



Handbook

EEEC2 – VTCT (Skillsfirst) Level 2 Certificate in Equality,
Diversity and Inclusivity in an Educational Environment
(RQF)

603/6359/9

Version 2.0

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 2 Certificate in Equality, Diversity and Inclusivity in an Educational Environment (RQF)
Qualification number	603/6359/9
Product code	EEEC2
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)	129
Guided Learning (GL) hours	109
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.
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 designed to support educational settings to meet the statutory requirement to deliver Relationships and Sex Education (RSE) and Health Education (HE) from September 2020. The qualification will also support settings in meeting OFSTED inspection requirements which include equality, diversity, inclusivity, Prevent Duty, British values and safeguarding.

It is aimed at anyone who is employed in an educational environment, such as schools or further educational establishments and is designed to:

- provide learners with the knowledge and skills that will enable them to support children and young people and their significant others to make informed decisions about their well-being, health and relationships and to build their self-efficacy, enabling them to meet the challenges of creating a happy and successful adult life.
- develop learners' knowledge to help them make sound decisions when facing risks and challenges in a variety of situations. It will help them to prepare children and young people for the opportunities, responsibilities and experiences of adult life, while also promoting spiritual, moral, social, cultural, mental and physical development through their everyday training or teaching roles and responsibilities.

2.2 Progression opportunities

On completion of the Skillsfirst Level 2 Certificate in Equality, Diversity and Inclusivity in an Educational Environment (RQF), it might be possible for the learner to progress into further learning, employment or onto other Skillsfirst qualifications, such as the:

- VTCT (Skillsfirst) Level 2 Certificate in Supporting Teaching and Learning in Schools (RQF)
- VTCT (Skillsfirst) Level 2 Certificate in LGBT Inclusion in the Workplace (RQF)
- VTCT (Skillsfirst) Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (RQF)

or similar vocationally-based qualifications.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 2 Certificate in Equality, Diversity and Inclusivity in an Educational Environment (RQF) learners must achieve all mandatory units.

The minimum TQT required to achieve this qualification is **129**.

Product code	Unit title	Level	GLH	Unit reference number
Mandatory units (Group M):				
EEE1	Introduction to equality, diversity and inclusion in an educational environment	2	14	T/618/3300
EEE2	Understand how to establish an inclusive and equitable educational environment	2	18	A/618/3301
EEE3	Understand how to support children and young people in an inclusive and equitable educational environment	2	24	F/618/3302
EEE4	Understand how to achieve an inclusive and equitable educational environment through teaching and learning	2	21	J/618/3303
EEE5	Understand safeguarding, British values and the Prevent Duty in educational settings	2	32	L/618/3304

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 Skillsfirst Level 2 Certificate in Equality, Diversity and Inclusivity in an Educational Environment (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 knowledge and understanding of equality, diversity and inclusivity in an educational environment and can provide evidence of inclusive practice.

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 delivery and assessment methods

For Skillsfirst Level 2 Certificate in Equality, Diversity and Inclusivity in an Educational Environment (RQF), learners will be required to provide a portfolio of evidence which meets all the assessment criteria within all of the units. This portfolio could be either electronic or paper-based, or a combination of the two.

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.

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 the types of evidence that show competence might include:

- learner statement
- notes
- review and tutorial records
- report
- diary
- Worksheet
- audio/video recorded
- discussion/presentation/interview
- assessor observation
- witness statement
- product of work activities
- 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

EEE1 – Introduction to equality, diversity and inclusion in an educational environment

Unit reference number: T/618/3300

Level: 2

Guided Learning (GL) hours: 14

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of equality, diversity and inclusion in an educational environment and the legal rights of a child or young person.

Learning outcomes

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

LO1 Understand the principles of equality, diversity and inclusion in an educational environment

LO2 Understand the legal rights of a child or young person

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

A child or young person's **social background or protected characteristics** could include:

- age (young people only)
- disability.
- gender identity or reassignment.
- marriage and civil partnership (young people only)
- pregnancy and maternity.
- race, religion or belief.
- sexual orientation
- neurodiversity
- education
- socio-economic background

A child or young person's significant others could include

- siblings
- parents
- guardians
- the extended family

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles of equality, diversity and inclusion in an educational environment	1.1 Describe the equality duties for: <ul style="list-style-type: none"> • teachers • trainers • support staff as they relate to the Equality Act 2010
	1.2 Describe how own cultural and religious values and beliefs can impact on inclusive and equitable practice
	1.3 Explain the importance of continuing professional development for educational staff in inclusive and equitable practices

Learning Outcome	Assessment Criteria
LO2 Understand the legal rights of a child or young person	2.1 Explain why it is unlawful for an educational environment to discriminate against a child or young person due to their actual or assumed social background or protected characteristics
	2.2 Explain why it is unlawful to discriminate because of the social or protected characteristics of another person with whom the child or young person is associated
	2.3 Describe: <ul style="list-style-type: none"> • direct discrimination • indirect discrimination • harassment • victimisation as it applies to children, young people and their significant others

EEE1 Document History

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

Unit Handbook

EEE2 – Understand how to establish an inclusive and equitable educational environment

Unit reference number: A/618/3301

Level: 2

Guided Learning (GL) hours: 18

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the need for assessment and monitoring systems to support children and young people within an educational environment and to ensure that an inclusive and equitable educational environment can be established.

Learning outcomes

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

LO1 Know the principles of an inclusive and equitable educational environment

LO2 Understand the need for assessment and monitoring systems to support children and young people within an educational environment

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

The **journey** includes:

- presence
- participation
- achievement

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the principles of an inclusive and equitable educational environment	1.1 Explain the importance of inclusion and equity as overarching principles that guide all educational policies, plans, and practices
	1.2 Identify the national policy goals for promoting inclusion and equity in education
	1.3 Describe the relationship of the national policy goals to those who work with children, young people and their families

Learning Outcome	Assessment Criteria
LO2 Understand the need for assessment and monitoring systems to support children and young people within an educational environment	2.1 Explain the importance of a curriculum and its associated assessment systems to respond effectively to all children and young people
	2.2 Explain the importance of having systems in place to monitor the journey of all children and young people within an educational environment

EEE2 Document History

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

Unit Handbook

EEE3 – Understand how to support children and young people in an inclusive and equitable educational environment

Unit reference number: F/618/3302

Level: 2

Guided Learning (GL) hours: 24

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the principles of supporting children and young people in an inclusive and equitable educational environment and why high-quality support and guidance is important for vulnerable children and young people.

Learning outcomes

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

LO1 Know the principles of supporting children and young people in an inclusive and equitable educational environment

LO2 Understand why high-quality support and guidance is important for vulnerable children and young people

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

The **journey** includes:

- presence
- participation
- achievement

Special provision could include:

- special schools
- referral units
- secure units

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Know the principles of supporting children and young people in an inclusive and equitable educational environment	1.1 Explain the importance of all services and institutions involved with children, young people and their families working together in co-ordinating inclusive and equitable educational policies and practices
	1.2 Describe the strategies that educational establishments should have for encouraging the journey of all children and young people from their local community

Learning Outcome	Assessment Criteria
LO2 Understand why high-quality support and guidance is important for vulnerable children and young people	2.1 Describe the types of support educational establishments that can provide for children and young people who are at risk of: <ul style="list-style-type: none"> • underachievement • marginalisation • exclusion
	2.2 Explain the role of special provision in promoting inclusion and equity in education

EEE3 Document History

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

Unit Handbook

EEE4 – Understand how to achieve an inclusive and equitable educational environment through teaching and learning

Unit reference number: J/618/3303

Level: 2

Guided Learning (GL) hours: 21

Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the need to promote an inclusive and equitable educational environment and to provide opportunities to support an inclusive and equitable educational environment through teaching and learning.

Learning outcomes

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

LO1 Promote an inclusive and equitable educational environment through teaching and learning

LO2 Provide opportunities to support an inclusive and equitable educational environment through teaching and learning

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

None

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Promote an inclusive and equitable educational environment through teaching and learning	1.1 Describe ways of promoting attitudes and values that will challenge: <ul style="list-style-type: none"> • racist • sexist • homophobic • biphobic • transphobic • gender identity discriminatory behaviour or prejudice
	1.2 Describe how to promote classroom and staffroom discussion of equality and diversity issues which reflect on stereotypes to encourage social cohesion, expectations and the impact on learning

Learning Outcome	Assessment Criteria
LO2 Provide opportunities to support an inclusive and equitable educational environment through teaching and learning	2.1 Describe ways of providing opportunities for all children and young people to appreciate and celebrate: <ul style="list-style-type: none"> • their own culture • the diversity of other cultures
	2.2 Describe ways of involving all parents and significant others in supporting their children's and young people's: <ul style="list-style-type: none"> • education • well-being • mental health • gender identity or gender reassignment • sexuality

EEE4 Document History

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

Unit Handbook

EEE5 – Understand safeguarding, British values and the Prevent Duty in educational settings

Unit reference number: L/618/3304

Level: 2

Guided Learning (GL) hours: 32

Unit aim

The aim of this unit is to provide learners with the knowledge and understanding of the importance of safeguarding, British values and the Prevent Duty policies and procedures in an educational setting and how these can be implemented.

Learning outcomes

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

LO1 Safeguarding in an educational setting

LO2 Understand the principles of British values

LO3 Prevent Duty in an educational setting

LO4 Understand the importance of safeguarding, British values and the Prevent Duty policies and procedures in an educational setting

Unit content

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Assessment guidance

Safeguarding issues could include:

- neglect
- physical, sexual and emotion abuse
- bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence
- trafficking and criminal exploitation, including county lines
- serious violent crime
- risks specific to the local area, such as gang activity and youth violence
- risks linked to technology and social media
- domestic abuse
- female genital mutilation (FGM)
- forced marriage
- fabricated and induced illness
- substance misuse
- homelessness
- so-called honour-based violence
- parental risk factors

Safeguarding activities could include:

- protecting children and young people's mental health and emotional wellbeing
- ensuring children and young people's safety on educational visits
- the use of reasonable force
- meeting the needs of children and young people with special educational needs, disabilities or medical conditions
- providing first aid
- arrangements for ensuring children's and young people's security
- managing online safety
- meeting the needs of children and young people who are young carers

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Safeguarding in an educational setting	1.1 Describe the types of safeguarding issues for children and young people
	1.2 Describe own roles and responsibilities in relation to the safeguarding activities of children and young people
	1.3 Describe the educational setting's roles and responsibilities in relation to the safeguarding activities of children and young people

Learning Outcome	Assessment Criteria
LO2 Understand the principles of British values	2.1 Explain the importance of having British values in educational settings
	2.2 Explain the need to challenge: <ul style="list-style-type: none"> • discrimination • stereotyping • prejudice • assuming • devaluation • avoidance
	2.3 Define: <ul style="list-style-type: none"> • democracy • rule of law • individual liberty • mutual respect and tolerance of different faiths and beliefs in relation to British values

Learning Outcome	Assessment Criteria
LO3 Prevent Duty in an educational setting	3.1 Define: <ul style="list-style-type: none"> • radicalisation • extremism • terrorism
	3.2 Describe how to assess the risk of children and young people being drawn into radicalism, extremism or terrorism
	3.3 Describe the risk of grooming and radicalisation of children and young people who feel discriminated against, isolated or not treated equally
	3.4 Explain how to protect children and young people from being drawn into radicalism, extremism and terrorism by having robust safeguarding policies
	3.5 Explain the importance of staff having training that gives them the knowledge and confidence: <ul style="list-style-type: none"> • to identify children and young people at risk of being drawn into radicalism, extremism and terrorism • to challenge extremist ideas which can be used to legitimise radicalism, extremism or terrorism
	3.6 Explain how to ensure children and young people are safe from radicalism, extremist and terrorist material when accessing the internet

Learning Outcome	Assessment Criteria
LO4 Understand the importance of safeguarding, British values and the Prevent Duty policies and procedures in an educational setting	4.1 Explain the importance of having children and young people protection and staff behaviour policies and procedures in place, understood and regularly reviewed
	4.2 Describe how to report safeguarding incidents or allegations
	4.3 Explain the importance of using internal safeguarding leads and external agencies
	4.4 Explain the need for written records to be made in an appropriate and timely manner and held securely
	4.5 Explain the need for children and young people protection or safeguarding concerns to be shared in a timely way with the relevant local authorities
	4.6 Explain the importance of retaining records of referrals and following up any actions promptly
	4.7 Explain the importance of a clear approach to implementing the Prevent Duty and keeping children and young people safe from radicalisation, extremism and terrorism
	4.8 Explain the importance of staff and volunteers being carefully selected and vetted using 'safer recruitment practices'
	4.9 Explain the importance of having checks and monitoring in place for visitors to the educational setting
	4.10 Explain the need to meet statutory requirements and the consequences of not doing so

EEE5 Document History

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

EEEC2 Document History

Version	Issue Date	Changes	Role
v2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator