



the **skills** network

# **NCFE Level 2 Certificate in Equality and Diversity**



**Part A**

SAMPLE



European Union  
European  
Social Fund

**Disclaimer:**

This resource uses real life case studies where specifically stated and referenced. All other references to individuals, groups and companies contained within these resources are fictitious.

## Certificate in Equality and Diversity

### Welcome to this Level 2 Certificate in Equality and Diversity.

We hope you find all of the information contained in this resource pack interesting and informative. This learning resource and the assessment questions have been approved by both NCFE and TQUK as a great way to meet the learning outcomes for this qualification. (A complete list of the learning outcomes can be found on the last page of this resource.) The course is made up of **two** parts (A and B). This is **Part A** which contains **one** unit:

#### Unit 1: Equality and diversity in society



As you start to read through each page you will be able to make notes and comments on things you have learnt or may want to revisit at a later stage. At the end of each section you will be asked to answer the relevant assessment questions.

Once you have answered the questions, go to the next section and continue studying until all of the assessment questions have been completed.

Please make sure that you set aside enough time to read each section carefully, making notes and completing all of the activities. This will allow you to gain a better understanding of the subject content, and will help you to answer all of the assessment questions accurately.

**Good luck with your study. Now let's begin!**

## Unit 1: Equality and diversity in society

**Welcome to unit one.**

This unit is split into **five** sections. These are:

**Section 1: What is equality?**

**Section 2: What is diversity?**

**Section 3: The effects of stereotyping and labelling**

**Section 4: The effects of prejudice and discrimination**

**Section 5: The ways in which people might choose to describe themselves**

### Section 1: What is equality?

This section will explore the following:

- What is meant by the term 'equality'
- Terms relating to equality and diversity
- Equal opportunities within society
- Inequality within society.



## What is meant by the term 'equality'

Equality means everyone having the same or similar chances or opportunities regardless of gender, race, age, faith or ability. The term 'equality' is used when discussing how things are either equal or not equal and whether or not this is fair. Equality is about ensuring the 'right balance' is given to any one situation.

In society, in the community and in the workplace, we must:

- Treat everyone as an individual regardless of their background, circumstance or lifestyle to ensure that they are able to access the same or similar chances or opportunities equally
- Tackle inequality
- Create groups, organisations and societies that are inclusive
- Celebrate differences within the workplace and the community
- Challenge people's inappropriate actions and ways of thinking
- Enable the exploration of personal beliefs and values.

Irrespective of any personal characteristics a person may have, care should always be taken to act in a way that ensures equality for all in everyday life.

**A**

### Activity 1: The meaning of 'equality'

Look at the following phrases and tick those that you think describe 'equality' as it relates to people in society.

- Everyone must look exactly the same
- Everyone must behave in the same way
- Everyone is valued equally as individuals
- Everyone has equal rights under the law
- Everyone must hold the same beliefs
- Everyone has equal access to social resources such as healthcare, education and housing
- No one is discriminated against because of an aspect of their identity
- No one is prevented from achieving their potential because of social barriers such as class

Check your answers at the end of this workbook.

Unfortunately, social equality has not yet been achieved in the UK. Nevertheless, the pursuit of a more equal society is the aim of UK governments and other organisations that support equality and diversity. This aim is backed up by laws to promote equality and outlaw discrimination.



### Key Fact

**Whilst complete social equality may be difficult to achieve, in the UK, legislation aims to ensure that equality is promoted and that discrimination leading to inequality is against the law.**

## Discrimination

The prejudicial treatment or consideration of a person, racial group, minority, etc. based on category rather than individual merit, excluding or restricting members of one category on the basis of race, sex, or age.

### Terms relating to equality and diversity

A good place to start when thinking about equality and diversity is to consider the meaning of the following words:

- Stereotyping
- Prejudice
- Labelling
- Protected characteristics
- Equal opportunity
- Positive action
- Discrimination
- Discrimination by association.

## Stereotyping

**Stereotype: an image or idea of a particular type of person or thing that has become fixed through being widely held.**

**Source: Concise Oxford English Dictionary 2011**

### Q. What does 'stereotyping' mean?

**A. Stereotyping means to make assumptions about a person based on a widely held, and sometimes negative, view in a way that ignores their individuality.**

A stereotype is a fixed notion or view about people based on their group identity and can lead to prejudice and discrimination. Examples might include:

'Young people are.....'

'People claiming benefits are.....'

'Asylum seekers are.....'

It is a generalisation that makes everyone in a group appear the same. A stereotype is based on one characteristic or belief about the group and is usually simplistic and untrue.

The term is often used with a negative connotation, as stereotypes can be used to deny individuals respect or legitimacy based on them belonging to a particular group.

Stereotypes often form the basis of prejudice and are usually employed to explain real or imaginary differences due to race, gender, religion, age, ethnicity, socio-economic class, disability and occupation.



Stereotypes can be found in the media, TV programmes and some institutions. For example, the 'traditional family unit' can often be seen on TV within comedy programmes; the doting father, the harassed mother, the terrifying mother-in-law, the bright daughter and the degenerate son. These are all stereotypes.



### STOP AND THINK!

**Make a list of the negative aspects of stereotyping that would lead to poor outcomes within society. There are a few examples to get you started.**

- *Bullying*
- *Humiliation*
- *Fear*
- *Rejection*
- *Anger*

Did you think of any of the following?

- Oppression – the misuse of power
- Disempowerment – when you do not feel in control of your life
- Discrimination – unfair or unequal treatment of an individual or group
- Exploitation – to make use of people for one's own sake
- Denial of rights – to stop people having the rights they are entitled to.



## Prejudice

**Prejudice: preconceived opinion that is not based on reason or actual experience.**

**Source: Concise Oxford English Dictionary 2011**

Prejudice is any preconceived opinion or feeling formed without knowledge, thought, or reason. These opinions can be favourable, unfavourable or even hostile.

Prejudices usually come from other people or sources we trust and can be based upon untruths or opinions formed by other people such as the media or people we admire.

Prejudice can cause people to feel that they have been treated unfairly.

Prejudices can be both positive and negative. Read the examples below:

<b>A positive prejudice</b>	A positive prejudice may be that a nurse in a hospital will be a caring and responsible person. If the nurse were accused of poor behaviour, we may not be inclined to believe it because we 'expect' a nurse to be caring and responsible.
<b>A negative prejudice</b>	A negative prejudice may be that some parents will not approve the marriage of their children to someone of a particular religious faith.

## Labelling

**Labelling: a classifying name applied to a person or thing, especially inaccurately.**

**Source: Concise Oxford English Dictionary 2011**

Labelling is describing someone or something in a short word or phrase. For example, describing someone who has broken the law as a criminal; in this way you are labelling that person as a criminal.

It could be argued that labelling exists so that society can group types of people together, but this can lead to errors in our understanding of others as we assume everyone in that group is the same.

Labels can be perpetuated by:

### **The media**

Easily accessible television programmes tend to be based on what we expect people to represent.



### **Your peer group**

Your peers may label certain individuals which may lead you to do so.

### **The family**

Inherited ideas and personal thoughts and feelings tend to get passed on through families. However, different generations do not necessarily agree and it is at this point these prejudices may change.

### **The community and the workplace**

Institutions and workplaces may have inherent prejudices surrounding members of the local and regional community or within the workforce.



### **STOP AND THINK!**

**Do you know anyone who has been labelled? How and why did it happen? What was the effect on the person?**

### **Protected characteristics**

**Q. What are 'protected characteristics'?**

**A. There are nine protected characteristics. These are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. Under the Equality Act 2010, every person is protected from discrimination on the grounds of these characteristics.**



The following examples are protected characteristics that can be seen in society:

<b>Age</b>	This could be the age of individuals or of the population. Communities may be made up of predominantly younger or older people, or a mixture of both. This may depend on factors such as the price and type of housing, and access to schools.
<b>Disability</b>	A physical or mental impairment which has substantial or long term adverse effects on a person's ability to carry out normal daily activities.
<b>Gender reassignment</b>	This is the process one would go through when transitioning from one gender to another.
<b>Marriage and civil partnership</b>	Marriage is defined as a 'union between two people'. Civil partners must be treated in the same way as married couples on a wide range of legal matters.
<b>Pregnancy and maternity</b>	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding. ( <a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a> )
<b>Race</b>	This refers to groups of people of the same ethnic background, nationality, colour or national origins.
<b>Religion or beliefs</b>	Religions or beliefs include all systems of faith or worship. For example, Sikhs, Anglicans, Catholics, Muslims, Jews, Methodists and Mormons. The existence of different faiths and beliefs in a community are usually evidenced by their places of worship – for example mosques for Muslims, the Friends Meeting House for Quakers or the chapel for Methodists. The range of diverse faiths in society will depend to some extent on the ethnic and historical background of the population.
<b>Sex</b>	Whether a person is male or female, or displays behavioural characteristics associated with masculinity or femininity.
<b>Sexual orientation</b>	Whether people are attracted to people of the same sex (homosexual), the opposite sex (heterosexual), or both (bisexual). People who are homosexual may describe themselves as gay (male or female) or lesbian (female).

Protected characteristics are very important when in employment because under the law, the protected characteristics mean that an employer cannot discriminate against a person who is able to successfully do a certain job in favour of someone else who is less able. For example, if a pregnant woman were to apply for a job and she was able to perform the job well, she could not be discriminated against because she is pregnant.



### **STOP AND THINK!**

**Familiarise yourself with the protected characteristics listed above, as this will be useful when we look at the meanings of discrimination later in this section.**

## **Equal opportunity**

Equal opportunities means that every person has access to the same opportunities in life regardless of their status in society or their individual characteristics such as race, gender, disability or religious beliefs.

The aim of equal opportunities is to try and make sure that people achieve their full potential. Try the next activity to consider this further.



### **Activity 2: Equal opportunities**

**Look at the following phrases and tick those that you think describe 'equal opportunities'.**

- No one is excluded from participating because of their gender or race**
- People gain employment because they are friends with the employer**
- Equal opportunity means that there is a 'level playing field' for all**
- People succeed at school because of their upbringing**
- Everyone has an equal chance to participate and compete**
- People achieve in education and work because of their ability**

Check your answers at the end of this workbook.

Equal opportunity means:

- Social achievement should be open to everyone and not depend on irrelevant aspects such as circumstances of birth or friendship ties to whoever is in charge
- Chances for advancement should be open to everybody
- Everyone should have an equal chance to compete within the established framework of rules
- People should succeed or fail based on their own efforts
- Treating people with fairness
- Creating a work environment where people of all backgrounds and experience feel appreciated and valued.



### Key Fact

**Equal opportunity does not mean that everyone will succeed, but that everyone can compete on an equal basis to the best of their ability, without facing any unfair barriers or other people having unfair advantages.**



## Positive action

### Q. What is positive action?

A. 'For all groups of people with characteristics protected under the Equality Act to benefit equally from the services provided by voluntary and community organisations, some groups may need more help or encouragement than others. This is because some groups are disadvantaged or under-represented, or have different needs from the population as a whole due to past or present discrimination or exclusion or particular experiences.'

Source: *Equality Act 2010: A quick start guide to positive action in service provision for voluntary and community organisations*, Government Equalities Office.



### Case Study: Taken from *Equality Act 2010: A quick start guide to positive action*

A youth club is concerned that very few of its members are of Somali origin, despite many Somali families living in the area. The club considers the following different steps it could take:

1. It could distribute leaflets to homes in the area advertising the club in both English and Somali, or the club leader could meet Somali parents to explain what the club does and how it is run. Such steps would always be lawful.
2. It could invite young Somali people to a free evening to try out the club's equipment, see the facilities and meet the staff, and follow this by writing to the young people who attended inviting them to join with a reduced fee for their first week. While these steps involve more favourable treatment of Somali young people, the disadvantage caused to other young people (of not getting a reduced fee for a week) would be short-term and unlikely to affect their use of the club's facilities. The disadvantage to young non-Somali people is likely to be outweighed by the benefit of more young Somali people joining and attending the club. These steps are positive actions permitted under the Act.
3. It could consider waiving annual fees for young Somali people in order to encourage them to join; however with no evidence that cost is the main barrier there is no certainty that waiving fees would increase Somali participation, and this action would involve less favourable treatment in the longer term of other young people who might want to join the club but have to pay fees. The club decides against this action, as it is aware that there are less discriminatory ways to achieve its aim, so this action may not be proportionate and would therefore be unlawful.



### Key Fact

**Positive action is a legal way to achieve greater diversity, allowing employers to target training and encouragement at under-represented groups.**

## Discrimination

**Discrimination: to make an unjust distinction in the treatment of different categories of people.**

**Source: Concise Oxford English Dictionary 2011**

Discrimination occurs when a person is treated less favourably than another in a comparable situation because of their racial or ethnic origin, religious belief, sexual orientation, gender, class or socio-economic grouping; their protected characteristics.

There have been many instances of discrimination which have led to inequality within society, the community and the workplace. For example, historically, women have been widely discriminated against within society, and the Suffragette movement is a prime example of how women fought for the right to be equal to men.

There are laws and regulations which are set out to protect the rights of all people and to ensure that they are not discriminated against.

When equality does not happen, it is an infringement of people's rights.

## Discrimination by association

**Discrimination by association occurs when a person is treated less favourably because they are linked or associated with a protected characteristic. The person does not have the protected characteristic but they are treated less favourably than others because of a protected characteristic of a friend, spouse, partner, parent or another person with whom they are associated.**

**Source: Equality Act 2010: What do I need to know? Quick start guide to discrimination by association and perception for voluntary and community organisations, Government Equalities Office.**



### **C** Case Study: Melvin

**Melvin calls to enquire about becoming a member of a fine dining society. The society are happy to accept Melvin's application until he mentions that every so often he would be bringing his wife, Malika, who has cerebral palsy. The society become concerned that they would not be able to facilitate space for Malika and thought that she would take more 'looking after'. Because of this, the society reject Melvin's application to become a member.**

Discrimination by association is a form of discrimination which occurs when one person is discriminated against, but another person is detrimentally treated as a consequence of this.

This can occur in many situations; when a person is married to another person who is of different ethnic origin; when a person is a carer for a disabled dependent relative; when a person is a friend of a person who has been in prison; when a person supports or is a friend of someone who is gay or lesbian etc.

## **Equal opportunities within society**

### **Widening choice**

Widening choice to ensure access and inclusion means that everyone can improve their life chances. These chances and choices extend through education, employment and health to religion, faith and many more.

Between the 1970s and the present date, many new laws and acts have been passed by the government to ensure that equal access to choice is promoted fairly. With the introduction of the Equality Act in 2010, much has been achieved to ensure equal opportunities for everyone.

The Human Rights Act 1998, along with other laws and acts, outlaw discrimination in any form so that people can have access to improving their life chances. There are certain categories which equal opportunities promote in order to enable people to improve themselves in many aspects of their lives:

- Education
- Housing
- Healthcare
- Employment.

<p><b>Education</b></p>	<p>Schools, colleges, universities and other education sectors all have equal opportunities policies to ensure that learners are able to achieve their potential. Each person's potential will be different, therefore the aim of these policies is not to ensure everyone achieves the same, but to ensure that barriers to gaining education are removed. Entry criteria to a course must be fair to all.</p>
<p><b>Housing</b></p>	<p>Having equal opportunities in relation to housing means that a person should not be treated less favourably than another person if applying for residential accommodation. This is particularly important if a person is homeless or requires support from a local council or authority.</p>
<p><b>Healthcare</b></p>	<p>Each person is entitled to an equal opportunity to benefit from the public healthcare system in the UK. Therefore, access to healthcare must not be based upon:</p> <ul style="list-style-type: none"> <li>• Life expectancy</li> <li>• Benefit of medical or healthcare in relation to life expectancy</li> <li>• Individual wealth or power.</li> </ul>
<p><b>Employment</b></p>	<p>Having equal access to jobs means that the entry criteria should be appropriate for the job that is advertised. Recruitment, selection and monitoring of equal opportunities are a fundamental aspect to any employer advertising a job.</p>



## Inequality within society

Unfortunately, there are several problems which exist within society in the UK in relation to inequality, and they can be found in the following areas:

### Equal pay

In 1970, the Equal Pay Act made it unlawful for employers to discriminate between men and women in terms of their pay and conditions where they were doing the same or similar work of equal value.

Historically, women have been encouraged to undertake lower paid job roles; domestic work, childcare etc., whereas men were employed in higher paid roles.



### Key Fact

**Globally, women are still being paid less than their male counterparts in some employment roles.**

## Mental health

People are judged according to their mental health status. For example, a person who has a mental health issue or disability may not be offered the opportunity of a particular job because of their mental health history. They may be judged as being a 'risk' and therefore treated unequally compared to someone who does not have a mental health issue.

## Disability

People with physical or learning disabilities may be treated unfairly or discriminated against because of their disability. For example, a person with a physical disability may not be considered as being able to do a job with the same ability as a non-disabled person.

## Race

Being treated differently in society because of a person's race or ethnicity unfortunately occurs frequently in the UK.

## Sexual orientation

People can be treated unequally due to their sexual orientation and this is often seen within the workplace. For example, in an area where the community is made up of predominantly heterosexual males, a homosexual man may be treated unfairly by his colleagues or managers.

## Religion or belief

People can be treated unequally due to their religious beliefs or lack of religion. This tends to occur in societies where there is little or no tolerance of a person's individual beliefs and a lack of respect (and sometimes even knowledge) of the religion or belief itself.



### Activity 3: Research

**There are many real life media cases which profile inequality in the UK. Research a few media cases of inequality and list the topics that you find.**

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

**1. Stereotypes are:**

- Often negative
- Always positive
- Always beneficial to society.

**2. According to equal opportunities, access to healthcare should be based upon:**

- Life expectancy
- Height
- Hair colour.

**3. Which Act made it unlawful for employers to discriminate against women in terms of their pay in relation to men's?**

- Equal Opportunities Act
- Equal Pay Act
- Pay Discrimination Act.

Check your answers by looking back over this section.

**CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 1.  
PLEASE NOW GO TO YOUR ASSESSMENTS AND  
ANSWER QUESTIONS Q1 TO Q4.**



## Section 2: What is diversity?

This section will explore the following:

- What is meant by the term 'diversity'
- The diversity that exists within society
- How diversity can enhance your own life
- Respecting the differences of individuals.

### What is meant by the term 'diversity'

**Q. What does 'diversity' mean?**

**A. Diversity in society means to embrace and celebrate the things that make people different from one another.**

Diversity in society can be explored by looking at characteristics or factors such as personality, religion, race, ethnicity, gender, sexual orientation, age, disability, interests, beliefs, lifestyles, personal and cultural identities, socio-economic status, education attainment and general work experience.

#### **C** Case Study: Emma and Katie

**In their second year of university, flatmates Emma and Katie moved into a new flat which was located near to their campus.**

**The local community in the area was predominantly Asian and at first this intimidated the two girls as they felt a little isolated.**

**Having lived in a mainly white community before university and in their first year, Emma and Katie wondered if they would make any new friends.**

Living and working in the UK today means that we interact with many different people and experience many diverse cultural activities. Cultural festivals offer opportunities for these groups of people to share and celebrate the UK's diversity at the same time as celebrating their own diversity, cultures and religions.

## The diversity that exists within society

**A**

### Activity 4: The society you live in

How many of the following indicators of a diverse population can you find in your local area? Look at the examples listed below and tick those that you find.

- Flyers and posters for different groups
- Clubs for different interest groups
- Shop frontages in different languages
- Hearing different languages spoken on the street
- Different places of worship
- Sheltered accommodation for the elderly
- Signs relating to age, gender or disability – for example, toilets for the disabled or school crossing signs
- Food shops for different cultures or beliefs – for example, vegan, halal butchers, vegetarian
- People's clothes that signify beliefs – for example turbans or hijabs

How many did you find? Did you notice the diversity of your local area, or did you notice that your community is not very diverse?

We can further explore the characteristics of society that make it diverse by considering the information in the following table. Once you have read and digested this, you may realise that your local area is more diverse than you think!



<p><b>Interests</b></p>	<p>Individuals with different interests can make a society more diverse by bringing together groups or communities, as well as individuals together, over social interests or community partnerships, such as school fundraising. Groups may meet formally or informally to pursue interests such as playing music, reading and discussing books, learning foreign languages and discussing politics or environmental concerns etc.</p>
<p><b>Beliefs</b></p>	<p>Physical signs of diversity can be evidenced by different places of worship such as mosques for Muslims, the Friends Meeting House for Quakers or the chapel for Methodists.</p>
<p><b>Age</b></p>	<p>You may see physical signs of age diversity in your community in the form of schools, nurseries, sheltered accommodation or care homes for the elderly.</p>
<p><b>Lifestyles</b></p>	<p>Lifestyles in communities will be determined by the work that people do and the amount of disposable income they have. This in turn affects how much leisure time they have and how much they have to spend on their leisure and the way they live. For example, communities where there are high levels of unemployment will show different lifestyles to those where the majority are in work. Lifestyles in rural communities may be different to those in inner cities because of access to different facilities such as transport.</p>
<p><b>Personal characteristics</b></p>	<p>You may be able to see a wide range of characteristics that make up the identity of people in the community. For example, different physical characteristics, ways of dressing and language and dialect.</p>
<p><b>Cultural identities</b></p>	<p>You may also see a range of cultural identities in the form of the types of work people do, their personal likes and dislikes, and ethnic background. All of these characteristics create a person's cultural identity.</p>



## How diversity can enhance your own life

Each person is different from the next in some way and so we all contribute to the diversity of the society in which we live in some way, by just being who we are. People can also make a contribution through their contact with others and by respecting others' diversity.



### **STOP AND THINK!**

**In which way or ways do you contribute to the diversity of your own community?**

You may have noted aspects of your own lifestyle, work activities, faith or beliefs, physical characteristics, age, cultural traditions and leisure pursuits. You may also have noted how you treat others with tolerance and respect, which means you are encouraging and promoting diversity.

Diversity can enhance your own life in the following ways:

- It can increase your knowledge and understanding of different cultures and customs
- It can help you to overcome any stereotypes or prejudices that you may have
- It will open up a wider choice of goods and services that you may otherwise not have had
- It will increase the variety of life experience within your community.



### Key Fact

**All communities are made of individuals with a range of similarities and differences.**



## Respecting the differences of individuals

Respect for others means that you recognise their right to have attitudes, beliefs and values which are different from your own. Respecting others and their beliefs, values and attitudes contributes to a positive and diverse society.

It is important that we respect the differences of others so that:

- Individuals and groups can develop their own identities
- People can become confident in their identity and celebrate it
- People are able to communicate more freely and effectively.

We can demonstrate respect in many different ways, for example:

- By having the right attitude
- By respecting an individual's right to have a belief and/or value in something that may be different to your own
- By not necessarily agreeing or disagreeing with someone, but by listening to them.



### Key Fact

**Through respect, conflict can be prevented.**

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. Cultural identities, personal interests, beliefs and lifestyle choices all contribute to society's:

- Stereotype
- Equality
- Diversity

2. How can diversity affect your own life?

- Increase your knowledge and understanding of different cultures and customs.
- It will help you to get cheaper holidays.

Check your answers by looking back over this section.

SAMPLE

**CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 2.  
PLEASE NOW GO TO YOUR ASSESSMENTS AND  
ANSWER QUESTIONS Q5 TO Q10.**



## Section 3: The effects of stereotyping and labelling

This section will explore the following:

- Why people stereotype others
- The damaging effects that stereotyping and labelling can have on individuals
- The ways stereotyping can be encouraged in society.

### Why people stereotype others

As we learnt earlier in this unit, stereotypes often form the basis of **prejudice** and are usually employed to explain real or imaginary differences due to race, gender, religion, age, ethnicity, socio-economic class, disability and occupation.

There are many reasons why people feel the need to stereotype others. Start thinking about this by reading the case study below.

**C**

#### Case Study: Derek

**Derek has just started year seven at a new school. At primary school, Derek was a very popular boy, but when he moved into secondary education, he became withdrawn and introverted.**

**One day his teacher spoke to his parents, asking if they knew what the problem was. Later that evening, Derek's mother asked him about what the teacher had said.**

**'Are you ok Derek? Is there a problem at school?'**

**'I don't want to talk about it.'**

**'Please darling, I might be able to help you.'**

**Derek explained that the other children in the class laugh at him and call him names because he wears glasses and scored highly on a test in the first week of term. He said they call him a 'geek' and a 'swot' and won't speak to him at break time.**



### **STOP AND THINK!**

**Why do you think the other children are acting in this way towards Derek?**



People can sometimes feel the need to stereotype others because it:

- Can help to process information about many different variables in many different people
- Helps people to deal with differences
- Helps people to form group identities
- Helps people to feel safe and part of a group
- Enables people to think they can justify their actions.

## The damaging effects that stereotyping and labelling can have on individuals

Whilst stereotyping can be a useful way of dealing with a lot of information, there are lots of ways in which stereotyping and labelling can have damaging effects on individuals.

### The damaging effects of stereotyping

Take some time to think about the possible damaging effects of stereotyping.



#### STOP AND THINK!

**Think about the consequences of stereotyping and write any examples you think of in the space below. There is an example given to get you started.**

- *Perpetuated poor behaviour from others.*

Did you think of any of the following:

- Depression amongst individuals
- Fear of what people think or believe
- 'Gangs' of people coming together to form groups which may lead to violence against others
- Continued stereotyping of others in retaliation
- Historical bad attitudes being passed on through generations.

## The damaging effects of labelling

When someone receives a label time after time, they can start to believe it and behave according to the label they have been given. For example, someone who is labelled as 'a criminal' could eventually start behaving badly as they believe it to be true and that people expect them to behave in that manner. Self-esteem and self-confidence could become low.

Labels can often be offensive, for example the labels 'black' and 'white' to describe people of different ethnic origins, or the labels 'old' and 'young' to describe those of different ages.

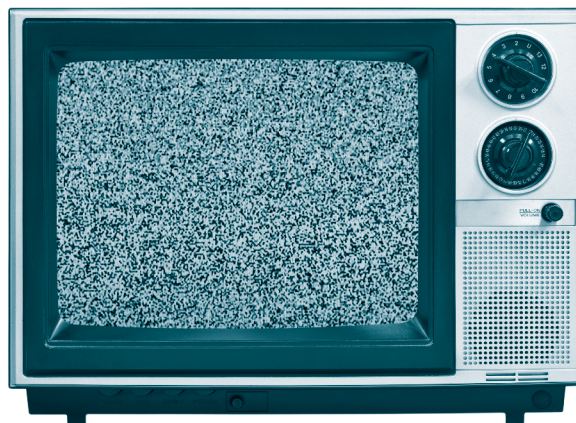
### The ways stereotyping can be encouraged in society

Stereotyping can sometimes be encouraged in society without us actually knowing it.

The television and media can encourage stereotypes by **offering an easily recognisable character for audiences to identify with**. These are often exaggerated depictions of real life. For example, if a young girl were to walk past a group of builders, stereotypically we would think they would whistle or make lewd comments. This is a stereotype of groups of builders which is often reinforced through television shows or advertisements. In contrast, if the same girl walked past a group of male senior citizens, we would not expect the same reaction.

Advertisements in the media, as well as other formats such as music videos, can perpetuate stereotypes by showing audiences **how men and women 'should' be**. For example, if a woman was depicted on advertisements for cleaning products, people may assume that it is women who should be doing the cleaning. Similarly, men shown as fire fighters or mechanics perpetuate the assumption that men only take on what is accepted as a more 'masculine role'.

Stereotyping can often be adopted by an individual based on the opinions of others; parents, family and friends. We sometimes adapt to the thoughts and opinions of others because we wish to fit in to the 'group'.



### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

#### 1. Why might a person stereotype?

- To help society divide different types of people fairly.
- To help process information about the different variables that exist between people.

#### 2. The possible effects of stereotyping are:

- Depression
- Fear of what people think or believe
- Historical attitudes being passed down the generations
- All of the above.

Check your answers by looking back over this section.

**CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 3.  
PLEASE NOW GO TO YOUR ASSESSMENTS AND  
ANSWER QUESTIONS Q11 TO Q13.**





## Section 4: The effects of prejudice and discrimination

This section will explore the following:

- How people may develop prejudices
- The types of discrimination and prejudices that can exist in society
- Direct and indirect discrimination
- The effects that different types of discrimination and prejudice can have on individuals.

### How people may develop prejudices

As we know, prejudice is any preconceived opinion or feeling formed without knowledge, thought or reason and usually come from other people or sources such as the media.

Read the following case study about Samantha who has become prejudiced against a particular group.

**C**

#### Case Study: Samantha

**Samantha has been invited to a dinner dance at a local rugby club. On receiving the invitation she comments to her husband that she does not want to attend the event as it will be full of 'boring old' people.**

**She has not previously met anyone from the club or had any involvement in rugby or social events.**

Samantha has formed an opinion of the event and the people attending before knowing anything about the people, the event or the situation. She may have heard information from a secondary source, but she forms an unfair opinion without knowledge, thought or reason.

People could develop prejudice in any of the following ways:

- Through life experiences with certain individuals or groups that lead to generalised feelings about that person or group
- Through historically adopted thoughts or preconceptions
- Through fear, not understanding someone or something, being intimidated or insecure.

It could be argued that more often than not, prejudice develops as a result of the person who has the prejudiced opinion and not from the group or person they are prejudiced against.

## The types of discrimination and prejudices that can exist in society

There are many forms of discrimination based on prejudice that exist in society. The table below highlights the main ones:

<b>Racism</b>	Racism is the discrimination against or antagonism towards other races, religious or ethnic groups, or nationalities. It is based upon the belief that one group is superior or higher up in society than another.
<b>Ageism</b>	Ageism is the discrimination which takes place on the basis of age and can often be seen in institutions or employment, where older people tend to be discriminated against due to their age.
<b>Sexism</b>	Sexism is discrimination based on the sex of a person where one sex believes it is superior to the other.
<b>Disablism</b>	Disablism is the discrimination of those who have a disability.
<b>Homophobia</b>	Homophobia is the discrimination against those who are not heterosexual, where being heterosexual is considered the norm.
<b>Multiple discrimination</b>	Multiple discrimination occurs where people suffer because they are subjected to more than one type of discrimination.

**C** **Case Study: Azah**

Azah is a 42 year old Asian male. He applies for a job in a childcare facility but does not get an interview. He calls the manager to receive feedback on his application, but is simply told that 'he was not quite what they were looking for'. Azah has all the qualifications and experience and should have met the shortlisting criteria to be invited for an interview.



**!** **STOP AND THINK!**

How does prejudice and discrimination occur in the scenario with Azah?

## Direct and indirect discrimination

### Direct discrimination

Direct discrimination is where an individual or group of people are treated less favourably than someone else in the same position. For example, where a woman is treated less favourably in terms of pay than a man even though she is carrying out the same or similar work. Another example might be where a younger person is chosen for a job over an older person due to an assumption that the older person will be wanting to retire in the near future.

### Indirect discrimination

Indirect discrimination is where a person or a group of people are affected by rules or conditions without good reason, or where the rules or conditions that have been put in place have not been fully thought through. This can be because an employer makes a change to working hours, working conditions, or their expectations, but they have not thought about everyone that this could impact unfavourably upon.

Indirect discrimination only applies where someone is affected because of one of the nine protected characteristics. For example, if an employer had a backlog of orders and decided that all employees must work one Saturday every month until all the orders are filled. This would mean that anyone for whom Saturday is the Sabbath will have a conflict of interest between the requirements of their faith and keeping their job, as they would not be able to meet their employer's expectations. Even if there is no employee who falls into this category, a person looking for work may be made to feel they could not apply for a post due to their inability to meet this rule. In this situation, the employer should offer overtime so that employees can decide whether or not they are able to work on a Saturday.

Another example might be if a gym decided that everyone who joins must have a fixed address in the area and must be on the electoral roll. This would automatically exclude anyone who is not on the electoral roll such as travellers who move from place to place. Whilst there is some sense in the rule the gym has made, they have not thought about how many people they will be excluding by imposing this requirement.

## The effects that different types of discrimination and prejudice can have on individuals

There are many ways in which discrimination and prejudice can cause damage to individuals, groups and communities. These could cause people to have:

- Low self-esteem and low self-confidence
- Low social expectations
- Reduced confidence in trying new things or experiencing opportunities
- Reduced career opportunities
- Reduced life chances
- Negative effects on health and well-being
- Difficulties in co-operating or working with others; at home, work and socially
- Stress and depression.

In particular, the effects of prejudice quite often mean that people can be excluded from taking part in activities which are usually open to everyone.

### C

#### Case Study: Team building day

**Pink Sky Limited are holding a staff team building day where team members can engage in a variety of fun activities.**

**Jeremy has been chosen by the Senior Leadership Team to be the captain for the Design Team. This means that he gets to pick who does what in each competition. He has two more people to pick for the egg and spoon race and the sack race. He asks Sareem for his opinion.**

**'Well, you can't pick Gill as she's too fat; she won't be able to run, and don't choose Pete; he's too old and won't be able to hold the spoon steady!'**

**Jeremy is shocked by the way Sareem is talking about his colleagues.**

Other effects of prejudice and discrimination include:

- Withdrawal from activities by those who are being subjected to prejudice, which can affect their life opportunities
- Believing negative stigmas or titles that prejudices can establish on individuals
- Lead people to not seeking help for fear of rejection
- Difficulty finding or making friends or developing long-term relationships.

Discrimination can happen across a wide range of society:

- At work
- In education
- In housing
- In healthcare
- In the community.



### Key Fact

**Prejudices are founded, the majority of the time, upon assumptions made about groups of people or individuals based on the opinions of others; parents, family, friends and the media. We sometimes adapt to the prejudices of others because we wish to fit into the 'group'.**

**Discrimination occurs when one party is treated differently and less favourably than another and is usually associated with prejudice.**

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. Multiple discrimination occurs when:

- A person is discriminated against due to their age
- A person is discriminated against due to their sexuality
- A person is subjected to more than one type of discrimination.

2. What are the two types of discrimination?

- Manual and automatic
- Direct and indirect
- Enabling and disabling.

3. Where can discrimination occur?

- At work
- In education
- In a healthcare environment
- All of the above.

Check your answers by looking back over this section.

**CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 4.  
PLEASE NOW GO TO YOUR ASSESSMENTS AND  
ANSWER QUESTIONS Q14 TO Q19.**



## Section 5: The ways in which people might choose to describe themselves

This section will explore the following:

- The factors and characteristics that make a person who they are
- Multiple identities.

### The factors and characteristics that make a person who they are

There are several different factors and characteristics that make a person who they are. These include:

- Physical characteristics
- Likes and dislikes
- Values and beliefs
- Personal interests
- Religion or culture
- Geographic location.

#### Physical characteristics

Physical characteristics can include hair colour, skin colour, height, weight, age, gender and other aspects that can be seen or assumed by looking at a person.

#### Likes and dislikes

These include what you enjoy socially, what your home life is like, your food preferences, whether you like or dislike certain people or behaviours etc.



## Values and beliefs

A belief is something which we say we believe in and mean it to be true. People have many different beliefs; some are based on faith, some are based on fact, but they all contribute to the diverse society we live in.

A value is something that you or others cherish and hold up as being something you respect.

Beliefs and values can be shared by individuals who may then form groups based on this. For example, children's welfare groups, animal welfare groups or different clubs and societies. People can have the same beliefs and values because they may have been influenced by the same events, had similar experiences or been subject to the same information.

## Personal interests

This includes any hobbies or activities that you partake in outside of work.

## Religion or culture

This could be the religion you classify yourself as or the faith that you hold.

## Geographic location

This includes where you live now or where you have come from.





### **STOP AND THINK!**

**Try making a profile of yourself using the following headers:**

- Your age
- Your class or socio-economic group (lower, middle, upper class – or do you consider yourself to be classless?)
- Your ethnic group
- Your gender
- The type of household you live in
- Your nationality
- Your likes
- Your dislikes
- Your emotions
- Your physical appearance
- And any other factors you could use to describe yourself.

## Multiple identities

Although most people would describe themselves with particular characteristics as discussed earlier in this unit, many people have multiple identities. This means to be more than just a woman or a man, black or white, heterosexual or gay or lesbian etc.

For example, an individual could belong to a number of different groups and as such have multiple identities. The groups we belong to and our identities are based more on who we are than how we look. Our identities are based on the different roles that we undertake in life, or on the groups we can identify with or relate to because of our faith, beliefs and interests.

One example might be a woman who is of the Catholic faith. She works in a school where she teaches children between the ages of five and seven, and therefore considers herself to belong to a group of teachers. She is also a mother of two sons aged eleven and thirteen and therefore also belongs to a group of mothers.

As a result, this woman would say that she has a number of different identities, in this case linked to the different roles and associations within her life. She may identify as being a Catholic because this is the faith and belief that she holds. Another of her identities is that of a mother, and also that of a teacher due to her occupation working in a school.



### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

**1. Which factor makes a person who they are?**

- Physical characteristics
- Likes and dislikes
- Values and beliefs
- Personal interests
- Religion and culture
- Geographical location
- A combination of all of the above.

**2. Multiple identities means:**

- Being a different person every day
- Being unsure of who you are
- Belonging to a number of different groups.

Check your answers by looking back over this section.

**CONGRATULATIONS, YOU HAVE NOW COMPLETED SECTION 5  
AND UNIT 1. PLEASE NOW GO TO YOUR ASSESSMENTS  
AND ANSWER QUESTIONS Q20 TO Q24.**



## Answers to activities

### Activity 1: The meaning of 'equality'

X Everyone must look exactly the same – No. People can appear as individuals as long as they respect others and obey the law.

X Everyone must behave in the same way – No. People can behave as individuals as long as they respect others and obey the law.

√ Everyone is valued equally as individuals – Yes. Equality does not mean that everyone has to be identical but that each person is equally valued.

√ Everyone has equal rights under the law – Yes. In a democratic society the laws must apply equally to everyone irrespective of their wealth, power or status.

X Everyone must have the same beliefs – No. In an equal society, different beliefs are tolerated and respected providing that they do not threaten other people's rights.

√ Everyone has equal access to social resources such as health care, education and housing – Yes. This is the aim of an equal society.

√ No one is discriminated against because of an aspect of their identity – Yes. Discrimination against people on the grounds of race, gender, age, belief or other characteristics is against the law.

√ No one is prevented from achieving their potential because of social barriers such as class or caste – Yes. In the UK, government policies relating to social resources such health care, education and employment aim to stop people being excluded by such barriers so that they can achieve their full potential irrespective of their wealth, background or status.

### Activity 2: Equal opportunities

1. True – No one is excluded from participating because of their gender or race.
2. False – Everyone should have an equal opportunity to gain employment.
3. True – Equal opportunity means that there is a 'level playing field' for all.
4. False – Everyone should have equal opportunities within an educational environment.
5. True – Everyone has an equal chance to participate and compete.
6. True – People achieve in education and work because of their ability.

## Learning Outcomes

### 1. Understand what equality is.

1.1 Describe what is meant by 'equality'

1.2 Define the following terms:

- stereotyping
- prejudice
- labelling
- protected characteristics
- equal opportunity
- positive action
- discrimination
- discrimination by association.

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:

- interests
- beliefs
- age
- lifestyles
- personal characteristics
- cultural identities.

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.

## Learning Outcomes

### **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:
  - physical characteristics
  - likes and dislikes
  - values and beliefs
  - personal interests
  - religious and cultural
  - geographical.
- 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.

**Page left intentionally blank for additional notes**

SAMPLE



**Page left intentionally blank for additional notes**

SAMPLE

**Page left intentionally blank for additional notes**

SAMPLE

Upon successful completion of this qualification, learners will be awarded one of the following\*:

NCFE Level 2 Certificate in Equality and Diversity (601/3145/7)

TQUK Level 2 Certificate in Equality and Diversity (RQF) (601/5319/2)

\*Valid at the time of print

**Disclaimer statement:**

CACHE is a trading name of NCFE (registered company 02896700) and CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE. CACHE has exercised reasonable care and skill in endorsing this resource, and makes no representation, express or implied, with regard to the continued accuracy of the information contained in this resource. CACHE does not accept any responsibility or liability for any errors or omissions from the resource or the consequences thereof.

**Endorsement statement:**

CACHE is the trading name of NCFE (registered company 02896700) and CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE. This learning resource is endorsed by CACHE against the associated NCFE CACHE qualification/unit(s); this means that CACHE has reviewed the resource and agreed it meets the endorsement criteria.

**All the material in this publication is copyright.**

**© The Skills Network Limited (Issue 4) 2018**

The Skills Network Ltd.  
T: 0845 1770047 / 01757 210 522  
[www.theskillsnetwork.com](http://www.theskillsnetwork.com)

  
the skills network

SAMPLE



the **skills** network