



National Unit Specification: general information

UNIT Asylum Seekers and Refugees: Understanding Cultural Diversity
(SCQF level 5)

CODE F544 11

SUMMARY

This Unit is designed for people who may come into contact with asylum seekers and refugees during the course of their day-to-day work. As such, it is suitable for both volunteers and paid staff.

The Unit introduces candidates to cultural diversity in relation to interacting with asylum seekers and refugees. Candidates will also have the opportunity to explore ways in which cultural diversity can be promoted at organisational and personal levels.

OUTCOMES

- 1 Investigate a range of cultural differences and how these may impact on an identified service.
- 2 Investigate ways in which cultural diversity can be promoted in relation to asylum seekers.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Some experience of working with, or contact with asylum seekers would be beneficial.

CREDIT VALUE

0.5 credit at SCQF level 5 (3 SCQF credit points at SCQF level 5*).

**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.*

Administrative Information

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CORE SKILLS

This information will be provided by the NQ Product Team.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Investigate a range of cultural differences and how these impact on an identified service.

Performance Criteria

- (a) Identify and describe a range of cultural values of the host population of the United Kingdom.
- (b) Identify and describe a range of cultural values in relation to one group of asylum seekers and refugees.
- (c) Explain the ways in which different cultural values impact on one identified service.

OUTCOME 2

Investigate ways in which cultural diversity can be promoted in relation to asylum seekers and refugees.

Performance Criteria

- (a) Identify and describe organisational strategies to promote cultural diversity in relation to one service.
- (b) Describe ways in which cultural diversity for asylum seekers can be promoted at a personal level by workers.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or recorded oral evidence is required to ensure that the candidate has achieved all Outcomes and Performance Criteria.

Evidence for Outcomes 1 and 2 will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence will be gathered in a candidate folio.

For Outcome 1, candidates will investigate a range of cultural values and explain their impact on one service. Candidates must organise and present their findings in an appropriate format. Candidates will be given a brief for the investigation.

Candidates are required to:

- ◆ describe **three** cultural values of the host population
- ◆ describe **three** cultural values of **one** group of asylum seekers and refugees
- ◆ explain **two** ways in which identified **each** cultural value impacts on **one** service

National Unit Specification: statement of standards (cont)

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A range of cultural values is given in the support notes section for guidance.

For Outcome 2, candidates will investigate a range of strategies to promote cultural diversity and explain how diversity can be promoted at a personal level. Candidates must organise and present their findings in an appropriate format. Candidates will be given a brief for the investigation.

Candidates are required to:

- ◆ describe two organisational strategies to promote cultural diversity in relation to one service
- ◆ explain three ways in which cultural diversity can be promoted at a personal level in relation to identified service

Examples of strategies to promote diversity are provided in the support notes.

National Unit Specification: support notes

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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.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit has been designed as part of The National Progression Award: Working with Asylum Seekers and Refugees but can also be taken as a freestanding Unit. It is suitable for volunteers or staff who come into contact with asylum seekers in the course of their day-to-day work.

The Unit introduces candidates to cultural diversity in relation to asylum seekers and refugees. Candidates also investigate ways in which cultural diversity can be promoted at an organisational and personal level.

Outcome 1

This Outcome introduces candidates to diverse and differing cultural values. The concept of diversity seeks to increase people's awareness and positive acceptance of individuals and their differences. Promoting diversity creates a productive environment in which everyone feels valued. The Government has committed to promoting a fair and equal society, in which everyone will have the opportunity to prosper and reach their full potential. It should be stressed that all public authorities in Scotland are bound by statutory duties to promote race and gender equality and eliminate discrimination.

The following definitions may be useful in delivering this Outcome:

Culture: the symbolic and learned aspects of human society, including language, custom and convention.

Values: ideas that people hold to be right or wrong, they provide a standard for judging specific acts and goals.

Attitude: a set of beliefs concerning an object and resulting in an evaluation of that object. Attitudes are not necessarily related to behaviour.

Gender: refers to women's and men's roles and responsibilities that are socially determined. Gender is related to how we are perceived and expected to think and act as women and men because of the way society is organised, not because of our biological differences.

National Unit Specification: support notes (cont)

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Gender roles: the particular economic and social roles which a society considers appropriate for women and men. Men are mainly identified with productive roles which tend to be sequential, while women have a triple role; domestic responsibilities, productive work and community activities which often have to be carried out simultaneously. Gender roles and responsibilities vary between cultures and can change over time. In almost all societies women's roles tend to be undervalued.

Gender sensitivity: ability to perceive existing gender difference, issues and inequalities and incorporate these into strategies and actions.

The following gender related issues may affect asylum seeking women:

- ◆ domestic violence
- ◆ economic and social rights may be limited compared to those of men eg right to vote, to travel alone
- ◆ restrictive social and cultural norms eg dress code
- ◆ marriage — forced or arranged marriages; early marriage; legal rights; widowhood and changes in status as a result
- ◆ sexual violence — trafficking, prostitution, rape, domestic slavery
- ◆ legal status — discriminatory legislation; religious laws
- ◆ modesty issues eg in many societies it is not acceptable for male doctors to examine women
- ◆ Female Genital Mutilation

Cultural values

Examples of cultural values could include:

- ◆ religious beliefs
- ◆ health and related issues
- ◆ gender
- ◆ food

NB: This list is not exhaustive or prescriptive.

Outcome 2

This Outcome is intended to provide candidates with an understanding of strategies which could be employed at both an organisational and personal level to promote cultural diversity

Organisational strategies to promote diversity might include:

- ◆ promotion of positive images through the provision of factual information, awareness raising work and anti-racism strategies.
- ◆ consider cultural preferences when planning and delivering services
- ◆ consider employment practices of religious and cultural diversity of employees

National Unit Specification: support notes (cont)

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Personal strategies to promote diversity could include:

- ◆ create a welcoming atmosphere
- ◆ ensure all resources used reflect cultural diversity — posters leaflets etc
- ◆ be informed about important dates festivals religious and cultural practices

Candidates should be encouraged to reflect on their own practice and give examples of ways in which they could promote cultural diversity.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this Unit, there should be a combination of lecturer presentation and candidate centred learning. It is important that candidates not only understand the cultural diversity but can relate it to their own workplace, where appropriate, and apply it to their own practice.

Delivery of this Unit could incorporate a variety of teaching and learning methods including:

- ◆ visiting speakers
- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual or group research
- ◆ videos/DVD presentations
- ◆ lectures

Teachers/lecturers should emphasise in discussion the current mixes in Scottish culture and values. They should also ensure candidates examine a wide range of culture and values within asylum seeker and refugee communities. Candidates should examine accepted cultural values and attitudes in Scottish society in relation to gender, religious beliefs and health. Candidates should then investigate the values and attitudes of a particular ethnic group and examine the differences and the impact this can have on service provision. It may be beneficial to candidates to work in groups and share information although the final investigation must be the candidates own work.

Candidates should examine the policies and strategies in their workplace/placement to promote cultural diversity, particularly in relation to asylum seekers and refugees.

Candidates should discuss and agree with the teacher/lecturer a suitable format for presenting the information. Initial discussions can be carried out in groups and whole class expositions.

Candidates should be given a brief from the teacher/lecturer to facilitate their research to ensure that they gather the correct information required. Candidates are encouraged to use the Internet, using appropriate and relevant websites, to research the cultural values of an ethnic group and the impact of identified cultural values in relation to the service provision.

National Unit Specification: support notes (cont)

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The following websites may be useful. Care should be taken to ensure information is current and accurate.

Asylum Aid — independent charity providing information, research and policy work and campaigning for asylum-seekers who are women: www.asylumaid.org.uk

BBC Religion: www.bbc.co.uk/religion

BBC Country — Full profiles provide an instant guide to history, politics and economic background of countries and territories, and background on key institutions.
www.news.bbc.co.uk/1/hi/country_profiles/

HARPCWEB consists of three websites, each developed in collaboration with health professionals working with asylum seekers and refugees in the UK. Providing a wealth of information, practical tools, and articles that have been written by health care professionals: www.harpweb.org.uk

Religious movements — On this extensive Web site you will find detailed profiles of more than two hundred different religious groups and movements: <http://religiousmovements.lib.virginia.edu/>

Countries and their cultures — This US site gives information on world cultures, their history and demography: www.everyculture.com/

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in an investigation. There may be opportunities for candidates to work with others which would enable them to develop effective communication and interpersonal skills. If the candidate uses a computer while undertaking any part of this Unit, they will have the opportunity to develop *Information Technology* skills.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

For all Outcomes, the evidence should be gathered in an individual folio of evidence. The evidence will be gathered in open-book conditions at appropriate points throughout the Unit.

National Unit Specification: support notes (cont)

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Candidates must investigate a range of cultural values and explain their impact on one service. The investigation will require candidates to gather information from a variety of sources. This could include:

- ◆ visiting speakers
- ◆ Internet research
- ◆ library
- ◆ interviews with asylum seekers and refugees

The folio should also include information on organisational and personal strategies to promote cultural diversity. This should be based, where possible, on the candidate's workplace or placement.

Candidates should be given a choice as to their preferred method of submission. Evidence could be presented in the format of:

- ◆ written information
- ◆ an electronic slide show
- ◆ a display or exhibition
- ◆ a multimedia presentation

CANDIDATES WITH DISABILITIES AND/OR 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).