

Title:	Youth Work and LGBTQ+
Level:	4
Credit value:	5
GLH:	30
Unique Reference Number:	D/650/4670
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 examine the role that Youth Work plays in relation to young people who are lesbian, gay, bisexual, transgender, questioning (LGBTQ+).
Assessment Type:	Assessment of this unit will be through an internally set and internally assessed portfolio of evidence.
Assessment Guidance:	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 the context and influence of LGBTQ+ history on current LGBTQ+ Youth Work practice.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to outline LGBTQ+ legislation and formation of LGBTQ+ political movements.

The learner must:

- 1.1 Examine the **history and development of the LGBTQ+ movement** and impact from an international perspective.
- 1.2 Analyse the impact of a **UK Equality champion** in introducing equality legislation to support LGBTQ+ young people today.
- 1.3 Examine the impact of **UK legislation/government** policy on current Youth Work practice.

2. Be able to understand the relationship between equality, Youth Work, and anti-discriminatory practice within an LGBTQ+ social identity framework.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to develop a comprehensive understanding of the unique cultural, social, and structural experiences of LGBTQ+ young people within an intersectional framework, and to critically assess and enhance the effectiveness of anti-discrimination policies and procedures in promoting LGBTQ+ equality in Youth Work practice.

The learner must:

- 2.1 Compare the cultural differences between LGBTQ+ and non-LGBTQ+ communities, within the **framework of intersectionality**.
- 2.2 Examine **identity theories** when applied to a given case study of a LGBTQ+ young person.
- 2.3 Explore how current **social and structural inequalities** impact on LGBTQ+ young people's experiences and identity.
- 2.4 Evaluate current **anti-discrimination policies and procedures** within own organisation, focusing on approaches that promote LGBTQ+ equality in Youth Work practice.

3. Be able to understand the role that Youth Work plays in supporting and providing relevant and competent services for young people who are lesbian, gay, bisexual, transgender, questioning (LGBTQ+).

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to explain the value and agency of cultural competency and how the use of this in practice is underpinned by four cornerstones of Youth Work and Youth Work principles.

The learner must:

- 3.1 Explore the value of **cultural competency** in Youth Work practice when providing services for young people who are LGBTQ.
- 3.2 Examine the **support needs of LGBTQ+** young people and the role of Youth Work in responding to and addressing those needs, underpinned by a participatory approach.
- 3.3 Evaluate **partnership working with other professionals** and agencies to support LGBTQ+ young people, to include:

<ul style="list-style-type: none"> • The roles and responsibilities of other professionals/agencies • Barriers and contributory factors in partnership working.
<p>4. Be able to assess own practice within a reflective process to strengthen self-awareness and ability to analyse.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge and skills to apply Schon’s (1983) work on Reflection ‘in’ and Reflection ‘on’ within supervision practice to develop and improve LGBTQ+ knowledge, skills, and cultural competency. They will explore their own prejudices and assumptions through real working experiences applying their own reflective practice to one of the following - Johari window; reflective supervision; reflective journal or Kolb’s learning cycle.</p> <p>The learner must:</p> <ul style="list-style-type: none"> 4.1 Critically reflect in and on own practice to develop and improve LGBTQ+ knowledge, skills, and cultural competency. 4.2 Apply the results of own reflection and development in 4.1 to own practice.

<p>Scope of Training</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>	
<p>Requirements</p>	
<p>History and Development of the LGBTQ+ Movement</p>	<p>Learners could use the 1954 Wolfenden committee as a baseline through to current day in the UK. Learners must examine the key facts and prominent issues relating to these points in history from 1950’s onwards. They must also interlink the impact of international origins with specific reference to the Stonewall riots 1969. Learners must examine the history and development of the LGBTQ+ movement, including the impact from an international perspective.</p>

<p>UK Equality Champion</p>	<p>Learners must outline the role of a LGBTQ+ Equality champion and their approach to tackling social injustice. When analysing the champion’s strategy for social and political change, they must critically discuss the attitudes and environmental factors that played a part in the need for a change or introduction of legislation. Learners must outline how the champion’s contribution to equality legislation has a direct influence on LGBTQ+ young people today. UK Equality champions could include, but is not limited to:</p> <ul style="list-style-type: none"> • Phyll Opoku-Gyimah • Patrick Trevor-Roper • Sir Ian McKellen. <p>Linking to AC1.1, learners must choose three pieces of UK legislation/policy, one of which must be include Section 28 of the Local Government Act 1988 and consider how this legislation impacts on current Youth Work practice.</p>
<p>UK Legislation/Government</p>	<p>Linking to AC1.1, Learners must choose three pieces of UK legislation/policy, one of which must be include Section 28 of the Local Government Act 1988. Learners must reflect on their relevance to LGBTQ+ individuals, with a specific focus on young people. Learners will also consider how legislation impacts on current youthwork practice, for example, analyse the relationship between formal and informal education using the historical legacy of Section 28 and correlations with Relationships Education, Health Education, and Relationships and Sex Education guidance 2021.</p>
<p>Framework of Intersectionality</p>	<p>Learners must choose three themes from the below:</p> <ul style="list-style-type: none"> • Language • Relationships • Music, film, and television • Employment • Club Culture • Social media

	<p>Learners must then apply Crenshaw's (1989), 'Intersectionality Theory' and describe how individual characteristics intersect and overlap with one another. Include the intersectional discrimination faced. Consider the ways that identities are related to multiple socially constructed categories and create unique sets of experiences and explore those within the context of the themes. For example, Media and Television and the portrayal of LGBTQ characters through a deficit and 'tragic lens.' They must include the intersectional discrimination faced.</p>
<p>Identity Theories</p>	<p>Learners must apply social identity theory to explore the challenges and issues faced by the young person and apply learning from AC2.1 to apply an intersectionality lens. Identity theories could include, but are not limited to:</p> <ul style="list-style-type: none"> • Stryker Identity Saliency Theory (1987) • Turner Self Categorisation Theory (1985) • Hogg Identity Saliency (1992) • Tajfel's Social Identity Theory (1979) • Erikson Theory of Identity Development (1968).
<p>Social and Structural Inequalities</p>	<p>Learners must apply Thompson's 'Personal, Cultural and Structural Model' (PCS (Personal, Cultural and Structural)) (2005) to outline how case study experiences are interlinked within the PCS three levels, using knowledge from AC1.3, 2.1 and 2.2. In Thompson's PCS Model oppression and discrimination operate at three distinct levels:</p> <ol style="list-style-type: none"> 1. The personal or psychological level 2. The cultural level 3. The structural level. <p>Each level interacting and influencing the other to maintain power relationships. The power relationships do not exist independently. They are interconnected.</p>

<p>Anti-Discrimination Policies and Procedures</p>	<p>Learners must assess their organisation’s current LGBTQ+ policies and procedures. They should review the potential needs, barriers, challenges, strengths, and readiness to promote Anti Discriminatory Practice.</p> <p>Learners must also outline why organisations need to assess the effectiveness and currency of their policies and procedures. Using a framework of self-assessment, organisations should identify areas for improvements as well as celebrating good practice. They should quality assure the organisation’s compliance with equality and diversity legislation and policies in their engagement with LGBTQ+ young people. Learners must outline how to analyse the effectiveness of organisational policies and where they might be improved.</p> <p>Learners must assess their organisation’s current LGBTQ+ policies and procedures. They should review the needs, barriers, challenges, strengths, and readiness to promote anti-discriminatory practice (ADP).</p> <p>Using a participation model alongside young people, linking it to Youthwork values. These include:</p> <ul style="list-style-type: none"> • Young people choosing to take part. • Utilising young people’s view of the world. • Treating young people with respect. • Seeking to develop young people’s skills and attitudes rather than remedy ‘problem behaviours. • Helping young people to develop stronger relationships and collective identities. • Respecting and valuing differences. • Promoting the voice of young people. <p>Learners should be linking to Code of Ethics published by the Institute for Youth work at iyw.org.uk.</p> <p>Resources to include NYA (National Youth Agency) Quality mark NYA-QM-Framework</p>
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Cultural Competency	<p>Cultural competency in Youth Work practice is essential when providing services to LGBTQ+ young people. It involves understanding, respecting, and appropriately responding to the unique cultural, social, and personal experiences of LGBTQ+ youth. This competency is crucial for creating inclusive, supportive, and effective youth work environments. Cultural competency is invaluable in Youth Work practice for LGBTQ+ young people. It ensures that youth workers can effectively support and empower LGBTQ+ youth by understanding and respecting their unique experiences and identities. By promoting inclusion, equity, and tailored support, culturally competent youth workers create safe and affirming environments that enhance the well-being and development of LGBTQ+ young people. This competency is essential for fostering trust, resilience, and positive outcomes in youth work practice.</p> <p>National Occupational Standards for Youth Work 2019 described the purpose of youthwork as: ‘Engaging with young people to facilitate their personal, social, and educational development and enable them to gain a voice, influence, and a place in society. Youth Workers help young people to engage with their local communities, taking account of cultural diversity. They support the young person to realise their potential and to address life’s challenges critically and creatively.’</p> <p>Learners must explain the value and agency of cultural competency and how the use of this in practice is underpinned by four cornerstones of youthwork and youthwork principles. Learners must explain that youth workers are required to understand LGBTQ+ young people’s interlinking identities and personalities, that are woven into other aspects of their lives and characters i.e. disability, faith, age etc. Alongside this, Learners must explain that youth workers need to acknowledge and apply this knowledge in</p>
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	<p>practice, that all young people’s experiences of privilege and discrimination are unique to them.</p>
<p>Support Needs of LGBTQ+</p>	<p>Learners must compare approaches to support needs for LGBTQ+ young people to non-LGBTQ+ young people. They will examine how Youth Workers ensure that in meeting the needs of one group that their actions/approach do not alienate another group.</p> <p>LGBTQ+ young people often face unique challenges, and support needs due to their sexual orientation, gender identity, and expression. Understanding these needs is essential for youth workers to provide effective support. Addressing the support needs of LGBTQ+ young people require a comprehensive, culturally competent, and participatory approach. Youth workers play a crucial role in creating safe, inclusive environments that affirm LGBTQ+ identities and provide the necessary support for their well-being. By engaging LGBTQ+ young people as active participants, youth workers can develop and implement effective programs and policies that truly meet their needs and promote their rights and empowerment.</p> <p>Learners must apply this within the context of youthwork principles and practice, referring to the following:</p> <ul style="list-style-type: none"> • National Occupational Standards • UNCRC (Article 12) • NYA Hear by Right Framework • Making Space Inclusive (The Proud Trust)
<p>Partnership Working with Other Professionals</p>	<p>Learners must evaluate the benefit of multi-agency partnership and partnership working methods alongside the potential barriers to working and conflicts that may arise.</p> <p>Learners must acknowledge the need to understand the nature of any partnership organisation, its legitimacy, agreed shared language, communication methods, policies/guidelines and to have common agreed values.</p>

	<p>Learners must explain how the youth worker will work alongside partner agencies whilst ensuring the rights of the young person are supported. Refer to the Institute for Youth Work’s Code of Ethics.</p> <p>They must also explain how youth workers can develop their practice by working alongside multi- agency practitioners both within statutory and non-statutory environments, for instance Multi-Agency Risk Assessment Conference meetings or supporting a young person in care or in supported accommodation, to access a LGBTQ+ group. They must examine how partnership working can also lead to learning and collaboration, opportunities, identification, and responses to gaps in provision, shared resources, and avoidance of work duplication. Learners must explain the need to ensure the voices of all young people are heard in shaping practice and outline ways students can support this in their own practice contexts.</p> <p>Learners must explore the need to reflect on elements of professionalism to know their specialism and their limitations within their role and that of their organisation. Learners could refer to Dreyfus (1982):</p> <p>Five skill levels:</p> <ul style="list-style-type: none"> • Novice • Advanced beginner • Competent • Proficient • Expert.
<p>Reflect In and On Own Practice</p>	<p>Supervision and critical reflective practice are fundamental professional approaches that require self-awareness and accountability for interventions in the lives of others (Batsleer, 2008)</p> <p>Learners must apply Schon’s (1983) work on Reflection ‘in’ and Reflection ‘on’ within supervision practice. They must make critical connections to the current state of the youthwork</p>

	<p>landscape and access to professional relevant and appropriate supervision.</p> <p>The profession is confused about its purpose and as a result individual workers ‘experience’ supervision ‘differently.’ Beddoe (2010) and Belton (2011) cited in Crossley (2013)</p> <p>Learners must explore alternative management tools that move away from traditional supervision by line managers and explore alternative non-line management models.</p> <p>Learners must also outline how being ‘culturally competent’ means having the knowledge and skills to be aware of one’s own cultural values and the implications of these for making respectful, reflective, and reasoned choices. They must explore reflective models of practice as tools to use within work-based practice and examine their benefits or limitations within the youth worker role. Learners must examine awareness of their own socialisation and how to respond to difference in a way that is underpinned by youthwork ethics, values, and principles. Learners must make links to the four cornerstones of youthwork. They should also outline own development needs to enhance knowledge skills and application.</p>
<p>Apply The Results</p>	<p>Learners must outline a range of different reflective practice models and explore own prejudices and assumptions through real working experiences applying own reflective practice to one of the following:</p> <ul style="list-style-type: none"> • Johari window • Reflective supervision • Reflective journal • Kolb’s learning cycle. <p>Learners must outline that the use of reflective practice connects the professional identity of the youth worker with their own personal identity as it allows for honest and challenging narratives. This is resourceful in relation to</p>

	identity struggles of the LGBTQ+ young people they are working alongside.
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