

VTCT Level 1 Award in Equality and Diversity

Operational start date:	1 June 2012
Credit value:	1
Total Qualification Time (TQT):	10
Guided learning hours (GLH):	8
Qualification number:	600/5225/9

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)
Mandatory unit				
UV11360				

The qualification

Introduction

The VTCT Level 1 Award in Equality and Diversity can be delivered in a variety of contexts, whether it be as part of a summer school or induction programme, enrichment or staff CPD.

This qualification will develop your knowledge and understanding of the concepts of equality, diversity and stereotyping. You will explore various approaches that promote equality and diversity and describe different ways that you and your organisation can positively support equality, diversity and inclusion.

Prerequisites

There are no formal prerequisite qualifications that you must have prior to undertaking this qualification.

Your centre will have ensured that you have the required knowledge, understanding and skills to enrol and successfully achieve this qualification.



Progression

Equality, diversity and inclusion are key priorities of many organisations in today's society.

This qualification will provide you with the knowledge and understanding to contribute to your organisation's equality and diversity objectives.

Qualification structure

Total credits required - 1

All mandatory units must be completed.

Mandatory unit - 1 credit

VTCT unit code	Ofqual unit reference	Unit title	Credit value	GLH
UV11360	K/503/7496	Valuing equality and diversity in society	1	8

Guidance on assessment

This book contains the mandatory units that make up this qualification. Optional units will be provided in additional booklets (if applicable). Where indicated, VTCT will provide assessment materials. Assessments may be internal or external. The method of assessment is indicated in each unit.

Internal assessment

(any requirements will be shown in the unit)

Assessment is set, marked and internally quality assured by the centre to clearly demonstrate achievement of the learning outcomes. Assessment is sampled by VTCT external quality assurers.

External assessment

(any requirements will be shown in the unit)

Externally assessed question papers completed electronically will be set and marked by VTCT.

Externally assessed hard-copy question papers will be set by VTCT, marked by centre staff and sampled by VTCT external quality assurers

Assessment explained

VTCT qualifications are assessed and verified by centre staff. Work will be set to improve your practical skills, knowledge and understanding. For practical elements, you will be observed by your assessor. All your work must be collected in a portfolio of evidence and cross-referenced to requirements listed in this record of assessment book.

Your centre will have an internal quality assurer whose role is to check that your assessment and evidence is valid and reliable and meets VTCT and regulatory requirements.

An external quality assurer, appointed by VTCT, will visit your centre to sample and quality-check assessments, the internal quality assurance process and the evidence gathered. You may be asked to attend on a different day from usual if requested by the external quality assurer

This record of assessment book is your property and must be in your possession when you are being assessed or quality assured. It must be kept safe. In some cases your centre will be required to keep it in a secure place. You and your course assessor will together complete this book to show achievement of all learning outcomes, assessment criteria and ranges.



Creating a portfolio of evidence

As part of this qualification you are required to produce a portfolio of evidence. A portfolio will confirm the knowledge, understanding and skills that you have learnt. It may be in electronic or paper format.

Your assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement, and understanding of the knowledge required to successfully complete this qualification. It is this booklet along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

Unit assessment methods

This section provides an overview of the assessment methods that make up each unit in this qualification. Detailed information on assessment is provided in each unit.

Mandatory unit				
		External	Internal	
VTCT unit code	Unit title	Question paper(s)	Observation(s)	Portfolio of evidence
UV11360	Valuing equality and diversity in society	0	✗	✓

Unit glossary

	Description
VTCT product code	All units are allocated a unique VTCT product code for identification purposes. This code should be quoted in all queries and correspondence to VTCT.
Unit title	The title clearly indicates the focus of the unit.
National Occupational Standards (NOS)	NOS describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Level	Level is an indication of the demand of the learning experience, the depth and/or complexity of achievement and independence in achieving the learning outcomes.
Credit value	This is the number of credits awarded upon successful achievement of all unit outcomes. Credit is a numerical value that represents a means of recognising, measuring, valuing and comparing achievement.
Guided learning hours (GLH)	The activity of a learner in being taught or instructed by - or otherwise participating in education or training under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	The number of hours an awarding organisation has assigned to a qualification for Guided Learning and an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study, or any other form of participation in education or training. This includes assessment, which takes place as directed - but, unlike Guided Learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other appropriate provider of education or training.
Observations	This indicates the minimum number of observations required to achieve the unit.
Learning outcomes	The learning outcomes are the most important component of the unit, they set out what is expected in terms of knowing, understanding and practical ability as a result of the learning process. Learning outcomes are the results of learning.
Evidence requirements	This section provides guidelines on how evidence must be gathered.
Observation outcome	An observation outcome details the practical tasks that must be completed to achieve the unit.
Knowledge outcome	A knowledge outcome details the theoretical requirements of a unit that must be evidenced through oral questioning, a mandatory written question paper or portfolio of evidence.
Assessment criteria	Assessment criteria set out what is required, in terms of achievement, to meet a learning outcome. The assessment criteria and learning outcomes are the components that inform the learning and assessment that should take place. Assessment criteria define the standard expected to meet learning outcomes.
Range	The range indicates what must be covered. Ranges must be practically demonstrated in parallel to the unit's observation outcomes.

UV11360

Valuing equality and diversity in society

The aim of this unit is to develop your knowledge and understanding of equality and diversity, and of the ways in which it can be positively supported by society.

Level

1

Credit value

1

GLH

8

External paper(s)

0



Valuing equality and diversity in society

Learning outcomes

On completion of this unit you will:

1. Understand what is meant by diversity and appreciate its value to society
2. Understand what is meant by stereotyping and its underlying assumptions and generalisations
3. Understand the concept of equal opportunities
4. Be able to recognise positive approaches that promote equality and diversity

Evidence requirements

1. *Achieving outcomes*

All outcomes must be achieved and evidenced in your portfolio of evidence. Evidence may include practical observed work, witness statements, audiovisual media, projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

2. *Tutor/Assessor guidance*

You will be guided by your tutor/assessor on how to achieve learning outcomes in this unit. All assessment criteria must be evidenced.



Outcomes

Outcome 1

Understand what is meant by diversity and appreciate its value to society

You can:	Description of evidence	Portfolio reference
a. Give examples of at least three diverse social groups		
b. Describe ways in which their differences have made a positive contribution to society		



Outcome 2

Understand what is meant by stereotyping and its underlying assumptions and generalisations

You can:	Description of evidence	Portfolio reference
a. Outline examples of stereotyping different groups of people		
b. Describe different ways in which stereotyping contributes to negative attitudes and bias		



Outcome 3

Understand the concept of equal opportunities

You can:	Description of evidence	Portfolio reference
a. Describe what an equal opportunities policy sets out to achieve		
b. Outline ways in which an equal opportunities policy promotes inclusion		



Outcome 4

Be able to recognise positive approaches that promote equality and diversity

You can:	Description of evidence	Portfolio reference
a. Describe different ways in which an individual or an organisation can positively support equality and diversity		

Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Outcome 1: Understand what is meant by diversity and appreciate its value to society

Diverse social groups: Age (e.g. older adults), race (e.g. Asian), gender (e.g. female), religion (e.g. Muslim), disability (e.g. physical impairment), sexual orientation (e.g. gay).

Positive contribution to society: Young people undertaking voluntary work, ethnic minorities raising awareness of their culture, female employment and developing equality in the workplace, religious ethos and caring attitudes towards others, increasing participation of people with disabilities in sports, raised awareness and acceptance of sexual orientation. (This list is not exhaustive.)

Outcome 2: Understand what is meant by stereotyping and its underlying assumptions and generalisations

Stereotyping different groups: 'Hoodies' are trouble makers, African Americans are the best athletes, people with disabilities are unable work, men are stronger than women, effeminate men are gay, football fans are hooligans (this list is not exhaustive).

Contribution of stereotyping: Stereotypes change our perceptions and opinions of social groups, stereotypes affect our judgement about others, stereotypes can lead to unfair treatment (e.g. employment opportunities, life opportunities).



Outcome 3: Understand the concept of equal opportunities

Equal opportunities policy: To provide equality of opportunity and fairness for all regardless of gender/marital status/race/ethnic origin/nationality/national origin/disability/sexual orientation/religion/age, to avoid unfair discrimination, to act as a reference point in the event of dispute.

Ways equal opportunities policy promotes inclusion: Defines rights and responsibilities, promotes fair and dignified treatment, eliminates discrimination, values contributions from everyone, removes barriers to participation.

Outcome 4: Be able to recognise positive approaches that promote equality and diversity

Positively supporting equality and diversity: Individual (e.g. acceptance of differences, ignoring stereotypes, respect for others, embracing positive contribution of diverse groups, volunteering to work with diverse groups), organisation (e.g. equal opportunities policy, inclusion policy, equal employment opportunities and pay, reasonable adjustments, removal of barriers, support a culture of fairness and respect for others).

Notes

Use this area for making notes and drawing diagrams


