



Qualification Guidance

# BIIAB Level 2 Certificate in Equality and Diversity

Level 2 Certificate – 601/7266/6



## Qualification Guidance

### About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited 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.

### Sources of Additional Information

The BIIAB Qualifications Limited website [www.biiab.co.uk](http://www.biiab.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.

Version	Date	Details of Change
2.0	April 2016	ROC and Assessment – Assessment Methodology
2.1	July 2023	Reformatted Qualification Guide into new branding
2.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.
2.3	June 2025	Op End Date and Cert End Date added – 30/06/2025

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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

BIIAB Level 2 Certificate in Equality and Diversity – 601/7266/6								
<b>Qualification Purpose</b>	To prepare for further learning or training by developing knowledge in a subject area.							
<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>Qualification/Unit Fee</b>	See BIIAB Qualifications Limited web site for current fees and charges							
<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>	01/04/2016							
<b>Review Date</b>	30/09/2027							
<b>Operational End Date</b>	30/06/2025							
<b>Certification End Date</b>	30/06/2025							
<b>Guided Learning (GL)</b>	180 hours							
<b>Total Qualification Time (TQT)</b>	180 hours							
<b>Credit Value</b>	18							
<b>BIIAB Qualifications Limited Sector</b>	Education and Skills Workforce							
<b>Ofqual SSA Sector</b>	14.2 Preparation for work							
<b>Support from Trade Associations</b>								
<b>Administering Office</b>	See BIIAB Qualifications Limited web site							



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### About the BIIAB Level 2 Certificate in Equality and Diversity

BIIAB Qualifications Limited 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)
BIIAB Level 2 Certificate in Equality and Diversity	601/7266/6

### Objective and Purpose of this Qualification

This qualification 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.

The primary purpose of the qualification is to prepare for further learning or training by developing knowledge in a subject area.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

### About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring this qualification.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.



## Qualification Guidance

If this guidance is updated, centres will be notified by BIIAB Qualifications Limited.

## BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via [www.biiab.co.uk](http://www.biiab.co.uk)

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Support Contact Details: 0115 854 1620

Email: [CustomerSupport@biiab.co.uk](mailto:CustomerSupport@biiab.co.uk)

Our Customer Support team will be happy to assist with any administration related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing

## What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- the total credit value of the qualification
- the amount of credit that must be achieved within specific groups of units (e.g. Mandatory, Optional Unit, and Optional groups)
- the minimum credit which must be achieved at the level or above the level of the qualification
- the Total Qualification Time (TQT)
- the title, Unit Regulation Number and BIIAB Qualifications Limited Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- any barred units (units that cannot be taken together as part of the qualification)

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When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## BIIAB Level 2 Certificate in Equality and Diversity Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 2 Certificate in Equality and Diversity learners **must** gain a **total of 18** credits. This **must** consist of:

- **Minimum total** credit: **18**
- Mandatory Group A **minimum** credit: **18**
- A **minimum of 18** credits **must** be achieved through the completion of units at **Level 2** and above.
- Guided Learning hours (GLH): **180** hours
- Total Qualification Time (TQT): **180** hours

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills required to work in the sector at the level.

Listed below are the qualification units.

### Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
2EAD1	D/506/2234	Equality and diversity in society	2	6	60	Portfolio
2EAD2	H/506/2235	Equality and diversity in the community	2	6	60	Portfolio
2EAD3	K/506/2236	Equality and diversity in the workplace	2	6	60	Portfolio

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### Age Restriction

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

- Pre-16
- 16-18
- 19+

### Entry Requirements and Progression

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.

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.

### Assessment

#### Overview of assessment strategy

The qualification contains knowledge units.

Assessments provided by BIIAB Qualifications Limited will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB for details of the Centre Devised Assessment process and procedure.

#### Assessment Process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person

## Qualification Guidance

who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

## Assessment Principles

Assessment of knowledge based Learning Outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

Assessment decisions for knowledge based Learning Outcomes must be made by an occupationally knowledgeable assessor.

Assessment decisions for knowledge based Learning Outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

## Internal Quality Assurance

Internal quality assurance is key to ensuring that the assessment of evidence for units is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

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### Definitions

**Occupationally competent:** This means that each assessor must be capable of carrying out the full requirements within the competency units they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continuing learning and professional development.

**Occupationally knowledgeable:** This means that each assessor should possess relevant knowledge and understanding, and be able to assess this in units designed to test specific knowledge and understanding, or in units where knowledge and understanding are components of competency. This occupational knowledge should be maintained annually through clearly demonstrable continuing learning and professional development.

**Qualified to make assessment decisions:** This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding Organisations will determine what will qualify those making assessment decisions according to the unit of competence under assessment. In any case of significant uncertainty the SSCs will be consulted.

**Qualified to make quality assurance decisions:** Awarding Organisations will determine what will qualify those undertaking internal quality assurance to make decisions about that quality assurance.

#### **Expert witness:**

An expert witness must:

- have a working knowledge of the units on which their expertise is based
- be occupationally competent in their area of expertise.
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff.

### Assessment of the Knowledge Units

When assessing knowledge and understanding based units, it is important that the chosen assessment methodology is appropriate and is accurately recorded.

Assessment methodologies that are appropriate for the knowledge and understanding units include:

- Professional discussion
- Learner reflective accounts
- Question and Answer
- Assignments and Projects.

These **must** be planned, assessed and verified by centres, using approved and robust systems and procedures.

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Assessors and IQAs must ensure that they are able to demonstrate their own CPD and competence across the units being delivered and assessed, because of the nature of the theoretical content that has to be covered.

Particular attention must be paid to units which permit learners to use their places of study or research of organisations in order to achieve the unit, and those which can only be achieved if the learner is in current employment, or there is recognition of prior learning from extensive experience in that particular occupational sector.

## Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do not understand why they are not yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

## Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB Qualifications Limited suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

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### Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrixes
- A Summative Reflective account
- Access to the units

All of these resources are available on request.

### Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB Qualifications Limited includes the mandatory units within this guidance document.

### Learner Summative Reflection

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

### Design and Delivery

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that forms part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning hours (GL).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

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The qualification will be assigned Total Qualification Time (TQT), which, as well as GL, will include the estimated number of hours spent in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

BIIAB Qualifications Limited will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learners' needs.

## Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this guidance document will be in the format below:

### Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB Qualifications Limited also assign unique unit numbers which is consistent when the unit is used in multiple BIIAB qualifications.

### Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

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### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Total Qualification Time (TQT)**

Total Qualification Time (TQT) is defined by Ofqual as 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. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

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### Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

## Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

## Mandatory Units

The following units are mandatory for this qualification.

## Equality and diversity in society

<b>Unit Reference</b>	D/506/2234
<b>BIIAB Reference</b>	2EAD1
<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> The learner will:	<b>Assessment Criteria (1.1 to 5.5)</b> The learner can:
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>• stereotyping</li> <li>• prejudice</li> <li>• labelling</li> <li>• protected characteristics</li> <li>• equal opportunity</li> <li>• positive action</li> <li>• discrimination</li> <li>• 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>• interests</li> <li>• beliefs</li> <li>• age</li> <li>• lifestyles</li> <li>• personal characteristics</li> <li>• cultural identities</li> </ul>

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

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	<ul style="list-style-type: none"><li>• personal interests</li><li>• religious and cultural</li><li>• geographical</li></ul> <p>5.2 Describe what having 'multiple identities' means</p> <p>5.3 Describe their own multiple identities</p> <p>5.4 Describe the multiple identities of another person</p> <p>5.5 Illustrate how an individual can identify as belonging to a number of different groups</p>
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## Equality and diversity in the community

<b>Unit Reference</b>	H/506/2235
<b>BIIAB Reference</b>	2EAD2
<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> The learner will:	<b>Assessment Criteria (1.1 to 4.2)</b> The learner can:
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>	K/506/2236
<b>BIIAB Reference</b>	2EAD3
<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> The learner will:	<b>Assessment Criteria (1.1 to 3.6)</b> The learner can:
1. Understand the meaning of equality and diversity in the workplace	<p>1.1 Describe what equality and diversity means to organisations in relation to:</p> <ul style="list-style-type: none"> <li>• recruitment</li> <li>• pay</li> <li>• conditions</li> <li>• promotion opportunities</li> </ul> <p>1.2 Describe the benefits to an organisation of having a diverse workplace</p> <p>1.3 Describe how organisations can promote and maintain equality and diversity in the workplace</p> <p>1.4 Describe the difficulties that can arise in trying to establish and maintain a diverse workplace</p> <p>1.5 Describe how equality and diversity can be promoted and maintained by employees</p>
2. Understand how equality and diversity is monitored in the workplace	<p>2.1 Describe policies, codes of conduct and guidance relating to equality within the workplace that encourage and protect equality and diversity</p> <p>2.2 Describe how equality and diversity is monitored in the workplace</p>

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