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Qualification Specification

Highfield Level 2 Certificate in Principles of Equality, Diversity and Rights in Care (RQF)

Qualification Number: 603/4454/4

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Highfield Level 2 Certificate in Principles of Equality, Diversity and Rights in Care (RQF)

Introduction

This qualification specification is designed to outline all you need to know to offer this qualification at your centre. If you have any further questions, please contact your account manager.

Qualification regulation and support

The Highfield Level 2 Certificate in Principles of Equality, Diversity and Rights in Care (RQF) has been developed and is awarded by Highfield Qualifications and sits on the Regulated Qualifications Framework (RQF). The RQF is a qualification framework regulated by Ofqual.

Key facts

Qualification number:	603/4454/4
Learning aim reference:	60344544
Credit value:	15
Assessment method:	Portfolio of evidence
Guided learning hours (GLH):	130
Total qualification time (TQT):	152

Qualification overview and objective

The objective of this qualification is to support a role in the workplace, specifically in relation to understanding the principles of equality, diversity and rights in relation to care roles in a variety of settings.

This qualification can be taken by learners preparing to enter employment or by those who are already in employment in a care role and wish to develop their knowledge.

This is a knowledge-only qualification that provides underpinning knowledge and understanding in relation to equality, diversity, inclusion and human rights, the principles of equality, diversity, rights and inclusion in relation to care generally and more specifically in relation to dementia, learning disability and mental health care.

Entry requirements

This qualification is approved for delivery to learners aged 16 and above.

It is advised that learners have a minimum of level 1 in Literacy and/or numeracy or equivalent.

Guidance on Delivery

The total qualification time for this qualification is 152 and of this 130 are recommended as guided learning hours.

TQT is an estimate of the total number of hours it would take an average learner to achieve and demonstrate the necessary level of attainment to be awarded with a qualification, both under direct

supervision (forming guided learning hours) and without supervision (all other time). TQT and GLH values are advisory and assigned to a qualification as guidance.

Guidance on Assessment

This qualification is assessed through completion of a portfolio of evidence which will be internally quality assured by the centre. EQS (External Quality Support) engagements from Highfield will also take place.

The overall grading outcome for this qualification is pass or fail.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the assessment.

Suggested assessment paperwork is available on the Highfield website. If a Centre would like to use alternative paperwork, this must be sent to the Quality Support Team for approval before commencement of the course.

Guidance on Internal Quality Assurance

Highfield Qualifications requires centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

Highfield Qualifications will support centres by conducting ongoing engagements to ensure and verify the effective and efficient delivery of the qualification.

Recognition of Prior Learning (RPL)

Centres may apply to use recognition of prior learning or prior achievement to reduce the amount of time spent in preparing the learner for assessment.

For further information on how centres can apply to use RPL as described above, please refer to the Recognition of Prior Learning (RPL) policy in the members' area of the Highfield website. This policy should be read in conjunction with this specification and all other relevant Highfield Qualifications documentation.

Tutor requirements

Highfield requires nominated tutors for this qualification to meet the following:

- hold a relevant subject area qualification or experience, which could include any of the following:
 - Level 3 qualification or higher in a related subject such as:
 - health and social care

- other relevant qualifications/experience will be assessed on a case by case basis
 - to hold or be working towards a recognised teaching qualification, which could include any of the following:
 - HABC Level 3 Award in Delivering Training;
 - Level 3 PTLLS, or above
 - Level 3 Award in Education and Training, or above
 - diploma or certificate in education
 - bachelors or masters degree in education
 - level 3 or 4 NVQ in training and/or development
 - proof of at least 30 hours of training in any subject
 - maintain appropriate continued professional development for the subject area
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Assessor requirements

The role of tutor/assessor may be undertaken by the same individual. There is **no requirement** for assessors of this qualification to hold a formal assessor qualification, however, it is recognised as good practice.

Highfield requires nominated assessors for this qualification to meet the following:

- hold a relevant subject area qualification or experience, which could include any of the following:
 - Level 3 qualification or higher in a related subject such as:
 - health and social care
 - other relevant qualifications/experience will be assessed on a case by case basis

Highfield recommends nominated assessors for this qualification to meet the following:

- Hold or be working towards a recognised assessing qualification to make assessment decisions, holding an assessor qualification such as:
 - Level 3 Award in Assessing Competence in the Work Environment, or
 - Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess Learner Performance Using a Range of Methods, or
 - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence
 - Maintain appropriate continued professional development for the subject area
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Internal quality assurance (IQA) requirements

Highfield Qualifications requires internal quality assurers for this qualification to meet the following:

- Hold or be working towards an IQA qualification, such as:
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- o Highfield Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
- o Highfield Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF), or
- o D34 or V1 Verifier Awards
- Be occupationally knowledgeable in relation to the learning outcomes
- Maintain appropriate continued professional development for the subject area

Countersigning strategy

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new personnel who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment/quality assurance decisions, until the point where they meet the requirements as detailed above.

Reasonable adjustments and special considerations

Highfield Qualifications has measures in place for learners who require additional support. Please refer to Highfield Qualifications' Reasonable Adjustments Policy for further information/guidance.

ID requirements

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment. Highfield Qualifications recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the police
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

If a learner is unable to produce any of the forms of photographic identification listed above, a centre may accept another form of identification containing a signature, for example, a credit card. Identification by a third-party representative, such as a line manager, human resources manager or invigilator, will also be accepted.

For more information on learner ID requirements, please refer to Highfield Qualifications' Core Manual.

Progression opportunities

On successful completion of this qualification, learners may wish to continue their development by undertaking one of the following qualifications:

- Highfield Level 2 Certificate in Introduction to Autistic Spectrum Conditions (RQF)
- Highfield Level 2 Certificate in Principles of Medication Handling and Administration for Care Settings (RQF)

- Highfield Level 2 Diploma in Care (RQF)
- Highfield Level 2 Certificate in Preparing to Work in Adult Social Care (RQF)

Useful websites

www.highfieldqualifications.com

Appendix 1: Qualification structure

To complete the Highfield Level 2 Certificate in Principles of Equality, Diversity and Rights in Care (RQF), learners must complete all units contained within the mandatory group.

Mandatory group

Learners must achieve all units in this group.

Unit reference	Unit title	Level	GLH	Credit
R/617/5740	Introduction to equality, diversity and inclusion	2	35	4
Y/617/5741	Introduction to human rights	2	20	2
D/617/5742	Principles of equality, diversity, rights and inclusion in care	2	35	4
H/617/5743	Principles of equality, diversity, rights and inclusion in dementia, learning disability and mental health care	2	40	5

Appendix 2: Qualification content

Unit 1: Introduction to equality, diversity and inclusion

Unit number: R/617/5740

Credit: 4

GLH: 35

Level: 2

Unit Introduction

The unit introduces learners to the concepts of equality, diversity, inclusion and related terminology. It provides the learner with an understanding of inequality and how to challenge prejudice and discrimination.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the concept of equality	1.1 Define the term equality
	1.2 Describe the meaning of equality of opportunity and equality of outcome in society
	1.3 Identify examples of inequalities for: <ul style="list-style-type: none"> • individuals • families/carers • communities • society
	1.4 Outline the benefits of equality to: <ul style="list-style-type: none"> • individuals • families/carers • communities • society
2. Understand the concept of diversity	2.1 Define the term 'diversity'
	2.2 Describe the ways that individuals are diverse
	2.3 Explain why respecting diversity enhances individuals' quality of life
3. Understand the concept of inclusion	3.1 Define the term 'inclusion'
	3.2 Outline the benefits of inclusion for: <ul style="list-style-type: none"> • individuals • families/carers • communities • society
	3.3 Describe why respecting difference contributes to an inclusive society
	3.4 Describe the characteristics of an environment that promotes inclusion
4. Understand labelling, stereotyping, prejudice, discrimination and oppression	4.1 Outline legislation that underpins equality, diversity and inclusion
	4.2 Define the following terms:

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	<ul style="list-style-type: none"> labelling stereotyping prejudice oppression
	4.3 Define direct and indirect discrimination
	4.4 Identify groups of individuals vulnerable to prejudice and discrimination
	4.5 Explain the impact of labelling, stereotyping, prejudice and discrimination
	4.6 Identify figures in history who have overcome discrimination and oppression
	4.7 Describe what society has learnt from figures who challenge prejudice, discrimination and oppression
	4.8 Outline ways to reduce stereotyping, prejudice and discrimination
	4.9 Describe strategies that can be used to empower individuals to challenge prejudice and discrimination
5. Understand what constitutes individual identity and group identity	5.1 Identify the protected characteristics of individuals
	5.2 Identify factors that contribute to individual and group identities
	5.3 Outline theories of identity
	5.4 Describe the meaning of group identity
	5.5 Give examples of how group identity can contribute to prejudice, discrimination and oppression

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

1.3 Inequalities can mean unequal opportunities, unfairness and unjust treatment.

2.2 Diverse means variety and range of differences

4.1 Legislation includes Equality Act 2010, Mental capacity Act 2005, Care Act 2014, Employment Rights Act 1996 (**at least 2 should be covered**)

4.4 Vulnerable means higher possibility of being harmed either physically or emotionally

4.6 Figures may include Gandhi, Martin Luther King, Emmeline Pankhurst, Rosa Parks, William Wilberforce, Judy Fryd (**at least 2 should be covered**)

4.7 Society means how has society changed, how have societal structures changed, how have ideologies, values and beliefs changed because of the impact of figures who have challenged or overcome discrimination and oppression

4.8 Ways to reduce may be societally or organisationally

4.9 Strategies means procedures or approaches to be used **by individuals (at least 2 should be covered)**

5.1 Protected characteristics mean those detailed in the Equality Act 2010

5.2 Factors include physical characteristics, likes/dislikes, values, beliefs, interests, social background, education, religion, culture, geography, protected characteristics etc. **(at least 3 should be covered)**

5.3 Theories of identity e.g. Tajfel's Social Identity Theory, Adorno's Authoritarian Personality etc. **(at least 2 should be covered)**

Unit 2: Introduction to human rights
 Unit number: Y/617/5741
 Credit: 2
 GLH: 20
 Level: 2

Unit Introduction

The unit provides learners with an understanding of basic human rights and how human rights can be promoted.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1.Understand human rights	1.1 Define the term human rights
	1.2 List individuals’ human rights
	1.3 Explain the importance of human rights to individuals and society
	1.4 Outline legislation that protects human rights
2.Understand how to promote individuals’ human rights	2.1 Explain how to promote human rights
	2.2 Describe the impact of not working to promote human rights
	2.3 Describe how individuals’ human rights can be violated
	2.4 Outline examples when individuals’ human rights may be restricted
	2.5 Describe the importance of partnership working to promote individuals’ human rights
3.Know sources of information and support relating to human rights	3.1 Identify sources of information and support regarding human rights
	3.2 Give examples of when individuals may need to access information and support regarding human rights

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

1.4 Legislation includes Human Rights Act 1998, United Nations Convention on the Rights of the Child, European Convention on Human Rights (**all should be covered**)

2.3 Violated can mean an infringement or a breach

2.4 Restricted can mean rights being limited in some way due to the actions of an individual or group.

2.5 Partnership working can mean working with others, colleagues, other professionals, individuals and family members

Unit 3: Principles of equality, diversity, rights and inclusion in care

Unit number: D/617/5742

Credit: 4

GLH: 35

Level: 2

Unit Introduction

This unit focuses on the concepts of equality, diversity and rights and how these link to inclusion and safeguarding, which are fundamental to work in health and care settings. This unit is aimed at those who are interested in, or new to, working in health and care settings.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the importance of equality, diversity, rights and inclusion in care	1.1 Describe the benefits of promoting equality, diversity, rights and inclusion in care
	1.2 Give examples of direct and indirect discrimination in care
	1.3 Outline the impact of discrimination on - individuals - families/carers - communities - society
	1.4 Explain how own attitudes, values and experiences can impact on individuals being supported
	1.5 Describe ways to promote positive attitudes towards people receiving care and support
2. Understand how to work in an inclusive way	2.1 Describe the meaning of inclusive practice
	2.2 Describe how to interact with individuals in an inclusive way
	2.3 Explain how practices that support diversity, equality, rights and inclusion reduce the likelihood of discrimination and abuse in care settings
	2.4 Describe ways in which discrimination may be challenged in care settings
3. Know how to access information, advice and support about diversity, equality, inclusion and discrimination	3.1 Identify sources of information, advice and support about equality, diversity, rights, inclusion and discrimination
	3.2 Give examples of when workers may need to access information, advice and support about equality, diversity, rights, inclusion and discrimination
4. Understand how equality, diversity and inclusion link to safeguarding in care settings	4.1 Describe how inequality or discrimination can make an individual or group vulnerable to abuse
	4.2 Define the term radicalisation
	4.3 Explain the importance of preventing radicalisation for an inclusive and cohesive society

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
	4.4 Explain the role of the care worker in promoting equality, diversity and inclusion in relation to safeguarding

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

1.4 Attitudes can mean a state of mind or how someone approaches a situation, which can be underpinned by a number of factors

1.4 Values are guiding principles or moral standards that underpin your personal life and professional practice

1.4 Experiences can mean your background, upbringing, education and relationships that play a part in how you see things in society

2.2 Interact involves how you communicate with an individual

Unit 4: Principles of equality, diversity, rights and inclusion in dementia, learning disability and mental health care

Unit number: H/617/5743

Credit: 5

GLH: 40

Level: 2

Unit Introduction

This unit is aimed at those who provide care or support to individuals with dementia, learning disability or mental health needs in a wide range of settings. The unit introduces the concepts of equality, diversity, rights and inclusion in application to person-centred care practice.

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Understand the experience of individuals who have dementia, a learning disability or mental ill-health	1.1 Summarise the following terms : <ul style="list-style-type: none"> dementia learning disability mental ill-health
	1.2 Describe how individuals with dementia, a learning disability or mental ill-health may experience stereotyping, prejudice, discrimination or exclusion
2. Understand the importance of a person-centred approach to the care and support of individuals with dementia, learning disability or mental ill-health	2.1 Describe the importance of understanding the unique needs and preferences of individuals who have: <ul style="list-style-type: none"> dementia learning disability mental ill-health
	2.2 Describe ways to ensure individuals feel valued, included and able to engage in daily life
	2.3 Describe ways to overcome discrimination and exclusion for individuals with dementia, a learning disability and mental ill-health
	2.4 Explain the impact of including the individual in all aspects of their care
	2.5 Describe ways you can work to promote active participation for people with dementia, a learning disability and mental ill-health
3. Understand ways of working with individuals to ensure equality, diversity and rights are respected	3.1 Describe agreed ways of working to ensure the diversity and rights of individuals with dementia, a learning disability and mental ill-health are respected
	3.2 Give examples of ways to support individuals with dementia, learning disabilities and mental ill-health to ensure inclusive practice is promoted

Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
4. Understand ways to respect equality, diversity and rights in relation to inclusive practice and decision-making	4.1 Describe basic principles of mental capacity
	4.2 Outline how individuals’ mental capacity may be affected by: <ul style="list-style-type: none"> • dementia • a learning disability • mental ill-health
	4.3 Explain how completing a best interest decision can impact on individuals’ human rights
	4.4 Describe how co-production can assist with ensuring equality, diversity and rights are respected

Amplification: The following amplification provides guidance for centres on coverage and depth for each of the emboldened areas within the assessment criteria. Centres should ensure that all amplification is covered as part of their teaching and learning strategies. Where coverage quantities have been provided e.g. at least 2 etc, these set the minimum requirements for assessment.

An **individual** is someone requiring care or support

1.1 Terms. For each term include:

- what it is
- how it can affect individuals

1.2 Exclusion from their own care, their family/carers, society etc. may be due to judgements and myths relating to their condition

2.5 Active participation means an approach that enables an individual to be included in all aspect of their care

4.1 Mental capacity means someone’s ability to make their own decisions

4.3 Best interest means that a decision made must be for the individual and must take into account their wishes

4.5 Co-production means collaboration between the individual, their family/carers and others to aim to find a shared solution to meet the individual’s preferences, beliefs and needs.