



Handbook

EDA01 – VTCT (Skillsfirst) Level 1 Award in Equality and Diversity

600/2188/3

Version 6.0

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.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 1 Award in Equality and Diversity
Qualification number	600/2188/3
Product code	EDA01
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	2
Total Qualification Time (TQT)	20
Guided Learning (GL) hours	16
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• 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.
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.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 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.

2.2 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.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 1 Award in Equality and Diversity, learners must achieve the mandatory unit / 2 credits.

The minimum TQT required to achieve this qualification is **20**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 2 credits				
ED1	Valuing equality and diversity	1	2	F/600/7804

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 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

4.3 Occupational competence

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.

4.4 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.

4.5 Continuous 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

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

5.2 Simulation

Simulation is not allowed in this qualification.

5.3 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's 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.

6 Units

Unit Handbook

ED01 – Valuing equality and diversity

Unit reference number: F/600/7804

Level: 1

Credit value: 2

Guided Learning (GL) hours: 16

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 outcomes to this unit. The learner will:

LO1 Understand aspects of equality

LO2 Understand aspects of diversity

LO3 Understand aspects of discrimination

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Unit content

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.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand aspects of equality	1.1 Define the term 'equality'
	1.2 List the key legislation
	1.3 Give examples of inequality in a range of situations
	1.4 Identify bodies who work on equality issues

Learning Outcome	Assessment Criteria
LO2 Understand aspects of diversity	2.1 Define the term 'diversity'
	2.2 List the key legislation
	2.3 Give examples of positive and negative stereotyping
	2.4 Give examples of how diversity can benefit society

Learning Outcome	Assessment Criteria
LO3 Understand aspects of discrimination	3.1 State the difference between discrimination and prejudice
	3.2 List the areas of discrimination covered by legislation
	3.3 Give an example of direct discrimination
	3.4 Give an example of indirect discrimination

ED01 Document History

Version	Issue Date	Changes	Role
v1.0	31/01/2023	Re-branded	Compliance Manager

EDA01 Document History

Version	Issue Date	Changes	Role
v6.0	31/01/2023	Handbook re-branded to VTCT. No content or learning outcomes have been amended.	Compliance Manager