

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Anti-Discriminatory Practice in a Youth Work Setting

Unit Reference Number: T/651/9276

Level: Three (3)

Credit Value: Three (3)

Minimum Guided Learning Hours: 20

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand anti-discriminatory practice in youth work	1.1 Define what is meant by anti-discriminatory practice
	1.2 Explain how anti-discriminatory practice relates to the principles of youth work with reference to different contexts, including cultural, social and political perspectives operating within young people's communities and wider society
	1.3 Outline current legislation relating to anti-discriminatory practice
	1.4 Explain what is meant by protected characteristics
	1.5 Describe the groups defined by current legislation as having protected characteristics
2. Understand how anti-discriminatory practice impacts on youth work delivery	2.1 Explain the consequences of not meeting the needs of a group or individual with protected characteristics in relation to: a) Own practice b) Youth service delivery
	2.2 Summarise how the needs of protected characteristics groups could be met: a) Through own practice b) Within the youth work environment

3. Understand prejudice and discrimination	3.1 Explain the meaning of the following terms: a) Prejudice b) Stereotyping c) Stigma d) Labelling e) Discrimination f) Equality g) Diversity h) Hate crime i) Hate speech 3.2 Critically compare the differences between prejudice and discrimination 3.3 Explain the following types of discrimination: a) Direct discrimination b) Indirect discrimination c) Discrimination by association d) Perception discrimination e) Harassment f) Third party harassment g) Victimisation
4. Understand how to evaluate personal practice in relation to anti-discriminatory practice	4.1 Evaluate own youth work practice in relation to anti-discriminatory practice 4.2 Develop a plan using anti-discriminatory practice to increase active participation and opportunities for youth voice and leadership
5. Be able to respond to discriminatory practice	5.1 Respond appropriately to oppressive or discriminatory attitudes, behaviours and situations

Assessment Requirements

The following assessment criteria are skills-based and, therefore, the primary method of assessment is direct observation or assessment of practical work-based tasks:

- 4.2
- 5.1

Other methods of assessment may be used to triangulate the evidence (e.g., professional discussion, question and answer, reflective accounts).

Indicative Content

LO1	1.1 Learners must refer to their own organisations definition and consider that of other organisations by undertaking research to identify any differences. The learner must reference this research in their evidence. Anti-discriminatory practice is a way of working that challenges the words and actions that others might use which treat individuals unfairly, or illegally because of their gender, race, disability, age, sexual orientation, language, social origin, religion or beliefs, marital status or other personal attributes. Youth Support Workers need to be aware of their own values, beliefs and attitudes and work in a manner that does not discriminate against young people. Anti-discriminatory practice – is what individuals do Equal Opportunities – is what the organisations do 1.2 Learners must reference the relevant principles of youth work that underpin anti-discriminatory practice and explain how their own youth work practice meets these. Principles for youth work: a) Active participation and empowerment of young people • starting where young people are at, needs based provision identified by young people and youth support workers • active involvement of young people in delivery and evaluation • reflection on positive activities • acquisition of new skills to increase empowerment • promoting the voice of young people in their own community b) Voluntary engagement by young people – establishment of trusting relationships between young people and youth workers built on mutual respect, where and when young people chose to take part c) Non-formal education and informal learning – youth work takes place in a wide range of settings, encouraged acquisition of new skills, young people encouraged to reflect on their learning d) Equality, diversity and inclusion – principles of anti-oppressive
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	practice, legislation underpinning equality, organisational policies e) Code of conduct – learners must be able to describe their organisations code of conduct/professional boundaries and how it impacts on their youth work f) APPG on Youth Affairs (NYA) 2019 1.3 Learners must outline the current legislation. Trainers/assessors must check current legislation as changes could/will occur. Consideration must be given to local codes of practice, organisational policies and procedures. Human Rights Act 1998, Disability Discrimination Act 1995 and 2005, Special Educational Needs and Disability Act 2001, Race Relations (Amendment Act) 2000 and 2012, The Equality Act 2010, United Nations Convention on the Rights of the Child, UN convention on the Rights of Persons with Disabilities. 1.4 Learners must demonstrate that they could fully explain what is meant by protected characteristics groups and the relevant legislation underpinning them. 1.5 Learners must be able to fully describe each of the protected characteristics. The following are protected characteristics under the Equality Act 2010 • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity • Race • Religion or belief • Sex • Sexual orientation Protection from discrimination in the following: • At work • In education • As a consumer • When using public services • When buying or renting property • As a member or guest of a private club or association
LO2	2.1 Explain the consequences of not meeting the needs of a group or individual with protected characteristics in relation to: a) Own practice b) Within Youth service deliver such as: • Breaking code of conduct / not working within legal and organisational policies could lead to disciplinary procedures • Risk of legal action • Could lose the trust and respect of young people and peers. • Negative image of the youth work setting and the profession within the local community and wider partnership network

	• Could lead to financial loss/funding issues 2.2 Summarise how the needs of protected characteristics groups could be met: a) Through own practice b) Within the youth work environment Learners must provide evidence from their youth work practice to explain and demonstrate how they have met the needs of groups and/or individuals with protected characteristics in the youth work setting. This could include: • Their own interventions and those of colleagues/young people • Promoting individual and/or group rights • Informal education opportunities in the youth work environment • Removing barriers • Challenging inappropriate language/bullying/stereotypes • Use of media/resources/posters • Issue based youth work
LO3	3.1 Learners must demonstrate that they have undertaken personal research and could explain the terms in their own words. The learner must reference this research. • Prejudice – a judgement, often unjustifiable base on pre-existing negative attitudes towards a person or group • Stereotyping – unsupported generalisations about members of a certain group. Typically, negative and based on ill formed information. • Stigma – a strong feeling of disapproval that people have about something or about individuals/groups. i.e. being an unmarried mother no longer carries the social stigma it used to • Labelling – the action of attaching a descriptive word or phrase to someone or something • Discrimination – the unequal treatment of members of a group based for example on their race, gender, social class, sexual orientation, physical ability, and/or religion • Equality – a person/groups ability to access provision to equal opportunities • Diversity – includes all the ways people differ – all the different characteristics that make one individual/group different from another. It recognises that everyone and every group must be valued. It's about different ideas, perspectives and values. • Hate crime - A crime, typically one of violence, that is motivated by prejudice on the basis of race, religion, sexual orientation or other grounds • Hate speech - Abusive or threatening speech or writing that expresses prejudice against a particular group 3.2 Prejudice is an unjustified or incorrect attitude (normally negative) towards an individual based solely on the individuals' membership of a social group. Discrimination is the behaviour or actions, usually negative, towards an individual or group of people, especially on the basis of sex/race/social class. "A prejudiced person may not act on their attitude. Therefore, someone could be prejudiced towards a certain group but must not discriminate against them".

	Saul McLeod 2008, Prejudice vs. Discrimination In Psychology (simplypsychology.org) 3.3 Learners could undertake personal research and explain each type of discrimination giving examples, which could be from their youth work practice or everyday experiences. The learner must reference the research.
LO4	4.1 Learners must evaluate their own strengths and areas for development in relation to anti-discriminatory youth work practice. This could be done during management supervision sessions/annual appraisal/staff meetings. Learners could undertake a personal SWOT analysis to help them evaluate their practice. 4.2 Learners must then create a SMART plan that must identify areas for personal/professional development regarding anti-discriminatory practice. The plan must include where the support needed will come from and target dates.
LO5	5.1 Learners could draw on their real-life practice or from case studies to evidence this assessment criteria where it does not naturally occur in the workplace.