



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Intercultural Awareness

leading to

Level 3 QQI Component: Intercultural Awareness 3N0534

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877**
- Upon successful completion of this programme module a learner will achieve 10 credits towards the CDETb Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise assessment brief/s for the Collection of Work and Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETБ or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Intercultural Awareness	2. Component Name and Code Intercultural Awareness 3N0534
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 100%	6. Specific Requirements None
7. Aims of the Programme Module <p>This programme module aims to equip the learner to actively and positively participate in a multi-cultural society by showing respect, tolerance and acceptance to cultural differences.</p> 8. Objectives: <ul style="list-style-type: none"> • to understand the concepts underpinning culture • to be aware of the different cultures existing within a community and in other countries • to recognise the importance of culture on personal identity • to identify ways to promote respect, tolerance and acceptance within a community. 	
9. Learning Outcomes of Level 3 Intercultural Awareness Code 3N0534 <p>The learner will be able to:</p> <ol style="list-style-type: none"> 1. describe the basic concepts underpinning culture, including cultural activities, values/beliefs, physical artefacts and diversity 2. explain the common terms associated with culture including race, ethnic, culture, nationality, society, customs/etiquette, religion, bias/prejudice and stereotype 3. describe other cultures within local community including similarities and differences with own culture 4. compile a personal profile by exploring the main personal, social and cultural factors which influence personal identity 5. demonstrate an awareness of own cultural identity by exploring cultural heritage, local and national traditions, folklore, learning and music 6. compare cultures of countries other than native country, by exploring the main cultural features such as food, family structure, music, dress, religion, and customs/etiquette 7. identify some features of contemporary Irish culture which have been influenced by other cultures or societies, including language, music, fashion, clothing, art 8. identify ways of promoting respect, tolerance, and acceptance in a familiar multi-culture community. 	
Delivery Strategies and Learning Activities <p>This programme module could be delivered through classroom-based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities.</p>	

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Unit 1: Understanding Culture

Understanding the concepts of culture

Learning Outcome 1: Describe the basic concepts underpinning culture, including cultural activities, values/beliefs, physical artefacts and diversity.

*In order to help the learner achieve **Learning Outcome 1** in particular, consider doing the following:*

- discuss with the learner the basic concepts underpinning culture

This includes such thing as:

- cultural activities: music festivals, sports events, St. Patrick's Day Parade
- values and beliefs: religious festivals & practices, family rituals, old wives' tales,
- physical artefacts: national and religious symbols, historical sites.

- explore with the learner the concept that there is diversity.

- between different cultures (e.g. European and Asian)
- within cultures (sub-cultures, e.g. religious groups, sports groups, social groups).

Understanding the terms of culture

Learning Outcome 2: Explain the common terms associated with culture including race, ethnic, culture, nationality, society, customs/etiquette, religion, bias/prejudice and stereotype.

*In order to help the learner achieve **Learning Outcome 2** in particular, consider doing the following:*

- discuss with the learner common terms associated with culture such as:

- race
- ethnicity
- culture
- nationality
- society
- customs and etiquette
- religion
- bias and prejudice
- stereotype

- facilitate the learner to give an example of the appropriate use of each.

Recognising other cultures within our community

Learning Outcome 3: Describe other cultures within local community including similarities and differences with own culture.

*In order to help the learner achieve **Learning Outcome 3** in particular, consider doing the following:*

- discuss with the learner the presence of other cultures in the local community
- facilitate the learner to identify similarities of the other with the learner's own culture
- facilitate the learner to identify differences of the other with the learner's own culture.

Exploring identity—personal

Learning Outcome 4: Compile a personal profile by exploring the main personal, social and cultural factors which influence personal identity.

*In order to help the learner achieve **Learning Outcome 4** in particular, consider doing the following:*

- discuss with the learner the social and cultural factors which influence personal identity
- facilitate the learner to compile a personal profile including factors such as:
 - personal
 - social
 - cultural.

Exploring identity — cultural

Learning Outcome 5: Demonstrate an awareness of own cultural identity by exploring cultural heritage, local and national traditions, folklore, learning and music.

*In order to help the learner achieve **Learning Outcome 5** in particular, consider doing the following:*

- facilitate the learner include in their personal profile a consideration of their own cultural identity by exploring:
 - cultural heritage
 - local and national heritage
 - folklore
 - learning
 - music.

Comparing Cultures

Learning Outcome 6: Compare cultures of countries other than native country, by exploring the main cultural features such as food, family structure, music, dress, religion, and customs/etiquette

*In order to help the learner achieve **Learning Outcome 6** in particular, consider doing the following:*

- facilitate the learner to compare and contrast cultures of countries with the learner's own country.

This can be done by exploring the main cultural features such as:

- food
- family structure
- music
- dress
- religion
- customs and etiquette.

Influences on Irish culture

Learning Outcome 7: Identify some features of contemporary Irish culture which have been influenced by other cultures or societies, including language, music, fashion, clothing, art.

*In order to help the learner achieve **Learning Outcome 7** in particular, consider doing the following:*

- discuss with the learner some features of contemporary Irish culture which have been influenced by other cultures or societies.

This should include:

- language, e.g. 'hi'
- music, e.g. rap music
- fashion, e.g. baseball cap or dreadlocks
- clothing, e.g. anorak
- art, e.g. tattoos

Promoting respect in our communities

Learning Outcome 8: Identify ways of promoting respect, tolerance, and acceptance in a familiar multi-culture community.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- facilitate the learner to identify a familiar multicultural community
- facilitate the learner to explore ways to promote respect, tolerance and acceptance within the identified multicultural community.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise assessment brief/s for the Collection of Work and Skills Demonstration. In devising the assessment brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	100%
<p>The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome.</p>	
<p>The learner will compile a Collection of Work to include evidence of tasks, that includes:</p> <ul style="list-style-type: none"> • an exploration of culture to include: <ul style="list-style-type: none"> ○ a definition of basic concepts ○ a definition of the common terms associated with culture ○ a description of at least one other culture within the local community, and their similarities and differences to own culture ○ a description of the main features of at least one other culture in another country ○ a description of at least 5 ways in which other cultures have influenced contemporary Irish culture • a personal profile that explores the personal, social and cultural factors that have influenced the learner's personal and cultural identity • learning journal: entries covering four weeks which reflect what the learner has learned on this course, and reflection on ways to promote respect, tolerance and acceptance in a multicultural community 	

11.b Assessment - General Information – Intercultural Awareness 3N0534

All instructions for the learner must be clearly outlined in an assessment brief.

Mapping Each Learning Outcome to an Assessment Technique

Learning Outcome	Assessment Technique
1. Describe the basic concepts underpinning culture, including cultural activities, values/beliefs, physical artefacts and diversity.	Collection of Work
2. Explain the common terms associated with culture, including race, ethnic, culture, nationality, society, customs/etiquette, religion, bias/prejudice and stereotype.	Collection of Work
3. Describe other cultures within local community including similarities and differences with own culture.	Collection of Work
4. Compile a personal profile by exploring the main personal, social and cultural factors which influence personal identity.	Collection of Work
5. Demonstrate an awareness of own cultural identity by exploring cultural heritage, local and national traditions, folklore, learning and music.	Collection of Work
6. Compare cultures of countries other than native country by exploring the main cultural features, such as food, family structure, music, dress, religion, and customs/etiquette.	Collection of Work
7. Identify some features of contemporary Irish culture which have been influenced by other cultures or societies including language, music, fashion, clothing and art.	Collection of Work
8. Identify ways of promoting respect, tolerance and acceptance in a familiar multicultural community.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.



**Level 3 Intercultural Awareness
3N0534**

Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	✓ If present in portfolio	Please indicate where evidence is to be found
1. describe the basic concepts underpinning culture, including cultural activities, values/beliefs, physical artifacts and diversity	<ul style="list-style-type: none"> • describe the basic concepts underpinning culture <ul style="list-style-type: none"> ○ cultural activities ○ values/beliefs ○ physical artifacts ○ diversity 		
2. explain the common terms associated with culture, including race, ethnic, culture, nationality, society, customs/etiquette, religion, bias/prejudice and stereotype	<ul style="list-style-type: none"> • explain the common terms associated with culture <ul style="list-style-type: none"> ○ race ○ ethnic ○ culture ○ nationality ○ society ○ customs/etiquette ○ religion ○ bias/prejudice ○ stereotype 		
3. describe other cultures within local community including similarities and differences with own culture	<ul style="list-style-type: none"> • describe at least one culture within the local community • describe the similarities of that culture with own culture • describe the differences of that culture with own culture 		
4. compile a personal profile by exploring the main personal, social and cultural factors which influence personal identity	<ul style="list-style-type: none"> • compile a personal profile by exploring the main factors which influence personal identity: <ul style="list-style-type: none"> ○ personal, ○ social ○ cultural 		

<p>5. demonstrate an awareness of own cultural identity by exploring cultural heritage, local and national traditions, folklore, learning and music</p>	<ul style="list-style-type: none"> • demonstrate an awareness of own cultural identity by exploring: <ul style="list-style-type: none"> ○ cultural heritage ○ local and national traditions ○ folklore ○ learning ○ music 		
<p>6. compare cultures of countries other than native country by exploring the main cultural features, such as food, family structure, music, dress, religion, and customs/etiquette</p>	<ul style="list-style-type: none"> • compare cultures of at least one country other than native country by exploring cultural features: <ul style="list-style-type: none"> ○ food ○ family structure ○ music ○ dress ○ religion ○ customs/etiquette 		
<p>7. identify some features of contemporary Irish culture which have been influenced by other cultures or societies including language, music, fashion, clothing and art</p>	<ul style="list-style-type: none"> • identify at least 5 features of contemporary Irish culture which have been influenced by other cultures or societies including: <ul style="list-style-type: none"> ○ language ○ music ○ fashion ○ clothing ○ art ○ other 		
<p>8. identify ways of promoting respect, tolerance and acceptance in a familiar multicultural community</p>	<ul style="list-style-type: none"> • identify ways of promoting respect, tolerance and acceptance in a familiar multicultural community 		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____