

Unit Cultural Diversity

Unit value: 60 hours

Unit level: 4

Unit code: NQF Level 4 BTEC Higher National Diploma

Description of unit

This unit introduces learners to the concept of cultural diversity in society. Learners will look at the significance of cultural diversity within Irish/North Irish and Global society and to make students pro-active in their awareness of cultural diversity. They will investigate, analyse and evaluate how legislation promotes and defends diversity and human rights on an individual basis, organisational setting and society in general. The unit offers clear opportunities to develop the higher-order transferable skills of analysis and evaluation applied to specific case studies. In addition the unit offers opportunities for role-play, creative writing, critical reading, analysis of data, internet use and research.

Summary of outcomes

To achieve this unit a student must:

1. Investigate and analyse the significance of cultural diversity within Irish/Northern Irish and Global Society.
2. Investigate and analyse how legislation promotes and defends diversity and human rights in a variety of settings globally.
3. Analyse the ways migrant workers are perceived and received within the country of destination they choose to settle in and how as individuals and groups they can promote an understanding of cultural diversity.
4. Examine ways in which public sector organisations, educational establishments, voluntary and community organisations and commercial for profit and not for profit organisations can promote cultural diversity within society.

Content

1.

Investigate and analyse the Significance of Cultural Diversity within Irish/Northern Irish and Global Society

Issues: The indigenous population, history, political and religious heritage and defence of this, customs, traditions language and national identity, reluctance to change ethnic groups, race, gender, disabled, ageism, religious and socio-economic backgrounds.

Key drivers-

- demands of globalisation
- migrant worker
- emigration and immigration
- inter-marriage
- integration
- perceptions
- values
- attitudes
- opinions
- interpretation

2. Legislation

Examine and analyse legislation pertaining to issues of diversity in jurisdictions such as: UK, ROI, EU, Western democracies, Developing world, Islamic states etc

3. The migrant worker, emigration, immigration and the promotion of cultural diversity.

Promotion of inter cultural communication skills, educational opportunities and events participation, travel, experience, exchange programmes, language and gesture development (avoiding use of provocative and offensive language and gestures) and conflict resolution initiatives . Integration with indigenous people versus establishment of ethnic enclaves.

4. Organisational promotion of Cultural Diversity

Diversity – benefits and challenges for organisation.

Inclusive induction programme, Cultural diversity staff, Managing the cultural diverse workforce, Awareness events, Adhering to voluntary codes of practice, Language translators, Mandatory legislation, promotion of equal opportunities, contracts of employment, working conditions applicable to all staff regardless of ethnic origin, equality, good race relations and prevention of unlawful discrimination.

Outcomes and assessment requirements

Outcomes	Assessment requirements
<p>1. Investigate and analyse the significance of cultural diversity within Irish/Northern Irish and Global Society</p>	<p>To achieve each outcome a student must demonstrate the ability to:</p> <ul style="list-style-type: none"> Identify problems with cultural diversity in N Ireland/Ireland and Global society with migrant workers, businesses, community groups, government and gay/lesbian groups and explain the significance of cultural diversity in preventing these problems
<p>2. Investigate and analyse how legislation promotes and defends diversity and human rights in a variety of settings globally</p>	<ul style="list-style-type: none"> Investigate how cultural diversity could be integrated to an organisation through partnerships to ensure cultural diversity is embedded within N. Ireland/Ireland, and global society. Choose one local group and one international group.
<p>3. Analyse the ways migrant workers are perceived and received within the country of destination they choose to settle in and how as individuals and groups they can promote an understanding of cultural diversity</p>	<p>Examine ways in which staff in businesses, community groups, government and gay/lesbian groups, deal with cultural diversity issues locally and globally.</p>
<p>4. Examine ways in which public sector organisations, educational establishments, voluntary and community organisations and commercial for profit and not for profit organisations can promote cultural diversity within society.</p>	<ul style="list-style-type: none"> Design a code of practice on cultural diversity procedures to be included in a company training manual to be distributed to all existing staff and new recruited, local companies and partnerships, stating the effective legislation applicable to cultural diversity. Produce a report on your findings of existing cultural diversity awareness locally, nationally and globally and make recommendations for the future.

Pass .	<p>In order to achieve a pass grade the student must achieve the following:</p> <ul style="list-style-type: none"> • Identify problems with cultural diversity in N. Ireland/Ireland and Global Society with migrant. Workers, businesses, community groups, government and gay/lesbian groups and explain the significance of cultural diversity in preventing the problems these problems. • Investigate how cultural diversity could be integrated to an organisation through partnerships to ensure cultural diversity is embedded within N. Ireland/Ireland, and global society. Choose one local group and one international group. • Design a code of practice on cultural diversity procedures to be included in a company training manual to be distributed to all existing staff and new recruited, local companies and partnerships, stating the effective legislation applicable to cultural diversity. • Produce a report on your findings of existing cultural diversity awareness locally, nationally and globally and make recommendations for the future.
Merit	<p>. In order to achieve a merit grade the student must achieve the pass grade outlined above and in addition:</p> <ul style="list-style-type: none"> • Analyse and process information • Conduct appropriate primary and secondary research • Apply and analyse information obtained. <p>Coherently present and communicate information using appropriate language</p>
Distinction	<p>In order to achieve a Distinction Grade, the students must achieve the Pass</p>

	<p>and Merit criteria outlined above and:</p> <ul style="list-style-type: none">• Indepth research must be provided relevant and up-to-date.• Evaluate practices and proposals to justify valid conclusions and recommendations. <p>Show an individual approach in the research and presentation of work</p>
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Guidance

Generating evidence

Evidence of primary and secondary research

Links

This is a stand alone unit and does not link with anything else.

Resources

The college library will be equipped with the relevant resources.

<http://www.equalityni.org>

<http://homepage.eircom.net/~racismctee>

race_and_racism/organisations

www.diversityexchange.com

<http://www.diversityinc.com>

<http://www.cre.gov.uk>

<http://www.cre.gov.uk>

<http://www.joe.org/joe/2001december/ent.html>

<http://www.langara.bc.ca/ledc/eatoolkit/shuffle.htm>

<http://www.langara.bc.ca/ledo/resources.htm>

<http://www.qut.edu.au/pubs/equity/diversity/diversity.html>

Delivery

This unit offers learners the opportunity to investigate the significance of cultural diversity in Irish / Northern Irish and Global Society and the legalisation associated with this in variety of jurisdictions. It analyses the influences of migrant workers and the effects emigration and immigration have on the perceptions and understanding of

cultural diversity within societies. It also examines the methods that organisations can implement and adhere to in the promotion and the defence of cultural diversity within a variety of organisational settings.

This unit can be delivered in a variety of ways, depending on the programme and the level that the student is enrolled in September 2005. Flexible delivery can, for instance, take place in workshops, distance learning, on-line (a provisional Blackboard Site has been set up at NWIFHE), and in any combination depending on the student cohort.

Assessment will be through one researched based project, investigating and analysing cultural diversity issues in Northern Ireland, ROI and one other jurisdiction of choice.