CDETB

An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Challenging Discrimination

leading to

Level 3 QQI Component: Challenging Discrimination 3N0520

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
  1. **Level 3 QQI Certificate in General Learning 3M0874**
  2. **Level 3 QQI Certificate in Employability Skills 3M0935**
  3. **Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**

- Upon successful completion of this programme module the learner will achieve 10 credits towards the CDETB Level 3 QQI Certificates in General Learning, Employability Skills or Information and. Communication Technologies.

- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills, or Information and Communication Technologies.

- Teachers/tutors should familiarise themselves with the information contained in CDETB's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.

- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.

- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration.

- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.

- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETB or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Challenging Discrimination	**2. Component Name and Code** Level 3 Challenging Discrimination 3N0520
3. Duration in Hours of Programme Module 100	**4. Credit Value** 10
5. Assessment Technique Collection of Work 100%	**6. Special Requirements** None

7. Aims of the Programme Module

This programme module aims to equip the learner with the knowledge, skills and competencies to develop personal qualities such as mutual respect, tolerance and acceptance.

8. Objectives:

- to understand concepts and common terms relating to discrimination
- to develop an awareness of options for challenging discrimination, both personal and legal
- to foster a personal opinion regarding the grounds for prohibiting discrimination in Ireland
- to understand the impact of discrimination on a personal and group level
- to identify ways to combat discrimination.

9. Learning Outcomes of Level 3 Challenging Discrimination Code 3N0520

The learners will be able to:

1. describe the basic concepts underpinning discrimination, including prejudice/bias, in/equality, intolerance

2. explain the common terms associated with discrimination including gender, marital status, family status, sexual orientation, religion, age, disability, race, Traveller community, refugee, asylum seeker, displaced person

3. describe a range of types of discrimination including aggressive, physical access, excluding, social, economic, passive, and hidden

4. list organisations and groups that help challenge discrimination

5. describe how the law challenges discrimination

6. identify ways in which discrimination can be challenged effectively

7. express opinions on a range of the grounds that prohibit discrimination by law in Ireland, comparing views from a variety of sources

8. demonstrate an understanding of discrimination by discussing its impact on the individual and groups, and mechanisms by which it could be combated

9. identify different ways that individuals, groups, and society can promote respect, tolerance and acceptance.

Delivery Strategies and Learning Activities

This programme module could be delivered through classroom-based learning activities, teamwork, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities.

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Challenging Discrimination consists of 3 units:

Unit 1: Understanding Discrimination

Unit 2: Challenging Discrimination

Unit 3: Prospects for Change

Unit 1: Understanding Discrimination

Understanding Concepts of Discrimination

Learning Outcome 1: Describe the basic concepts underpinning discrimination, including prejudice/bias, in/equality, intolerance.

*In order to help the learner achieve **Learning Outcome 1** , consider doing the following:*

- Explore with the learner some of the basic concepts underlying discrimination

    This may include issues such as:

    - prejudice
    - bias
    - in/equality
    - intolerance
    - others

- Facilitate the learner to explore
    - what these concepts mean?
    - why might someone feel them?
    - when someone might experience them?
    - where we might see examples of these concepts in action (media, workplace, clubs etc.)?

Understanding Terms of Discrimination

Learning Outcome 2: Explain the common terms associated with discrimination including gender, marital status, family status, sexual orientation, religion, age, disability, race, Traveller community, refugee, asylum seeker, displaced person

*In order to help the learner achieve **Learning Outcome 2** , consider doing the following:*

- discuss with the learner common terms that we associate with discrimination

    This should include concepts such the **Nine Grounds Prohibiting Discrimination** as outlined in the Equal Status Acts of 1998 & 2000.

    1.The Gender ground: we may not discriminate between men and women and transgendered people

    2.The Marital Status ground: we may not discriminate against someone because they are

single, married, separated, divorced or widowed

3.The Family Status ground: we may not discriminate against someone because of their responsibilities:

as a parent

as a guardian of a person who is under eighteen years of age,

as a parent or primary resident carer of a person over eighteen years with a disability

4.The Sexual Orientation ground: we may not discriminate against someone for having a heterosexual, homosexual, or bisexual orientation

5.The Religious Belief ground: we may not discriminate against someone for having specific religious background, outlook or having none

6.The Age ground: we may not discriminate against someone for their age once they have reached the minimum legal school-leaving age

7.The Race ground: we may not discriminate against someone on the basis of their race, colour, nationality, or ethnic or national origins

8.The Disability ground: we may not discriminate against someone on the basis of their disability. This is broadly defined as including people with:

physical
intellectual
learning
cognitive
emotional disabilities and
a range of medical conditions

9.The Traveller Community ground: we may not discriminate against someone on the basis of being a member of the Traveller Community.

explore with the learner the difference between:

displaced person: a person who is forced to leave their home for a range of reasons (natural disaster, conflict, economic reasons), and who may or may not try to go to another country

ayslum seeker: a person seeking to be granted protection as a refugee outside their country of origin, who is awaiting a decision on their status

refugee: a person who has had to leave their country of origin because of a well-founded fear of persecution because of reasons which may include their race, religion, nationality, or political opinion

- facilitate the learner to consider: how might discrimination impact on these groups? Where might we recognise discrimination affecting these groups?

Understanding types of discrimination

Learning Outcome 3: Describe a range of types of discrimination including aggressive, physical access, excluding, social, economic, passive, and hidden.

*In order to help the learner achieve **Learning Outcome 3** , consider the following:*

- explore with the learner a range of types of discrimination
- aggressive displays:
  - physical abuse
  - bullying/teasing,
- physical accessibility issues such as general disability access (wheelchair access etc.)
- exclusion: Prohibiting membership to clubs/organisations/classes etc. on grounds of race, gender etc. Refusing accommodation to someone on the grounds of their race, gender etc.
- Social: isolating or discriminating against members of the local community/ school. This could also include forms of discrimination using social networking, such as Facebook, Twitter, cyber-bullying
- economic: e.g. refusing someone a job or not buying from someone's shop, because of their race, gender, disability etc
- passive discrimination: e.g. not voting for someone or socialising with someone because of their race, gender, disability etc.
- hidden discrimination: e.g. that subtle discrimination experienced by some minority groups who find they are not being offered jobs, receiving promotions, accommodation, accessing education, or some women who experience the glass ceiling in the workplace, although there is no obvious reason why this should be the case.

Unit 2: Challenging Discrimination

Voices that challenge

Learning Outcome 4: List organisations and groups that help challenge discrimination.

*In order to help the learner achieve **Learning Outcome 4** , consider doing the following:*

- outline for the learner a list of organisations in Ireland that help challenge discrimination, for example,
- Refugee Council,
- Pavee Point,
- LGBT support organisations,
- National Women's Council,
- Age Action,
- Enable Ireland and many others.

Laws that challenge

Learning Outcome 5: Describe how the law challenges discrimination.

*In order to help the learner achieve **Learning Outcome 5** , consider the following:*

- discuss with the learner how the law challenges discrimination, for example,
- Employment Equality Acts, 1998 and 2004
- Equal Status Acts, 2000 to 2004.

These acts promote equality of opportunity and prohibit discrimination in relation to a number of areas, including employment, education, vocational training, the provision of goods and services. They prohibit discrimination on the nine grounds discussed above

Ways to challenge

Learning Outcome 6: Identify ways in which discrimination can be challenged effectively.

*In order to help the learner achieve **Learning Outcome 6** , consider doing the following:*

- facilitate the learner to reflect on what they have learned in class to explore effective ways to identify and challenge discrimination.

Reflecting on groups that challenge

*In order to help the learner achieve **Learning Outcome 7**, consider doing the following:*

- facilitate the learner to express opinions on some of the nine grounds prohibiting discrimination, and compare these opinions with those held by a range of individuals/groups.

Challenging the impact of discrimination

Learning Outcome 8: Demonstrate an understanding of discrimination by discussing its impact on the individual and groups, and mechanisms by which it could be combated.

*In order to help the learner achieve **Learning Outcome 8** , consider the following:*

- facilitate the learner to demonstrate an understanding of discrimination by discussing:

  o its impact on the individual and groups

  o mechanisms by which it could be combated

This might include their own experience of discrimination and effective ways of dealing with it in the future, or ways in which groups might support each other to combat discrimination , for example,

  o women's groups

  o LBGT support groups

  o Traveller support groups

  o disability support groups, etc

Unit 3: Prospects for Change

Promoting respect, tolerance and acceptance

Learning Outcome 9: Identify different ways that individuals, groups, and society can promote respect, tolerance and acceptance.

*In order to help the learner achieve **Learning Outcome 9** , consider the following:*

- facilitate the learner to consider different ways individuals, groups, and society can promote respect, tolerance and acceptance for others. This might include:

  o joining support groups

  o signing petitions

  o creating a welcoming environment in our homes and communities

  o demonstrating tolerant behaviour, using inclusive language, etc.

11. a   Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%
The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.	

The learner will compile a Collection of Work that demonstrates:

- definitions of some of the basic concepts underlying discrimination

- definition of the terms:
    - refugee,
    - asylum seeker
    - displaced person

- an explanation of **at least 4** of types of discrimination

- a description of **three** organisations and groups that challenge discrimination, identifying:
    - the group they work with
    - how they help to challenge discrimination
    - how to contact the group

- an explanation of the Nine grounds that prohibit discrimination

- suggestions of **3 ways** in which discrimination can be challenged effectively

- the learner's opinion in either written, verbal or visual format of:
    - **at least 3** of the nine grounds that prohibit discrimination
    - a comparison of these opinions with those held by a range of individuals/groups

- a description of discrimination and its impact on the individual/group and mechanisms by which it can be combated

- details of:
    - 2 ways that individuals can promote respect tolerance and acceptance
    - 2 ways that groups can promote respect tolerance and acceptance
    - 1 way that society can promote respect tolerance and acceptance.

Learning Journal: Learner must also include a learning journal/log book of entries covering four weeks that reflect what the learner has learned.

11.b   Assessment - **General Information – Challenging Discrimination 3N0520**

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique	
Learning Outcome	**Assessment Technique**
1. Describe the basic concepts underpinning discrimination, including prejudice/bias, in/equality, intolerance.	Collection of Work
2. Explain the common terms associated with discrimination including gender, marital status, family status, sexual orientation, religion, age, disability, race, Traveller community, refugee, asylum seeker, displaced person.	Collection of Work
3. Describe a range of types of discrimination including aggressive, physical access, excluding, social, economic, passive, and hidden.	Collection of Work
4. List organisations and groups that help challenge discrimination.	Collection of Work
5. Describe how the law challenges discrimination.	Collection of Work
6. Identify ways in which discrimination can be challenged effectively.	Collection of Work
7. Express opinions on a range of the grounds that prohibit discrimination by law in Ireland, comparing views from a variety of sources.	Collection of Work
8. Demonstrate an understanding of discrimination by discussing its impact on the individual and groups, and mechanisms by which it could be combated.	Collection of Work
9. Identifying different ways that individuals, groups, and society can promote respect, tolerance and acceptance.	Collection of Work

Grading

At Level 3 the learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.

Level 3 Challenging Discrimination 3N0520	Learner Marking Sheet

Learner's Name: _____   Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. describe the basic concepts underpinning discrimination, including prejudice/bias, in/equality, intolerance	describe the following: • prejudice • bias • inequality • equality • intolerance		
2. explain the common terms associated with discrimination including gender, marital status, family status, sexual orientation, religion, age, disability, race, traveller community, refugee, asylum seeker, displaced person	explain the relevance of these common terms with discussing discrimination • gender • marital status • family status • sexual orientation • religion • age • disability • race		

	- traveller community - refugee - asylum seeker - displaced person		
3. describe a range of types of discrimination including aggressive, physical access, excluding, social, economic, passive, and hidden	describe a minimum of 4 types of discrimination including: - aggressive - physical access - excluding - social - economic - passive - hidden - or any other		
4. list organisations and groups that help challenge discrimination	list 3 organisation or groups that help to challenge discrimination. For each organisation: - identify the group they work with - identify how they help to challenge discrimination - identify how to contact the organisation		
5. describe how the law challenges discrimination	- list the nine grounds prohibiting discrimination - explain how three of them might be used to support a person or group who is being discriminated against.		
6. identify ways in which discrimination can be challenged effectively	identify how discrimination might be effectively challenged		
7. express opinions on a range of the grounds that prohibit discrimination by	express opinions on at least 3 of the nine grounds that prohibit		

law in Ireland, comparing views from a variety of sources	discrimination by law compare these with the views held by at least 3 other sources		
8. demonstrate an understanding of discrimination by discussing its impact on the individual & groups, & mechanisms by which it could be combated	describe the impact of discrimination on the individual and groups identify mechanisms by which it can be combated.		
9. identifying different ways that individuals, groups, and society can promote respect, tolerance and acceptance.	outline 2 ways that individuals can promote respect, tolerance and acceptance outline 2 ways that groups can promote respect, tolerance and acceptance outline 1 ways that society can promote respect, tolerance and acceptance.		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____   Date: _____

Assessor's Signature: _____   Date: _____

External Authenticator's Signature: _____   Date: _____