

# QUALIFICATION SPECIFICATION

 gateway  
qualifications



## Equality and Diversity (Entry 3 – Level 1)

Access to HE

Apprenticeships

Digital

Employability &  
Enterprise

English & Maths

ESOL

Personal & Social  
Development

Professional  
Development

Vocational



This qualification specification covers the following qualifications:

| Qualification Number | Qualification Title  |
|----------------------|--|
| 603/5967/5           | Gateway Qualifications Entry Level Award in Equality and Diversity (Entry 3) |
| 603/5966/3           | Gateway Qualifications Level 1 Award in Equality and Diversity               |

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| 1.3 December 2022 | Changed back cover and removed address<br>Funding section updated | Page 24<br>Page 7      |

## About this qualification specification

This qualification specification is intended for tutors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualifications. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and quality assurance practice.

In order to offer these qualifications you must be a Gateway Qualifications recognised centre and be approved to offer the qualifications.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

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## 1. Qualification Information

### 1.1 About the qualifications

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The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England and Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales.

The qualifications are intended to give learners an understanding of equality and diversity and its value to society and enable them to recognise how they or an organisation can positively support equality and diversity.

### 1.2 Purpose

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The qualification is intended to give learners an understanding of equality and diversity and their value to society, and to enable them to recognise how they, as individuals, can positively support equality and diversity.

### 1.3 Funding

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For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

For information regarding potential sources of funding in Wales please visit Qualification Wales:

<https://www.qualificationswales.org/>

Current funding information for Wales is available on [Qualifications in Wales \(QiW\)](#)

### 1.4 Geographical coverage

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These qualifications are approved by Ofqual to be offered in England and by Qualification Wales to be delivered in Wales.

If a centre based outside England or Wales would like to offer these qualifications, they should make an enquiry to Gateway Qualifications. The qualifications are not available for delivery by centres based in Northern Ireland.

## 1.5 Progression opportunities

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The knowledge and understanding developed through undertaking the programme of learning should support further study.



## 1.6 Equality, diversity and inclusion

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It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

## 2. Learner Entry Requirements

### 2.1 Key information

| Qualification Titles                         |   |
|--|---|
| <b>Age</b>                                   | The qualification has been approved for learners aged pre-16, 16-18 and 19+.<br><br><b>Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.</b> |
| <b>Prior qualifications or units</b>         | There is no requirement for learners to have achieved prior qualifications or units in the particular sector prior to undertaking this qualification.                                 |
| <b>Prior skills/knowledge/ understanding</b> | There is no requirement for learners to have prior skills, knowledge or understanding.  |
| <b>Restrictions</b>                          | There are no restrictions to entry.   |
| <b>Initial Assessment</b>                    | There are no initial assessment requirements.   |
| <b>Additional requirements/guidance</b>      | There are no additional rules or guidance regarding learner entry requirements.   |

### 2.2 Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled. Please refer to [Section 4.11 Access Arrangement, Reasonable Adjustments and Special Considerations](#) for further details.

### 2.3 Recruiting learners with integrity

Centres must recruit learners with integrity. They must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

Centres must assess each potential learner and make justifiable and professional judgements about their potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification.

## 2.4 Verifying learner identity

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Under no circumstances should a learner be allowed to sit an assessment without prior registration and assessment booking.

Centres must verify each learner's identity prior to taking the assessment.

Any attempt of impersonation or to deceive by use of fake identification by an individual will be deemed as malpractice and will be dealt with as detailed in the Malpractice and Maladministration policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>.

Where this may prove culturally challenging, for example, learners who wear face veils then centres may require female staff to perform the identity check in a private space.

## 3 Qualification Details

### 3.1 Achievement methodology

The qualification will be awarded to learners who successfully achieve an online external assessment that is externally set and marked. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

### 3.2 Qualification size

| Qualification Title  | Total Qualification Time | Guided Learning | Credit Value |
|--|--------------------------|-----------------|--------------|
| Gateway Qualifications Entry Level Award in Equality and Diversity (Entry 3) | 20                       | 10              | 2            |
| Gateway Qualifications Level 1 Award in Equality and Diversity               | 20                       | 10              | 2            |

**Total Qualification Time** is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which 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, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### 3.3 Qualification structure

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The qualification requirements are provided below.

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within unit specifications. Unit content, including the learning outcomes and associated assessment criteria, are detailed within this specification, published on the Gateway Qualifications website and are also available to download from the qualification library in the online system Prism.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section [3.5 Recognition of Prior Learning \(RPL\)](#).

#### Gateway Qualifications Entry Level Award in Equality and Diversity (Entry 3)

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Learners must achieve the single mandatory unit.

| Unit Number | Unit Title             | Level   | Credit Value | GLH |
|-------------|------------------------|---------|--------------|-----|
| A/618/1290  | Equality and Diversity | Entry 3 | 2            | 10  |

#### Gateway Qualifications Level 1 Award in Equality and Diversity

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Learners must achieve the single mandatory unit.

| Unit Number | Unit Title             | Level | Credit Value | GLH |
|-------------|------------------------|-------|--------------|-----|
| J/618/1289  | Equality and Diversity | 1     | 2            | 10  |

### 3.4 Grading

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The qualifications are awarded as Pass/Fail.

### 3.5 Recognition of prior learning

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Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

| Qualification Title  | RPL Permitted |
|--|---------------|
| Gateway Qualifications Entry Level Award in Equality and Diversity (Entry 3) | No            |
| Gateway Qualifications Level 1 Award in Equality and Diversity               | No            |

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

### 3.6 Links to other qualifications

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There are no direct links to other qualifications. However, centres and learners should be aware that Gateway Qualifications offers a number of similar qualifications with the same assessment approach in different subject areas; Awards in Keeping Safe and Healthy which include reference to online safety and digital wellbeing (alongside real-world health and safety); Awards in British Values which cover online safety (but only in the context of radicalisation and extremism); Awards in Mental Wellbeing.

## 4 Assessment

### 4.1 Assessment overview

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The method of assessment for the qualification is through an externally set and marked online multiple-choice test.

When we set up a centre in Surpass we will also set up two generic users; Admin and Invigilator. If your centre requires more users please inform us by emailing the Customer Excellence team.

Should a learner not achieve the required standard to pass an assessment, further teaching and learning should take place before attempting the assessment again.

### 4.2 Assessment format

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The assessment is available on demand and online.

### 4.3 Assessment language

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The qualifications are assessed in English only.

### 4.4 Assessment timing

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The total time permitted time to complete the assessment is 40 minutes. Once the permitted time has been reached the assessment will end.

### 4.5 Assessment booking

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Centres must first register learners on the qualification. [See Section 7 Learner Registration and Results.](#)

### 4.6 Assessment guidance

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Learners should be given the opportunity to familiarise themselves with the online platform before taking the multiple-choice test.

### 4.7 Conduct of assessment

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The Centre must ensure that learners are supervised whilst taking the online assessment.

The Teacher/Tutor can act as the supervisor.

The Centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the assessment
- display materials which might provide assistance are removed or covered
- candidates do not have access to e-mail, the internet or mobile phones

- candidates complete their work independently and that interaction with other candidates does not occur
- staff supervising the assessment are familiar with any specific instructions relating to the assessments
- learners are not offered any advice or assistance other than accessing the assessment.

## 4.8 Assessment taking

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Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. The centre must pay attention to conditions such as heating, lighting, ventilation and the level of outside noise. The centre must ensure that the room is accessible and appropriate for learners with disabilities (in accordance with the Equalities Act 2010).

Display material (such as maps, diagrams, wall charts and projected images) which might be helpful to the learner must not be visible in the assessment room.

### Persons present

Only candidates taking the assessment and authorised centre staff, i.e. the supervisor/s are allowed in the assessment room.

Gateway Qualifications reserves the right to visit centres during the assessment to inspect the arrangements made for the security of confidential examination material and for the conduct of the assessments.

A sign must be placed on the door to alert others that an exam is taking place.

### Seating arrangements

The seating arrangements must prevent candidates from overlooking (intentionally or otherwise) the work of others.

### Before the assessment

Assessment conditions are deemed to be in progress from the time the candidates enter the room until all candidates have completed the assessment and left the room.

Before candidates are permitted to start work the supervisor must:

- inform the candidates that they are now subject to assessment conditions and read out the relevant notices and warnings
- warn candidates that any unauthorised material must be handed in (this should also include any food or drinks, which may only be allowed at the discretion of the centre)
- remind candidates that they are forbidden to communicate in any way with, seek assistance from, or give assistance to, another learner whilst they are in the assessment room.



## **Conduct of candidates during assessments**

Candidates must be supervised throughout the progress of the assessment. Supervisor/s must give complete attention to this duty at all times, being vigilant and remaining aware of emerging situations, looking out for possible cheating, malpractice or candidates feeling unwell. Any irregularities must be recorded, please refer to the invigilator guidance. Supervisors are required to move around the assessment room quietly and at frequent intervals.

### **How should contact between the supervisor and the candidate be monitored and recorded?**

The supervisor should keep a record of feedback and advice provided to groups of learners and to an individual learner where this may affect the assessment outcome.

### **Misconduct**

This type of assessments relies heavily on the integrity of the learners. In those cases where misconduct occurs, or is thought to have occurred, this will be investigated by Gateway Qualifications and results may be withheld.

### **Candidates leaving the room**

Candidates who are allowed to leave the assessment room temporarily must be accompanied by a member of staff. Those candidates may be allowed extra time at the discretion of the centre.

Candidates can leave the room quietly once they have completed their assessment.

### **Evacuation procedures**

Staff, supervisors and candidates must be aware of the evacuation procedure in case of an emergency, such as a fire alarm or bomb alert. The following action should be taken:

- stop the candidates by pausing the assessment online
- collect the attendance register (in order to ensure all candidates are present)
- evacuate the assessment room
- candidates should leave the room in silence
- make sure the candidates are supervised as closely as possible while they are out of the assessment room to make sure there is no discussion about the assessment being sat
- make a note of the time of the interruption and how long it lasted
- allow the candidates the full working time for the assessment
- make a full report of the incident and of the action taken and send to the Customer Excellence Department at Gateway Qualifications.

## 4.9 Assessment marking and results

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The assessment is marked externally within the online assessment platform. Centres will be able to report from the online assessment platform to determine results.

Certification of learners will follow within published timescales.

## 4.10 Support materials and resources

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In addition to this qualification specification, the following resources are available on the Gateway Qualifications website:

- Centre Handbook
- Online sample assessments

### External Resources

There is a wide range of websites available to support teachers and learners, including:

Union Learn: Equality and diversity – what's the difference?

<https://www.unionlearn.org.uk/equality-and-diversity-whats-difference>

CIPD: Diversity and inclusion in the workplace

<https://www.cipd.co.uk/knowledge/fundamentals/relations/diversity/factsheet>

Equality and Human Rights Commission: equality, diversity, stereotyping and discrimination

<https://www.equalityhumanrights.com/en>

## 4.11 Access Arrangements, Reasonable Adjustments and Special Considerations

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Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria. Gateway Qualifications understands its requirement as an awarding organisation to make reasonable adjustments where a learner, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Gateway Qualifications has identified reasonable adjustments permissible as detailed below. A reasonable adjustment is unique to an individual and therefore may not be included in the list of available access arrangements.

Centres do not need to apply to Gateway Qualifications for approval of reasonable adjustments unless adaptation of externally set assessments is required.

Learners can have access to all forms of equipment, software and practical assistance, such as a reader or a scribe that reflect their normal way of working within the centre. However, such adjustments must not affect the reliability or validity of assessment outcomes or give the candidate an assessment advantage over other candidates undertaking the same or similar assessments.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;
- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request. Guidance on the process for applying for formal adjustments can be found on the Forms and Guidance page of Gateway Qualifications' website.

All adjustments to assessment/s must be authorised by the centre's named Quality Assurance nominee or a member of staff with delegated authority where a centre is permitted to make reasonable adjustments, i.e. for internally marked assessments.

Centres should keep records of adjustments they have permitted and those they have requested from Gateway Qualifications. These records should normally be kept for 3 years following the assessment to which they apply.

It is recommended that centres nominate members of staff to take responsibility for demonstrating the implementation and recording of adjustments to assessments for monitoring by Gateway Qualifications or the regulatory authorities.

### **Special Considerations**

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

## 5 Centre Recognition and Qualification Approval

### 5.1 Centre Recognition

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Both centre recognition and qualification approval must be gained before centres are permitted to deliver these qualifications.

Guidance on the centre recognition and qualification approval processes is available on the website: <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/centre-recognition/>

### 5.2 Centre requirements

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Centres must provide sufficient devices available for candidates to undertake the online test. Centres must also ensure that hardware and systems meet the minimum requirements for the delivery of this online test, details of which are available on the Gateway Qualifications website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/external-assessment/online-assessment-system-and-hardware-requirements/>

Please note that the online assessment platform does not support tablet/mobile devices.

Centres will be subject to external monitoring to ensure compliance to centre recognition terms and conditions.

### 5.3 Qualification-specific staffing requirements

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Guidance on staffing requirements can be found in the Centre Handbook:

<https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/centre-handbook/quality-compliance/>

## 6 Quality Assurance

Centres should refer to the online Centre Handbook for further guidance.

The quality assurance process for these qualifications is through risk-based external quality assurance monitoring through reviews of centres' compliance with the requirements within this qualification specification and the centre agreement terms and conditions.

Centre monitoring is undertaken by an External Quality Assurer (EQA) allocated to the centre. The EQA plays a critical role in the Gateway Qualifications approach to centre assessment standards scrutiny as they are responsible for:

- carrying out an annual compliance visit
- validating the centre's procedures for delivery of qualifications and assessment
- completing reports for each visit with clear action points where needed
- risk rating centres on the above.

The EQA carries out an initial risk assessment at the centre recognition stage and then annually on an on-going basis using Gateway Qualifications' risk assessment criteria, and gives a high/medium/low risk rating in each of the following categories:

- centre resourcing and arrangements: this includes consideration of centre staffing, induction and training, policies and compliance with our centre agreement
- internal assessment and delivery: including reference to staff knowledge and skills, understanding of requirements, and appropriateness of delivery arrangements; also, delivery of external assessments including invigilation, conduct of assessments and confidentiality (where appropriate)
- learner experience: that embraces appropriateness of initial assessment and learners being on the correct programme, learner induction and course support.

EQAs arrange quality monitoring visits to all recognised centres. These visits:

- monitor the centre's compliance with the centre recognition terms and conditions by reviewing programme documentation and meeting managers and centre staff
- identify any staff development needs
- ensure that all procedures are being complied with, through an audit trail, and make sure that the award of certificates of completion to learners is secure.

EQAs contact the centre in advance of a visit, however Gateway Qualifications reserves the right to undertake unannounced visits including during assessment times.

EQAs will request information from the centre in advance of a planned visit to help inform the evidence to be reviewed during the visit. Centres are obliged to comply with any requests for access to premises, people and records for the purposes of the monitoring visit. If a centre fails to provide access, then Gateway Qualifications will take appropriate action.

Once a visit date has been agreed, the centre should ensure that the appropriate members of staff attend the meeting, all requested documentation is provided and access to qualification, learner and staff records is available.

If a centre cancels a pre-arranged monitoring visit at short notice the EQA must be satisfied that there was a legitimate reason for the cancellation. If this cannot be established,

Gateway Qualifications reserves the right to withhold certification claims until a monitoring visit is completed.

Following the visit, the EQA completes a monitoring report which will be sent to the centre for reference afterwards.

The frequency of the quality monitoring visits will be determined by the volume of learner registrations and the actions arising from previous monitoring activity.

Centres found in breach of these procedures may be subject to sanctions by Gateway Qualifications. Please refer to the Gateway Qualifications Sanctions Policy.

## 6.1 Internal Quality Assurance

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As the assessments are externally marked there is not a requirement for centre's to operate an internal quality assurance process. Centres must, however, ensure that the requirements set out in this specification are met.

## 6.2 Malpractice

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Malpractice is any deliberate activity, neglect, default or other practice that compromises the integrity of the internal and external assessment process, and/or the validity of certificates. It covers any deliberate actions, neglect, default or other practice that compromises, or could compromise:

- the assessment process
- the integrity of a regulated qualification
- the validity of a result or certificate
- the reputation and credibility of Gateway Qualifications
- the qualification to the public at large.

Centre staff should be familiar with the contents of Gateway Qualifications Malpractice and Maladministration Policy, <https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/10/Malpractice-and-Maladministration-Policy.pdf>

## 6.3 Additional quality assurance requirements

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There are no additional internal/external quality assurance requirements for this/these qualifications.

## 7 Learner Registration and Results

### 7.1 Registration

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Centres will register learners via the online registration portal. Learner registration guidance is available on our website, <https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/registering-learners/>.

An assessment window is permitted. The dates between which the candidates will sit must be entered. This window should be as small as practicable (for example, we would suggest no longer than one month).

Applications for reasonable adjustments should be made at least 5 working days prior to learners undertaking the assessment and are subject to approval by Gateway Qualifications.

### 7.2 Resitting an assessment

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Learners may re-sit the assessment. In order to schedule a re-sit, centres will need to use the Quartzweb online portal and schedule a new assessment. This is available once results are released following the initial sitting.

There is no minimum time between assessment attempts although learners should be given adequate opportunity to improve their knowledge before re-sitting the assessment.

### 7.3 Awarding

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The qualifications will be awarded as Pass or Fail. Learners must pass the assessment to be awarded a Pass.

### 7.4 Issuing results

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Results for learners who do not reach the minimum standard for a pass will be recorded as fail.

### 7.5 Appeals

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Centres must have internal appeal arrangements which learners can access if they wish to appeal against a decision taken by Centres, which will include a named contact at the Centre. These arrangements have to be transparent and accessible in order that appeals from learners can be received, considered and resolved fairly.

Please refer to the Gateway Qualifications' Appeals policy:

<https://www.gatewayqualifications.org.uk/wp-content/uploads/2017/09/Appeals-Policy.pdf>

### 7.6 Enquiries

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Enquiries about assessment decisions should be made once the centre has followed its internal enquiries and appeal procedures. Contact details are available on our website:

<https://www.gatewayqualifications.org.uk/contact-us/>



## 8 What to do next

For existing centres please contact your named Development Manager or Development Officer.

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 9 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and Qualification Wales to offer regulated qualifications in Wales.

## 10 Appendices

### 10.1 Appendix 1 – Unit Details

#### Equality and Diversity

|                      |   |
|----------------------|---|
| <b>Level:</b>        | Entry 3   |
| <b>Credit Value:</b> | 2   |
| <b>GLH:</b>          | 20  |
| <b>Unit Number:</b>  | A/618/1290  |
| <b>Unit Aim:</b>     | To give learners an understanding of equality and diversity, their value to society and ways in which equality and diversity can be promoted in different contexts. |

This unit has 5 learning outcomes.

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA  |
|---|--|
| The learner will:   | The learner can:   |
| 1 Know about equality.                                      | 1.1 Give a basic definition of equality.<br>1.2 Recognise the difference between treating people in the same way and treating people fairly.   |
| 2 Know about diversity.                                     | 2.1 Identify ways in which people can be different from one another.<br>2.2 Identify ways that groups can benefit from including people who are different from one another.  |
| 3 Know about discrimination and stereotyping.               | 3.1 Give a basic definition of discrimination.<br>3.2 Recognise when discrimination is happening.<br>3.3 Give a basic definition of stereotyping.<br>3.4 Identify examples of stereotyping.  |
| 4 Know about the law in relation to equality and diversity. | 4.1 State who is protected by the Equality Act 2010.<br>4.2 State what the Equality Act 2010 protects people from.   |
| 5 Know about promoting equality and diversity.              | 5.1 Identify ways that learning settings (e.g. a college) or community groups can promote equality and diversity.<br>5.2 Identify instances when they themselves could challenge inequality or discrimination, suggesting appropriate actions they could take. |

**Indicative Content: Equality and Diversity****Learning Outcome 1:**

Definition: equality means treating everyone fairly. It means being fair to people from different groups, e.g. different sexes, races, religions.

Sometimes to be fair, we have to treat some groups slightly differently. We treat these groups differently to make sure they have the same opportunities as other people or so that we are not making things harder for them than for other people.

For example, it is fair to reserve some parking spaces for disabled people because they may find it more difficult to walk long distances. It is fair to give people with a special educational need (e.g. dyslexia) extra time in a History exam so that they have time to write down all their answers.

**Learning Outcome 2:**

Types of difference: e.g. gender, race, religion, sexual orientation, disability, age, different backgrounds and experiences, different politics, different family set-ups (learners do not need to relate these to the protected characteristics named in the Equality Act; they can also cover differences not relating to these characteristics).

Benefits of diverse groups: together they have a wider knowledge of the world; they may come up with a wider range of ideas because of their different experiences; individuals in a diverse group may be able to help others in the group understand different viewpoints and learn new things (e.g. introduce the group to new music or new food, or teach some basic sign language)

**Learning Outcome 3:**

Definition – discrimination is treating someone unfairly or badly because they belong to a particular group, e.g. women, Asian people, gay people, have an SEN.

Recognising that discrimination is happening involves observing that: A person or group is being treated less well than others, because of some aspect of difference e.g. a school has rules about how girls can wear their hair, but none for boys; a job in a supermarket is being advertised for people under 50 only; members of a football team decide not to invite their only gay player for a drink after the game; a restaurant has no toilet with disability access; a student council does not include reps from the Foundation Learning dept.

Note: learners are not being asked to identify whether the discrimination is unlawful.

Definition – stereotyping is believing that all members of a particular group are the same in some way e.g. black people are good dancers; men who like ballet are gay; all Muslims are terrorists; teenagers are stropky; plumbing is a man's job; lawyers are all rich; Americans are fat.

Stereotypes can be connected to many different characteristics, e.g. sex, sexual orientation, nationality, religion, age groups, jobs.

**Indicative Content: Equality and Diversity****Learning Outcome 4:**

Everyone in the UK is protected by the Equality Act 2010. This is because everyone has one or more of the differences or 'protected characteristics' it covers – e.g. age, sex. It protects people from unfair treatment or discrimination.

Teachers could relate this protection to the examples of discrimination they covered in relation to learning outcome 3. For example, they might explain that the Equality Act 2010 stops employers from saying that a job is only open to people under the age of 50 as that is discrimination. They are breaking the law if they do this.

**Learning Outcome 5:**

Ways of promoting equality and diversity:

A college/place of learning can, for example:

- Have rules for students and staff that prevent discriminatory behaviour
- Teach/discuss with students what it means to be equal/fair
- Offer a range of different types of food in its canteen/restaurant/café
- Bring in speakers that challenge stereotypes (e.g. female plumbers; male nurses)
- Run clubs and offer activities that bring people of different backgrounds together
- Display posters and use teaching and learning resources that include people of different types
- Have a student union or student reps covering students with different backgrounds
- Employ staff with different backgrounds as role models and as a way of showing they value people of all types.

A community group can, for example:

- Have rules for members that prevent discriminatory behaviour
- Meet in a place where people of any religion or none feel comfortable, rather than in a church hall
- Advertise in lots of different places where different people might see the advert (e.g. in schools, shops, day centres, doctor's surgeries)
- Say in any publicity materials that they welcome people from all backgrounds
- Respect and celebrate different cultures, e.g. an art/craft group using Islamic patterns; a housing association group planning a residents' party to celebrate Diwali
- Make sure group leaders do not all come from the same background.

Possible instances of discrimination a learner might encounter and ways of challenging:

- pointing out to others in a group when they recognise stereotyping or discrimination is happening
- asking organisations to change rules or improve policies or access to be more inclusive
- reporting racist or sexist language on social media via standard reporting channels

### Indicative Content: Equality and Diversity

- positively include an individual, discriminated against by others, in social activity
- reporting discriminatory behaviour within a place of learning, society or community group to an appropriate official
- making a formal complaint against a peer, colleague, member of staff who has been discriminatory towards them or others.

## Equality and Diversity

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|----------------------|---|
| <b>Level:</b>        | Level 1   |
| <b>Credit Value:</b> | 1   |
| <b>GLH:</b>          | 10  |
| <b>Unit Number:</b>  | J/618/1289  |
| <b>Unit Aim:</b>     | To give learners an understanding of equality and diversity, their value to society and ways in which equality and diversity can be promoted in different contexts. |

This unit has 5 learning outcomes.

| LEARNING OUTCOMES   | ASSESSMENT CRITERIA   |
|---|---|
| The learner will:   | The learner can:  |
| 1 Know about equality.                                      | 1.1 Explain what is meant by equality.<br>1.2 Explain what is meant by equal opportunities.   |
| 2 Know about diversity.                                     | 2.1 Explain what is meant by diversity.<br>2.2 Give reasons why diversity benefits workplaces and social/community groups.  |
| 3 Know about discrimination and stereotyping.               | 3.1 Explain what is meant by discrimination.<br>3.2 Describe different situations in which discrimination can take place.<br>3.3 Explain what is meant by stereotyping.<br>3.4 Give examples of the negative effects of stereotyping.   |
| 4 Know about the law in relation to equality and diversity. | 4.1 Outline the key aims of the Equality Act 2010.<br>4.2 Identify the nine protected characteristics in the Equality Act 2010.   |
| 5 Know about promoting equality and diversity.              | 5.1 Describe ways in which employers and other organisations can promote equality and diversity.<br>5.2 Describe circumstances in which employers sometimes need to take specific actions to address inequality or a lack of diversity. |

**Indicative Content: Equality and Diversity****Learning Outcome 1:**

Equality is a situation in which men and women, people of different races, religions, etc. are all treated fairly and have the same opportunities.

Equality can be described as the right to:

- fair treatment
- freedom from discrimination,
- make the most of your life and your talents.
- regardless of any aspect of difference (e.g. sex, race, religion, disability)

Equal opportunities means giving everyone the same chances in life. An employer might describe themselves as an 'equal opportunities' employer because they are committed to employ and promote the people who can do the job best, whether they are black/white, old/young, Christian/Muslim etc.

**Learning Outcome 2:**

Definition – the presence of people of different types (e.g. different ages, religions, sexual orientation) within a group, organisation or society.

Workplaces benefit from having people from a range of different backgrounds, who bring with them different experiences, ideas and skill sets. This can help with problem-solving, creativity, innovation and productivity. Businesses that serve the general public can get a better understanding of their diverse range of customers. They also attract a more diverse customer base and can improve their reputation as a forward-thinking company. Some research suggests that diverse workforces tend to have higher morale and lower staff turnover.

The work of a diverse community group is more likely to represent and benefit the full range of people in the local community. Bringing diverse people together may help break down stereotypes and misconceptions about different groups in the community. It may aid community cohesion as different groups are exposed to a wider range of perspectives. The group may benefit from cultural diversity – e.g. film club members may introduce each other to films from different countries/in different languages; a diverse street party organising committee may result in a wider variety of food being served allowing different people to try new things; a play group that includes children with and without special educational needs will encourage children and their parents to see that difference is nothing to be afraid of.

**Learning Outcome 3:**

Discrimination is the unfair treatment of a person or group of people because of their age, religion, gender or other type of difference.

Unfair treatment can happen in many different situations, e.g. at work, in a job interview, in schools and colleges, when you are trying to rent a house, buy something, join a club...

When discrimination is targeted at certain groups it is sometimes given its own label:

**Indicative Content: Equality and Diversity**

Sex discrimination = discrimination on the grounds of sex (usually but not exclusively against women)

Racial discrimination = discrimination on the grounds of race (usually but not exclusively against people who are not white)

Homophobic discrimination = discrimination against people who are gay

In the UK it is against the law to discriminate in this way.

Stereotyping is a fixed, generalised belief about a particular category of people. Stereotyping means ignoring or forgetting that everyone is individual, and instead having expectations that everyone belonging to a particular group shares the same characteristics, abilities or preferences.

Sometimes stereotypes grow from a person's experience of one or two individuals which they then transfer to a whole group, e.g. 'the only two people I know who have been in trouble with the police are both black' leading to the stereotype 'black people tend to be criminals'.

Sometimes stereotypes are passed down through families, communities or whole societies.

Negative impact of stereotyping includes:

- Missed opportunities for individuals (e.g. a girl isn't given information about engineering because her careers adviser thinks engineering is a man's job)
- Missed opportunities for employers (e.g. an employer thinks all disabled people take lots of sick days and so overlooks the best candidate for the job who happens to use a wheelchair).

**Learning Outcome 4:**

Key aims of the Equality Act 2010:

- To protect individuals from discrimination at work and in wider society
- To promote a fair and more equal society for all.

The nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.



**Indicative Content: Equality and Diversity****Learning Outcome 5:**

Ways of promoting equality and diversity:

An employer can do this by, for example:

- Having E&D policies which they make sure are enforced
- Making sure they use language that doesn't cause offence to any groups (e.g. using BMI rather than 'coloured')
- Being flexible about when people take holidays so individuals of different faiths can have religious holidays off (e.g. Eid, Yom Kippur)
- Advertising jobs in a wide range of different places
- Running equality and diversity training sessions for staff so they all understand why it's important
- Varying the nature and venues for staff social events (e.g. making sure that not all take place in a pub/involve drinking alcohol where some groups may not feel comfortable).

Examples of other types of groups promoting equality and diversity:

A local cinema club might offer free seats to anyone accompanying a disabled person (to make it easier for the disabled person to attend). They might include foreign language films to reflect the different languages spoken in their community.

A football club might run training sessions in different parts of the local community to attract people from different backgrounds; they might display 'Show racism the red card posters' to make it clear that they won't tolerate racism.

A parent and toddler group might ensure any paperwork refers to 'parents/carers' rather than to 'Mums and Dads' reflecting the many different types of families they serve. They might offer a range of snacks to suit children of different ethnicities.

Employers may need to take specific actions to address inequality/lack of diversity if

- Amongst their current workforce there are very few women/black people/disabled people, for example
- Very few people from a certain group apply for jobs with them
- All the senior jobs/board positions are held by one group, e.g. white men
- There have been complaints about how some groups are being discriminated against.

An individual reports bullying or harassment linked to their race, faith, sex, sexuality, for example.

