

Pearson BTEC Level 2 Award in Promoting Equality and Diversity in the Workplace (QCF)

Specification

Pearson BTEC Specialist qualification

First teaching August 2014

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Purpose of this specification

The purpose of a specification as defined by Ofqual is to set out:

- the qualification's objective
- any other qualification that a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding that the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding that will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which the learner's level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.

1 Introducing BTEC Specialist qualifications

What are BTEC Specialist qualifications?

BTEC Specialist qualifications are qualifications from Entry to Level 3 on the Qualifications and Credit Framework (QCF). They are work-related qualifications available in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Some BTEC Specialist qualifications are knowledge components in Apprenticeship Frameworks, i.e. Technical Certificates.

There are three sizes of BTEC Specialist qualification in the QCF:

- Award (1 to 12 credits)
- Certificate (13 to 36 credits)
- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for every 10 hours of learning time
- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes to the standard determined by the assessment criteria.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 2 Award in Promoting Equality and Diversity in the Workplace (QCF)
QCF Qualification Number (QN)	601/2633/4
Qualification framework	Qualifications and Credit Framework (QCF)
Accreditation start date	06/02/2014
Operational start date	01/08/2014
Approved age ranges	16-18 19+
Credit value	4
Assessment	Pearson-devised assessment (onscreen testing)
Guided learning hours	10
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the Pearson Access and Recruitment policy (see <i>Section 10 Access and recruitment</i>).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in the *Edexcel Information Manual*, available on our website: www.edexcel.com/iwantto/Pages/uk-information-manual

Objective of the qualification

The Pearson BTEC Level 2 Award in Promoting Equality and Diversity in the Workplace (QCF) is for learners who work in, or want to work, in any organisation.

It gives learners the opportunity to:

- learn about equality and diversity in the workplace
- achieve a nationally-recognised Level 2 qualification
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a direct replacement for the EDI Level 2 Award in Equality and Diversity. Information about how the new and old units relate to each other is given in *Annexe B*

Progression opportunities through Pearson qualifications

Learners who have achieved the Award can progress to:

Pearson BTEC Level 2 Certificate in Employability Skills

Pearson BTEC Level 2 Award in Business Administration

Pearson BTEC Level 2 Award in Customer Service

Pearson BTEC Level 2 Certificate in Health and Social Care

Pearson BTEC Level 2 Award in Employment Responsibilities and Rights in Health, Social Care or Children's and Young People's settings (QCF)

Pearson BTEC Level 2 Award in Employment Awareness and Active Leisure and Learning (QCF).

3 Qualification structure

Pearson BTEC Level 2 Award in Promoting Equality and Diversity in the Workplace (QCF)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification

Minimum number of credits that must be achieved	4
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Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	T/505/5872	Promoting Equality and Diversity in the Workplace	2	4	10

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
1	Pearson-devised assessment: onscreen test

Pearson-devised assessment (external assessment)

To pass an externally assessed unit, learners must pass an onscreen test. Pearson sets and marks the test. The test writer will use the *Unit amplification* section as a guide when writing questions for the external assessments.

Further information, including details of test duration and question types is available on the webpage for this qualification

5 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy and Process*, which is on our website, www.edexcel.com/policies

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of credit achievement.

6 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 10 Access and recruitment* and *Section 11 Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to www.legislation.gov.uk

7 Centre recognition and approval centre recognition

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations.

Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
 - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions
- 2 Delivery of the qualification outside the apprenticeship:
 - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
 - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate a Standards Verifier annually to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK Vocational Quality Quality Assurance Handbook* on our website.

9 Programme delivery

Centres are free to offer the qualification using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Where a unit is externally assessed, it is essential that learners have covered all of the *Unit amplification* before they are tested.

Where legislation is taught, centres must ensure it is current and up to date.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson BTEC Specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable. Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments. It also requires our qualifications to be awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information on Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

Both documents are on our website, at www.edexcel.com/policies

12 Units

Units have the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to Level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition covers lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes assessment by staff where learners are present. It does not include time spent by staff marking assignments or homework where the learner is not present.

Unit aim

This gives a summary of what the unit aims to do.

Essential resources

This section lists any specialist resources needed to deliver the unit. The centre will be asked to make sure that these resources are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

Unit amplification

This section clarifies what a learner needs to know to achieve a learning outcome.

Information for tutors

This section gives tutors information on delivery and assessment. It contains the following subsections.

- *Delivery* – explains the content’s relationship to the learning outcomes and offers guidance on possible approaches to delivery.
- *Assessment* – gives information about the evidence that learners must produce, together with any additional guidance if appropriate. This section should be read in conjunction with the assessment criteria.
- *Suggested resources* – lists resource materials that can be used to support the teaching of the unit, for example books, journals and websites.

Unit 1: Promoting Equality and Diversity in the Workplace

Unit reference number: T/505/5872

QCF level: 2

Credit value: 4

Guided learning hours: 10

Unit aim

This unit aims to enable learners to gain knowledge of issues related to equality and diversity in the workplace.

Essential resources

There are no special resources needed for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Know what is meant by equality and diversity	<p>1.1 Define the meaning of:</p> <ul style="list-style-type: none"> • equality • diversity 	<p>Equality:</p> <ul style="list-style-type: none"> • Treating all people fairly and inclusively :addressing specific needs, being open and transparent, not discriminating • Giving all people equal opportunities and access to services, job opportunities, bonuses, benefits, promoting inclusivity <p>Diversity:</p> <ul style="list-style-type: none"> • Recognising that people are different and that all people should be treated individually regardless of gender, race, culture, disability, age, religion, belief, sexual orientation
	<p>1.2 Identify the benefits of:</p> <ul style="list-style-type: none"> • valuing diversity • promoting equality 	<p>Benefits:</p> <ul style="list-style-type: none"> • Valuing diversity in the workplace leads to a more creative workforce, increased awareness/respect of peoples values beliefs and opinions, opportunities to learn from others, happier workforce, encourages inclusion, enriches communities and society • Promoting equality in the workplace creates a more productive environment, decreases potential conflict, more motivated workforce, staff feel valued, opens career opportunities to previously disadvantaged groups, encourages individuals to fulfil potential

Learning outcomes	Assessment criteria	Unit amplification
	1.3 Define different types of inequality	<p>Definition:</p> <ul style="list-style-type: none"> • Inequality is an individual or group of people being disadvantaged on the basis of a characteristic protected by law • Different types of inequality are based on one or more of: race, gender, including transgender, age, disability, culture, employment, income, language/s, learning disabilities, caring responsibilities, marital status, political opinion, religious belief, sexual orientation, mental health and civil partnership
	1.4 Define different types of discrimination	<p>Types of discrimination:</p> <ul style="list-style-type: none"> • Direct : clear discrimination on the basis of a protected characteristic • Indirect: the introduction of a provision, criteria or practice that creates a disadvantage for persons with a protected characteristic • Dual: discrimination against people on the basis of two protected characteristics • Multiple: discrimination against people on the basis of more than two protected characteristics • Less favourable treatment: giving preferential treatment to others • Unfair treatment: harassment, bullying, victimisation, oppression

Learning outcomes	Assessment criteria	Unit amplification
	1.5 Describe the impact on individuals, communities and society of: <ul style="list-style-type: none"> • inequality • discrimination 	Impact of inequality and discrimination on: <ul style="list-style-type: none"> • Individuals: people feel undervalued, low self-esteem, demotivation, restricted access to training, restricted access to employment opportunities, isolating people on the basis of protected characteristics, distrust, anger • Communities (unequal provision of opportunities, reduced standards of living, demotivation, isolating communities) can be a result of stereotyping: (isolating individuals or groups of people based on their protected characteristics) • Society: lack of social integration, unemployment, reduced economic prospects,
2	Know legislation and codes of practice in relation to equality and diversity 2.1 Identify key legislation relevant to the promotion of equality and the valuing of diversity	Relevant legislation: <ul style="list-style-type: none"> • Equality Act 2010: equal pay, recruitment, equal promotion opportunities, equal training opportunities, maternity and pregnancy equality

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Identify policies and codes of practice which promote equality and value diversity	<p>Policies and codes of practice that apply to individual occupational sectors:</p> <ul style="list-style-type: none"> • Recruitment policies: monitoring, recognising qualifications, ensuring open access, fair advertising • Grievance policies: transparent, effectively monitored, fair • Maternity/paternity leave policies: support structures, available for all • Company codes of conduct (expected behaviours that promote the wellbeing of the workforce), which protect the employees from discrimination but also encourage consistency throughout any disciplinary enquiry or procedures implemented.
3	3.1	Identify how promotion of equality and diversity protects people from risk of harm	<p>How promotion of equality and diversity protects people from risk of harm:</p> <ul style="list-style-type: none"> • Prevention: discouraging harassment including bullying and cyber-bullying • Training: develops awareness equality and diversity, support structures, builds confidence • Disciplinary procedures: deter people from breaching rules • Effective policies and procedures: ensure appropriate behaviour, prevent discrimination, make people accountable for their actions • Empower people to report discrimination: open communication, confidence in systems and procedures

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.2 Describe the impact of promoting equality and diversity in the workplace</p>	<p>Impact of promoting equality and diversity:</p> <ul style="list-style-type: none"> • Improved access to education and training/reduced barriers to learning and progression (more skilled staff) • Staff feel valued and respected: improved self-esteem and confidence, increased productivity, improved motivation • Prevents discrimination and meets legal requirements: company avoids litigation, company is viewed positively • Improves the reputation of the business: attracts potential employees and customer • Increased competitiveness within business sector: more skilled employees, happier more productive workforce
	<p>3.3 Describe actions that demonstrate individuals are valued in an organisation</p>	<p>Actions that demonstrate individuals are valued are:</p> <ul style="list-style-type: none"> • Operating a fair and open recruitment process • Providing a thorough induction programme • Providing a clear job description and person specification • Making adjustments for persons with protected characteristics • Providing equal opportunities for training • Implementing a fair personal development policy (personal development plans) • Creating an open and transparent workforce where employees know they are in a safe and fair working environment, which reinforces the respect of all employees

Learning outcomes	Assessment criteria	Unit amplification
	<p>3.4 Identify ways in which communication supports equality and diversity</p>	<p>Overcoming barriers through:</p> <ul style="list-style-type: none"> • Inclusive participation: equal access to communication, resources, technological aides, adjustments • Inclusive language: translations, avoid discriminatory language, sign language, brail, clear messages • Challenging discrimination and promoting diversity through clear personal and corporate communication • Open communication: allows individuals and groups to raise issues and encourages awareness of equality and diversity
	<p>3.5 Describe how to develop knowledge and understanding of equality and diversity</p>	<p>Providing access to reliable and accurate information:</p> <ul style="list-style-type: none"> • Policies, procedures, leaflets, legislation, codes of practice, internet and web forums • training: induction, interpersonal, equality • Scope of Equality and Human Rights Commission: ensures that businesses and individuals adhere to the Equality Act • Publish/distribute materials on employment rights and responsibilities to ensure individuals know their rights and responsibilities

Learning outcomes	Assessment criteria	Unit amplification
<p>4 Understand how to support others in the promotion of equality and valuing of diversity</p>	<p>4.1 Explain how equality and diversity can be undermined by:</p> <ul style="list-style-type: none"> • individuals' actions • systems • structures 	<p>Equality and diversity undermined by:</p> <ul style="list-style-type: none"> • Less favourable treatment of and discrimination against individuals and groups • Not valuing people as individuals • Stereotyping ; judging a person or group of people as the same. • Not respecting diversity: failing to acknowledge an individuals' cultures and beliefs • Preventing others from accessing opportunities • Harassment and bullying, racism, homophobia, ageism and all other forms of discrimination • Victimisation: poor treatment of individuals • Ineffective/non-existent policies and procedures: failure to protect the rights of individuals and groups • Discriminatory policies: advantage/disadvantage to particular groups • Structures that disadvantage certain groups: glass ceiling, unrepresentative project teams/departments, unclear hierarchy, preferential access to networking opportunities

Learning outcomes	Assessment criteria	Unit amplification
	<p>4.2 Identify strategies for dealing with attempts to undermine equality and diversity</p>	<p>Strategies for dealing with attempts to undermine equality and diversity:</p> <ul style="list-style-type: none"> • Intervention by colleagues or managers to stop discrimination, reaffirm expectations, codes of practice and other safeguards • Systems and procedures for reporting policy breaches and misconduct by individuals (ensure all breaches are correctly documented and assessed) • Provide sufficient training and development on equality and diversity • Provide materials, advice, guidance and access to support from external agencies • Publish effective policies and procedures and ensure they are adhered to • Effectively challenge discrimination with facts and by accurately recording information from all persons involved • Modelling good practice • Reporting serious breaches and incidence of discrimination to relevant authorities

Learning outcomes	Assessment criteria	Unit amplification
5 Understand how to contribute to promoting equality and valuing diversity	5.1 Explain processes that can be used to self-evaluate in relation to promoting equality and diversity	<p>Processes for self-evaluation:</p> <ul style="list-style-type: none"> • Actively seeking training on equality and diversity • Evaluation of own learning/training: identify areas of weakness and areas of strength • Regular monitoring and appraisals: identify ways in which personal promotion of equality and diversity can be improved • Updating knowledge of changing legislation and practices and reflecting on ways that these can be implemented to promote equality and diversity • Assessing own knowledge and understanding of legislation, organisational policy, systems, procedures and practices • Using feedback from trainers, line managers; mentors/champions and peers
	5.2 Identify appropriate sources for support when promoting equality and valuing diversity	<p>Appropriate sources of support:</p> <ul style="list-style-type: none"> • Assistive technologies and support software: online translator, screen readers, screenwriters • Ensuring access: wheelchair access, lifts, ramps • Support agencies and organisations: RNIB, RNID, Dyslexia Association, Equality and Human Rights Commission, trade unions, local authority, community and focus groups , Jobcentre Plus – disability employment advisers • Colleagues, line managers, policy or mission statements, staff associations • ACAS: advice, guidance conciliation

Information for tutors

Assessment

This unit is assessed through an onscreen test. Pearson will set and mark this test. The test uses the individual assessment criteria and the associated *Unit amplification*.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel: **www.edexcel.com/contactus**
- BTEC: **www.edexcel.com/btec/Pages/Contactus**
- Pearson Work Based Learning and Colleges: **www.edexcel.com/about.wbl/Pages/Contact-us**
- books, software and online resources for UK schools and colleges: **www.pearsonschoolsandfecolleges.co.uk**

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties – Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *UK Quality Vocational Assurance Handbook* (Pearson).

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are available on our website at www.edexcel.com/btec/delivering-BTEC/quality/Pages

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications/Pages

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources, and, if they are successful, we will list their BTEC resources on our website at: www.edexcel.com/resources/publications/Pages

14 Professional development and training

Pearson supports UK and international customers with training related to Pearson BTEC qualifications. This support is available through a choice of training options offered in our published training directory, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building functional skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website at: www.edexcel.com/training. You can request customised training through the website or you can contact one of our advisors in the Training from Edexcel team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We have designed our new network events programme to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region. Sign up to the training you need at: www.edexcel.com/btec/delivering-BTEC/training/Pages

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments. If you would like your Curriculum Development Manager to contact you, please get in touch with your regional office on: 0844 463 2535.

Your Pearson BTEC support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson BTEC support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert – at: www.edexcel.com/Aboutus/contact-us/Pages
- Ask Edexcel: submit your question online to our Ask Edexcel online service www.edexcel.com/aboutus/contact-us.ask-expert/Pages and we will make sure your query is handled by a subject specialist.

Annexe A

Unit mapping overview

The table below shows the relationship between the new QCF qualification in this specification and the predecessor qualification: EDI Level 2 Award in Equality and Diversity (last registration 31/07/2014).

F= Full mapping (topics in old unit match new unit exactly or almost exactly)

Old units	Unit 1
New units	
Unit 1	F



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