



## TQUK Level 2 Certificate in Living in a Fair and Diverse Society (RQF)

Qualification Specification

Qualification Number: 603/5098/2

Training  
Qualifications



## Introduction

### Welcome to TQUK.

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications which are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications.

Please visit our website [www.tquk.org](http://www.tquk.org) for news of our latest developments.

### Qualification Specifications

Each qualification which TQUK offers is supported by a specification that includes all the information required by a centre to deliver a qualification. Information in the specification includes unit information, assessment and learning outcomes.

The aim of the qualification specification is to guide a centre through the process for delivering the qualification.

Please read it alongside the TQUK Centre Handbook.

Details of TQUK's procedures and policies can be found on our website [www.tquk.org](http://www.tquk.org).

Qualification specifications can be found also be found on our website [www.tquk.org](http://www.tquk.org).

If you have any further questions, please contact TQUK.

## Use of TQUK Logo, Name and Qualifications

TQUK is a professional organisation and use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as on corporate/business letterheads, pages of a centre's website relating to TQUK qualifications, printed brochures, leaflets or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo.

Any representation of TQUK's logo must be done so as a representation of the true logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties that they may use. TQUK should be made aware of relationships with re-sellers or third parties including any additional websites that the centre will use in addition to their own website. If this information is changed, TQUK should be notified. TQUK is required to monitor a centre's websites and materials to ensure that learners are not being misled.

If a centre is no longer a recognised TQUK centre, it must immediately discontinue the use of TQUK's logo, name and qualifications.

## Introduction to the Qualification

The TQUK Level 2 Certificate in Living in a Fair and Diverse Society (RQF) is regulated by Ofqual.

The qualification was developed in association with TSN.

## Qualification Purpose

The purpose of the qualification is to develop learners' knowledge and understanding relevant to Changes in Society surrounding equality and diversity

## Entry Requirements

There are no specific entry requirements however learners should have a minimum of level two in literacy and numeracy or equivalent.

The qualification is suitable for learners of 16 years of age and above.

## Progression

Successful learners can progress to other qualifications such as:

- Level 2 Diploma in Care
- Level 3 Diploma in Adult Care
- Level 2 Certificate in Dementia Care
- Level 2/3 Award in Awareness of Dementia
- Level 2 Certificate in the Principles of Dementia Care
- Level 3 Certificate in Understanding the Principles of Dementia Care
- Level 3 Award in Awareness of End of Life Care
- Level 2/3 Certificate in the Principles of End of Life Care
- Level 3 Certificate in Working in End of Life Care
- Level 2/3 Certificate in Preparing to Work in Adult Social Care
- Level 2 Certificate in Assisting and Moving Individuals for Social Care Settings
- Level 2 Certificate in Supporting Teaching and Learning in Schools
- Level 3 Certificate in Supporting Teaching and Learning in Schools

## Structure

Learners must achieve the four mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Equality and Diversity	L/617/7924	2	33	4
Promote Equality, Diversity and Inclusion	J/617/7923	2	22	3
Positive Equality Movements	R/617/7925	2	24	3
British Values	Y/617/7926	2	24	3

## Guided Learning Hours

These hours are made up of all contact time, guidance or supervision of a learner by a lecturer, supervisor, tutor, trainer or other appropriate provider of education or training.

GLH for this qualification is 103 hours.

### Directed study requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 27 hours over the cycle of the programme.

### Total Qualification Time

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

Total Qualification Time for this qualification is 130 hours.

### Assessment

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'Understand') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, work books or other portfolio evidence,

Achievement of the qualification includes demonstration of practical skills and confirmation of workplace competence (usually learning outcomes beginning with 'Be able to'). Portfolio evidence must include observation of learner performance in real work situations. Details of specific requirements and where simulation is /is not permitted is included in the unit specifications.

Materials for internal assessment must be submitted to TQUK for approval prior to use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

### Centre Recognition

To offer any TQUK qualification, each centre must be recognised by TQUK and meet qualification approval criteria. Qualification approval must be confirmed prior to any assessment of learners

taking place. It is essential that centres provide learners with access to appropriate support in the form of specialist resources.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a recognised centre's quality systems.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have the resources, including staff, to deliver and assess the qualification.

### **Support from TQUK**

Recognised centres will be able to access support from TQUK whenever necessary. External Quality Assurance activities will be undertaken on a regular basis. TQUK also offers recognised centres the service of a Client Relationship Officer whose role is to support centres with any administration queries or qualification support.

### **Course Delivery**

#### **Pre-Course Information**

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain about the qualification, the fee, the form of the assessment and any entry requirements or resources needed to undertake the qualification.

### **Initial Assessment**

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer on the level of the learner's current knowledge and/or skills.

Initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable and relevant to TQUK qualifications.

### **Learner Registration**

Once approved to offer a qualification, the centre should register learners before any assessment can take place. Recognised centres must follow TQUK's procedures for registering learners. For

short courses, TQUK offer the option of registering a course and booking a number of places. Learners are then added once the course has taken place, thus acknowledging situations where substitutions are made at short notice to meet business needs.

### Assessor Requirements

Assessors who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering. This can include:

- Level 3 Award in Assessing Competence in the Work Environment
- Level 3 Award in Assessing Vocationally Related Achievement
- Level 3 Award in Understanding the Principles and Practices of Assessment
- Level 3 Certificate in Assessing Vocational Achievement
- A1 or D32/D33

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

### Internal Quality Assurer Requirements

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process
- D34 Internally verify the assessment process

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

All staff members involved with the qualification (assessing or IQA) will also need to be '*occupationally competent in the subject area being delivered*'. This could be evidenced by a combination of:

- A higher level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification/s requested.
- Work experience in the subject area of the qualifications.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they are up to date with work practices and developments in the qualifications they are involved with.

## External Quality Assurance

External Quality assurance will be undertaken by TQUK to ensure that centres are satisfying TQUK quality assurance compliance with the requirements associated with their TQUK recognised centre status and formal written agreement. This will consist of physical visits and remote reviews.

## Useful Websites

Office of Qualifications and Examinations Regulation [www.ofqual.gov.uk](http://www.ofqual.gov.uk)

Register of Regulated Qualifications <http://register.ofqual.gov.uk>

For further details regarding approval and funding eligibility please refer to the following websites:

Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/> for public funding information for 19+ learners in England

Learning Aim Reference Service (LARS)

<https://www.gov.uk/government/publications/individualised-learner-record-ilr-sources-of-data>

Training  
Qualifications



Title:		Equality and Diversity	
Unit reference number:		L/617/7924	
Level:		2	
Credit value:		4	
Guided learning hours:		33	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand equality in daily life.	1.1	Define the following terms: <ul style="list-style-type: none"> <li>• equality</li> <li>• stereotyping</li> <li>• prejudice</li> <li>• labelling.</li> </ul>
		1.2	Define the following terms: <ul style="list-style-type: none"> <li>• equal opportunity</li> <li>• protected characteristics</li> <li>• discrimination</li> <li>• discrimination by association</li> <li>• positive discrimination.</li> </ul>
		1.3	Identify protected characteristics and explain why they are protected.
		1.4	Give examples of equality in work, community and society.
		1.5	Give examples of inequality in work, community and society.
2.	Understand diversity in daily life.	2.1	Define the term 'diversity'.
		2.2	Identify the types of diversity there are in work, community and society.
		2.3	Explain the importance of having diversity in work.
		2.4	Explain the importance of diversity in the community.
		2.5	Explain the importance of diversity in society.
3.	Understand inclusion in daily life.	3.1	Define the term 'inclusion'.
		3.2	Explain the importance of inclusion in work, community and society.

		3.3	Explain the benefits of inclusion to the individual.
		3.4	Explain the benefits of inclusion to the organisation.
		3.5	Explain what 'positive action' is in terms of discrimination legislation.
4.	Understand the impact of the Equal Pay Act 1970.	4.1	Outline key aspects of the Equal Pay Act 1970.
		4.2	Define the term 'gender pay gap'.
		4.3	Explain the potential impact on the workforce where there is a gender pay gap.
		4.4	Identify the steps that can be taken to reduce the gender pay gap by employers and organisations.
5.	Understand the impact of the Equality Act 2010.	5.1	Explain the purpose of the Equality Act 2010 and why it was introduced.
		5.2	Explain the term 'reasonable adjustments'.
		5.3	Explain the impact of not adhering to the Equality Act 2010.
		5.4	Give an example of reasonable adjustments which can be made in work, community and society.
		5.5	Evaluate how own behaviours and attitudes reflect the ethos of the Equality Act 2010.
		5.6	Explain how to implement the Equality Act 2010 in the workplace to ensure positive behaviours and attitudes.

**Assessment guidance:**

**Definitions** – All definitions should be in learners' own words, clear and concise.

**Examples** – A minimum of one per context: work, community and society. Learners are encouraged to draw from own experience of work, community or society environments where possible.

**Identify** – Learners will demonstrate understanding of the context in their own words.

**Explain** – Learners will demonstrate understanding with detailed and reasoned explanation of the context. Learners are encouraged to draw from own experience if relevant.

**Outline** – Learners should provide a brief statement of the main points of the Equal Pay Act 1970.

**Types of evidence:**

Completed workbook, records of oral questions and answers, professional discussion, written short answer question paper, report, presentation, poster, leaflet, work product.

1.1 should include:

- equality – equal, status, rights, opportunities

- stereotyping – general image, set of characteristics
- prejudice – preconceived opinion, not based on reason or experience
- labelling – assigning categories, inaccurately or restrictively.

1.2 should include:

- equal opportunity – principle of treating all people the same
- protected characteristics – unlawful to discriminate against individuals because of any one of these
- discrimination – unjust / prejudicial treatment of different categories of people
- discrimination by association – unfair / unfavourable treatment of an individual because of their association of someone with a protected characteristic
- positive discrimination – practice of favouring individuals belonging to groups that have been discriminated in the past.

1.3 Age, disability, gender reassignment, marital status (marriage, same-sex marriage, civil partnership, unmarried), pregnancy & maternity, race (including ethnic or national origins or nationality), religion or beliefs, sex, sexual orientation.

1.4 One example of equality from work, community and society. Learners should provide examples that demonstrate how employers, the community or society do not discriminate against individuals based on any of the protected characteristics.

1.5 One example of inequality from work, community and society. Learners should provide examples that demonstrate how employers, the community or society discriminate against individuals on the basis any of the protected characteristics.

2.1 Differences/understanding and appreciating differences, acceptance, mutual respect, relating to qualities/conditions different from own.

2.2 Minimum of 3 types of diversity in work, community and society. Learners could include: gender, race, age, marital status, culture, physical abilities, education, religion, skills, sex / sexual orientation, language, political views.

2.3 Helps build positive reputation for businesses, engaged employees, improved productivity, can lead to improved profitability; opportunities for employee training and development, attracting diverse workforce; boost innovation leading to economic growth, improving access to jobs.

2.4 Helps develop a varied and diverse community, where differences are celebrated to create coherent/happy communities. All members of community should contribute and bring own experiences to it; can help promote and boost innovation preventing stagnation in community.

2.5 Diversity helps societies to thrive and survive, it can encourage new ideas and innovation, sharing of cultural influences can lead to shared understanding, benefit of wisdom across the different aspects of society, reduction in conflict between different groups and can lead to greater social cohesion.

3.1 The action or state of including or being included within a group or structure. Inclusion is considered a universal human right. It aims to embrace all people irrespective of race, gender, disability, medical or

other need. It is about giving equal access and opportunities and getting rid of discrimination and intolerance (removing barriers). It affects all aspects of public life.

3.2 Helps create equal opportunities, helps develop respect for all individuals, helps develop positive environments, encourages development and learning, encourages collaboration with employees, colleagues, volunteers understanding and working towards common aims.

3.3 Feeling part of a team, positive mental health, sense of belonging, achieving potential.

3.4 Positive, focussed staff, colleagues or volunteers, open to new ideas, increased productivity, responsive, flexible, demonstrating inclusive behaviours, receptive to receiving and giving feedback.

3.5 Unlike positive discrimination, positive action is lawful, and therefore permitted, if it enables or encourages people who share a protected characteristic to overcome a disadvantage connected to that characteristic; it meets the needs of the people who share a protected characteristic where those needs are different to those who don't have the protected characteristic; enables/encourages people who share a protected characteristic to participate in an activity where their participation is disproportionately low.

4.1 Explanation of equal pay based on concept of equal work; key dates – Royal Assent, Commencement, Repealed; purpose of Act; repealed by Equality Act 2010.

4.2 Should include: difference between remuneration / pay for men and women for same job done.

4.3 Learners could use examples from own experience or community to support their explanation of the impact.

4.4 Learners could use examples from own experience and workplace to demonstrate their understanding of steps that could be taken to reduce gender pay gap.

5.1 Protects people from discrimination in workplace / wider society; Act of Parliament, Royal Assent date (08/04/2010); consolidating, updating and supplementing Acts and Regulations that formed basis of anti-discrimination law in Great Britain – primarily Equal Pay Act 1970, Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995 and 3 statutory instruments protecting discrimination in employment on grounds of religion / belief, sexual orientation and age.

5.2 Not complying with the Equality Act 2010 could be classed as discrimination (direct, indirect, harassment and victimisation). Employers and employees could be held responsible and liable for their actions if they breach the Equality Act.

5.3 As far as possible by reasonable means remove a disadvantage that an individual may face due to a physical / learning disability. Individuals may ask for adjustments to be made.

5.4 One example from each context. Learners should provide examples that demonstrate how employers, the community or society provide reasonable adjustments for individuals based on individual circumstances.

5.5 Reflecting on own behaviours and attitudes towards all individuals regardless of age, ability / disability, gender reassignment or identity, marital status, pregnancy and maternity, race, religion or beliefs, sex and sexual orientation. Learners will demonstrate their understanding of the Equality Act 2010 and its requirements through personal reflection and identifying positive behaviours and attitudes and areas where development of such behaviours and attitudes may be beneficial.

5.6 Learners should provide contextualised examples to demonstrate their understanding of how the Equality Act 2010 could be implemented in the workplace. Learners may draw on own workplace if appropriate. Case studies could be used to provide information for learners who do not have access to own workplace examples.



Title:		Promote equality, diversity and inclusion	
Unit reference number:		J/617/7923	
Level:		2	
Credit value:		3	
Guided learning hours:		22	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand how to promote equality and diversity in daily life.	1.1	Identify strategies for promoting equality and diversity.
		1.2	Explain the impact effective promotion of equality and diversity can have in the workplace.
		1.3	Explain the impact of not observing equality and diversity.
		1.4	Describe behaviours that promote equality and diversity.
		1.5	Describe the impact of prejudice on equality and diversity.
2.	Understand how to promote equality and diversity in own life.	2.1	Explain the importance of communication when promoting equality and diversity.
		2.2	Explain the benefits of promoting equality and diversity.
		2.3	Evaluate own attitude and behaviour towards equality and diversity.
		2.4	Identify barriers to promoting equality and diversity and ways to overcome them.
3.	Understand how to promote inclusion in daily life.	3.1	Explain how embracing equality and diversity promotes inclusion in daily life.
		3.2	Describe different ways to promote inclusion in daily life.
		3.3	Evaluate own attitude towards inclusion.
		3.4	Identify barriers to achieving an inclusive environment and ways to overcome them.

**Assessment requirements:**

**Explain** – Learners will demonstrate understanding with detailed and reasoned explanation of the context. Learners are encouraged to draw from own experience if relevant.

**Examples** – A minimum of one per context: work, community and society. Learners are encouraged to draw from own experience of work, community or society environments where possible.

**Daily life** – Including the workplace, community and society.

**Types of evidence:**

Completed workbook, records of oral questions and answers, professional discussion, written short answer question paper, report, presentation, poster, leaflet, work product.

1.1 Strategies – understanding principles, practices and legislation so equality and diversity can be applied in daily life. Development of an equality and diversity policy in the workplace, community and other public groups and organisations. Ensure staff, colleagues, volunteers in community groups etc have read and understood policy. Provide training or opportunities for equality and diversity training for all staff, colleagues, volunteers and provide regular updates as required. Promote individual requirements for equality and diversity, develop individual plans to help individuals understand and adopt equality and diversity. Lead by example in all activities in daily life.

1.2 Employees have access to opportunities and same, fair treatment; allowing every individual opportunity to reach their potential; allowing teams / groups and individuals to thrive and flourish; being open to new ideas; dignity, respect, management lead, inclusion, engaging individuals, accepting differences between people; it's the right thing to do, fair, respectful, helps engage all aspects of the workforce; helps develop a supportive environment to thrive in. Legal requirement to promote equality. Learners should provide contextualised examples to demonstrate their understanding of how effective promotion of equality and diversity can have a positive impact on behaviours and attitudes in the workplace. Learners may draw on own workplace if appropriate or use another. Case studies could be used to provide information for learners who do not have access to own workplace examples.

1.3 Lack of trust, suspicion, disillusionment, tension, lack of productivity in workplace, unfair treatment, lack of opportunities for all, prejudicial behaviour. Learners should provide contextualised examples to demonstrate their understanding of the impact of not observing equality and diversity in daily life. Learners may draw on own experience. Case studies could be used to provide information for learners who do not have access to own examples.

1.4 Clear communication style (use of inclusive language), leading by example 'walking the talk', demonstrating a positive attitude towards equality and diversity, education and training, challenging prejudicial behaviour or language.

1.5 Can lead to lack of respect and dignity for others, lead to bullying behaviour, exclusion, ridicule, development of negative attitudes towards individuals who are perceived as different, lack of productivity in the workplace.

2.1 Clear, concise communication, using inclusive language, importance of avoiding prejudicial or stereotypical language, importance of positive non-verbal / body language, reflecting on written content before releasing.

2.2 Developing networks and resources in the workplace, community or society, positive outlook, mentoring, opportunity to learn new knowledge or skills.

2.3 Reflecting on how you interact with others from different race, age group, sex / sexual orientation, culture, marital status, religion or ability/disability. Compare own attitude and behaviour with that of an individual known for positive attitude towards equality and diversity.

2.4 Could be completed with AC2.3. From personal reflection identify areas where own attitude and behaviour require improvement to reflect a positive approach to equality and diversity, identify personal barriers to promoting equality and diversity and ways to overcome them.

3.1 Embracing equality and diversity leads to inclusion; encourages positive attitudes and behaviour to all, encourages all to reach for opportunities, encourages consideration of all if appropriate, and discourages prejudicial behaviour. All individuals are valued regardless of skill or talent. Equal value is placed on individuals regardless of roles, titles, or standing in workplace, community or society.

3.2 Through use of inclusive language, clarity of communication; lead by example; develop an inclusive mindset; empowering individuals; promote / empower mentors from underrepresented groups, actively seek out different viewpoints, embrace active inclusion in the workplace, community and society, use different forms of media, including social media, to promote inclusivity.

3.3 Could be completed alongside AC2.3 – reflecting on how you incorporate inclusion into daily life, how you include others from different race, age group, sex / sexual orientation, culture, marital status, religion or ability/disability. Compare own attitude and behaviour with that of an individual known for positive attitude towards inclusivity.

3.4 Consideration into why individuals may be excluded, through prejudicial behaviour, lack of knowledge and understanding, language barrier, cultural barrier, etc. Ways to overcome – through education and training, support for individuals. Translators, demonstrating how to behave in an inclusive manner. Consider whether a barrier is justified. From personal reflection identify areas where own attitude and behaviour require improvement to reflect a positive approach to inclusivity, identify personal barriers to promoting inclusivity and ways to overcome them.



Title:		Positive equality movements	
Unit reference number:		R/617/7925	
Level:		2	
Credit value:		3	
Guided learning hours:		24	
Learning outcomes		Assessment criteria	
The learner will:		The learner can:	
1.	Understand the need for positive equality in daily life.	1.1	Define 'positive equality'.
		1.2	Identify a range of positive equality movements.
		1.3	State what the initials LGBT stands for.
		1.4	Describe the positive effect LGBTQ+ has had on individuals in work, community and society.
		1.5	Outline the positive effects of educating children and young people on LGBT.
		1.6	Provide a brief history of LGBT rights In the UK.
		1.7	Explain the difference between sexual orientation and gender identity.
		1.8	Evaluate own behaviour and attitudes towards positive equality.
		1.9	Explain how effective implementation of positive equality in the workplace is reflected in behaviours and attitudes.
2.	Understand discrimination in daily life towards others.	2.1	Define the term 'discrimination'.
		2.2	Define the term 'homophobia'.
		2.3	Give examples of discrimination towards an individual in daily life based on: <ul style="list-style-type: none"> <li>• Age</li> <li>• Ability / disability</li> <li>• Race</li> <li>• Gender</li> <li>• Sexuality.</li> </ul>
		2.4	Identify the effects of discrimination aimed towards a LGBT person in work, community and society.

		2.5	Identify methods of overcoming discrimination in daily life.
3.	Know about positive equality events held in the UK.	3.1	Identify a range of positive equality events in the UK.
		3.2	Identify a positive equality event and outline the impact it has had on the community.

#### Assessment requirements:

**Outline** – Learners should provide a brief summary of each of aspect.

**Describe** – Learners should provide a detailed account in their own words.

**Brief history** – Summary of main points, purpose, dates etc.

**Explain** – Learners will demonstrate understanding with detailed and reasoned explanation of the context. Learners are encouraged to draw from own experience if relevant.

**Definitions** – All definitions should be in learners' own words, clear and concise.

**Examples** – A minimum of one per context: work, community and society. Learners are encouraged to draw from own experience of work, community or society environments where possible.

**Identify** – Learners will demonstrate understanding of the context in their own words.

**Others**- relates to those of different sex, sexual orientation, marital status, race, religion or belief, ability/disability, gender (identify or reassignment), age or who may be pregnant. Fair, objective, permissive attitude towards those whose opinions, beliefs, practices, racial or ethnic origins etc differ from one's own; freedom from bigotry.

#### Types of evidence:

Completed workbook, records of oral questions and answers, professional discussion, written short answer question paper, report, presentation, poster, leaflet, work product.

1.1 When steps are taken to help or encourage certain groups of people with different needs, or who may be disadvantaged in some way, to access work or training. Positive action is lawful under the Equality Act.

1.2 Pride / LGBT; Positive Action; Global Citizen; Civil Rights Movement and so on. Positive equality covers race, gender, able bodied/disabled individuals, culture as well as sexual orientation or how an individual identifies themselves.

1.3 Should include: lesbian, gay, bisexual, transgender. Learners could also mention 'Q' queer or questioning.

1.4 Should include: acceptance, lack of secrecy, positivity, differences not a threat, increased tolerance, respect, rethinking / re-evaluation of traditional values, right to freely express thoughts and opinions, dignity, inclusivity.

1.5 Teaching tolerance and acceptance, dispelling myths about LGBT, engendering respect for the differences between individuals at an early age; encouraging children and young people to lead by positive example.

1.6 As part of their research into LGBT rights learners should watch the video via this link: <https://www.bbc.co.uk/newsround/40459213> prepare a brief history of LGBT rights in the UK. Suggested word limit of 500-750 words.

1.7 Should include: gender identity concept of self as male, female and mix/blend of both or neither – how individuals perceive and call themselves. Sexual orientation is inherent enduring emotional, romantic or sexual attraction to other people. A transgender person can also be gay, straight, bisexual, asexual or other sexual identity.

1.8 Reflecting on own behaviours and attitudes towards positive equality. Learners will demonstrate their understanding of this through personal reflection and identifying positive behaviours and attitudes and areas where development of such behaviours and attitudes may be beneficial.

1.9 Learners should provide contextualised examples to demonstrate their understanding of how effective implementation of positive equality is reflected in colleague behaviours and attitudes. Learners may draw on own workplace if appropriate. Case studies could be used to provide information for learners who do not have access to own workplace examples.

2.1 Unjust/prejudicial treatment of different categories of people, especially on grounds of age, ability/disability, race or sex/sexual orientation.

2.2 Dislike/prejudice towards or against homosexual people.

2.3 One example of discrimination towards an individual from work, community and society. Learners should provide examples that demonstrate how employers / employees, the community or society discriminate against individuals on the basis of their age, ability / disability or race/ gender and sexuality.

2.4 Should include: emotionally and/or psychologically harmful, can cause stress, leading to anxiety, depression or other mental health issues, withdrawal, feelings of not being accepted or good enough, loneliness, restricting potential. Learners should consider the effects in work, community or social/society situations and may draw on own experience if relevant.

2.6 Could include providing positive role models, communication and use of inclusive language, education and training, challenging perception and stereotypes, encouraging collaboration with affected individuals or groups. Learners should provide contextualised examples to demonstrate their understanding of this and may draw on own workplace if appropriate. Case studies could be used to provide information for learners who do not have access to own workplace examples.

3.1 Could include: Black History month; Holocaust Memorial Day; Inter Faith Week; World Aids Day; Refugee Week; International Day of Persons with Disabilities; International Women's Day; LGBT History month;

3.2 Should include: acceptance, self-belief, raising profile, freedom of expression, reduction in hate crime, fair, open and inclusive treatment, celebration of diversity.

<b>Title:</b>		<b>British Values</b>	
<b>Unit reference number:</b>		Y/617/7926	
<b>Level:</b>		2	
<b>Credit value:</b>		3	
<b>Guided learning hours:</b>		24	
<b>Learning outcomes</b>		<b>Assessment criteria</b>	
The learner will:		The learner can:	
1.	Know British Values as they apply to all residents of the United Kingdom.	1.1	Identify the four British values.
		1.2	Identify the responsibilities and freedoms shared by UK residents and what is offered in return.
		1.3	Define 'fairness' in relation to the British Values and how it applies to daily life.
		1.4	Explain how British Values can be effectively promoted in the workplace.
		1.5	Explain the 'Prevent Duty'.
2.	Understand Democracy as it applies in the United Kingdom.	2.1	Define the term 'Democracy'.
		2.2	Give examples of democracy within work, community and society.
3.	Understand the Rule of Law as it relates to daily life in the United Kingdom.	3.1	Define the term 'The Rule of Law'.
		3.2	Provide a brief history of the Rule of Law.
		3.3	Give examples of the rule of law within work, community and society.
4.	Understand Individual Liberty as it relates to daily life in the United Kingdom.	4.1	Define the term 'Individual Liberty'.
		4.2	Give examples of individual liberty within work, community and society.
5.	Understand Mutual Respect and Tolerance as it relates to daily life in the United Kingdom.	5.1	Explain the term 'Mutual Respect'.
		5.2	Give examples of mutual respect within work, community and society.
		5.3	Explain what is meant by tolerance of others.
		5.4	Give examples of how to show tolerance for others within work, community and society.

		5.5	Evaluate own behaviour and attitudes towards mutual respect and tolerance in daily life.
<p><b>Assessment guidance:</b></p> <p><b>Definitions</b> – All definitions should be in learners' own words, clear and concise.</p> <p><b>Examples</b> – A minimum of one per context: work, community and society. Learners are encouraged to draw from own experience of work, community or society environments where possible.</p> <p><b>Identify</b> – Learners will demonstrate understanding of the context in their own words.</p> <p><b>Explain</b> – Learners will demonstrate understanding with detailed and reasoned explanation of the context. Learners are encouraged to draw from own experience if relevant.</p> <p><b>Types of evidence:</b> Completed workbook, records of oral questions and answers, professional discussion, written short answer question paper, report, presentation, poster, leaflet, work product.</p> <p>1.1 Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance.</p> <p>1.2 Responsibilities and freedoms: respect and obey the law; respect the rights of others, including their right to their own opinions; treat others with fairness; look after yourself and your family; look after the area in which you live and the environment. In return, the UK offers: freedom of belief and religion; freedom of speech; freedom from unfair discrimination; a right to a fair trial; a right to join in the election of a government.</p> <p>1.3 Impartial and just treatment or behaviour without favouritism or discrimination. Being equal among in society despite differences in race, sexuality, social and economic status and culture. Individuals have the same opportunities to improve their own lives without expectation that results would be equal. Fairness means being just to all, treating them without discrimination or partiality, and is the absence of prejudice.</p> <p>1.4 Learners should provide contextualised examples to demonstrate their understanding of how effective promotion of British Values is reflected in behaviours and attitudes throughout the workplace. Learners may draw on own workplace experience if appropriate. Case studies could be used to provide information for learners who do not have access to own workplace examples.</p> <p>1.5 Prevent individuals being drawn into terrorism. For example Spotting signs – use of “us and them” language, possessing or searching extremist literature online, individuals stopping participating in their usual activities. Make a referral to Local Authority, Healthcare providers, Probation and Police if you feel an individual maybe at risk of terrorism.</p> <p>2.1 System of government where power is exercised by residents/citizens.</p> <p>2.2 Leadership and accountability, joint decision making, team meetings, right to protest/petition, receiving and giving feedback. Learners should provide examples that demonstrate Democracy in action.</p> <p>3.1 Authority and influence of law in society, constraint on individual and institutional behaviour; all members of society obey its laws to enable it to function properly and are equally subject to publicly disclosed legal codes and processes. Refers to a political situation not to any specific legal rule.</p>			

3.2 Dating back to Magna Carta of 1215, one of longest established common law fundamental principles of the governance of the UK. It is an aspect of the British Constitution.

3.3 Legislation, agreed ways of working, policies and procedures, how the law protects you and others, codes of conduct. One example of Rule of Law from work, community and society. Learners should provide examples that demonstrate how the Rule of Law is observed in each of these contexts.

4.1 Individual liberty to exercise freely rights accepted as outside of government control. Right to believe, act and express oneself freely. Protection of your rights and rights of others. Equality and Human Rights. Respect and Dignity; Rights, choice, consent, individuality; values and principle.

4.2 Equality and Human Rights, personal development, respect and dignity, rights, choice, consent and individuality and values and principles.

5.1 Proper regard for the dignity of a person or position; to value a person, treat thoughtfully, politely, trust, treat others as you'd like to be treated, fair and equal treatment, inclusion, understanding, collaboration.

5.2. Learners should provide examples that demonstrate Mutual Respect in action.

5.3 'Others' relates to those of different sex, sexual orientation, marital status, race, religion or belief, ability/disability, gender (identity or reassignment), age or who may be pregnant. Fair, objective, permissive attitude towards those whose opinions, beliefs, practices, racial or ethnic origins etc differ from one's own; freedom from bigotry.

5.4 'Others' relates to those of different sex, sexual orientation, marital status, race, religion or belief, ability/disability, gender (identity or reassignment), age or who may be pregnant. Learners should provide contextualised examples to demonstrate their understanding of Tolerance in each context and how it is reflected in behaviours and attitudes throughout the workplace, community and society. Learners may draw on own experience if appropriate. Case studies could be used to provide information for learners where appropriate.

5.5 Reflecting on own behaviours and attitudes towards mutual respect and tolerance. Learners will demonstrate their understanding of this through personal reflection and identifying positive behaviours and attitudes and areas where development of such behaviours and attitudes may be beneficial.

Equality Act 2010 Protected Characteristics.

There are 9 protected characteristics specified in The Equality Act 2010:

- Age
- Disability

- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Modern gender terms that should be considered, including a range of gender identities:

- Male
- Female
- Cisgender
- Third gender
- Intersex / Androgynous
- Gender fluid
- Non-binary
- Transsexual / Transgender
- Genderqueer

Centre Devised Assessment (CDA) guidance

This qualification is a level 2, knowledge based qualification. This means that learners will be expected to be able to operate in line with the following range of command verbs:

Summarise	Describe
State	Define
List	Explain
Outline	Identify

When designing assessments for learners on these qualifications, assessors should consider the opportunity for depth and breadth of knowledge allowed by their assessment tasks. When reviewing centre devised assessments, TQUK will make a judgement on the sufficiency of these aspects.

TQUK does not require centres to devise an assessment task for every assessment criteria included within a unit. We recognise the need to balance breadth and depth with burden, and the avoidance of over-assessing. It is acceptable for one assessment item to cover content from two or more assessment criteria, across one or more units, providing mapping documentation is provided which allows the Quality Team to clearly see that all assessment criteria are covered at the point of sign off. Centres are welcome to select and use their own combinations of command verbs in order to assess learners.

We believe in offering this greater degree of flexibility to our centres, which are free to tailor assessments as they see fit. This does, however, come with a requirement for TQUK to review and authorise all CDAs before use to ensure that they present sufficient opportunity for learners to demonstrate competence and maintain comparability for the qualifications as a whole. This process is designed to ensure that inadequacies in assessments are picked up before EQA stage and before learners have sat their assessments.

We will work with you to develop your CDA, but please be aware that in some cases this can take time and learners are not permitted to sit their assessments until this process has been completed. With this in mind we encourage centres to talk to us about their CDAs as early on in the process as possible.

Alternatively, our delivery partner The Skills Network offers a full resource pack for this qualification including TQUK endorsed training materials written by subject experts, and pre-approved assessments which meet the requirements of this specification. Centres choosing to work with The Skills Network resources and assessments do not need to complete a CDA approval process and may begin assessing learners as soon as qualification approval is confirmed.

More detail about The Skills Network packs, and other TQUK qualifications that they support, can be found at [www.theskillsnetwork.com](http://www.theskillsnetwork.com).

Further help and assistance can be sought from our Client relationship Officer or Quality Team who can be contacted on 03333 58 3344 or at [quality@tquk.org](mailto:quality@tquk.org).

