Component Specification

Intercultural Studies

NFQ Level 5

5N0765

1. Component Details

Title	Intercultural Studies
Teideal as Gaeilge	Staidéar Idirchultúrachais
Award Class	Minor
Code	5N0765
Level	5
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to explore, reflect and anaylse intercultural issues such as diversity, racism, prejudice, conflict, inclusion, participation and interdependence while also reflecting on their own culture. It provides learners with an opportunity to acquire the knowledge and skills necessary for active, positive participation in a complex, diverse and rapidly changing society.
Learning Outcomes	Learners will be able to:

1. Demonstrate a critical understanding of intercultural issues by developing a respect for self, others and for diversity and exploring a variety of ways of dealing with issues arising from cultural differences

2. Discuss the key elements of 'culture', 'society', 'stereotyping', 'cultural myths', 'racism' xenophobia', 'nationalism', 'assimilation' and 'integration'

3. Discuss the manner in which a variety of cultures, mark significant life milestones ie marriage, death and compare the role of religious belief in 2 contrasting societies'

4   Examine the influence of culture on personal identity and recognise prejudice and stereotyping in other people and in themselves

5   Discuss the links between aid, colonialism, trade, slavery and racism and explore possible reasons why groups such as emigrants, migrants and immigrants may experience prejudice and discrimination from members of a dominant culture

6   Explore the contribution of the media to attitude formation, cultural identity and popular opinion and critically evaluate the portrayal of cultural diversity in a variety of popular magazines

7   Analyse and evaluate various aspects of interculturalism using a range of methods and sources ie investigating the cultural origins of current popular music and cinema

8   Design appropriate survey methods eg questionnaires interview to explore key choices and challenges posed by living in a new cultural environment and examine some ways societies promote and foster a sense of belonging and cultural identity

9   Explore and discuss the key legislation governing inter-personal relationships in Irish society, for example the Equality Act, Equal Status Act, Employment Equality Act and examine the role of peace-making and peace keeping organisations

10   Exercise initiative and independence by exploring attitudes that contribute to racist behavior by identifying and exploring incidences and reason for some current intercultural conflicts

11   Critically examine and evaluate her/his values in relation to intercultural issues for example refugees, aid, work permits

12   Process and present findings from research and outline key principles for guidelines to promote inclusive behaviour in, for example, the workplace, clubs, societies, schools, training centres.

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Assessment

General Information Details of FET assessment requirements are set out in Assessment Guidelines for Providers.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Project   60%

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Learner Record   40%

Description

Project

A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.

The project brief requires the candidate to demonstrate:

- A critical understanding of intercultural

issues

- An evaluation of various aspects of

interculturalism

- A range of interpersonal/discussion skills

- An understanding of the challenges and

issues people face in a diverse society

The evidence for the project may be presented in a variety of media eg written, audio, video, graphics, visual or any combination of these. Any audio or video evidence must be presented /provided on tape

Evidence of Methods and Content will include:

- well structured, detailed, extensive,

relevant examination, using appropriate

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methods and sources

- clear identification of the key features of

the chosen issue

- findings presented clearly

Evidence of Analysis and Reflection will include:

- key issues discussed and analysed with

clarity and objectivity

- conclusions show evidence of critical

thinking and analyses

- observations on the nature of and issues

associated with interculturalism presented

clearly

Learner Record

A learner record is the learner's self-reported and self-reflective record in which he/she describes specific learning experiences, activities, responses and skills acquired.

A personal record will be completed by candidates. It will include:

- description of own cultural identity

- description of activities, including

	challenges/conflicts encountered and how
	dealt with
	- reflection on their experience of
	undertaking the module identification of
	their personal learning throughout the
	module
Recognition of Prior Learning (RPL)	Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.
Grading	Pass 50% - 64%
	Merit 65% - 79%
	Distinction 80% - 100%
Specific Validation Requirements	There are no specific validation requirements for this award
Supporting Documentation	None
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.
Transfer	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it

makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and<60
4	90	10	5,15,20	>5 and<90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI