



## Higher National Unit Specification

### General information for centres

**Unit title:** Working with Asylum Seekers and Refugees: Children and Young People

**Unit code:** F3S0 34

**Unit purpose:** This Unit is designed for those who are working, or plan to work, either as volunteers or in paid employment for an agency or organisation which provides support to asylum seekers and/or refugees. This Unit will normally be delivered as part of the Professional Development Award level 7: Working with Asylum Seekers and Refugees. In this Unit, the candidate will develop detailed knowledge and understanding of the issues relating to supporting children and young people seeking asylum, in particular unaccompanied children and young people.

On completion of the Unit the candidate should be able to:

- 1 Describe the main issues facing children and young people seeking asylum.
- 2 Explain current legislation relating to unaccompanied children and young people seeking asylum.
- 3 Describe ways in which the support requirements for children and young people seeking asylum including unaccompanied minors can be met.

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have good communication skills, both written and oral. These could be evidenced either by the achievement of nationally recognised qualifications for example a qualification equivalent to SCQF level 5 or above. In addition to proven communication skills, candidates should have real work experience, paid or voluntary, of providing services to asylum seekers and/or refugees.

**Core Skills:** There is no automatic certification of Core Skills or Core Skills components. However, there are opportunities to gather evidence towards aspects of the Core Skill of *Communication* (oral and written) in this Unit.

## General information for centres (cont)

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit may be undertaken on its own or as part of the PDA Working with Asylum Seekers and Refugees.

**Assessment:** The Unit will be assessed by three instruments of assessment. Outcome 1 may be assessed by a case study with questions which could be based on an individual with whom the candidate is working; Outcome 2 by a series of structured questions; Outcome 3 by a case study in which the candidate is asked to outline the support requirements of a child or young person. There are opportunities for integration of assessment in Outcomes 1 and 3.

## **Higher National Unit specification: statement of standards**

**Unit title:** Working with Asylum Seekers and Refugees: Children and Young People

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Describe the main issues facing children and young people seeking asylum

#### **Knowledge and/or Skills**

- ◆ Integration into host community
- ◆ Education requirements and opportunities
- ◆ Communication and language
- ◆ Housing and support
- ◆ Psychological effects of trauma and loss on health and well being

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain the main issues affecting one child/young person seeking asylum
- ◆ describe the psychological effects on health in relation to one child/young person seeking asylum

#### **Assessment Guidelines**

Outcome 1 may be assessed by a case study with structured questions. The case study could be based on a client with whom the candidate works. The assessment for Outcome 1 could be integrated with Outcome 3.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Working with Asylum Seekers and Refugees: Children and Young People

### **Outcome 2**

Explain current legislation relating to unaccompanied children and young people seeking asylum

#### **Knowledge and/or Skills**

- ◆ Reasons for seeking asylum
- ◆ Current UK and Scottish Legislation in relation to unaccompanied asylum seeking children
- ◆ Obligations of statutory agencies in relation to unaccompanied asylum seeking children
- ◆ Entitlements of unaccompanied asylum seeking children in relation to housing, education, health

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ list the main reasons for children seeking asylum
- ◆ define the term unaccompanied children
- ◆ identify two key pieces of legislation in relation to unaccompanied asylum seeking children and explain one
- ◆ describe the obligations of statutory agencies in relation to unaccompanied asylum seeking children

#### **Assessment Guidelines**

Outcome 2 may be assessed by a series of structured questions.

### **Outcome 3**

Describe ways in which the support requirements for children and young people seeking asylum including unaccompanied minors can be met

#### **Knowledge and/or Skills**

- ◆ Access to Education
- ◆ Needs of children at different ages and stages of development
- ◆ Social support networks
- ◆ Support for English language development
- ◆ Interagency and partnership working
- ◆ Consultation with young people

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Working with Asylum Seekers and Refugees: Children and Young People

### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ outline the needs of an individual child or young person in accordance with their age/stage of development, including support for English language development
- ◆ identify social support networks of the individual
- ◆ explain the contribution of Interagency working
- ◆ demonstrate the involvement of the individual

### **Assessment Guidelines**

Outcome 3 may be assessed by a case study with structured questions, which could be based on a child or young person with whom the candidate is working, outlining the support requirements of that child or young person. Outcome 3 could be assessed jointly with Outcome 1.

## Administrative Information

**Unit code:** F3S0 34

**Unit title:** Working with Asylum Seekers and Refugees:  
Children and Young People

**Superclass category:** PN

**Original date of publication:** August 2008

**Version:** 01

### History of changes:

Version	Description of change	Date

**Source:** SQA

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## **Higher National Unit specification: support notes**

### **Unit title: Working with Asylum Seekers and Refugees: Children and Young People**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

This Unit is designed for those who are working, or plan to work, either as volunteers or in paid employment for an agency or organisation which provides support to asylum seekers and/or refugees. This Unit will normally be delivered as part of the Professional Development Award level 7: Working with Asylum Seekers and Refugees. In this Unit, the candidate will develop detailed knowledge and understanding of the issues relating to supporting children and young people seeking asylum, in particular unaccompanied children and young people.

### **Guidance on the content and context for this Unit**

#### **Outcome 1**

World wide, children under 18 make up 45% of the world's refugees, most child refugees being in Africa. The experiences of being a refugee and living in exile are clearly challenging for young people who need to manage the transition into a new culture at a critical time in their own psychological and social development. Children may struggle to preserve a sense of social and psychological stability at a time when they also need to acquire a new language and adapt to a new culture around them.

Children may be vulnerable because of the stressful circumstances they face here in the UK such as financial hardships, frequent accommodation changes with resulting changes in schools, uncertainties over asylum applications, as well as the challenges of adapting to a new culture and learning a new language. Young refugees may also face racial discrimination due to the negative image of asylum — seekers frequently shown in the media.

Difficult experiences from both the past and the present can lead to emotional or behavioural problems for some children. Problems with housing, health, employment, benefits and immigration can all impact adversely on children's well — being and learning. There may be conflicts within their families if their values conflict with the traditional attitudes of their parents or elders. They may have problems with their cultural identity as they begin to settle into a new society. Children may also find themselves caring for parents and younger siblings, while none of their own needs are being met.

#### **Outcome 2**

There are a growing number of unaccompanied minor asylum seeker children in Europe. In 2004, 3,000 unaccompanied children applied for asylum in the UK. Article 22 of the UN Convention on the Rights of the Child (UNCRC), 1989, provides that states should take appropriate measures to ensure that a child asylum seeker receives appropriate protection and humanitarian assistance in the enjoyment of the rights in the Convention itself and in other international human rights instruments (such as the European Convention on Human Rights).

## Higher National Unit specification: support notes

### Unit title: Working with Asylum Seekers and Refugees: Children and Young People

The UN defines unaccompanied children as ‘those who are separated from both parents and are not being cared for by an adult who, by law or custom, has responsibility to do so’. The Home Office uses the term to describe a child under 18 (or if there is no proof, appears to be under 18) outside their country of origin who is not accompanied by a close relative (regardless of whether or not that relative usually cares for the child).

The reasons for seeking asylum include poverty, political or religious persecution or armed conflict. Others may have escaped family abuse or forced recruitment into armed forces. Separated children may include those who:

- ◆ are entirely on their own in the UK
- ◆ are accompanied by a relative who is unwilling/unable to care for them
- ◆ are accompanied by someone who is not a relative and who may be caring for them or may be exploiting them
- ◆ are sent by their parents without their consent
- ◆ are separated from their families who may be outwith their country of origin
- ◆ are trafficked against their will

Young unaccompanied asylum seekers under the age of 18 are not entitled to NASS support. They are entitled to receive the same local authority support as any other young person in local authority accommodation, and should be treated as a ‘looked after’ child. Asylum seeker children living in Scotland have the same rights under Scottish legislation as any other child living in this country and the local authority has the same duty towards them. It is considered that because of their particular circumstances and vulnerabilities, unaccompanied asylum seeker children, can be considered ‘children in need’ under Section 93 of the Children (Scotland) Act 1995. The Children’s Commissioner in Scotland includes in her jurisdiction all children living in Scotland, regardless of their immigration status. Unaccompanied asylum seeking children are potentially at risk of exploitation and abuse and monitoring of their welfare is therefore important. In the UK, unaccompanied minors are required to make a claim for asylum on arrival and are screened, fingerprinted and photographed. Child asylum seekers should not be interviewed, even for screening purposes, unless a responsible, trusted adult is present. Relevant legislation includes:

- ◆ The Children (Scotland) Act 1995
- ◆ Immigration and Asylum Act 1999
- ◆ Nationality Immigration and Asylum Act 2002

### Outcome 3

Children and young people seeking asylum have a wide range of needs including appropriate accommodation, education, legal advice and healthcare.



## **Higher National Unit specification: support notes**

**Unit title:** Working with Asylum Seekers and Refugees: Children and Young People

### **Education**

Young refugee children benefit greatly from access to early years educational provision. The support, facilities and care provided will help them to feel safe and secure, develop confidence and resilience after their difficult experiences. Early years settings promote emotional well-being through play, safe and enjoyable activities and pastoral care. Schools help refugee children develop, succeed and contribute to the community. Going to school and being fully included helps restore daily routines and provides a safe environment and opportunities to make progress with learning.

### **Healthcare**

Asylum seeking and refugee children are entitled to routine child health surveillance, health promotion and immunisations. Young people who are asylum seekers and refugees like all young people need access to sexual health and drugs education. Children can also be affected by their parents psychological state. Parents suffering from the effects of their own traumatic experiences and preoccupied with making sense of life as an asylum seeker will find it difficult to provide their children with a self confident and strong role model.

Useful websites include:

Childrens Legal Centre — information about asylum seeking childrens' rights:  
[www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

CARIS — This website provides useful information for children and young people who are asylum seekers or refugees in Scotland:  
[www.savethechildren.org.uk/caris](http://www.savethechildren.org.uk/caris)

Glasgow City Council — Information booklet for young people who are looked after by Glasgow City Council:  
[http://www.glasgow.gov.uk/en/Residents/Care\\_Support/Youngpeople/Young+People+looked+after.htm](http://www.glasgow.gov.uk/en/Residents/Care_Support/Youngpeople/Young+People+looked+after.htm)

## **Higher National Unit specification: support notes**

**Unit title:** Working with Asylum Seekers and Refugees: Children and Young People

### **Guidance on the delivery and assessment of this Unit**

This Unit may form part of a PDA that is primarily designed to provide candidates with professional knowledge, values and skills related to working with asylum seekers and refugees. The Unit should be delivered in a way that enables the candidates to appreciate its relevance to their own occupational area. Throughout the Unit candidates should be encouraged to apply what they are learning to the behaviour, experiences and life chances of the individual asylum seekers and/or refugees with whom they work.

#### ***Opportunities for developing Core Skills***

There are opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components. Candidates will have the opportunity to develop aspects of the following Core Skill:

*Communication:* This will be evidenced and developed by candidates through a range of activities and assessment (written) as well as class and small group discussions (oral). Written communication will be developed through candidates producing written work in a variety of formats.

#### **Open learning**

This Unit could be delivered by open learning. However it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence.

#### **Candidates with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## **General information for candidates**

### **Unit title:** Working with Asylum Seekers and Refugees: Children and Young People

This Unit will enable you to develop detailed knowledge and understanding of the issues relating to supporting asylum seekers and refugees. This Unit is aimed at those who are working, or plan to work, either as volunteers or in paid employment for an agency or organisation which provides support to asylum seekers and/or refugees. This Unit will normally be delivered as part of the Professional Development Award level 7: Working with Asylum Seekers and Refugees. The Unit has three Outcomes:

- ◆ describe the main issues facing children and young people seeking asylum
- ◆ explain current legislation relating to unaccompanied children and young people seeking asylum
- ◆ describe ways in which the support requirements for children and young people seeking asylum including unaccompanied minors can be met

During this Unit, you will learn about the legislation surrounding the issue of asylum and the effect support provided for those who claim asylum. You will learn about the asylum process and the possible Outcomes for asylum seekers and the effects this change of status has on rights and responsibilities. You will also examine some of the issues faced by asylum seekers and examine potential areas of conflict with the host community.

The Unit will be assessed by three instruments of assessment. Outcome 1 is assessed by a case study with questions which could be based on an individual with whom the candidate. Outcome 2 is assessed by a series of structured questions. Outcome 3 is assessed by a case study in which you are asked to outline the support requirements of a child or young person.