



Skillsfirst
AWARDS

**Level 1 Award in Equality and
Diversity (RQF)**

EDA01

600/2188/3



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1.0 Introduction

- 1.1 Skillsfirst Awards is an awarding organisation specialising in the provision of vocational qualifications across a range of occupational areas.
- 1.2 Skillsfirst Awards recognises the need for industry to have fully trained and qualified staff – reliably qualified to recognised industry standards.
- 1.3 The following handbook provides the learning outcomes and assessment strategy for the delivery of the Level 1 Award in Equality and Diversity (RQF). The handbook is a live document and will be updated should there be any incremental change made. Centres will be informed electronically when changes are made and it will be the responsibility of any recognised centre to ensure the most up to date version of the handbook is used. The document also provides details of the administrative procedures, requirements and responsibilities that are associated with the delivery of vocational qualifications.

The handbook is available on the Skillsfirst Awards website www.skillsfirst.co.uk

- 1.4 This document is copyright but can be copied by any of our recognised centres for the purpose of assessing learners and may also be copied by learners for their own use.
- 1.5 All learners should be provided with a copy of the Skillsfirst qualification handbook together with the Skillsfirst learner guide. This document can be found on our web-site www.skillsfirst.co.uk

1.1 What is the Regulated Qualifications Framework (RQF)?

The RQF provides a single, simple system for cataloguing all qualifications regulated by Ofqual.

Qualifications will be indexed by their 'level', type and size. Qualifications within the framework will have a level (ranging from entry level to level 8) to indicate the level of difficulty. They will also have a Total Qualification Time (TQT) value to indicate the size of the qualification which will either be an Award, Certificate or Diploma.

The RQF will also:

- allow Awarding Organisations to design more flexible programmes, suited to the needs of a wider range of learners and employers
- describe qualifications to employers, providers and learners in a way that is easy to understand
- allow learners to achieve skills and knowledge at their own pace

1.2 RQF Qualifications

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.

2.0 Skillsfirst Awards

2.1 Data protection

Skillsfirst Awards takes the protection of data seriously and to this end has developed a data protection statement outlining how Skillsfirst and our centres, comply with the current legislation on data protection (GDPR). It is important for centres to read our statement and ensure that our requirements are put in place. It is particularly important that centres make learners aware that data

is shared with Skillsfirst Awards. Our policy statement on this and data requirements can be found in our centre handbook on our website www.skillsfirst.co.uk

2.2 Equality and accessibility

Equality and accessibility

Skillsfirst 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 and EU directives including the Equality Act (2010) and to ensure this occurs, has in place a policy on equality and accessibility which can be found on our website www.skillsfirst.co.uk and within our centre handbook.

Skillsfirst will ensure that centres use an equality and accessibility policy that works together with ours and that they maintain an effective appeals procedure which along with the equality and accessibility policy, will be monitored by the external verifier. We expect centres to tell learners how to find and use their own equality and accessibility and appeals procedures.

Access to assessment

Skillsfirst Awards is committed to guaranteeing all learners are treated fairly and equally and to ensure this occurs, has in place a policy on reasonable adjustments and special considerations. This policy states clearly what centres can and in some cases must, put in place to assist learners who may have particular requirements.

We expect centres to tell learners how to find and use their own reasonable adjustments and special considerations policy and will monitor implementation through the external verification process. This policy can be accessed at www.skillsfirst.co.uk and within our centre handbook. Further advice on this policy and its application can be obtained from our customer services team at customerservices@skillsfirst.co.uk

2.3 Enquiries and information sources

Skillsfirst aims to provide accurate information in a variety of formats and media. Recognised centres are encouraged to make enquiries to the customer services team, or seek clarification from our website. Learners wishing to enquire about qualifications, aspects of qualifications or quality assurance policies and procedures are encouraged, in the first instance, to seek information from the recognised centre or their tutor/assessor. Where a satisfactory answer is unavailable, learners are encouraged to seek clarification from our website, or from the Skillsfirst customer services team.

As a guide, the majority of frequently requested information is available on our website or on request via the electronic helpline listed below.

Website: www.skillsfirst.co.uk
email: customerservices@skillsfirst.co.uk
Tel: 0121 270 5100

In writing to:

Customer Services
Skillsfirst Awards Limited
Suite 416
Fort Dunlop
Fort Parkway
Birmingham
B24 9FD

2.4 Complaints and appeals

Complaints

Skillsfirst Awards will endeavour at all times to satisfy our customer's needs and ensure a quality service. There may be times when our centres do not feel we have met these needs. Should they wish, centres may complain in writing to the Skillsfirst Awards customer services manager. We will attempt to resolve all complaints within the published timescales and will record and review all complaints as part of our ongoing customer service commitment.

Appeals

Skillsfirst Awards aims to ensure that at all times its decisions are fair, consistent and based on valid judgements. However, it is recognised that there may be occasions when a centre or a learner may wish to question a decision made. Skillsfirst Awards therefore has an appeals policy and process which clearly indicates the rights of the centre and the learner to appeal against a range of decisions taken by Skillsfirst.

The Skillsfirst Awards appeals policy and process can be accessed on our website www.skillsfirst.co.uk and within our centre handbook. Centres are required to have a documented policy and procedure which allows learners to question decisions made by the centre. The final stage of such a procedure may be to appeal to the Skillsfirst Awards external verifier. This policy would form part of the original centre recognition process and its implementation will be monitored by the external verifier.

2.5 Malpractice and maladministration

Skillsfirst Awards has a responsibility to ensure that malpractice, non compliance and maladministration is addressed effectively and to publish procedures to centres for dealing with malpractice (including cheating, copying and plagiarism) on the part of learners, centre staff and any others involved in providing the qualification. To meet this requirement, Skillsfirst Awards has a malpractice policy and process, the details of which can be accessed on our website www.skillsfirst.co.uk

3.0 Skills for Justice

3.1 About Skills for Justice

The Level 1 Award in Equality and Diversity is based on a unit developed by City & Guilds and endorsed by Skills for Justice who is the sector skills council for Justice, Community Safety and Legal Services. Their contact details are:

Centre Court
Atlas Way
Sheffield S4 7QQ

Phone: 0114 261 1499

info@skillsforjustice.com

This handbook provides details which centres will need to apply in order to assess and quality assure the Level 1 Award in Equality and Diversity and includes

- occupational expertise of those who assess performance, and moderate and verify assessments
- continuous professional development
- summary of assessment methods

3.2 The occupational competence of those involved in delivery and assessment

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally knowledgeable in the area of equality and diversity for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Assessors and internal verifiers/internal quality assurers

While the assessor/verifier (A/V) and the assessor/internal quality assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never internally verify their own assessments.

3.3 Continuing professional development (CPD)

Centres are expected to support their staff 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.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

4.0 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for the unit.

4.1 Recognition of prior learning (RPL)

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification. 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
- where observation or expert witness testimony is a unit assessment method requirement, this activity is undertaken after learner registration for the qualification

In considering the appropriateness of any single piece of **evidence**, the following should be considered:

- **Content** – the degree to which the content of any previous accredited learning meets the requirements of the national occupational standards against which it is being presented as evidence.
- **Performance and knowledge** – the degree to which the previous learning covered both performance and knowledge. Some learning will only have offered and tested the latter, in which case RPL will only recognise the meeting of knowledge requirements. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- **Relevance of context** – the degree to which the context of the learning gained and assessed, relates to the current context of learner' work roles. If the context was different, assessors will need to satisfy themselves of learners' ability to transfer the learning gained into their current setting.
- **Currency** – how recently the learning was gained. Learners would need to demonstrate current knowledge and understanding of areas such as legislation, policy and practice etc, which may have changes since the previous learning programmes were undertaken.
- **Authenticity** – how the ownership of the evidence is established to ensure it was generated by the learner.

4.2 Simulation

Simulation is not allowed in this qualification.

5.0 Qualification information

5.1 Qualification aim and design

This single unit qualification gives learners an opportunity to develop their knowledge and awareness of equality, diversity and discrimination in the wider community.

Ideally suited for new employees, this qualification will provide learners with an understanding of race, religion and belief, sexual orientation and disability within their workplace, helping tackle all forms of discrimination to create an inclusive work environment.

6.0 Qualification Structure

6.1 Qualification requirements

To achieve the Level 1 Award in Equality and Diversity (EDA01), learners must complete:

The unit from Group M – Mandatory unit

6.2 Total qualification time

TQT is formulated by looking at the Notional Learning Hours (NLH) for the qualification. The TQT for the Level 1 Award in Equality and Diversity is **20**. The guided learning hours (GLH) for this qualification are **16**.

6.3 List of available units

The list below gives the unit title and the level of the unit.

Group M - mandatory units

RQF unit No.	Skillsfirst unit No.	Unit title	Level
F/600/7804	ED1	Valuing equality and diversity	1

6.4 Learner entry requirements

Formal 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.

Age restrictions

There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.

Legal considerations

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.

6.5 Progression opportunities

On completion of the Level 1 Award in Equality and Diversity (RQF) learners may progress into employment or onto the following Skillsfirst qualifications:

- Level 2 Diploma in Customer Service (RQF)
- Level 1 Certificate in Developing Employability Skills (RQF)

or similar higher level qualifications.

7.0 The unit of learning

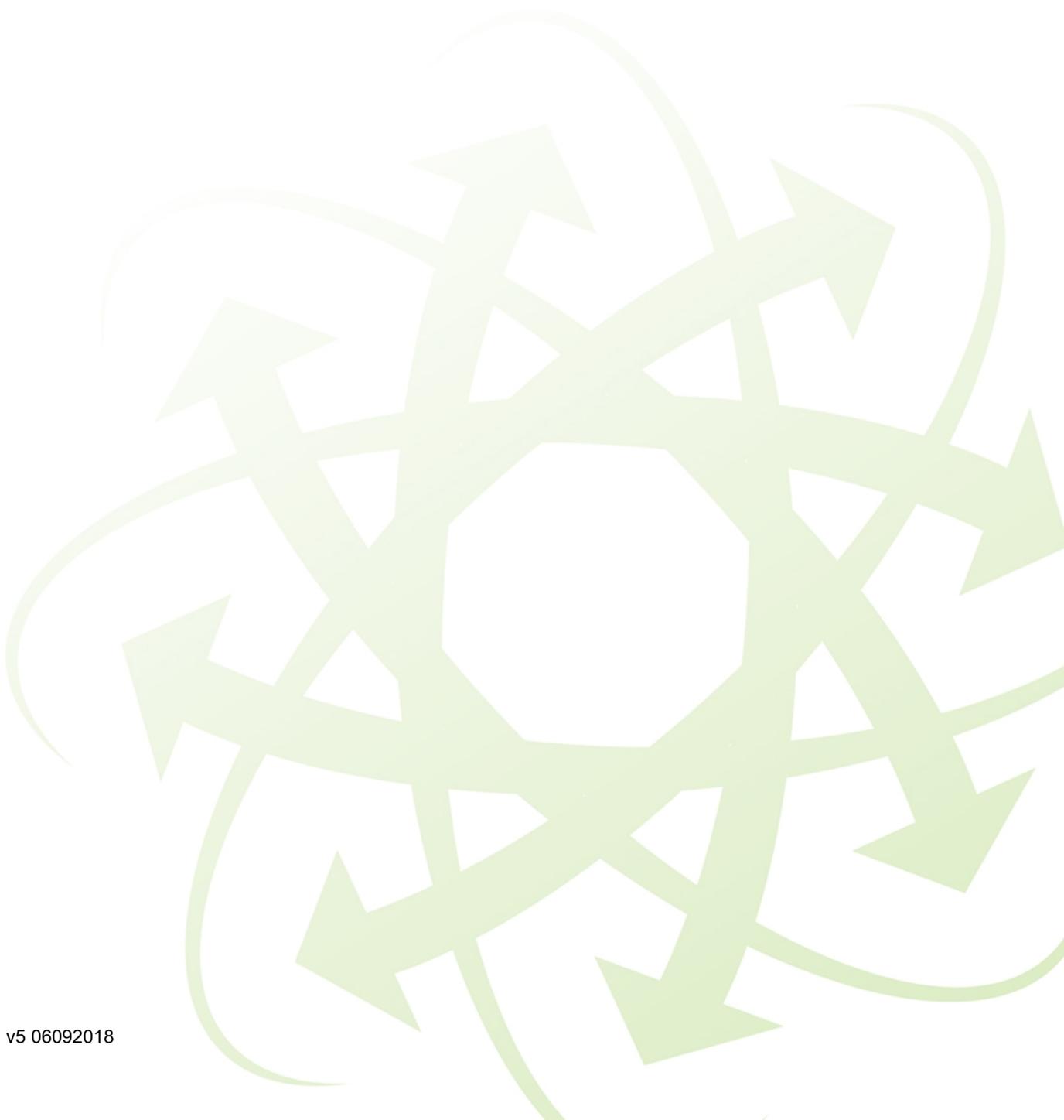
7.1 Structure of the unit

The unit in these qualifications is written in a standard format and comprise the following:

- Skillsfirst reference number
- unit title
- level
- unit aim
- guided learning hours (GLH)
- details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)
- assessment and evidence requirements
- learning outcomes
- assessment criteria

ED1

Valuing equality and diversity



ED1 Valuing equality and diversity

Level: 1

Unit aim

The aim of this unit is to help the learner to understand the value of equality and diversity in society.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Understand aspects of equality
2. Understand aspects of diversity
3. Understand aspects of discrimination

Guided learning hours

It is recommended that **16** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and Personal, Learning and Thinking Skills (PLTS)

This unit could relate to one or more of the areas of Personal, Learning and Thinking Skills.

Support of the unit by a sector or other appropriate body

This unit is endorsed by Skills for Justice

Evidence Requirements

Learners must provide a portfolio of evidence and an explanation of the assessment criteria and examples of evidence can be found in Appendix 1.

ED1 Valuing equality and diversity

Learning Outcomes and Assessment Criteria

Outcome 1 Understand aspects of equality

The learner can:

- 1 define the term 'equality'
- 2 list the key legislation
- 3 give examples of inequality in a range of situations
- 4 identify bodies who work on equality issues.

Outcome 2 Understand aspects of diversity

The learner can:

- 1 define the term 'diversity'
- 2 list the key legislation
- 3 give examples of positive and negative stereotyping
- 4 give examples of how diversity can benefit society.

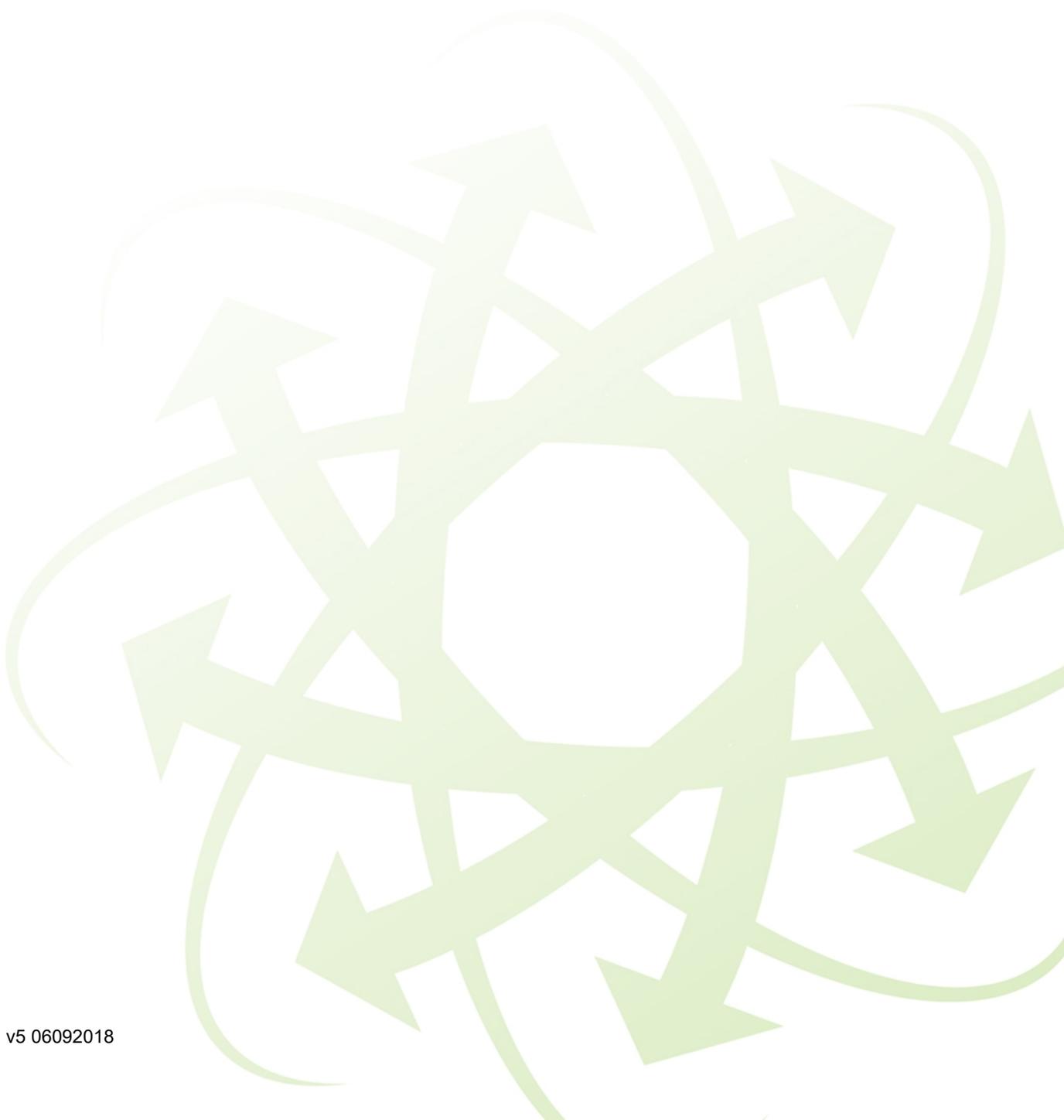
Outcome 3 Understand aspects of discrimination

The learner can:

- 1 state the difference between discrimination and prejudice
- 2 list the areas of discrimination covered by legislation
- 3 give an example of direct discrimination
- 4 give an example of indirect discrimination.

Appendix 1

Explanation of criteria and examples of evidence



ED1 Valuing equality and diversity

Outcome 1 Understand aspects of equality

- For 1.1 the learner needs to define the term equality.
- For 1.2 the learner needs to list the key legislation, such as The Equality Act 2010.
- For 1.3 the learner needs to give examples of inequality in a range of situations e.g. differences in the way individuals are treated due to age, gender, disability etc at work or in the community.
- For 1.4 the learner needs to identify bodies who work on equality issues, such as The Equality and Human Rights Commission

Evidence for 1.1 to 1.4 may be a learner statement

Outcome 2 Understand aspects of diversity

- For 2.1 the learner needs to define the term diversity.
- For 2.2 the learner needs to list the key legislation for relating to sex, race, age and disability discrimination.
- For 2.3 the learner needs to give examples of positive and negative stereotyping such as for gender or age.
- For 2.4 the learner needs to give examples of how diversity can benefit society such as enhanced understanding and/or tolerance.

Evidence for 2.1 to 2.4 may be a learner statement

Outcome 3 Understand aspects of discrimination

- For 3.1 the learner needs to state the difference between discrimination (e.g. inequality) and prejudice (preconceived belief).
- For 3.2 the learner needs to list the areas of discrimination covered by legislation such as race, gender, age, disability, etc.
- For 3.3 the learner needs to give an example of direct discrimination.
- For 3.4 the learner needs to give an example of indirect discrimination.

Evidence for 3.1 to 3.4 may be a learner statement or an assessor record.



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