

Title:	Opening Up Gendered Worlds
Level:	5
Credit value:	5
GLH:	30
Unique Reference Number:	J/650/4682
Sector Subject Area:	13.1 Teaching and Lecturing
Aim:	The aim of this unit is to provide learners with the skills and knowledge to be able to respond to the complexities of gendered worlds.
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	<p>Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.</p> <p>Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.</p>

Learning outcomes

The learner will:

1. Be able to understand the strengths and weaknesses of a range of approaches that influence sensitive practice regarding issues of gender.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to recognise the difference and connections between the meanings of gender-related terms. They will explore the importance of safe and explicit boundaries in new areas of practice, such as trans-or non-binary specific practice. Youth Workers will develop prompts, resources, and methods of listening to identify potential themes for a Critical Participatory Enquiry Project, creating a resource base for developing Youth Work conversations.

The learner must:

- 1.1 Recognise the **difference and connections** between the meaning of gender-specific, gender-sensitive, feminist, and trans and non-binary inclusive approaches.

1.2 Recognise a range of ways of noticing and **responding to gendering** in their own contexts:

- Community Auditing
- Creative Auditing
- The RAOMIE (Rights-based) planning method
- Mapping and Moving Methods.

1.3 Develop **methods** for recognising, addressing, and valuing the impact of their own lived experience of gender within Youth Work settings.

2. Be able to develop and implement a small, critical, and participatory enquiry project to open up gender related issues of significance to the young people they work with.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to unpack their own understanding and experience of gender and to consider which elements they will offer as strengths and which they will seek to let go of in their work with young people. They will create a workbook of prompts about gender with which they can begin their process of work, based on an assessment of key needs, desires and interests among the young people they are working with. They will be introduced to Critical Participatory Research and Creative Auditing to support them to design and implement their own small enquiry with a small group of young people.

The learner must:

- 2.1 Develop a **range of prompts, resources, and methods of listening** in order to identify potential themes for a Critical Participatory Enquiry drawing particularly on experiences of dissidence and non-conformity to prevailing gender practices. Thus, creating a resource base for developing Youth Work conversations.
- 2.2 Practice the skills of **critical dialogue** by exploring the advantages and problems of single gender work, 'genderqueer work' and all gender work with and alongside young people.
- 2.3 Design and implement with young people a **small-scale Participatory Enquiry** and show recognition of the merits of a collaborative approach.

3. Be able to identify a range of methods and use at least two to a) reflect on the process of the research and b) share the findings with others, to amplify the issues raised.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to be aware of methods such as journaling; arts based and creative methods and purposive and creative conversations with mentors. Ideas of witnessing and advocating, as part of the process of enquiry will be introduced; the issue of amplifying young people’s voices and ethical issues involved in collaborative enquiry and advocacy.

The learner must:

- 3.1 Be aware of a range of methods such as journaling; arts-based methods; critical mentorship; courageous conversations that can be used for practice evaluation and use at least one method during the practice period.
- 3.2 Identify key witnesses for the process of enquiry and co-design an event/event(s) or method to analyse and share the findings with them.
- 3.3 Use a digital platform to share or promote the findings in ways agreed with young people.

Scope of Training

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.

Requirements

Difference and Connections

Learners must be introduced to and recognise the difference and connections in the meanings of terms such as: gender-specific, gender-sensitive, and trans and non-binary inclusive approaches to practice in informal settings with young people. The difference between single sex work which is segregated and based on limiting and controlling gendered assumptions and work that seeks to explore the limitations of gender will be explained. The possibility of making professional Youth Work decisions based on the specific context of the work will be emphasized and a range of scenarios developed to explore the ethics of any decisions about

	<p>boundaries. The importance of safe and explicit boundaries in new areas of practice, such as trans-or non-binary specific practice, will be explored.</p>
Responding to Gendering	<p>Learners should be enabled to recognise and evaluate a range of ways of noticing and responding to gendering in their own contexts: Community Auditing; Creative Auditing; The RAOMIE (Rights-based) planning method; Spatial Mapping and Moving Methods. They will develop methods for recognizing, addressing, and valuing the impact of their own lived experience of gender within youth, with a range of reflective tools.</p>
Methods	<p>Learners will have developed a range of prompts, resources, and methods of listening to identify potential themes for a Critical Participatory Enquiry Project drawing on experiences of dissidence and non-conformity or undervaluing of prevailing gender practices. Thus, creating a resource base for developing Youth Work conversations.</p>
Range of Prompts, Resources and Methods of Listening	<p>Learners must include a digital resource, playlist, or screenshots. This must include five contemporary prompts for work with young people on the theme of gender. This must be 1,000 words, including hyperlinks.</p>
Critical Dialogue	<p>Learners must present the prompts they have created and explain the nature of the context within which they would use them, showing clarity and sensitivity to the gendered and other power dynamics involved.</p> <p>Learners are expected to show how these prompts can be used to establish a conversation and a critical dialogue about gender issues, in a specific social context.</p> <p>Learners must show awareness of both a diversity of experiences of gender and the power of hegemonic gendered scripts in choosing their prompts.</p>
Small-Scale Participatory Enquiry	<p>Learners must include ten extracts from a reflective journal/log on the process of creative and critical participatory enquiry undertaken during learning outcome 2. This should not exceed 2,000 words.</p>

	<p>One recording should reflect on the choice of group to work with and the gendered, racialised and classed dynamics, including reflection on the role of the worker</p> <p>At least two of the recordings should show evidence of an exchange with young people concerning the issues the enquiry focuses on.</p> <p>At least one should show reflection on the ethical dilemmas raised in the process of the enquiry.</p> <p>At least one should reflect on the choice made concerning how to undertake reflective practice during the enquiry in the light of the social context for the work.</p> <p>The extracts should present the beginning, middle and end of the process and the final extract should indicate plans for presentation of enquiry findings to an appropriate audience.</p>