



Ascentis Level 1 Award in Equality and Diversity Specification

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ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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ASCENTIS LEVEL 1 AWARD IN EQUALITY AND DIVERSITY

Introduction

This qualification introduces the learner to the principles of Equality and Diversity and its importance in organisations such as the workplace and learning environments. It provides an understanding of the legal and moral obligations of an employee to recognise best practice. The learner will gain knowledge of current legislation which makes the law more consistent, clearer and easier to follow in order to make society fairer.

There are several features of this qualification that make it very appropriate for its target learners:

- Assessment and certification can be offered throughout the year, allowing maximum flexibility for centres
- Qualification is offered as a single unit of 30 guided learning hours
- Can be delivered either as a classroom-based course or as a blended learning programme
- Assessment is by a multiple-choice test, offered on screen or paper based. This will normally be taken at the end of the course.

Aims

The aims of the qualification are to enable learners:

- 1 To gain understanding of the legal and moral principles of Equality and Diversity
- 2 To gain understanding of current equality law, how it impacts on equality and diversity and the groups offered legal protection when providing goods, facilities or services to the public
- 3 To be able to identify negative behaviours and actions and to understand how individuals and organisations can take action to remain lawful and support equality and diversity when providing goods, facilities or services to the public

Target Group

This qualification is aimed at a range of learners who are interested in developing knowledge in Equality and Diversity, either as part of their job role or to enable them to contribute fairly to society in general. The range of learners includes:

- Employees and work-based learners
- Full time students
- Unemployed learners wishing to enhance their work-related skills

Ofqual Qualification Number 601/2671/1

Award of the Qualification

Learners must complete one unit for the Award in Equality and Diversity at Level 1. This is a single unit qualification and certification is given for achieving a pass in the external assessment.

Ascentis Level 1 Award in Equality and Diversity				
Title	Level	Credit Value	GLH	Unit ref
Equality and Diversity	1	3	30	K/506/0244

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 30.

Total Qualification Time

The total qualification time for the Level 1 Award in Equality and Diversity is 31.

Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning or experience is required.

Age Range of Qualification

This qualification is suitable for young people aged 14-19 and adult learners.

Opportunities for Progression

The qualification gives the learner an introduction to Equality and Diversity which can be applied in a wide variety of contexts. Learners may use the qualification as a stand-alone course or as part of a longer vocational or academic programme of study. Learners may also use the qualification as CPD within their current job role.

Foundation Learning

The Level 1 Award in Equality and Diversity can form part of a Foundation Learning programme of study.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered within 15 working days of the intended test date for paper-based assessment and 5 working days for e-assessment.

Registration is via the Ascentis electronic registration portal.

Re-sits

Learners can re-sit the assessment if they do not achieve a pass but should have sufficient time for additional learning. Re-sits for e-assessment are free of charge, but please refer to the pricing structure for re-sits of the paper based tests.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

To gain the Level 1 Award in Equality and Diversity all learning outcomes and assessment criteria within the unit must be successfully achieved. The full award consists of one unit.

External Assessment

This qualification is assessed through the completion of an Ascentis devised multiple-choice test that is normally carried out at the completion of the course, available as a paper-based test or e-assessment. Sample questions are found in Appendix 1.

Conduct of Assessment

The assessment is through a 40-minute test paper or e-assessment consisting of 20 multiple-choice questions.

Full details of candidate, Examinations Officer and invigilator instructions are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Note: Dictionaries cannot be used during the assessment.

Quality Assurance Arrangements

As part of ongoing quality assurance arrangements, Ascentis will carry out quality visits to recognised centres using a risk based approach. The focus of the quality visits will normally be:

- Review of resources; both physical and staffing
- Observation of assessment practice
- Staff development, if required

Further details will be provided prior to a visit taking place.

Ascentis reserves the right to carry out inspections of assessments taking place without prior notice.

The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification. Delivery staff should also have a theoretical understanding of Equality and Diversity.

Results

Provisional results are provided immediately after e-assessment. An hour after the e-assessment the e-assessment achievement list report can be obtained via the Ascentis electronic portal.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

UNIT SPECIFICATIONS

Equality and Diversity

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: 1

Introduction

This unit introduces the learner to the principles of Equality and Diversity and its importance in organisations such as the workplace and learning environments. It provides an understanding of the legal and moral obligations of an employee to recognise best practice.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand what is meant by equality	1.1	Define the term equality
		1.2	Recognise equality in action
2	Understand what is meant by diversity	2.1	Define the term diversity
		2.2	Recognise diversity in action
3	Understand how the law impacts on equality and diversity	3.1	Recognise the key elements and implications of current equality legislation
		3.2	Identify the protected characteristics covered by the key legislation
		3.3	Identify behaviours that can have a negative effect on the organisation
4	Be able to promote best practice within the organisation	4.1	Identify ways in which an individual can positively support equality and diversity
		4.2	Identify ways in which an organisation can positively support equality and diversity
		4.3	Identify where to get help with equality and diversity issues in the organisation.

Indicative Content

Understand what is meant by equality

Equality means ensuring individuals or groups of individuals are treated fairly and equally and no less favourably on the basis of race, gender, disability, religion or belief, sexual orientation and age.

Equality in action - as 'sameness' in access to rights (e.g. human, civil, employment, services); as a perceived sense of 'fairness' (social justice, equity, what's right, dignity & respect).

Understand what is meant by diversity

Diversity means understanding that each individual is unique, and recognising individual differences in terms of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical ability, religious beliefs and political belief.

Diversity in action - positively embracing (respecting and celebrating) difference (e.g. a mix of types of people & skills is encouraged and made possible); adapting/differentiating (e.g. services or learning delivery) according to need and/or expressed identity

Understand how the law impacts on equality and diversity

Key elements and implications of current legislation

The Equality Act 2010: replaces and updates all previous equalities legislation (e.g. Disability Discrimination Act 2005, Equal Pay Act 1970, Sex Discrimination Act, and Race Relations Act. **NOTE** The Equality Act does not replace Human Rights Act 1998 – with 16 rights protected)

Key elements of the Equality Act 2010 – protection for different groups of people; prohibited conduct (discrimination, harassment, victimisation); positive action.

Discrimination - less favourable treatment or making 'choices', impacted by perceived negative or positive attributes/ stereotyping.

Harassment - unwanted conduct with the purpose of creating the effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment ; perception of recipient critical.

Victimisation- punishing someone or treating them unfairly because they have supported the principles of the Equality Act 2010.

Reasonable Adjustment (disability) - legal duty for employers to make reasonable adjustments for disabled employees. A reasonable adjustment is an alteration that would enable a disabled person to continue to carry out their duties without being at a disadvantage compared to others.

Protected Characteristics - nine characteristics afforded protection under legislation (age, disability, gender reassignment, pregnancy and maternity, race including ethnic or national origins, colour or nationality, religion or belief including lack of belief, sex (formerly gender), sexual orientation, marriage and civil partnership).

Negative Workplace Behaviours

Identifying behaviours - identifying, managing and acting on (e.g. challenging) unacceptable attitudes and behaviours (e.g. extremist group membership); identifying potential conflicts including racism, sexism and homophobia.

Recognising racism - discriminatory or abusive behaviour towards members of another race; prejudice that members of one race are intrinsically superior to members of other races.

Sexism - prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.

Homophobia - an extreme and irrational aversion to homosexuality and homosexual people.

Be able to promote best practice within the organisation

Individual Support

Positive support by individuals - language (respectful and use of terminology), availability of alternative information formats (large text, Braille, language); confidentiality and sensitivity; awareness of own prejudices/ unconscious bias.

Positive support by Organisations - figurehead lead; accessible and regularly reviewed E&D policy; training; organisational 'champions'; robust complaints and grievance procedures – informal & formal routes; staff networks; quality marks (e.g. Two Ticks Scheme, Stonewall Workplace Equality Index, Mindful Employer); open culture of challenge; transparent recruitment procedures; recognition of annual events (e.g. Black History Month); customer feedback.

Help with equality and diversity issues

E&D Policy; E&D champions; Human resources department; organisational E&D lead; grievance & complaint procedures; trade unions; other external organisations such as Equality and Human Rights Commission (EHRC), Government website, Citizens Advice.

APPENDIX 1

Sample Assessment Questions

Level 1 Award in Equality and Diversity

The correct answer is shown in **bold type**.

AC 1.1 Define the term equality

- 1 Equality is about treating people with
- a empathy and care
 - b disregard and contempt
 - c dignity and respect**
 - d gifts and compliments

AC 1.2 Recognise equality in action

- 2 Equality is when
- a workers at the top have access to learning
 - b workers in the middle have access to learning
 - c workers at the bottom have access to learning
 - d everyone has access to learning**

AC 2.1 Define the term diversity

- 3 Diversity includes
- a recognising similar people
 - b different people having recognition
 - c recognising people's differences**
 - d recognising people's diagnosis

AC 2.2 Recognise diversity in action

- 4 Diversity in the range of people at work means
- a a mix of new and helpful ideas**
 - b never reaching an agreement
 - c strange and unusual ideas
 - d unhelpful and predictable suggestions

AC 3.1 Recognise the key elements and implications of current equality legislation

- 5 A reasonable adjustment is needed when
- a someone comes back to work after being on holiday
 - b someone's disabilities mean they are unable to take part without one**
 - c a women cannot access childcare without one
 - d a gay person discloses they are gay

AC 3.2 Identify the protected characteristics covered by the key legislation

6 Older workers

- a **have legal protection from inequality**
- b take much longer to learn anything
- c have little to offer
- d have legal protection if they hold a bus pass

AC 3.3 Identify behaviours that can have a negative effect on the organisation

7 Sexism is when

- a **behaviour is based on the belief that one sex is superior to another**
- b sexual behaviours are based on superstitions about women
- c behaviour is based on the belief that men can be supernatural
- d behaviour is based on the belief that some sex acts are superior to others

AC 4.1 Identify ways in which an individual can positively support equality and diversity

8 A way to challenge inappropriate unlawful behaviour is to say

- a you find the people involved offensive
- b **you find the behaviour offensive**
- c you find the behaviour amusing
- d you will see them after work

AC 4.2 Identify ways in which an organisation can positively support equality and diversity

9 To help support protected characteristics a larger employer may have set up

- a **staff support networks**
- b local area networks
- c netbook local support
- d staff Netflix access

AC 4.3 Identify where to get help with equality and diversity issues in the organisation

10 Information and advice about raising concerns to do with equality and diversity is likely to be available

- a too late for it to be useful
- b **from the trade union**
- c from the trade association
- d to look at in the boss's office