The Total Qualification Time (TQT) for this qualification is 180 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	2	6	52
J/506/6956	Principles of equality and diversity	2	6	55
H/506/2235	Equality and diversity in the community	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	1.1 Describe the effects of equality and diversity in businesses in the following areas: <ul style="list-style-type: none"> • Pay • Conditions • Recruitment • Promotion opportunities 1.2 Outline the benefits to a business of having a diverse workforce 1.3 Describe how businesses can encourage and uphold equality and diversity within the organisation 1.4 Describe the challenges of establishing and upholding a diverse workplace 1.5 Describe how equality and diversity can be encouraged and upheld by employees
2. Understand how equality and diversity is monitored in a business	2.1 Describe codes of conduct, policies and guidance within a business that promote and uphold equality and diversity 2.2 Describe how businesses monitor equality and diversity 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>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>3.1 List the rights of individuals, according to current legislation</p> <p>3.2 Explain the differences between positive action and positive discrimination</p> <p>3.3 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	1.1 Define the following terms: <ul style="list-style-type: none"> • Equality • Stereotyping • Prejudice • Labelling • Protected characteristics • Equal opportunity • Positive action • Discrimination • Discrimination by association 1.2 Give examples of inequality 1.3 Give examples of equal opportunity
2. Understand the principles of diversity	2.1 Define the term “diversity” 2.2 Outline diversity related to: <ul style="list-style-type: none"> • Interests • Beliefs • Age • Lifestyles • Personal characteristics 2.3 Outline how these differences affect overall diversity of populations 2.4 Describe how diversity enriches own life 2.5 Explain the importance of respecting individuals’ differences 2.6 Describe how to respect these differences

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