

## Qualification Guidance Document

# SEG Awards Level 2 Certificate in Equality and Diversity

Level 2 Certificate / England – 610/5930/4

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## About Us

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition, it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: **Skills and Education Group Awards Secure Login**

## Sources of Additional Information

The Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

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This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code

The specification code is C7563-02.

Issue	Date	Details of change
1.0	June 2025	New Qualification Guide created

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Qualification Summary

SEG Awards Level 2 Certificate in Equality and Diversity – 610/5930/4								
<b>Qualification Purpose</b>	To provide learners with the knowledge and understanding required to promote equality and diversity in the workplace, community and society. It aims to develop awareness of the key principles of equality, diversity and inclusion, the relevant legislation, and how to apply these principles in a range of contexts.							
<b>Age Range</b>	<b>Pre 16</b>	✓	<b>16-18</b>	✓	<b>18+</b>		<b>19+</b>	✓
<b>Regulation</b>	The above qualification is regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>➤ Portfolio of Evidence</li> <li>➤ Practical Demonstration/Assignment</li> </ul>							
<b>Type of Funding Available</b>	See FaLA (Find a Learning Aim)							
<b>Grading</b>	Pass/Fail To achieve a Pass grade, learners <b>must</b> achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
<b>Operational Start Date</b>	01/07/2025							
<b>Review Date</b>	30/09/2027							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	180 hours							
<b>Total Qualification Time (TQT)</b>	180 hours							
<b>Credit Value</b>	18							
<b>Skills and Education Group Awards Sector</b>	Education and Skills Workforce							
<b>Regulator Sector</b>	14.2 Preparation for work							

## Support from Trade Associations

## Introduction

SEG Awards is regulated to deliver this qualification by Ofqual in England. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification Title	Qualification Number (QN)
SEG Awards Level 2 Certificate in Equality and Diversity	610/5930/4

## Pre-requisites

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with knowledge in equality and diversity.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

## Qualification Structure and Rules of Combination

### Rules of Combination: SEG Awards Level 2 Certificate in Equality and Diversity

Learners must achieve 18 credits. All credits must come from the 3 mandatory units.

Unit Title	Unit Number	Level	Credit Value	GL
<b>Mandatory Group Minimum Credit Target – 18</b>				
Equality and Diversity in Society	T/651/6567	2	6	60
Equality and Diversity in the Community	Y/651/6568	2	6	60
Equality and Diversity in the Workplace	A/651/6569	2	6	60

## Aim

The SEG Awards Level 2 Certificate in Equality and Diversity has been designed to allow learners to obtain and then demonstrate knowledge about equality and diversity in society, the community and the workplace. It is appropriate for learners of all ages, whether employed or not, and applies to all sectors but particularly health and social care, advice and guidance, training and development, business administration and customer service.

## Target Group

This qualification is appropriate for use in the following age ranges:

- > Pre-16
- > 16-18
- > 19+

## Assessment

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

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.

## Resources

Skills and Education Group Awards provides the following additional resources for this qualification:

- > Purpose Statement
- > Learner Unit Achievement Checklist
- > Indicative Content

## Practice Assessment Material

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

## Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## Progression Opportunities

Learners may wish to progress on to level 3 qualifications within their chosen sector.

This qualification will allow for a number of progression routes to employment and into other areas of learning.

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

## Tutor / Assessor Requirements

Skills and Education Group Awards require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## Language

This specification and associated assessment materials are in English only.



## Unit Details

Equality and Diversity in Society		
<b>Unit Reference</b>	T/651/6567	
<b>Level</b>	2	
<b>Credit Value</b>	6	
<b>Guided Learning (GL)</b>	60	
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to understand equality and diversity in society.	
<b>Learning Outcomes (1 to 5)</b>	<b>Assessment Criteria (1.1 to 5.5)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand what equality is	1.1	Describe what is meant by 'equality'
	1.2	Define the following terms: <ul style="list-style-type: none"> <li>&gt; stereotyping</li> <li>&gt; prejudice</li> <li>&gt; labelling</li> <li>&gt; protected characteristics</li> <li>&gt; equal opportunity</li> <li>&gt; positive action</li> <li>&gt; discrimination</li> <li>&gt; discrimination by association</li> </ul>
	1.3	Describe examples of equal opportunity within society
	1.4	Describe examples of inequality within society
2. Understand what diversity is	2.1	Describe what is meant by 'diversity'
	2.2	Identify diversity that exists within society, looking at: <ul style="list-style-type: none"> <li>&gt; interests</li> <li>&gt; beliefs</li> <li>&gt; age</li> <li>&gt; lifestyles</li> <li>&gt; personal characteristics</li> <li>&gt; cultural identities</li> </ul>

	2.3	Describe the contribution these variations make to the overall diversity of society
	2.4	Describe how diversity enhances their own life
	2.5	Explain why it is important to respect the differences of individuals
	2.6	Describe how these differences should be respected
3. Understand the effects of stereotyping and labelling	3.1	Explain why some people stereotype others
	3.2	Describe the damaging effects stereotyping and labelling can have on individuals
	3.3	Describe ways stereotyping is encouraged in society
4. Understand the effects of prejudice and discrimination	4.1	Describe how people may develop prejudices
	4.2	Describe the types of discrimination and prejudices that can exist in society
	4.3	Describe the difference between indirect and direct discrimination
	4.4	Give examples of indirect and direct discrimination
	4.5	Describe the effects that different types of discrimination can have on individuals
	4.6	Describe the effects that different types of prejudice can have on individuals
5. Understand the ways in which people might choose to describe themselves	5.1	Describe factors and characteristics that make a person who they are, including: <ul style="list-style-type: none"> <li>&gt; physical characteristics</li> <li>&gt; likes and dislikes</li> <li>&gt; values and beliefs</li> <li>&gt; personal interests</li> <li>&gt; religious and cultural</li> <li>&gt; geographical</li> </ul>
	5.2	Describe what having 'multiple identities' means
	5.3	Describe their own multiple identities

	5.4	Describe the multiple identities of another person
	5.5	Illustrate how an individual can identify as belonging to a number of different groups

## Equality and Diversity in the Community

<b>Unit Reference</b>	Y/651/6568	
<b>Level</b>	2	
<b>Credit Value</b>	6	
<b>Guided Learning (GL)</b>	60	
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to understand equality and diversity in the community.	
<b>Learning Outcomes (1 to 4)</b>	<b>Assessment Criteria (1.1 to 4.2)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the extent of diversity within a community	1.1	Describe the extent of diversity that exists within a community
	1.2	Give examples of physical diversity within a community
2. Understand the value to communities in creating and maintaining a diverse environment	2.1	Describe the types of equality that can occur within a community
	2.2	Describe the benefits of equality and diversity within a community
3. Understand the potential inequality that can occur within a community	3.1	Describe the types of inequality that can occur within a community
	3.2	Describe the threats that may exist to equality and diversity within a community
4. Understand the support services and groups that exist within a community to ensure equality and diversity is maintained	4.1	Describe the range of support services and groups that exist within a community to support the promotion of equality and diversity
	4.2	Identify potential users of the support services and groups

## Equality and Diversity in the Workplace

<b>Unit Reference</b>	A/651/6569	
<b>Level</b>	2	
<b>Credit Value</b>	6	
<b>Guided Learning (GL)</b>	60	
<b>Unit Summary</b>	The purpose of the unit is to enable the learner to understand equality and diversity in the workplace.	
<b>Learning Outcomes (1 to 3)</b>	<b>Assessment Criteria (1.1 to 3.6)</b>	
<b>The learner will</b>	<b>The learner can</b>	
1. Understand the meaning of equality and diversity in the workplace	1.1	Describe what equality and diversity means to organisations in relation to: <ul style="list-style-type: none"> <li>&gt; recruitment</li> <li>&gt; pay</li> <li>&gt; conditions</li> <li>&gt; promotion opportunities</li> </ul>
	1.2	Describe the benefits to an organisation of having a diverse workplace
	1.3	Describe how organisations can promote and maintain equality and diversity in the workplace
	1.4	Describe the difficulties that can arise in trying to establish and maintain a diverse workplace
	1.5	Describe how equality and diversity can be promoted and maintained by employees
2. Understand how equality and diversity is monitored in the workplace	2.1	Describe policies, codes of conduct and guidance relating to equality within the workplace that encourage and protect equality and diversity
	2.2	Describe how equality and diversity is monitored in the workplace
	2.3	Describe an organisation's sanctions on employees for breach of their policies, codes of

		conduct or guidelines where equality and diversity is concerned
	2.4	Describe the consequences for an organisation of not trying to create or maintain a diverse and equal environment, looking at: <ul style="list-style-type: none"> <li>&gt; legal consequences</li> <li>&gt; economic/business consequences</li> <li>&gt; social/moral consequences</li> </ul>
	2.5	Outline any additional duties placed on public sector organisations under current equality legislation
3. Understand how the rights of individuals are protected in the workplace	3.1	Describe the rights individuals have under current legislation
	3.2	Describe the responsibilities for equality and diversity in the workplace of: <ul style="list-style-type: none"> <li>&gt; Employees</li> <li>&gt; Employers</li> </ul>
	3.3	Describe the difference between positive action and positive discrimination
	3.4	Explain the importance of making sure equality and diversity procedures are followed in the workplace
	3.5	Describe types of organisations that provide support and information about the rights of individuals in relation to equality and diversity
	3.6	Describe the services that these organisations can offer to individuals

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment 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 do not need to develop through a course of learning.
- **Exemption** - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.

Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- **Credit Transfer** – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from

<https://skillsandeducationgroupawards.co.uk/for-centres/>

## Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards' policies and procedures are available on the website.

## Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.



## Glossary of Terms

### GL (Guided Learning)

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – ‘Would I need to plan for a member of staff to be present to give guidance or supervision?’

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

### TQT (Total Qualification Time)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.’ The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.