Handbook

LGBTC2 – VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusion in the Workplace (RQF)

603/5261/9

Version 4

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, iTEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

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Contents

1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusion in the Workplace (RQF)
Qualification number	603/5261/9
Product code	LGBTC2
Age range	There are age limits attached to learners undertaking this qualification as this qualification is not approved for learners under the age of 16.
Total Qualification Time (TQT)	125
Guided Learning (GL) hours	105
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: • Portfolio of evidence
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been developed for learners who need to be more aware of how to comfortably interact with lesbian, gay, bisexual and trans (LGBT) people in the workplace.

It has been designed to make learners aware of the LGBT history and culture and the organisational policies and legislation affecting LGBT people in the workplace. It also explores the impact of language, stereotyping and assumptions relating to LGBT people and considers how learners can best contribute to maintaining a supportive workplace environment for LGBT people.

The range of units contained in this qualification enable the learner to gain an understanding of the history and culture of the LGBT movement, the importance of using appropriate language, not stereotyping nor making assumptions about LGBT people. It also enables the learner to know about the organisation policies and legislation which promotes the rights of LGBT people in the workplace and to identify and challenge inappropriate homophobic, biphobic and transphobic behaviour in the workplace.

This qualification could also prove invaluable toward the learner's personal and career development.

2.2 Progression opportunities

On completion of the VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusion in the Workplace (RQF), it might be possible to progress into further learning, employment or onto Skillsfirst vocationally-based qualifications, such as the:

- VTCT (Skillsfirst) Level 1 Certificate in Maintaining Personal Well-being at Work (RQF)
- VTCT (Skillsfirst) Level 1 Certificate in Personal and Social Development (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusion in the Workplace (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **125**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
LGBT1	Lesbian, gay, bisexual and trans history and culture	2	24	M/617/8631
LGBT2	Language, stereotyping and assumptions relating to lesbian, gay, bisexual and trans people	2	28	T/617/8632
LGBT3	Organisational policies and legislation affecting lesbian, gay, bisexual and trans people in the workplace	2	25	A/617/8633
LGBT4	Contribute to maintaining a supportive workplace environment for lesbian, gay, bisexual and trans people	2	28	F/617/8634

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, provide expert witness, assess performance, moderate/ verify assessments

This handbook provides details of the assessment strategy, which centres will need to apply in order to assess and quality assure the VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusion in the Workplace (RQF) and includes the:

•   occupational expertise of those who deliver, assess and moderate/verify assessments

•   continuous professional development

•   summary of assessment methods

4.3 Deliverers, assessors and internal moderators/verifiers

Deliverers, assessors and internal verifiers (IVs) are appointed by the recognised centre and approved by Skillsfirst Awards through the external verifier (EV). The centre must demonstrate that they have deliverers/assessors/IVs with current LGBT knowledge and understanding and can provide evidence of inclusive practice. In addition to this, the centre will need to provide evidence that deliverers/assessors have completed a learning/delivery programme.

While the Training, Assessment and Quality Assurance (TAQA) units and 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. Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that assessors and IVs plan and maintain their CPD. Centres are also expected to support their assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments. Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusion in the Workplace (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within all of the units.

5.2 Suggested delivery strategy

Deliverers should familiarise themselves with the structure, content and assessment requirements of the units within the qualification before designing a learning programme. It is suggested that centres design learning programmes that:

- best meets the needs and capabilities of their learners and
- satisfies the learning outcomes and assessment criteria of the unit

Please note: As part of the qualification approval process, centres developing their own learning and support material must submit it to Skillsfirst Awards for approval. This is to ensure that the content and requirements of the qualification are covered sensitively and avoids any bias or discrimination against those who identify as LGBT.

Delivery of the programme could be either classroom-based or e-learning, or a blended approach.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples (as outlined below) which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units. The assessor will need to be assured that the learner can meet all the learning outcomes of a unit and pass all the assessment criteria of a unit.

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.4 Types of evidence

Evidence is not required in any pre-set format and may be of many types and from diverse sources. Examples of types of evidence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product
- workbook/e-assessment

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

5.5 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions, but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.6 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

5.6.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible. All units within this qualification can be solely achieved by simulation.

5.6.2 Witness testimony

Skillsfirst recognises the use of occupationally competent witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on a learner's performance.

Witness testimonies can also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards.

5.7 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness.

Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process.

In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;
- be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements

6 Units

Unit Handbook

LGBT1 – Lesbian, gay, bisexual and trans history and culture

Unit reference number: M/617/8631

Level: 2 **Guided Learning (GL) hours: 24**

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the lesbian, gay, bisexual and trans movement, its history and the significance of related legislation.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Introduction to the lesbian, gay, bisexual and trans (LGBT) movement

LO2 Understand the history of the lesbian, gay, bisexual and trans (LGBT) movement

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Legislation must include:

- The Sexual Offences Act 1967
- Age of Consent Act 1998
- Employment Equality (Sexual Orientation) Regulations 2003
- Civil Partnership Act 2004
- The Gender Recognition Act 2004
- The Marriage (Same Sex Couples) Act 2013

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Introduction to the lesbian, gay, bisexual and trans (LGBT) movement	1.1 Describe the aims of the LGBT movement
	1.2 Define the term: • lesbian • gay • bisexual • transgender
	1.3 Explain the implications of Section 28 of the Local Government Act 1988 and its subsequent repeal in 2003 to the LGBT community
	1.4 Explain why Gay Pride was established
	1.5 Describe the work of: • the Homosexual Law Reform Society • the Beaumont Society • Stonewall to promote and support the LGBT community

Learning Outcome	Assessment Criteria
LO2 Understand the history of the lesbian, gay, bisexual and trans (LGBT) movement	2.1 Describe the significance of the Wolfenden Committee report to the LGBT movement
	2.2 Explain the role of **legislation** in securing the rights of the LGBT community

LGBT1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

LGBT2 – Language, stereotyping and assumptions relating to lesbian, gay, bisexual and trans people

Unit reference number: T/617/8632

Level: 2
Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the impact of language, stereotyping and assumptions relating to lesbian, gay, bisexual and trans people.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the impact of language relating to lesbian, gay, bisexual and trans (LGBT) people

LO2 Understand the impact of stereotyping and assumptions relating to lesbian, gay, bisexual and trans people

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the impact of language relating to lesbian, gay, bisexual and trans (LGBT) people	1.1 Explain the difference between sexual orientation and gender identity
	1.2 Describe the correct terminology to be used when discussing LGBT people
	1.3 Explain the impact of using pejorative or outdated terms to describe LGBT people

Learning Outcome	Assessment Criteria
LO2 Understand the impact of stereotyping and assumptions relating to lesbian, gay, bisexual and trans people	2.1 Provide examples of assumptions that are made about people who identify as: • lesbian, • gay • bisexual • transgender • heterosexual/straight
	2.2 Explain the impact of perpetuating stereotyping about LGBT people
	2.3 Explain the impact of making assumptions that everyone is heterosexual
	2.4 Describe the experience of 'coming out' as a LGBT person
	2.5 Describe the implications in the workplace for 'coming out' as a LGBT person

LGBT2 Document History

Version	Issue Date	Changes	Role
1.0	03/02/2023	Rebrand	Regulation Officer

Unit Handbook

LGBT3 – Organisational policies and legislation affecting lesbian, gay, bisexual and trans people in the workplace

Unit reference number: A/617/8633

Level: 2
Guided Learning (GL) hours: 25

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the organisational policies and legislation affecting lesbian, gay, bisexual, and trans people at work and how to promote lesbian, gay, bisexual, and trans people equality in the workplace.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Know about organisational policies and legislation affecting lesbian, gay, bisexual, and trans (LGBT) people at work

LO2 Understand the promotion of lesbian, gay, bisexual and trans (LGBT) equality

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know about organisational policies and legislation affecting lesbian, gay, bisexual, and trans (LGBT) people at work	1.1 Explain how the Equality Act 2010 protects LGBT people at work
	1.2 Describe the organisational policy on: • discrimination because of sexual orientation and gender identity • homophobic, biphobic and transphobic bullying and harassment
	1.3 Explain how to report instances of discrimination, bullying and harassment

Learning Outcome	Assessment Criteria
LO2 Understand the promotion of lesbian, gay, bisexual and trans (LGBT) equality	2.1 Describe the business benefits of promoting LGBT equality
	2.2 Identify sources of information and support available to workplace staff on LGBT equality
	2.3 Explain own role in promoting equality of LGBT people in the workplace

LGBT3 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

LGBT4 – Contribute to maintaining a supportive workplace environment for lesbian, gay, bisexual and trans people

Unit reference number: F/617/8634

Level: 2
Guided Learning (GL) hours: 28

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of what is termed as inappropriate homophobic, biphobic and transphobic behaviour in the workplace and how to challenge that behaviour.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand inappropriate homophobic, biphobic and transphobic behaviour in the workplace

LO2 Understand how to challenge inappropriate homophobic, biphobic and transphobic behaviour in the workplace

Version 1.0

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand inappropriate homophobic and biphobic behaviour in the workplace	1.1 Explain how to identify homophobic, biphobic and transphobic language and behaviour
	1.2 Identify boundaries for behaviour appropriate to lesbian, gay, bisexual and trans people that are in line with organisational policies and legislation
	1.3 Describe factors which might lead to inappropriate homophobic, biphobic and transphobic behaviour
	1.4 Describe ways of addressing inappropriate homophobic, biphobic and transphobic behaviour in the workplace

Learning Outcome	Assessment Criteria
LO2 Understand how to challenge inappropriate homophobic and biphobic behaviour in the workplace	2.1 Describe the difference between challenging behaviour and assertiveness
	2.2 Describe factors which may contribute to the escalation or defusing of challenging inappropriate homophobic, biphobic and transphobic behaviour
	2.3 Describe how to challenge inappropriate homophobic, biphobic and transphobic behaviour in: • the working environment • work-related social scenarios
	2.4 Explain the importance of being sensitive when challenging inappropriate homophobic, biphobic and transphobic behaviour
	2.5 Describe techniques for defusing potential inappropriate homophobic, biphobic and transphobic behaviour
	2.6 Explain how to formally report homophobic, biphobic and transphobic behaviour

LGBT4 Document History

Version	Issue Date	Changes	Role
V1.0	31/01/2023	Re-branded	Qualification Administrator

LGBTC2 Document History

Version	Issue Date	Changes	Role
v4	10/02/2023	Formatting and re-branding. No content amendment.	Data Administrator