



National Unit Specification: general information

UNIT Asylum Seekers and Refugees: Promoting Equality (SCQF level 5)

CODE F543 11

SUMMARY

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

The Unit introduces candidates to the concept of equality and the law relating to equality which impacts on asylum seekers. Candidates will also examine the equality strategy in their workplace/placement and identify the impact of this on their day to day work with asylum seekers.

OUTCOMES

- 1 Investigate the law relating to equality.
- 2 Identify and describe ways in which equality 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 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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National Unit Specification: general information (cont)

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CORE SKILLS

This information will be provided by the NQ Product Team.

National Unit Specification: statement of standards

UNIT Asylum Seekers and Refugees: Promoting Equality (SCQF level 5)

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 the law relating to equality.

Performance Criteria

- (a) Explain the concept of equality.
- (b) Identify the impact of inequality.
- (c) Identify the legislation relating to equality in the United Kingdom.
- (d) Describe strategies to promote equality in relation to one service.

OUTCOME 2

Identify and describe ways in which equality can be promoted in relation to asylum seekers.

Performance Criteria

- (a) Identify and describe strategies to promote equality in relation to one service.
- (b) Describe ways in which equality for asylum seekers and refugees 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 the impact of inequality and identify the legislation and resultant strategies to promote equality in relation to 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:

- ◆ explain the concept of equality
- ◆ identify the impact of inequality
- ◆ identify **three** laws promoting equality in the United Kingdom
- ◆ describe **two** strategies to promote equality in relation to **one** service

National Unit Specification: statement of standards (cont)

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Examples of relevant legislation to promote equality are provided in the support notes.

For Outcome 2, candidates will investigate a range of strategies to promote equality and explain how equality 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 equality in relation to one service
- ◆ explain three ways in which equality can be promoted at a personal level in relation to identified service

Examples of strategies to promote equality 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 20 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 the concept of equality and the law relating to equality which impacts on asylum seekers. Candidates also examine the equality strategy in their workplace and identify the impact of this on their day to day work with asylum seekers.

Outcome 1

This Outcome introduces candidates to the law relating to equality and the impact on asylum seekers. Equality is the revised term for 'Equal Opportunities' which means people are the same in importance and deserving the same treatment, equal rights. It is based on the legal obligation to comply with anti-discrimination legislation. Equality protects people from minority groups from being discriminated against on the grounds of group membership, ie sex, race, disability, sexual orientation, religion or belief or age. Some of the main impacts of inequality are poverty and lack of social and economic mobility. The Equality Act 2006 brings together previous equalities legislation against discrimination on grounds of disability, sex and race and established the Commission for Equality and Human Rights (CEHR).

Gender equality

A key element of this legislation is the introduction of the Gender Equality Duty. The Gender Duty states that a public authority shall, in carrying out its functions have due regard to the need to eliminate unlawful discrimination and harassment and to promote equality of opportunity between men and women Specific duties for public bodies include:

- ◆ publication of gender equality schemes, including equal pay policies, in consultation with employees and stakeholders.
- ◆ monitor and publish progress reports every three years.
- ◆ public bodies will be responsible for showing how they provide appropriate services and how they implement relevant practices to meet the needs of women and men. They will have to publish an action plan to show what they are doing to promote gender equality and how they intend to carry out 'Gender Impact Assessments' to show how their policies and practices affect women and men.
- ◆ gender equality should be integral to and underpin all policies and practices.
- ◆ it does not mean that everyone (ie women and men) has to be treated the same. In fact, it means that services can be provided according to needs, including single-sex provision.

National Unit Specification: support notes (cont)

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Race equality

People from black and minority ethnic communities have lower than average incomes, suffer more ill health, experience more problems getting work and are at greater risk of becoming victims of crime. The Race Relations Amendment Act requires public services to abandon colour-blind practices to ensure that in employment and service provision they are equally accessible to everyone. In particular, it specifies that all public sector bodies should develop, implement and audit race equality strategies, and that every major proposal to change service provision is assessed for its impact on black and minority ethnic users.

Disability equality

Disabled people are less likely to receive a full education, less likely to get a job, more likely to be discriminated against in the health service and to be a victim of crime than non-disabled people. All public authorities are now legally obliged to promote equality for disabled people. People who work in the public sector have to consider the impact of their work on disabled people, and take action to tackle disability inequality.

The Scottish Government has responsibility for a number of policy areas that affect the lives of asylum seekers and refugees. This includes integration initiatives, such as English language classes and translation assistance, and services such as health care, education and legal advice. Local Authorities play a key role in the provision of support services to asylum seekers and refugees, including accommodation support, health, education, and social work.

Relevant legislation could include:

- ◆ Equality Act 2006
- ◆ Disability Discrimination Act 1995
- ◆ Race Relations Act 1976 as amended
- ◆ Sex Discrimination Act 1975 as amended

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 equality. Candidates should focus on strategies used in their workplace/placement, where possible, and the impact of these on the way in which the service should be provided to ensure equality of opportunity for asylum seekers

All public authorities have legal duties relating to race, gender and disability. Their obligations within each area focus on:

- ◆ promoting equality of opportunity
- ◆ promoting good relations
- ◆ promoting positive attitudes
- ◆ eliminating harassment, and
- ◆ eliminating unlawful discrimination

National Unit Specification: support notes (cont)

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The three equality duties are similar in spirit as they all place the onus on public authorities to actively tackle discrimination and promote equality. Public authorities should have in place strategies to promote equality which might include:

- ◆ ensuring access to offices and buildings for people with disabilities
- ◆ providing information in alternative formats
- ◆ ensuring policies and procedures are fair to all
- ◆ taking effective action to deal with discrimination or harassment
- ◆ providing training for staff

Candidates should examine their employer's policies and strategies to promote equality, particularly in relation to asylum seekers and refugees.

Personal strategies to promote equality could include:

- ◆ everyone that comes into contact with the service is treated in an open and respectful manner services are delivered in as inclusive and fair way as possible — without discrimination, prejudice or bias
- ◆ eliminate unlawful discrimination on the grounds of race, gender, disability, religion/ belief, sexual orientation and age
- ◆ promote equality of opportunity and good relations between people of different community groups
- ◆ employees, volunteers and any other people providing the service receive fair treatment, dignity and respect
- ◆ providing fair and equal access, especially for those who feel excluded and/ or are disadvantaged
- ◆ information about the service is made available to the public in a form that they can access and understand
- ◆ people who receive the services are actively encouraged to comment on the way they perceive them to be delivered
- ◆ respond to all complaints according to organisational procedures and in particular approach in a positive manner any that relate to practices that suggest unfairness, discrimination and lack of access

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 concept of equality but can relate it to their own workplace and apply it to their own practice.

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 that information is current and accurate.

One Scotland: no place for racism: www.onescotland.com

Scottish Refugee Council: www.scottishrefugeecouncil.org.uk/

Scottish Government: Equality: www.scotland.gov.uk/Topics/People/Equality

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

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

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)*.

National Unit Specification: support notes (cont)

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Outcome 1

The evidence will be gathered in an individual folio of evidence. Candidates will investigate the impact of inequality and identify the legislation and resultant strategies to promote equality in relation to 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 evidence will be gathered in open-book conditions at appropriate points throughout the Unit.

Outcome 2

The evidence will be gathered in an individual folio of evidence which will include information on organisational and personal strategies to promote equality.

The evidence will be gathered in open-book conditions at appropriate points during the Unit.

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).