

<b>Title:</b>	Inclusion and Diversity in Youth Work
<b>Level:</b>	1
<b>Credit value:</b>	2
<b>GLH:</b>	18
<b>Unique Reference Number:</b>	F/652/0230
<b>Sector Subject Area:</b>	14.1 Foundations for Learning and Life
<b>Aim:</b>	The aim of this unit is to provide learners with the skills and knowledge to be able to understand inclusion, diversity, and equality in youth work settings.
<b>Assessment Type:</b>	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
<b>Assessment Guidance:</b>	Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity. Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

## Learning outcomes

*The learner will:*

1. Be able to understand diversity amongst young people.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to differences and diversity in youth work settings.

The learner must:

- 1.1 Identify ways young people may **differ**.
- 1.2 Describe why **recognising diversity** is important.

2. Be able to understand inclusive practice in youth work.

### **Delivery content:**

The aim of this learning outcome is to provide learners with the knowledge and skills to understand how youth work can include all young people.

The learner must:

<p>2.1 Identify ways to make activities <b>inclusive</b>.</p> <p>2.2 Outline why inclusion <b>benefits</b> young people.</p>
<p>3. Be able to understand equality in youth work.</p>
<p><b>Delivery content:</b></p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to recognise the importance of equality.</p> <p>The learner must:</p> <p>3.1 Identify examples of fair treatment in youth work.</p> <p>3.2 Describe why equality is important in youth work.</p>

<p><b>Scope of Training</b></p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>
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<p><b>Requirements</b></p>	
<p><b>Differ</b></p>	<p><b>Definition:</b></p> <p>Young people may differ in many ways including their backgrounds, experiences, abilities, and personal characteristics.</p> <p><b>Teaching must include:</b></p> <p>Learners must identify at least four ways young people may differ, such as:</p> <ul style="list-style-type: none"> <li>• Age or stage of development</li> <li>• Culture, religion, or beliefs</li> <li>• Race and ethnicity</li> <li>• Language or communication styles</li> <li>• Abilities or additional needs</li> <li>• Interests, hobbies, or experiences</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Discussion about diversity within youth groups</li> </ul>

	<ul style="list-style-type: none"> <li>• Examples showing how different backgrounds influence experiences</li> </ul>
<b>Recognising Diversity</b>	<p><b>Definition:</b> Recognising diversity means understanding and respecting differences between individuals.</p> <p><b>Teaching must include:</b> Learners must describe at least two reasons why recognising diversity is important, such as:</p> <ul style="list-style-type: none"> <li>• Helps ensure all young people feel respected and valued</li> <li>• Supports fair treatment and reduces discrimination</li> <li>• Helps adults provide appropriate support</li> <li>• Supports participation</li> <li>• Role modelling positive behaviour</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Simple scenarios where diversity affects participation</li> <li>• Discussion about respecting differences</li> </ul>
<b>Inclusive</b>	<p><b>Definition:</b> Inclusive activities ensure all young people have the opportunity to take part and feel welcomed.</p> <p><b>Teaching must include:</b> Learners must identify at least three ways activities can be inclusive, such as:</p> <ul style="list-style-type: none"> <li>• Adapting activities to suit different abilities</li> <li>• Encouraging everyone to take part</li> <li>• Providing clear instructions or support</li> <li>• Ensuring activities are respectful of different cultures or beliefs</li> </ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"> <li>• Group exercise adapting an activity for different needs</li> <li>• Examples of inclusive youth programmes</li> </ul>
<b>Benefits</b>	<p><b>Definition:</b> Inclusion means everyone has the chance to participate and feel part of the group.</p> <p><b>Teaching must include:</b></p>

	<p>Learners must outline at least two benefits, such as:</p> <ul style="list-style-type: none"><li>• Young people feel accepted and included</li><li>• Improves confidence and participation</li><li>• Encourages understanding and respect between peers</li></ul> <p><b>Teaching could include:</b></p> <ul style="list-style-type: none"><li>• Discussion about how inclusive environments improve group experiences</li><li>• Examples of inclusive youth activities</li></ul>
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