



PERSONAL DEVELOPMENT
Access 2

First edition — published April 2008



National Course Specification

Personal Development (Access 2)

COURSE CODE C250 08

COURSE STRUCTURE

To achieve this Course candidates have to achieve **three** Units, **one** from each of the following groups:

1 Self in Society — one from:

F37S 08	<i>Self in Society: Leisure Time Activities</i>	<i>1 credit (40 hours)</i>
F37T 08	<i>Self in Society: Investigating Service Providers in the Local Community</i>	<i>1 credit (40 hours)</i>
F37V 08	<i>Self in Society: Environmental Issues</i>	<i>1 credit (40 hours)</i>

2 Practical Abilities — one from:

F37N 08	<i>Practical Abilities: Making Journeys</i>	<i>1 credit (40 hours)</i>
F37P 08	<i>Practical Abilities: Independent Living</i>	<i>1 credit (40 hours)</i>
F37R 08	<i>Practical Abilities: Personal Finance</i>	<i>1 credit (40 hours)</i>

3 Self and Work — one from:

F37K 08	<i>Self and Work: Investigating the Workplace</i>	<i>1 credit (40 hours)</i>
F37L 08	<i>Self and Work: Completing a Work Placement</i>	<i>1 credit (40 hours)</i>
F37M 08	<i>Self and Work: Enterprise Activity</i>	<i>1 credit (40 hours)</i>

There is no external assessment for this Course. To achieve the Course award the candidate must pass all the Units which make up the Course.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Course Specification: (cont)

COURSE Personal Development (Access 2)

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Access 3 Personal Development or its Units
- ◆ Standard Grade Social and Vocational Skills at Foundation level
- ◆ further education
- ◆ supported employment

CREDIT VALUE

The Access 2 Personal Development Course is allocated 18 SCQF credit points at SCQF level 2*.

**SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills for this Course. For information about automatic certification of Core Skills for any individual Unit in this Course refer to the general information section at the beginning of each Unit.

Opportunities for developing aspects of Core Skills are highlighted in the Support Notes of the Unit Specifications for this Course.

National Course Specification: Course details (cont)

COURSE Personal Development (Access 2)

RATIONALE

Scottish education recognises the need to educate the whole person, providing the skills and knowledge to participate fully in society and potentially lead rich, fulfilling lives. The Access 2 Personal Development Course seeks to develop candidates' potential as employable, contributing and independent members of society through the development of basic life skills in, for example planning a household budget, developing an understanding of the world of work or participating in leisure time activities.

To achieve the Course candidates must pass three Units which will allow them to begin to develop a range of personal, social and vocational skills and abilities. Candidates choose one Unit from each of the following groups:

1 Self in Society

In the group of *Self in Society* Units candidates have the opportunity to learn about the community and the wider environment in which they **live** and will be involved in tasks involving communication and interaction with others. In the *Self in Society: Investigating Service Providers in the Local Community* Unit, they will learn about the role of different local agencies and how individuals can access the services they provide. The Unit *Self in Society: Leisure Time Activities* enables candidates to participate in leisure activities in their local community. Finally, the Unit *Self in Society: Environmental Issues* encourages candidates to consider their own impact and the impact of others on the environment.

2 Practical Abilities

In the group of *Practical Abilities* Units candidates are encouraged to do things for themselves and gain some basic skills for independent living. The *Practical Abilities: Making Journeys* Unit gives candidates the chance to access public transport on their own but with a level of supervision appropriate to the candidate. In the *Practical Abilities: Personal Finance* Unit candidates are introduced to bank accounts and basic household finances. They are also introduced to sources of help they can seek in relation to financial matters. The *Practical Abilities: Independent Living* Unit will help candidates develop basic skills in maintaining personal hygiene, shopping for household items and arranging appointments for themselves.

3 Self and Work

The purpose of the group of *Self and Work* Units is to help candidates develop vocational skills that may help them in future supported employment. The *Self and Work: Enterprise Activity* Unit gives candidates the chance to be involved in the planning and delivery of a product or service. The *Self and Work: Investigating the Workplace* Unit involves candidates in finding out about a local company and gaining a greater understanding of the function of the company and the role of people who work for it. Finally, the *Self and Work: Completing a Work Placement* Unit provides a chance for candidates who go on a work placement to achieve recognition for what they have gained from their experience.

National Course Specification: Course details (cont)

COURSE Personal Development (Access 2)

The Access2 Personal Development Course may provide a natural progression route for candidates who have undertaken appropriate Units at Access 1 level. Achievement of the Personal Development Course at Access 2 may in turn prepare candidates who wish to progress to Access 3. Candidates will also find that the skills and abilities developed in this Course stand them in good stead for study in other areas, or training or employment.

Aims

The Access 2 Personal Development Course aims to provide candidates with the opportunity to gain greater independence, self esteem and self confidence and to help them develop the following personal, social and vocational skills:

- ◆ task management skills such as staying on task and following instructions
- ◆ interpersonal skills such as how to pay attention to others and to accept authority
- ◆ self evaluation skills such as reviewing own performance

The Course also aims to provide candidates with the opportunity to demonstrate the following practical abilities:

- ◆ obtaining information and seeking assistance where necessary
- ◆ communicating effectively in person and/or on the phone
- ◆ completing domestic independent living tasks and vocational/enterprise activities

Throughout the Course candidates will be working in a supported learning environment. This means that prompting and support will be given as appropriate by the teacher/lecturer as candidates progress through the Units of the Course.

National Course Specification: Course details (cont)

COURSE Personal Development (Access 2)

COURSE CONTENT

Summary of Course content

This Course comprises a selection of nine Units in groups of **three**. Candidates must achieve **one** Unit from **each** group to achieve the overall Course award. The three groups of Units are:

1 Self in Society:

Self in Society: Leisure Time Activities

Self in Society: Investigating Service Providers in the Local Community

Self in Society: Environmental Issues

2 Practical Abilities:

Practical Abilities: Making Journeys

Practical Abilities: Independent Living

Practical Abilities: Personal Finance

3 Self and Work:

Self and Work: Investigating the Workplace

Self and Work: Completing a Work Placement

Self and Work: Enterprise Activity

The Course provides candidates with the opportunity to develop various skills and, depending on the Units selected, to demonstrate abilities in:

- ◆ interpersonal skills such as interacting with others
- ◆ reviewing own performance or contribution
- ◆ taking part in the planning of group or individual tasks
- ◆ working with others
- ◆ searching for information
- ◆ communicating effectively (eg completing forms, arranging appointments and contacting service providers)
- ◆ completing assigned tasks or activities

In the Course candidates will learn through experience in a supported learning environment. While planning and reviewing have been included within some of the Units there is less emphasis on these skills in this Access 2 Course than in the Personal Development Courses at Access 3 and above.

Centres will be able to help individual candidates select the combination of Units that is most appropriate to complete the Course. Where candidates have already completed the Units required to achieve the Course, the centre may wish candidates to complete further Units from the three groupings on a freestanding basis.

National Course Specification: Course details (cont)

COURSE Personal Development (Access 2)

Summary of Unit content

Group 1: Self in Society

Self in Society: Leisure Time Activities (Access 2)

This Unit provides candidates with the opportunity to develop their social and interpersonal skills while participating in two leisure time activities. With teacher/lecturer support candidates will select a familiar and an unfamiliar activity and gather information about these activities before participating in them. Candidates will then reflect on each activity and express an opinion about it.

Self in Society: Investigating Service Providers in the Local Community (Access 2)

This Unit is designed to help candidates become familiar with the service providers operating in their local community. With teacher/lecturer support candidates will find out about a variety of local service providers and what these service providers do. They will also investigate two local social issues and identify the service providers who are involved with these issues. Finally they will identify and contact an appropriate service provider for a specific purpose.

Self in Society: Environmental Issues (Access 2)

This Unit provides candidates with an introduction to issues concerning the environment. With teacher/lecturer support candidates will identify some of the main causes of environmental damage and how this can be reduced through limiting use of resources and recycling where possible. Candidates are also given the opportunity to take part in an activity related to an environmental issue.

Group 2: Practical Abilities

Practical Abilities: Making Journeys (Access 2)

This Unit will introduce candidates to making journeys. With teacher/lecturer support they will plan for making a familiar and an unfamiliar journey and then complete each journey. They will also be given the opportunity to express an opinion about the journeys they have completed.

Practical Abilities: Independent Living (Access 2)

This Unit will introduce candidates to different everyday activities which help an individual to live independently. With teacher/lecturer support candidates will have the opportunity to investigate the importance of personal hygiene and how they can maintain their own personal hygiene. They will also look at shopping for essential items by preparing shopping lists and comparing the price of items in different shops. Finally candidates will communicate and collect information by exploring how to contact services and make appointments.

National Course Specification: Course details (cont)

COURSE Personal Development (Access 2)

Practical Abilities: Personal Finance (Access 2)

This Unit will introduce candidates to some of the main aspects of personal finance they may encounter in adult life. With teacher/lecturer support candidates will have the opportunity to explore the importance of holding a personal current account with a bank, building society or post office and the way in which these accounts operate. They will also investigate the main costs associated with living independently and the way in which payment is made to cover these.

Finally candidates will look at the support services available to provide guidance and advice on financial matters and how they can access those services.

Group 3: Self and Work

Self and Work: Investigating the Workplace (Access 2)

This Unit will introduce candidates to the world of work. With teacher/lecturer support they will investigate a range of occupational sectors and the job roles within these areas, features of these job roles and the skills and preferences relevant to these. They will conduct an investigation into a local workplace, identifying different job roles, the skills required for these and the importance of each job role. Candidates will also learn about general employment skills by investigating the responsibilities of employees and employers.

Self and Work: Completing a Work Placement (Access 2)

This Unit will introduce candidates to the world of work. With teacher/lecturer support they will identify their own skills and interests to select a suitable work placement and then investigate the work placement in order to obtain important details prior to starting the placement. Candidates will then complete the work placement before reviewing the experience.

Self and Work: Enterprise Activity (Access 2)

This Unit will allow candidates to be involved in an enterprise activity. With teacher/lecturer support candidates will help plan an activity by identifying a variety of tasks. They will then participate in the enterprise activity by completing their own tasks before reviewing the skills they have used and their own contribution to the activity.

National Course Specification: Course details (cont)

COURSE Personal Development (Access 2)

ASSESSMENT

To achieve the Course award candidates must pass **three** Units, **one** from each different group.

Throughout the Course candidates will be working in a supported learning environment. This means that prompting and support will be given as appropriate by the teacher/lecturer as candidates make progress through the Units of the Course.

Assessment objectives

Assessment across the Units of this Course allows the candidate to demonstrate the development of interpersonal skills and independent living skills. It also allows candidates to demonstrate the ability to:

- ◆ contribute to planning activities
- ◆ take part in activities
- ◆ review own performance
- ◆ search for information
- ◆ communicate effectively using an appropriate mode of communication

Unit assessment

Written and/or recorded oral evidence using the candidate's preferred method of communication is required for all Units in the Course.

Performance evidence supported by an assessor observation checklist is also required for the following Units:

Self in Society: Leisure Time Activities
Self in Society: Investigating Service Providers in the Local Community
Self in Society: Environmental Issues
Practical Abilities: Making Journeys
Practical Abilities: Independent Living
Practical Abilities: Personal Finance
Self and Work: Completing a Work Placement
Self and Work: Enterprise Activity

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

National Course Specification: Course details (cont)

COURSE Personal Development (Access 2)

QUALITY ASSURANCE

All National Courses are subject to external verification. External Verifiers are trained by SQA to apply national standards.

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods.

To assist centres, Senior Verifier reports are published on SQA's website **www.sqa.org.uk**.

National Course Specification: Course details (cont)

COURSE Personal Development (Access 2)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

To achieve the Course candidates are required to achieve **three** Units, **one** from each of **three** groups.

As part of the induction process, teachers/lecturers should devote time to ensuring that candidates have a clear understanding of the expectations for the Course and Units by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and where appropriate Core Skills. Where appropriate, group/class discussion about the requirements of the Course may encourage the sharing of ideas and understanding.

Within the Course framework there are opportunities for integration between Units. For example, the delivery of the Units *Practical Abilities: Independent Living* and *Self in Society: Investigating Service Providers in the Local Community* may provide an opportunity for integration in the assessment of contacting a local service provider and arranging an appointment. However, while such opportunities may exist, centres may find some benefit in repeating similar tasks rather than integrating them at Access 2 level. Candidates may find the opportunity to repeat and reinforce learning more beneficial than completing an integrated assessment. This will depend on the needs of each candidate and centres are encouraged to consider the best approach for each individual.

This Course is designed to allow candidates who are capable of progressing, to move on to the Personal Development Course at Access 3 level. However, the individual Units offer the opportunity for candidates who have completed the Course to progress laterally at the same level by completing further Units over and above the three they have achieved while completing the Course.

Approaches to assessment

Evidence should be gathered at appropriate points as candidates make progress through the Course. Each candidate should be allowed to produce the evidence using his/her preferred mode of communication which may be verbal or non-verbal.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account during the activities and when deciding upon appropriate levels of support.

Throughout the Course candidates will be working in a supported learning environment. This means that prompting and support will be given as appropriate by the teacher/lecturer as candidates progress through the Units of the Course.

Observation checklists and other records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for verification. Assessor observation checklists may relate to just one candidate, a group of candidates or a whole class.

National Course Specification: Course details (cont)

COURSE Personal Development (Access 2)

Written and/or recorded oral evidence may be produced in a variety of formats, for example:

- ◆ candidate written records
- ◆ recordings of interviews
- ◆ emails
- ◆ blogs
- ◆ assessor record of candidate responses
- ◆ review sheets
- ◆ electronic presentations
- ◆ electronic journals
- ◆ log books
- ◆ diaries
- ◆ videos
- ◆ photographs.

Centres should select the formats most appropriate for individual candidates and the learning environment in which they are completing the Course.

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 this Course. 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).



National Unit Specification: general information

UNIT Self in Society: Leisure Time Activities (Access 2)

CODE F37S 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their interpersonal skills in communicating and interacting with others.

This Unit provides candidates with the opportunity to develop their social and interpersonal skills while participating in two leisure time activities. With teacher/lecturer support candidates will select a familiar and an unfamiliar activity and gather information about these activities before participating in them. Candidates will then reflect on each activity and express an opinion about it.

OUTCOMES

- 1 Investigate leisure time activities.
- 2 Participate in selected leisure time activities.
- 3 Review own participation in the leisure time activities.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HB

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National Unit Specification: general information (cont)

UNIT Self in Society: Leisure Time Activities (Access 2)

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skill components in this Unit.

National Unit Specification: statement of standards

UNIT Self in Society: Leisure Time Activities (Access 2)

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 leisure time activities.

Performance Criteria

- (a) Identify a variety of leisure time activities.
- (b) Select a familiar and an unfamiliar leisure time activity for own participation.
- (c) Gather information about the activities selected.

OUTCOME 2

Participate in selected leisure time activities.

Performance Criteria

- (a) Agree own role in the selected activities.
- (b) Carry out own role in the activities.
- (c) Provide information to another person during the activities.
- (d) Seek information from another person during the activities.

OUTCOME 3

Review own participation in the leisure time activities.

Performance Criteria

- (a) State own opinion about each completed activity.
- (b) Give one reason to support the opinion expressed.
- (c) Identify strengths in carrying out own role in completed activities.

National Unit Specification: statement of standards (cont)

UNIT Self in Society: Leisure Time Activities (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer will issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus candidates' attention on the activity to allow them to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1 and 3. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Performance evidence will be required for Outcome 2. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

Evidence for all Outcomes will be gathered at appropriate points throughout the Unit.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

Candidates will be given an appropriate template to allow the results of their investigation for Outcome 1 to be recorded and to reflect on the activities in Outcome 3. These should cover:

For Outcome 1

- ◆ At least **four** leisure activities, **two** should be familiar and **two** unfamiliar.
- ◆ One familiar and **one** unfamiliar activity in which the candidate will participate. The activity may be either a group activity or one which the candidate will complete on his/her own. However, the activity must be in a setting where the candidate will have the opportunity to interact with others under the supervision of the teacher/lecturer. This interaction could be with other candidates, the teacher/lecturer or another relevant person.
- ◆ Two pieces of information for each activity.

In Outcome 2, all Performance Criteria must be met for **two** activities. **One** activity must be familiar to the candidate and **one** activity must be unfamiliar to the candidate.

For Outcome 3

- ◆ **One** opinion about each activity once it has been completed.
- ◆ **One** reason given to support each opinion.
- ◆ **One** strength for each role in each activity.

National Unit Specification: statement of standards (cont)

UNIT Self in Society: Leisure Time Activities (Access 2)

Candidates should agree their own role in the selected activities with one other person under the supervision of the teacher/lecturer. The other person could be another candidate, the teacher/lecturer or another relevant person. During each activity **one** piece of information should be provided to another person and **one** piece of information sought from another person.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit which includes a suitable template. If a centre wishes to design its own assessments for this Unit these should be of a comparable standard.

National Unit Specification: support notes

UNIT Self in Society: Leisure Time Activities (Access 2)

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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their interpersonal skills in communicating and interacting with others. This Unit is one of the *Self in Society* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit provides candidates with the opportunity to develop their social and interpersonal skills while participating in two leisure time activities. With teacher/lecturer support candidates will select a familiar and an unfamiliar activity and gather information about these activities before participating in them. A familiar activity is one which candidates have completed several times previously while an unfamiliar activity is one that is new to candidates or that they have completed only once or twice before. Candidates will then reflect on each activity and express an opinion about it.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account during activities and when deciding upon appropriate levels of support.

Teachers/lecturers should take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

This Unit should focus on helping candidates to develop their ability to communicate and interact with others and should not focus on their skills in completing the leisure time activities. The leisure time activities may be group activities or activities which candidates will complete on their own. However, care should be taken to ensure that the leisure time activities which candidates select will allow them the opportunity to achieve Outcome 2.

The familiar activity should be an activity that the candidate has participated in before and the unfamiliar activity is one that is new to candidates or that they have completed only one or twice before.

National Unit Specification: support notes (cont)

UNIT Self in Society: Leisure Time Activities (Access 2)

Candidates could be encouraged to identify a variety of activities. Where possible it would be appropriate for candidates to work as a group to encourage a discussion about different activities, whether they are suited to groups or individuals or whether any candidates have participated in these activities before. Candidates could be asked to identify activities which could be appropriate for particular situations by discussing different aspects of each activity, for example:

- ◆ Is it a group or individual activity?
- ◆ Is it an outdoor or indoor activity?
- ◆ What is the cost (if any) of the activity?
- ◆ Is any specialist equipment or resource needed?
- ◆ How much time is needed for the activity?

This could help candidates to decide which familiar and unfamiliar activities to participate in and whether to do so in a group or individually.

In order to help candidates understand the different roles which can be played in different leisure time activities, group or paired discussion might be helpful. Such discussion could focus on identifying as many different roles as possible and on discussing which roles candidates prefer.

In order to help candidates learn how to express a reasoned opinion they could be encouraged to think and talk about which aspects of each activity they enjoyed most and/or disliked most. They could then be asked to think about why they enjoyed or disliked each aspect.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in group discussion which should provide the opportunity to develop aspects of *Communication* at Access 2 level. There may also be an opportunity to develop aspects of *Working with Others* at Access 2 level while working either in pairs or in a group situation.

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)*.

When candidates are producing evidence of their investigations of leisure activities for Outcome 1, they could be asked to identify activities which could be appropriate for particular situations. A list of alternatives could be given in written, oral or pictorial form and candidates could be asked to select from these alternatives. Such a list should be tailored to suit each candidate's preferred mode of communication.

National Unit Specification: support notes (cont)

UNIT Self in Society: Leisure Time Activities (Access 2)

In order to achieve Outcome 2 it is important that care is taken to choose an activity that will give each candidate the opportunity to achieve all the Performance Criteria. Teachers/lecturers can help candidates to agree their role by asking them to select from two or three appropriate options.

For PC(c) the candidate could tell another member of the group where to stand to catch the ball.

For PC(d) the candidate could, for example, ask another person where the armbands are kept for swimming. The information given and received will be dependent on the leisure activity chosen.

For Outcome 3 the opinion stated could be either positive or negative after candidates have reflected on, for example, whether or not they have enjoyed the activity. The reason given should support the opinion expressed. These opinions and reasons could be expressed along with the individual strengths through, for example, group or paired discussion or structured questioning.

Evidence of the candidates' opinions, reasons and strengths could be recorded, for example, on a template which could be paper based or in electronic form. Evidence could also be in the form of an audio or video recording of an interview or a discussion or an assessor record containing notes of the interview or discussion.

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).



National Unit Specification: general information

UNIT Self in Society: Investigating Service Providers in the Local Community (Access 2)

CODE F37T 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their interpersonal skills in communicating and interacting with others.

This Unit is designed to help candidates become familiar with service providers operating in their local community. With teacher/lecturer support candidates will find out about a variety of local service providers and what these service providers do. They will also investigate two local social problems and identify the service providers who are involved with these problems. Finally they will identify and contact an appropriate service provider for a specific purpose.

OUTCOMES

- 1 Investigate the role of service providers in the local community.
- 2 Investigate the work of local service providers in relation to social problems which affect the local community.
- 3 Contact a local service provider for a specific purpose.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HB

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National Unit Specification: general information (cont)

UNIT Self in Society: Investigating Service Providers in the Local Community (Access 2)

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT **Self in Society: Investigating Service Providers in the Local Community (Access 2)**

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 role of service providers in the local community.

Performance Criteria

- (a) Identify service providers who serve the local community.
- (b) Describe the role of these service providers in the local community.

OUTCOME 2

Investigate the work of local service providers in relation to social problems which affect the local community.

Performance Criteria

- (a) Identify social problems which affect the local community.
- (b) Describe the involvement of local service providers in dealing with these problems.

OUTCOME 3

Contact a local service provider for a specific purpose.

Performance Criteria

- (a) Identify the address and telephone number of a specific service provider.
- (b) Communicate with this service provider for a given purpose.

National Unit Specification: statement of standards (cont)

UNIT Self in Society: Investigating Service Providers in the Local Community (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus candidates' attention on the activity to allow them to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1 and 2. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Performance evidence will be required in relation to Outcome 3. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

Candidates will be given an appropriate template to allow the results of their investigation for Outcomes 1 and 2 to be recorded. The investigation should cover:

- ◆ the identification of at least **two** service providers
- ◆ the role of **two** of these service providers
- ◆ **two** social problems which affect the local community
- ◆ the involvement of **one** local service provider for each problem

Evidence of contact with a local service provider for Outcome 3 should include:

- ◆ the address and telephone number of a local service provider
- ◆ the communication used to contact the local service provider. This may be written or orally recorded.

This evidence may be generated through a role play or in other appropriate simulated conditions. Teachers/lecturers should inform candidates of the purpose of the communication which might be, for example, to contact the police to report vandalism, to ask for the opening times of a local youth club, or to ask the Council to arrange uplift and disposal of old furniture.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit these should be of a comparable standard.

National Unit Specification: support notes

UNIT Self in Society: Investigating Service Providers in the Local Community (Access 2)

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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their interpersonal skills in communicating and working with others in a group. This Unit is one of the *Self in Society* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will help candidates to familiarise themselves with the community around them. With teacher/lecturer support candidates will look into a variety of local service providers and what they do and investigate two of these in more depth. They will also investigate two local social problems and identify the service providers who are involved with these problems.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

Appropriate local service providers could include, for example police, fire service, youth groups, health services (eg ambulance, health centre, hospital, family planning clinic), voluntary organisations, local councils.

Candidates are required to describe the role of two service providers. It is anticipated that these local service providers will be selected with direction from the teacher/lecturer. Candidates could investigate a variety of tasks the service provider performs. For example, the fire service is an emergency service that extinguishes fires but it also has other roles such as cutting people free from traffic accidents and dealing with hazardous spillages and flooding. If possible it may be useful to arrange a visit to or from one or two of the service providers being investigated, or alternatively asking them to send information leaflets.

National Unit Specification: support notes (cont)

UNIT Self in Society: Investigating Service Providers in the Local Community (Access 2)

Candidates will investigate two social problems which affect the local community. It is anticipated that the problems will be investigated with direction from the teacher/lecturer. Candidates could be encouraged to identify specific examples of these types of problems in the local area from, for example, an article in a local newspaper or from a local campaign.

The table below illustrates some examples of appropriate social problems and the service providers involved.

Social Issue	Service Provider
Vandalism	Police/Fire Service/Local Council
Speeding	Police/Fire Service/Local Council/Hospital
Drug Abuse	Police/Health Centre
Litter/Illegal dumping	Local Council/Police
Gang Culture	Police/Youth Organisations
Closure of facilities/venues	Local Council/Youth Organisations/Voluntary Organisations
Homelessness	Voluntary Organisations
Hospital Closure	Ambulance Service/Hospital/Health Centre
Flooding	Fire Service/Police/Voluntary Organisations

The local service provider contact details can be identified from a variety of sources, for example a telephone book, Internet, leaflets, local newspaper and signs outside buildings. Candidates could work to produce a list of key service providers and their postal addresses, telephone numbers and/or email addresses.

Candidates can practise contacting some local service providers through role play or simulation exercises. Contact can be made by telephone or in person or in any other way using the candidate's normal mode of communication.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an investigation and will have the opportunity to develop aspects of *Communication* at Access 2 for oral and/or written communication during the investigation. There will also be opportunities for developing aspects of *Working with Others* at Access 2 level during the role play situation.

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)

UNIT Self in Society: Investigating Service Providers in the Local Community (Access 2)

When candidates are producing evidence of their investigations of local service providers for Outcomes 1 and 2, they could be asked to identify the service providers relevant to a particular situation. A list of alternatives could be given in written, oral or pictorial form and candidates could be asked to select from these alternatives. Such a list should be tailored to suit each candidate's preferred mode of communication. For Outcome 2 candidates must identify social problems which affect the local community. They could be asked to identify the social problems which they feel are important in their local area or which have had an impact on them.

Candidates must describe the roles of two service providers and the involvement of these service providers in social problems. Evidence could be generated in the form of, for example, a poster, information sheet, or an audio or video recording. Alternatively a performance activity such as a play or presentation could be used and candidates' descriptions could be recorded using an assessor checklist or audio/visual device.

Candidates could produce evidence for Outcome 3, Performance Criteria (a) by producing a simple telephone and address list containing details of at least one local service provider. The list could be a written or oral recorded list and could be held on a computer file or audio recording. The list could then be used to contact the local service provider in Performance Criteria (b).

Candidates must communicate with a local service provider for a given purpose as directed by the teacher/lecturer. Appropriate purposes might be to request the opening times of a local youth club, voluntary organisation or health centre or to contact the emergency services in the event of a flood. It is appropriate for this evidence to be produced through role play or simulation, particularly when candidates are contacting local emergency services.

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).



National Unit Specification: general information

UNIT Self in Society: Environmental Issues (Access 2)

CODE F37V 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their interpersonal skills in communicating and interacting with others.

This Unit provides candidates with an introduction to issues concerning the environment. With teacher/lecturer support candidates will identify some of the main causes of environmental damage and how this can be reduced through limiting use of resources and recycling where possible. Candidates are also given the opportunity to take part in an activity related to an environmental issue.

OUTCOMES

- 1 Identify some of the main causes and effects of environmental damage.
- 2 Identify actions that can be taken to reduce environmental damage.
- 3 Participate in an activity aimed at reducing environmental damage.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HB

Publication date: April 2008

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National Unit Specification: general information (cont)

UNIT Self in Society: Environmental Issues (Access 2)

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Self in Society: Environmental Issues (Access 2)

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

Identify some of the main causes and effects of environmental damage.

Performance Criteria

- (a) Identify some of the main causes of different types of environmental damage.
- (b) Identify the effects of these types of environmental damage.

OUTCOME 2

Identify actions that can be taken to reduce environmental damage.

Performance Criteria

- (a) Identify a variety of actions that can be taken by society to reduce environmental damage.
- (b) Identify own actions that can be taken to reduce environmental damage.

OUTCOME 3

Participate in an activity aimed at reducing environmental damage.

Performance Criteria

- (a) Agree own role in an activity that will help reduce environmental damage.
- (b) Carry out own role in the activity as agreed.
- (c) Provide information to another person during the activity.
- (d) Seek information from another person during the activity.

National Unit Specification: statement of standards (cont)

UNIT Self in Society: Environmental Issues (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus candidates' attention on the activity to allow them to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1, 2 and Outcome 3, Performance Criterion (a). Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video/audio recording.

Performance evidence will be required for Outcome 3, Performance Criterion (b). This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

Evidence for all Outcomes will be gathered at appropriate points throughout the Unit.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

Written and/or oral and/or other recorded modes of communication covering:

- ◆ **three** different causes of environmental damage, each of which must relate to a different type
- ◆ **one** effect on the environment of each of these causes
- ◆ **three** different actions which can be taken by society
- ◆ **three** different actions which can be taken by the candidate
- ◆ a statement of the candidate's own role in **one** activity to reduce environmental damage

Performance evidence, supported by a checklist, audio or video recording or other appropriate supporting evidence covering:

- ◆ the candidate's own role in **one** activity to reduce environmental damage which should have been carried out as agreed. During the activity **one** piece of information should be provided to another person and **one** piece of information should be sought from another person.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit these should be of a comparable standard.

National Unit Specification: support notes (cont)

UNIT Self in Society: Environmental Issues (Access 2)

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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment for candidates who wish to develop their interpersonal skills in communicating and working with others in a group. This Unit is one of the *Self in Society* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit provides candidates with an introduction to issues concerning the environment. With teacher/lecturer support candidates will identify some of the main causes of environmental damage and how this can be reduced through limiting use of resources and recycling where possible. Candidates are also given the opportunity to take part in an activity related to an environmental issue.

Teachers/lecturers should concentrate on the broad links between the actions of society and individuals and the environmental damage that may result. The depth to which it may be possible to explain the causal linkage in scientific terms to candidates at this level should be carefully considered. It may be possible to cover some concepts such as carbon emissions leading to global warming, leading to melting ice caps leading to rising sea levels. However, where candidates are confused by the causal nature of these links then the underlying concepts do not need to be dwelt upon.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

The term 'environmental damage' should be taken to mean any form of environmental pollution or any use of environmental resources that may harm the local or global environment. Candidates are not expected to understand the causes of environmental damage in scientific terms but they should be able to grasp some lower level causes and their effects as illustrated in the table below.

National Unit Specification: support notes (cont)

UNIT Self in Society: Environmental Issues (Access 2)

Types	Causes	Effects
Oil Spill	Oil Tanker sinking; illegal dumping of oil	Kills birds; kills sea life; dirty beaches
Air Pollution	Car exhaust fumes; factory emissions	Breathing difficulty, harms wildlife
Dirty streets or countryside	People dropping litter; fly tipping	Looks bad, can lead to vermin / disease
Deforestation	Cutting down rainforests to create agricultural land	Birds and animals become extinct
Too much household waste	Not recycling waste; too much packaging on products	Landfill sites running out of space Wasting resources
Ice caps melting	Global warming	Animals become extinct, Rising water levels, flooding

In order to help candidates understand the causes and effects of environmental damage they could for example be:

- ◆ presented with some examples of the causes and effects of environmental damage
- ◆ shown a series of images illustrating the causes and effects of environmental damage
- ◆ encouraged to identify examples of environmental damage in their immediate or local area
- ◆ shown Video/DVD footage showing environmental damage

Such activities could be attempted by candidates working with their teacher/lecturer individually, in pairs or as a group. Teachers/lecturers should take account of the particular needs of individual candidates when planning activities.

In order to help candidates understand actions that can be taken to reduce environmental damage, teachers/lecturers could select specific causes and encourage candidates to identify the actions society as a whole could take to reduce that damage. Where possible it would be appropriate for candidates to work as a group so that they can identify as many different actions as possible. This will help to increase their understanding of the causes of environmental damage and also give them a broad understanding of how society could combat this.

Once candidates have identified the actions which could be taken by society, they could be encouraged to think about the actions they could take as individuals which will help them, as individuals to reduce environmental damage. This may help them to realise that although each person cannot have a significant effect on environmental damage on his/her own, their individual actions make an important contribution to society's actions.

Examples of some causes of environmental damage and relevant actions which could be taken by both society and the individual are given in the table below:

National Unit Specification: support notes (cont)

UNIT Self in Society: Environmental Issues (Access 2)

Cause of Environmental Damage	Society Action (PC a)	Individual Action (PC b)
Power Station Emissions	Use less electricity	<ul style="list-style-type: none">◆ Turn lights/appliances off when not in use◆ Use energy saving light bulbs◆ Put on jumper instead of turning on heating◆ Increase awareness of this issue
Car Exhaust Fumes	Reduce traffic on road	<ul style="list-style-type: none">◆ Do not take car when it is not necessary◆ Use public transport to reduce car journeys◆ Increase others awareness of this issue
Landfill sites	Reduce, reuse, recycle	<ul style="list-style-type: none">◆ Reuse items such as plastic bags◆ Recycling project◆ Give old clothes to charity shops◆ Increase awareness of others
Litter	Stop dropping litter	<ul style="list-style-type: none">◆ Do not drop litter◆ Take part in litter pick-up◆ Increase awareness of others

It is anticipated that the teacher/lecturer will choose the activity to reduce environmental damage. However, if appropriate, the teacher/lecture may wish to help the candidate select an activity from a range of appropriate options. Similarly, when agreeing the candidate's individual role within the activity, the teacher/lecturer could discuss options with the individual or with a group of candidates.

Appropriate candidate roles within an activity might be, for example:

- ◆ helping make a poster for a campaign to raise awareness of environmental issues
- ◆ helping to pick up litter
- ◆ helping with a recycling project
- ◆ helping to plant trees in a garden
- ◆ contributing to the design of a questionnaire about environmental issues
- ◆ contributing to a set of eco-codes for a school
- ◆ contributing to a presentation on environmental issues

Teachers/lecturers must ensure that both the activity chosen and the role agreed with the candidate are appropriate for each individual's needs.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in researching environmental issues and will have the opportunity for developing aspects of *Communication* at Access 2 level while identifying the cause and effect of global damage. Candidates may also have opportunities to develop aspects of *Working with Others* at Access 2 level while working in a group situation.

National Unit Specification: support notes (cont)

UNIT Self in Society: Environmental Issues (Access 2)

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)*.

In order to help candidates generate evidence for Outcome 1 teachers/lecturers could ask them to match causes of environmental damage with their effects. It is important to note that candidates must identify three different causes of damage and at least one effect of each in order to achieve this Outcome.

For Outcome 2 candidates could be given examples of environmental damage (eg visually or orally). They could then be asked to select an appropriate action to reduce that damage from a choice of two or three possible actions. It is important to remember that candidates must identify three actions that could be taken by society **and** three actions that could be taken by them. It is not essential that the candidate's own actions are directly related to the action society could take. However, where appropriate, candidates should be encouraged to identify personal actions which might contribute to society's actions.

In order to achieve Outcome 3 it is important that care is taken to choose an activity that will give each candidate the opportunity to achieve both Performance Criteria. Teachers/lecturers can help candidates to agree their role by asking them to select from two or three appropriate options. It is appropriate for candidates to be given support when they are carrying out their own role within the activity.

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)*.



National Unit Specification: general information

UNIT Practical Abilities: Making Journeys (Access 2)

CODE F37N 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their independent living skills.

This Unit will introduce candidates to making journeys. With teacher/lecturer support they will plan for making a familiar and an unfamiliar journey and then complete each journey. They will also be given the opportunity to express an opinion about the journeys they have completed.

OUTCOMES

- 1 Prepare a plan for making specific journeys.
- 2 Complete the journeys as planned.
- 3 Review how successful the journeys have been.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

**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)

UNIT Practical Abilities: Making Journeys (Access 2)

CORE SKILLS

Achievement of this Unit gives automatic certification of the following Core Skill:

Complete Core Skill Problem Solving at SCQF level 2

Core Skill Components None

National Unit Specification: statement of standards

UNIT Practical Abilities: Making Journeys (Access 2)

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

Prepare a plan for making specific journeys.

Performance Criteria

- (a) Identify the start and finish point of a familiar and an unfamiliar journey.
- (b) Identify the various stages and appropriate modes of transport/travel for each journey.
- (c) Identify the resources needed and the timings for each journey.
- (d) Identify an appropriate source of assistance for each journey.

OUTCOME 2

Complete the journeys as planned.

Performance Criteria

- (a) Start each journey from the planned starting point at the planned time.
- (b) Complete each journey by arriving at the planned finishing point.
- (c) Use identified resources appropriately to complete each journey.

OUTCOME 3

Review how successful the journeys have been.

Performance Criteria

- (a) Identify strengths and weaknesses of the plan.
- (b) Identify learning points for future planning.
- (c) State own opinion about how successful each journey has been.

National Unit Specification: statement of standards (cont)

UNIT Practical Abilities: Making Journeys (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or to get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1 and 3. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Performance evidence will be required in relation to Outcome 2. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

Candidates are required to plan, complete and review **two** journeys, one of which should be familiar to the candidate and the other unfamiliar to the candidate. A familiar journey is one which the candidate has completed several times before and an unfamiliar journey is one that is new to the candidate or that he/she has completed only once or twice before.

For Outcome 1, the candidate must identify the following:

- ◆ the start and finish point of each journey
- ◆ at least **two** stages for each journey
- ◆ the mode of transport for each stage of each journey
- ◆ start and finish times for each stage of the journey
- ◆ at least **one** resource required for each journey
- ◆ at least **one** source of assistance for each journey. A source of assistance could be, for example, the type of information that might help at each point during the journey or an appropriate person to ask for advice or directions during the journey.

Outcome 2: Performance Evidence should be recorded to cover that:

- ◆ each journey is started from the planned starting point at the planned time
- ◆ each journey is completed by arriving at the planned finishing point
- ◆ identified resources are used appropriately during each journey

National Unit Specification: statement of standards (cont)

UNIT Practical Abilities: Making Journeys (Access 2)

For Outcome 3 the candidate is required to:

- ◆ identify **one** strength and **one** weakness in each plan
- ◆ identify **one** learning point
- ◆ state **one** opinion

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Practical Abilities: Making Journeys (Access 2)

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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment. This Unit is one of the *Practical Abilities* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will introduce candidates to making journeys. With teacher/lecturer support they will plan for making a familiar and an unfamiliar journey and then complete each journey. They will also be given the opportunity to express an opinion about how successful each journey they have completed has been.

Teachers/lecturers should select appropriate journeys depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

Candidates are required to complete two journeys, one familiar to the candidate and one unfamiliar to the candidate. A familiar journey is one which candidates have completed several times before while an unfamiliar journey is one that is new to candidates or that they have completed only once or twice before. The journeys could be, for example, to attend a work placement, to participate in a community activity, to go for shopping, for visiting a leisure facility or for visiting college in preparation for attending classes. The journeys could be for a genuine visit or in preparation for a visit that candidates will have to make in the future.

If candidates are completing this Unit as part of the Access 2 Personal Development Course learning, teaching and assessment could be integrated with other Units in the Course. For example, the journey could be to participate in a leisure time activity as part of the *Self in Society: Leisure Time Activities* (Access 2) Unit or to visit a workplace as part of the *Self and Work: Completing a Work Placement* (Access 2) Unit.

National Unit Specification: support notes (cont)

UNIT Practical Abilities: Making Journeys (Access 2)

It is expected that for familiar journeys the starting point will be the candidate's home or the centre and candidates will need to travel from there to, for example, the bus stop or train station. This would be described as Stage 1 of the journey, Stage 2 might be the bus or train journey itself and Stage 3 the journey from the bus stop or train station journey to the finish point of the overall journey.

Candidates should identify the appropriate mode of transport/travel for each stage of the journey. The distance of a particular stage or location of the overall finish point may determine the mode of transport/travel used. For example, if the train station is a short distance away it may be appropriate to walk. However, for some candidates and for greater distances, a taxi may be an appropriate mode of transport/travel for this stage.

Candidates are required to identify a source of assistance for each journey. This is a source of information, advice or assistance which could help candidates complete the journey should they have any difficulties. This source will be determined by the mode of transport/travel used for each stage. The source of assistance could be, for example, a signpost such as a street name, a map or a list of directions or a mobile phone. It could also be a fellow pedestrian or a passenger or an employee of the transport provider being used. Candidates could be encouraged to think about personal safety issues that could be involved in making journeys, when they are identifying appropriate sources of assistance.

When identifying timings for a journey, candidates could start by identifying the planned finish time for the whole journey and the duration of each stage of the journey. Candidates could then work backwards to select an appropriate start time from a list of alternatives which will allow them to complete the journey in the planned time.

The teacher/lecturer should make a judgement on how much directive support is given in identifying timings. In some cases this could involve investigating actual timetables. Alternatively the teacher/lecturer could identify the timings from a timetable and present these to the candidate in a format which the candidate will find easier to interpret. For a short distance, for example to a local bus stop or train station, the candidate could embark on a timed 'trial run' in order to determine the duration of this stage of the journey.

Once candidates have completed their journeys they are required to review each journey and state an opinion. This could be a positive or negative opinion reflecting on, for example, both strengths and weaknesses of their plan for each journey.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will plan and undertake a familiar and an unfamiliar journey. This Unit covers the Core Skill in *Problem Solving* at Access 2 level and may provide an opportunity for candidates to develop aspects of their *Communication* skills.

National Unit Specification: support notes (cont)

UNIT Practical Abilities: Making Journeys (Access 2)

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 Outcome 1 the candidate is required to prepare a plan for making the journeys. The information identified could be presented as a labelled diagram or illustrated as a map or in a format which the candidate will be able to take and refer to on the journey. Alternatively a planning template could be used to record all the relevant information the candidate has identified.

Teachers/lecturers could ask the candidate to identify the relevant information from a list of alternatives. For example a candidate could be presented with a variety of different modes of transport/travel and be asked to identify which particular mode(s) will be most appropriate for the journey.

In order to successfully complete Outcome 2 candidates should start each journey from the planned starting point at the planned time and arrive at the planned finishing point. The planned time of arrival at the finishing point should be identified. However, it is not necessary to adhere to this as it could be affected by factors that are outwith the candidate's control, for example, public transport may be running late or traffic may be heavy.

Evidence for Outcome 3 could be generated from an audio or video recording of an interview or discussion with the candidate using structured questioning or a template could be completed. This could be completed by the candidate in written form (with the use of a scribe or a computer) or by the assessor recording notes from an interview or discussion.

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).



National Unit Specification: general information

UNIT Practical Abilities: Independent Living (Access 2)

CODE F37P 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their independent living skills.

This Unit will introduce candidates to different everyday activities which help them to live independently. With teacher/lecturer support candidates will have the opportunity to investigate the importance of personal hygiene and how they can maintain their own personal hygiene. They will also look at shopping for essential items by preparing shopping lists and comparing the price of items. Finally candidates will communicate and collect information by exploring how to contact services and make appointments.

OUTCOMES

- 1 Investigate the importance and maintenance of personal hygiene.
- 2 Plan own shopping for essential items.
- 3 Collect information and communicate to arrange an appointment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HD

Publication date: April 2008

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National Unit Specification: general information (cont)

UNIT Practical Abilities: Independent Living (Access 2)

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Practical Abilities: Independent Living (Access 2)

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 importance and maintenance of personal hygiene.

Performance Criteria

- (a) Identify the main reasons personal hygiene is important.
- (b) Identify ways in which personal hygiene is maintained.

OUTCOME 2

Plan own shopping for essential items.

Performance Criteria

- (a) List a variety of essential items needed in one week.
- (b) Compare the cost of some of these items.

OUTCOME 3

Collect information and communicate to arrange an appointment.

Performance Criteria

- (a) Identify the contact details needed to arrange a specific appointment.
- (b) Communicate with the identified person to make the appointment.
- (c) Give the information needed to arrange the appointment.
- (d) Make an accurate note of the date, time and place of the appointment.

National Unit Specification: statement of standards (cont)

UNIT Practical Abilities: Independent Living (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1 and 2 and for Outcome 3 Performance Criteria (a) and (d). Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video/audio recording.

Performance evidence will be required in relation to Outcome 3, Performance Criteria (b) and (c). This evidence can be recorded, for example, on an observation checklist, an audio/video recording or photographic evidence.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

For Outcome 1

- ◆ **Two** reasons for maintaining personal hygiene must be identified
- ◆ **Two** ways of maintaining personal hygiene must be identified

For Outcome 2

- ◆ For Performance Criterion (a), candidates must complete a shopping list for essential items for one week. This list must include items from the following categories: food, personal hygiene products and non hazardous cleaning products.
- ◆ For Performance Criterion (b), candidates should compare **three** different prices of one item from each category. The comparison may be between three different brands in the same shop or across different shops or retailers.

For Outcome 3

Candidates are required to complete all Performance Criteria for this Outcome for **two** appointments.

- ◆ For Performance Criterion (c) **two** pieces of information must be communicated.
- ◆ For Performance Criterion (d) the date, time and place of appointment must be noted accurately.

National Unit Specification: statement of standards (cont)

UNIT Practical Abilities: Independent Living (Access 2)

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Practical Abilities: Independent Living (Access 2)

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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment. This Unit is one of the *Practical Abilities* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will introduce candidates to different everyday activities which contribute to an individual living independently. With teacher/lecturer support candidates will have the opportunity to investigate the importance of personal hygiene and how they can maintain their own personal hygiene. They will also look at shopping for essential items by preparing shopping lists and comparing the price of items. Finally, candidates will communicate and collect information by exploring how to contact services and make appointments.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

Candidates are required to identify the main reasons why personal hygiene is important. This could be approached by brainstorming/discussing/identifying different aspects of personal hygiene and looking at the effect/impact if these aspects are not maintained.

Through question and answer sessions, different personal hygiene activities could be identified. These might include washing face, washing and drying hair, brushing teeth, brushing hair, applying deodorant or washing hands after using the toilet.

It may also be appropriate to help candidates think about how frequently each of the identified activities should be carried out. This could help candidates to fully understand the ways in which personal hygiene is maintained. For activities such as brushing teeth or brushing hair the maintenance of personal hygiene could be reinforced through practical demonstration.

National Unit Specification: support notes (cont)

UNIT Practical Abilities: Independent Living (Access 2)

Candidates must identify a variety of essential shopping items needed for one week. The items identified must include food, personal hygiene products and non hazardous cleaning materials. Candidates do not need to include every item that an individual might need in a week or plan food for every meal. However, it is important that they are helped to understand that there are a variety of essential items which most people need to buy on a regular, if not weekly, basis.

Candidates should be helped to recognise that the cost of everyday items varies across different brands and shops. This could be done by comparing three different brands of the same item in one shop such as a large supermarket or by comparing similar items from three different suppliers, for example, a supermarket, a corner shop and an Internet shopping website. Candidates could also be taken on visits to different shops to compare prices or could be encouraged to refer to catalogues or advertisements.

In order to place the activity of making an appointment into a relevant context for candidates, teachers/lecturers could encourage candidates to brainstorm a list of local services they may need to rely on at different points in their lives. Relevant services could be, for example, doctor, dentist, optician, home help or hairdresser.

Each service's contact details could be identified from a variety of sources, for example a telephone book, Internet, leaflets, local newspaper and signs outside buildings. Candidates could work on their own or with a group in class to produce a directory of these local services with postal addresses, telephone numbers and/or email addresses. This directory could be in written form, held in a computer file or on a video/audio recording and could be referred to for assessment purposes.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in comparing prices, planning a shopping list and arranging an appointment. This should provide opportunities to develop aspects of the Core Skills in *Numeracy*, *Problem Solving* and *Communication*.

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)*.

When candidates are producing evidence of their investigation of personal hygiene for Outcome 1 they could be asked to identify the correct reasons from a list of alternatives. The same method could be used to allow them to plan their shopping for essential items. Lists could be written, oral or pictorial and should be tailored to suit the individual candidate's preferred mode of communication.

National Unit Specification: support notes (cont)

UNIT Practical Abilities: Independent Living (Access 2)

Candidates could generate evidence for Outcome 2, Performance Criterion (a) by producing a shopping list, if appropriate. This could be hand written by the candidate or a scribe, listed and printed from a computer programme or on an audio/video recording.

Evidence for Outcome 3, Performance Criterion (a) could be generated by encouraging candidates to investigate local services. The contact details of an appropriate service and the note of the appointment made could be recorded in written and/or oral and/or electronic form.

Appointments could be arranged through role play either with the teacher/lecturer or with the co-operation of a local service. There may even be circumstances where it is possible to observe the candidate making a real appointment. Appointments can be arranged by telephone or in person or in any other way appropriate for the individual candidate. Evidence should be supported by an assessor checklist.

Depending on the local service contacted the information communicated may vary. For example, to make a doctor's appointment the candidate's name, date of birth or family doctor may be required whereas, for a hairdresser, the candidate's name and perhaps a contact telephone number or the name of his/her usual hairstylist may be required.

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).



National Unit Specification: general information

UNIT Practical Abilities: Personal Finance (Access 2)

CODE F37R 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment and who have no previous experience of studying personal finance.

This Unit will introduce candidates to some of the main aspects of personal finance they may encounter in adult life. With teacher/lecturer support candidates will have the opportunity to explore the importance of holding a personal current account with a bank, building society or post office and the way in which these accounts operate. They will also investigate the main costs associated with living independently and the way in which payment is made to cover these. Finally candidates will look at the support services available to provide guidance and advice on financial matters and how they can access those services.

OUTCOMES

- 1 Investigate the benefits and ways of operating a personal current account.
- 2 Complete an application for a new current account.
- 3 Identify the main household expenses and methods of payment.
- 4 Investigate a support service available for individuals seeking financial advice.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Practical Abilities: Personal Finance (Access 2)

CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Practical Abilities: Personal Finance (Access 2)

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 benefits and ways of operating a personal current account.

Performance Criteria

- (a) Identify the main benefits of holding a personal current account.
- (b) Identify the methods of depositing and withdrawing money from a personal current account.

OUTCOME 2

Complete an application for a new current account.

Performance Criteria

- (a) Provide the information as requested in the application.
- (b) Check that all the information requested has been provided in the application.

OUTCOME 3

Identify the main household expenses and methods of payment.

Performance Criteria

- (a) Identify the main household expenses for an individual living on his/her own in the community.
- (b) Identify the main methods of paying for goods and services.

OUTCOME 4

Investigate a support service available for individuals seeking financial advice.

Performance Criteria

- (a) Identify a support service that provides financial advice to individuals.
- (b) Gather information from a support service about a financial matter.

National Unit Specification: statement of standards (cont)

UNIT Practical Abilities: Personal Finance (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparation for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks.

Evidence in the form of written and/or oral and/or other recorded modes of communication will be required in relation to Outcomes 1–4. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

In addition performance evidence will be required in relation to Outcome 4, Performance Criteria (b). This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

Evidence will be gathered at appropriate points throughout the Unit.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

For Outcome 1

- ◆ **Two** main benefits of holding a personal current account must be identified.
- ◆ **One** method of deposit and **two** methods of withdrawal must be identified by the candidate.

For Outcome 2

- ◆ Candidates are expected to complete an example of a simple application with some of the information needed to apply for a personal current account and then check that all relevant information has been provided on the form. The application must request at least **five** pieces of personal information which must include all of the following and two other relevant pieces of information:
 - name
 - address
 - date of birth.

For Outcome 3

- ◆ **Four** main household expenses and two methods of paying for goods and services must be identified by the candidate.

National Unit Specification: statement of standards (cont)

UNIT Practical Abilities: Personal Finance (Access 2)

For Outcome 4

- ◆ **One** support service for advice on managing money must be identified.
- ◆ The candidate's contact with a support service should be done through simulation of a telephone call or a face to face visit where basic information is sought by the candidate, using their preferred mode of communication.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Practical Abilities: Personal Finance (Access 2)

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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment and who have no previous experience of studying personal finance. This Unit is one of the *Practical Abilities* options in the Course; candidates completing this course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will introduce candidates to some of the main aspects of personal finance they may encounter in their adult lives. With teacher/lecturer support candidates will have the opportunity to explore the importance of holding a personal account with a bank or building society and the way in which these accounts operate. They will also investigate the main costs associated with living independently and the way in which payment is made to cover these. Finally candidates will look at a service available to provide advice on financial matters and how they can access this service.

This Unit is designed to provide candidates with an introduction to managing their own money and the importance of money in everyday life. Candidates should be encouraged to think about how money affects their lives in terms of its use in paying for the goods and services they use and how the amount of money an individual has affects the choice of goods and services open to him/her.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

Teachers/lecturers might want to take candidates to visit a local bank, building society, post office or credit union where appropriate, to witness the type of transactions undertaken both within the buildings and through Automatic Teller Machines (ATMs). Alternatively, candidates could be shown adverts in the press and on television for Banks and Building Societies and the services they offer, or they can be given assistance to visit the websites of these institutions. It may be possible to incorporate these activities into a project looking at personal finance.

National Unit Specification: support notes (cont)

UNIT Practical Abilities: Personal Finance (Access 2)

It is important to stress the need for security, both in terms of where money can be kept safely and the need for confidentiality in relation to personal information, account numbers and Personal Identification Number (PIN) details. Candidates should be encouraged to think about safe places for keeping bank statements and other personal information and the safe disposal of old or unwanted statements.

It may be that some candidates undertaking this Unit are currently too young to open an account and/or they may never be in a position where they are given responsibility for their finances without the assistance of their carer or support worker. It is still important that these candidates are given the opportunity to learn about the basic processes of personal finance.

In the Personal Development Units available at Access 3 level and above, candidates are encouraged to plan for activities and tasks and to reflect on their experiences. At Access 2 level, there is less emphasis on the assessment of planning and reflection, however, as candidates are being introduced to new topics they should be encouraged to consider how these may impact on their lives either now or in the future. In this Unit candidates may consider where an individual's money may come from, where it may be spent, how to look after it and where to seek advice about it.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will investigate the benefits of holding a Personal Current Account and how it operates, they will also complete a simple application form, seek financial advice and identify the main household expenses. The Unit should provide opportunities to develop aspects of the Core Skills in *Numeracy* and *Communication*.

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 Outcome 1 candidates are required to identify two main benefits of holding a personal current account and identify methods of payment and withdrawal. Candidates could generate the evidence by identifying correct answers from a list of alternatives; this could be a written, oral or pictorial list. The main benefits might include: ease of access to money, and avoidance of loss or theft of money. Methods of payment and withdrawal might include: cheque, cash to/from counter, card transaction at counter, ATM withdrawal, etc. Some methods of transferring funds to and from accounts, such as Direct Debits, Standing Orders and BACS should be avoided unless candidates already have experience of these or have an understanding of the concept of electronic transfer.

National Unit Specification: support notes (cont)

UNIT Practical Abilities: Personal Finance (Access 2)

In Outcome 2 candidates are asked to complete an application for a current account, it is expected that they will complete an application similar to those they might expect to encounter in a bank or building society. This will be done with the assistance of the teacher/lecturer who can scribe for candidates who are unable to complete the form themselves. It is recommended that candidates work on the production of a record to capture personal information such as title, name, address, date of birth and National Insurance Number in one place. Such a (record) could be retained by the candidate as this may be useful to them in future application activities. Information could be captured, for example, on a crib card, a computer file or an audio recording. They can use this to practise transferring information on to the blank application until they are ready to be assessed. Candidates using a scribe must identify what information should be entered in each section of the form. The completed application should be retained as evidence.

This will be done with the assistance of the teacher/lecturer who can scribe for candidates who are unable to complete the form themselves. It is expected that candidates will work in class on the production of a crib card containing all their relevant personal details, such as title, name, address, date of birth, National Insurance Number, etc. This card can then be kept by the candidate for use in future form filling activities.

It should be emphasised to candidates that the crib card they produce must be kept secure and that personal information should be kept safe at all times.

For Outcome 3, Performance Criterion (a) candidates are required to identify four main household expenses for an individual living on his/her own in the community. The main expenses might include: rent, Council Tax, fuel bills, food, etc. This task could be completed at the end of a discussion and study centred on the costs of running a household.

Two main methods of payment for goods and services must be identified for Performance Criterion (b). The main payment methods chosen might include: cheque, cash, direct debit, standing order.

Candidates could generate the evidence by identifying correct answers from a list of alternatives; this could be a written, oral or pictorial list.

In order to achieve Outcome 4, candidates must identify one service that can provide financial advice. Candidates could generate the evidence by identifying correct answers from a list of alternatives; this could be a written, oral and pictorial list. The support service might be, for example, a local bank, Citizen's Advice Bureau, Financial Adviser.

For Performance Criterion (b), candidates must contact a support service and seek advice; this could be assessed through a role play exercise or a staged interview between the candidate and someone acting as an adviser. Appropriate types of advice for candidates to request might be, for example, how to get help with paying rent; how to apply for Disability Living Allowance or Educational Maintenance Allowance; how to apply for a bursary for a link course; how to apply for a personal loan or where the best place for their savings is. The candidate must seek advice on one aspect of personal finance.

National Unit Specification: support notes (cont)

UNIT Practical Abilities: Personal Finance (Access 2)

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).



National Unit Specification: general information

UNIT Self and Work: Investigating the Workplace (Access 2)

CODE F37K 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace.

This Unit will introduce candidates to the world of work. With teacher/lecturer support they will investigate a range of job roles in different occupational sectors, the features of these job roles and the skills and preferences relevant to a range of occupational sectors. They will conduct an investigation into a local workplace, identifying different job roles, the skills required for these and the importance of each job role. Candidates will also learn about general employment skills by investigating the responsibilities of employees and employers.

OUTCOMES

- 1 Investigate a range of job roles in different occupational sectors.
- 2 Investigate a local workplace.
- 3 Investigate the general responsibilities of employees and employers in a local workplace.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Self and Work: Investigating the Workplace (Access 2)

CREDIT VALUE

1 credit at Access 2 (6 SCQF credit point at SCQF level 2*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Self and Work: Investigating the Workplace (Access 2)

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 job roles in different occupational sectors.

Performance Criteria

- (a) Identify different occupational sectors.
- (b) Identify job roles within these occupational sectors.
- (c) Describe features of these job roles.
- (d) Identify the skills and preferences needed to be successful in a specific job role.

OUTCOME 2

Investigate a local workplace.

Performance Criteria

- (a) Identify some of the job roles within a specific local workplace.
- (b) Identify some of the skills and preferences which are relevant in these job roles.
- (c) Identify the benefits of these job roles to this workplace.
- (d) Identify some of the health and safety issues in this workplace.

OUTCOME 3

Investigate the general responsibilities of employees and employers in a local workplace.

Performance Criteria

- (a) Select a specific local workplace.
- (b) Identify the general responsibilities of employees in that workplace.
- (c) Identify the general responsibilities of employers in that workplace.

National Unit Specification: statement of standards (cont)

UNIT Self and Work: Investigating the Workplace (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or to get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks. Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to all Outcomes. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Evidence will be gathered at appropriate points throughout the Unit. The specific evidence needed for each Outcome is detailed below.

For Outcome 1, the evidence must cover:

- ◆ **three** different occupational sectors
- ◆ **three** job roles, **one** in each of the occupational sectors
- ◆ **one** feature of each job role
- ◆ for **two** of these job roles, **one** skill and **one** preference needed for that role

When candidates are completing their investigation of a local workplace in Outcome 2, evidence is required to show they have identified:

- ◆ **three** different job roles within the workplace
- ◆ **one** skill required to fulfil each of the **three** job roles
- ◆ **one** way in which **each** job role contributes to the organisation overall
- ◆ **two** health and safety issues in the workplace

For Outcome 3 the evidence must cover:

- ◆ **one** local workplace
- ◆ **three** general responsibilities of employees in that local workplace
- ◆ **three** general responsibilities of employers in that local workplace

Candidates could be given a suitable template which will allow them to generate the evidence required.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit which also includes an appropriate template. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Self and Work: Investigating the Workplace (Access 2)

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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace. This Unit is one of the *Self and Work* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will introduce candidates to the world of work. With teacher/lecturer support they will investigate a range of occupational areas, job roles within these areas, features of these job roles and the skills and preferences relevant to these. They will conduct an investigation into a local workplace, identifying different job roles, the skills required for these and the importance of each job role. Candidates will also learn about general workplace routines and conventions by investigating the responsibilities of employees and employers.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

Where possible in Outcome 1, it would be appropriate for candidates to work in a group so that they can identify as many different occupational sectors, job roles, features of job roles and relevant skills and preferences as possible. This should help to increase the candidates' understanding of as wide a range of these as possible. Candidates working in a group, in pairs, or individually could investigate occupational sectors and job roles using, for example, the Internet or if available, the centre's careers service.

The table below gives some examples of different jobs in different occupational sectors and some examples of the features, skills and preferences which could be described.

National Unit Specification: support notes (cont)

UNIT Self and Work: Investigating the Workplace (Access 2)

Job Role	Occupational Sectors	Features of the Job Role	Skills/Preferences
Shop Assistant	Retail	Part/Full-time Selling Stacking shelves Large/small shop	Like clothes/fashion (for clothes shop) Need to like working with people Be good at counting money
Nurse	Public Service	Shift work Indoor work Health care	Enjoy helping people Need to measure medication Need to like working with people Have a caring attitude
Builder	Construction	Physical work Outdoor work	Be fit and strong Enjoy creating things Be good at working with measurements

For Outcome 2 it is recommended that, where possible, the investigation will be based on a visit to the workplace. However, where this is not appropriate, the investigation could be based on a representative from a local workplace visiting the centre to give a talk; on information from brochures or the Internet or the candidate could contact the workplace by telephone or email in order to gather this information. Teachers/lecturers should identify the means of gathering this information which is appropriate to the individual candidate's needs.

It is anticipated that the workplace to be investigated will be a local workplace known to the candidate, although this should be selected with direction from the teacher/lecturer. The investigations in Outcome 1 and 2 do contain a degree of overlap, however, the teacher/lecturer should ensure that the specific workplace to be investigated is not one of those already covered in Outcome 1 in order that candidates can identify as broad a range of job roles as possible. The teacher/lecturer may have contacted one or more local companies which have shown a willingness to co-operate in such a project. If appropriate, candidates should be encouraged to contribute to deciding which company to investigate where more than one company has agreed to take part.

For Outcome 3, candidates should be able to identify the general responsibilities of employees and employers. Although they will do this in the context of a specific local workplace, teachers/lecturers should emphasise that these responsibilities can be applied to many workplaces. Appropriate general responsibilities could include:

For employees:

- ◆ good timekeeping
- ◆ good attendance
- ◆ appropriate appearance
- ◆ following instructions
- ◆ taking lunch break/breaks
- ◆ awareness of health and safety issues

National Unit Specification: support notes (cont)

UNIT Self and Work: Investigating the Workplace (Access 2)

For employers:

- ◆ providing equipment and resources
- ◆ guidance on health and safety
- ◆ provision/facilities for breaks
- ◆ providing training

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will investigate different job roles, local workplaces and the responsibilities of the employee and employer. This Unit should provide opportunities for the development of the Core Skill in *Communication*.

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)*.

Candidates could generate evidence of their investigation into occupational sectors through an activity that matches particular job roles with their occupational sectors, features and relevant skills and preferences. Lists of alternatives could be given in written, oral or pictorial form and candidates could be asked to select from these alternatives. Such a list should be tailored to suit each candidate's preferred mode of communication. A similar approach could be used for Outcome 3 in order to match what would be the responsibilities of the employee and the responsibilities of the employer.

Evidence could be gathered for Outcome 2 by asking candidates to fill in the spaces to complete short sentences or phrases relating to the workplace they are investigating. This could be done with the aid of a template which could be in written or electronic form. Alternatively the evidence could be generated orally by recording an interview or discussion with the candidate asking structured questions. This could be a video or audio recording or noted by the assessor.

Similarly, this template approach could be used for Outcome 3, with candidates completing short sentences or phrases with answers relating to responsibilities in the workplace they have chosen.

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).



National Unit Specification: general information

UNIT Self and Work: Completing a Work Placement (Access 2)

CODE F37L 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace.

This Unit will introduce candidates to the world of work. With teacher/lecturer support they will identify their own skills and interests to select a suitable work placement and then investigate the work placement in order to obtain important details prior to starting the placement. Candidates then complete the work placement before reviewing the experience.

OUTCOMES

- 1 Match own skills and interests to a specific work placement.
- 2 Plan for a specific work placement.
- 3 Complete the work placement.
- 4 Review own contribution to the work placement.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HC

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National Unit Specification: general information (cont)

UNIT Self and Work: Completing a Work Placement (Access 2)

CREDIT VALUE

1 credit at Access 2 (6 SCQF credit point at SCQF level 2*).

**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.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 2
Core Skill component(s)	None

National Unit Specification: statement of standards

UNIT Self and Work: Completing a Work Placement (Access 2)

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

Match own skills and interests to a specific work placement.

Performance Criteria

- (a) Identify work related skills and interests which are appropriate to a range of work placements.
- (b) Identify own work related skills and interests.
- (c) Identify a specific work placement which is appropriate to own skills and interests.

OUTCOME 2

Plan for a specific work placement.

Performance Criteria

- (a) Identify basic information about the work placement.
- (b) Identify personal arrangements and resources for starting the work placement.
- (c) Identify and agree the tasks to be performed during the work placement.

OUTCOME 3

Complete the work placement.

Performance Criteria

- (a) Complete agreed tasks.
- (b) Ask for information from a colleague and provide information to a colleague.
- (c) Follow all health and safety guidelines as instructed within the workplace.

OUTCOME 4

Review own contribution to the work placement.

Performance Criteria

- (a) Identify strengths and areas for improvement in own contribution to the work placement.
- (b) Identify one learning point for future work placements.

National Unit Specification: statement of standards (cont)

UNIT Self and Work: Completing a Work Placement (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks. Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required for Outcomes 1, 2 and 4, while performance evidence will be required for Outcome 3. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording. An observation checklist or supervisor report will support evidence for Outcome 3.

Evidence will be gathered at appropriate points throughout the Unit.

The specific evidence needed for each Outcome is detailed below.

Outcome 1: the evidence must cover:

- ◆ **one** work related skill and **one** interest which is appropriate for at least **two** different work placements
- ◆ **one** work related skill and **one** work related interest of the candidate
- ◆ **one** work placement appropriate to the candidate's own skills and interests

Outcome 2: the evidence must cover:

- ◆ **three** pieces of basic information about the work placement
- ◆ **two** personal arrangements and two resources for starting the work placement
- ◆ **three** tasks to be performed during the work placement

Outcome 3: the evidence must cover:

- ◆ **two** tasks that have been agreed with the workplace supervisor and completed
- ◆ asking for information from a colleague on **one** occasion and providing information to a colleague on **one** occasion
- ◆ following **all** health and safety guidelines as instructed

Outcome 4: the evidence must cover:

- ◆ **one** strength and **one** area for improvement
- ◆ **one** learning point

National Unit Specification: statement of standards (cont)

UNIT Self and Work: Completing a Work Placement (Access 2)

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Self and Work: Completing a Work Placement (Access 2)

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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace. This Unit is one of the *Self and Work* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will introduce candidates to the world of work. With teacher/lecturer support they will identify their own skills and interests to select a suitable work placement and then investigate the work placement in order to obtain important details prior to starting the placement. Candidates then complete the work placement before reviewing the experience.

This Unit is not about the factual knowledge or specific work skills candidates may develop through their work placement but should focus on the development of general work related skills, identifying the candidate's own skills and interests, work routines and conventions and working with other people.

Centres will need to have a range of relevant and appropriate work placements available in order to deliver this Unit. Although setting this up could initially be time consuming, less time would be required to maintain this network once it is established.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

For Outcome 1, where possible it would be appropriate for candidates to work in a group so that they can discuss their different skills and interests and which work placements may be suited to these. This should increase candidate's awareness of a wide range of skills and interests and a greater understanding of the types of work placements that are available. Initially candidates could be asked to consider which job roles are appropriate for different sets of skills and interests prior to identifying their own skills and interests and matching these to the available work placements.

National Unit Specification: support notes (cont)

UNIT Self and Work: Completing a Work Placement (Access 2)

In practical terms it may not always be possible to set up a work placement for particular skills or interests, however, this Outcome should still allow candidates to identify the type of work placement which would be appropriate to their skills and preferences.

For Outcome 2, the work placement may be in a new environment for candidates; if this is the case it will be important that they are familiar with the arrangements for their placement. This information could be identified from a pre-placement visit to the workplace, a visit from the workplace supervisor, a phone call or a letter or a combination of these. Although, for assessment purposes, candidates only require to identify three pieces of information, it may be beneficial for candidates to obtain as much information as possible about the workplace prior to commencing the placement.

Important information about the work placement could include, for example:

- ◆ Where is the placement located?
- ◆ Who is the workplace supervisor?
- ◆ What are the working hours?
- ◆ What are the lunch arrangements?
- ◆ What are the dress requirements?

Personal arrangements and resources the candidate should consider for starting the placement could include, for example:

- ◆ What will I wear?
- ◆ How will I get to the work placement on time?
- ◆ What should I take with me?
- ◆ Who should I report to when I arrive?
- ◆ Do I need money for lunch?

For Outcome 3, throughout the work placement candidates could record their experiences by keeping some form of log. The log could include: the tasks they completed, the general work skills they used, how they worked with others and any health and safety issues. Alternatively a report completed by the employer could be used. For PC (b) The information that is requested from a colleague and that provided to a colleague will be dependent on the type of work placement, for example, the candidate could ask a colleague:

‘Where is the brush to sweep the floor with?’

‘Where is the canteen?’

The candidate could give the following information to a colleague:

‘I have finished all my tasks.’

‘There is water on the floor at the entrance to the building.’

Candidates must follow all health and safety guidelines at all times. Centres should emphasise that candidates must follow all instructions given while on their work placements.

National Unit Specification: support notes (cont)

UNIT Self and Work: Completing a Work Placement (Access 2)

For Outcome 4, candidates are required to identify strengths and areas for improvement. Candidates could be encouraged to think about for example, how well they worked with colleagues, the speed at which they completed tasks, their ability to follow instructions or their attendance.

Learning points might include, for example, the importance of good timekeeping at work, the importance of team work in completing tasks, the need to follow all instructions at work, the need for accuracy when completing work tasks.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will match their own skills against those required in different work placements, they will also plan, complete and review a work placement. This Unit covers the Core Skill in *Problem Solving* and should provide opportunities for candidates to develop aspects of the Core Skills in *Communication* and *Working with Others*.

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)*.

Candidates could generate evidence through an activity in matching particular jobs or work placement opportunities with the skills and interests which are relevant to these. Lists of alternatives could be given in written, oral or pictorial form and candidates could be asked to select from these alternatives. Such a list should be tailored to suit each candidate's preferred mode of communication.

Once the candidates have obtained information about their work placement, evidence could be gathered by asking candidates to complete short sentences or phrases relating to the placement they will be attending. This could be done with the aid of a template which could be in written or electronic form. Alternatively the evidence could be generated orally by recording an interview or discussion with the candidate asking structured questions. This could be a video or audio recording.

Evidence of candidates' performance in the work placement will be in the form of a checklist or supervisor report. This evidence could be supported with, for example, photographs or video or audio recordings.

Evidence could be generated for Outcome 4 from an audio or video recording or an assessor checklist of an interview or discussion with the candidate using structured questioning or a template review could be completed. This could be completed by the candidate in written form with the help of a scribe or a computer if appropriate.

National Unit Specification: support notes (cont)

UNIT Self and Work: Completing a Work Placement (Access 2)

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).



National Unit Specification: general information

UNIT Self and Work: Enterprise Activity (Access 2)

CODE F37M 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace.

This Unit will allow candidates to be involved in an enterprise activity. With teacher/lecturer support candidates will help plan an activity by identifying a variety of tasks. They will then participate in the enterprise activity by completing their own tasks before reviewing the skills they have used and their own contribution to the activity.

OUTCOMES

- 1 Contribute to the planning of an enterprise activity.
- 2 Participate in the enterprise activity.
- 3 Review own contribution to the enterprise activity.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HC

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National Unit Specification: general information (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

CREDIT VALUE

1 credit at Access 2 (6 SCQF credit point at SCQF level 2*).

**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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Self and Work: Enterprise Activity (Access 2)

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

Contribute to the planning of an enterprise activity.

Performance Criteria

- (a) Identify some of the tasks necessary to complete a specific enterprise activity.
- (b) Agree own tasks for the activity.
- (c) Identify the resources needed to complete own tasks.

OUTCOME 2

Participate in the enterprise activity.

Performance Criteria

- (a) Complete own tasks according to specified instructions.
- (b) Use resources appropriately and safely while completing the tasks.

OUTCOME 3

Review own contribution to the enterprise activity.

Performance Criteria

- (a) Identify skills used while completing own tasks.
- (b) Identify a strength and a development need in relation to own skills.

National Unit Specification: statement of standards (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when generating evidence of planning and reviewing their contribution to the activity.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1 and 3. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Performance evidence will be required in relation to Outcome 2. This evidence can be recorded on, for example, an observation checklist, an audio or video recording or photographic evidence.

The enterprise activity may be either a group or individual activity. Teachers/lecturers must select the most appropriate type of activity depending on the context in which the Unit is being delivered; the resources available and the needs of the candidate(s) involved.

Evidence will be gathered at appropriate points throughout the Unit.

National Unit Specification: statement of standards (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

The specific evidence needed for each Outcome is detailed below.

Outcomes 1 and 3

In discussion with the group or teacher/lecturer, candidates must identify at least:

- ◆ **six** tasks necessary to complete a specific enterprise activity
- ◆ **three** basic tasks which the candidate will complete during the enterprise activity. These tasks must be agreed with other members of the group or the teacher/lecturer, whichever is most appropriate.
- ◆ **one** resource which will be needed to complete each of these tasks

Once candidates have completed the activity, they will review their own contribution by identifying:

- ◆ **three** skills they have used
- ◆ **one** strength
- ◆ **one** development need

Candidates will be given a suitable template which will allow them to generate the evidence required. Specific examples of this can be found in *Guidance on Approaches to Assessment*.

Outcome 2

Performance evidence, supported by an assessor observation checklist will confirm that candidates have:

- ◆ completed own tasks in line with instructions given by the teacher/lecturer
- ◆ used resources appropriately and safely

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Self and Work: Enterprise Activity (Access 2)

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 is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop skills that will be relevant in the workplace. This Unit is one of the *Self and Work* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will allow candidates to be involved in an enterprise activity. With teacher/lecturer support candidates will plan their own contribution to the overall activity by identifying suitable tasks. The candidate will then participate in the enterprise activity by completing his/her allocated tasks before reviewing the skills used and his/her own contribution to the overall enterprise activity.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

National Unit Specification: support notes (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

Appropriate activities could include:

Community based activities

Coffee morning — (**tasks** — filling cups, taking cups to the table, collecting cups)

Disco — (**tasks** — collecting tickets, playing music, making posters)

Party for younger children — (**tasks** — making jelly, wrapping parcels, clearing up)

Tea dance — (**tasks** — selling tickets, serving tea, clearing up)

Charity activities

Charity fundraising day — (**tasks** — making leaflets, selling raffle tickets, selling items)

Sponsored events — (**tasks** — making posters, making up sponsor sheets, planning the route)

Awareness raising events — (**tasks** — making posters, making leaflets, telling people)

Business related activities

Ironing — (**tasks** — putting up the ironing board, switching on the iron, ironing an item)

Car washing for money — (**tasks** — filling bucket with warm water, washing a part of the car, clearing up)

Home baking — (**tasks** — choosing the recipe, taking the utensils to the worktop, taking the ingredients to the worktop)

Tuck shop — (**tasks**- selling items, taking money, giving change)

Further guidance relevant to each Outcome is given below:

It is anticipated that the teacher/lecturer will choose the enterprise activity. However, if appropriate, the teacher/lecturer may wish to help the candidate select an activity from a range of appropriate options. Whichever is the case, care should be taken to ensure that the activity selected or chosen will give candidates the opportunity to achieve all Outcomes and Performance Criteria. Brainstorming activities, individual or paired or group work and discussion could be used as appropriate to help candidates develop the ability to identify tasks and resources for specific enterprise activities.

The enterprise activity may be completed by the candidate working on his/her own or as part of a group. Teachers/lecturers should consider the specific needs of the individual candidate when deciding which approach is most appropriate.

National Unit Specification: support notes (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

Candidates should be given the opportunity to practise their allocated tasks before participating in the enterprise activity. This will help them to become familiar with exactly what their tasks involve before the activity takes place. They should also be introduced to the safe use of any resources they will need when completing their tasks.

In order to help candidates learn how to reflect on their own skills and contributions, question and answer sessions and/or group or paired discussion could be used. Candidates could be encouraged to think about what they are good at in general and what skills they would like to develop. This will prepare them for thinking about their own contribution to the specific enterprise activity in which they will be participating.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will plan, participate in and review an enterprise activity. This Unit should offer opportunities for candidates to develop aspects of the Core Skills in *Communication*, *Problem Solving* and *Working with Others* and where candidates are involved in collecting money and giving change, aspects of *Numeracy* may also be developed.

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)*.

The teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get back on track.

National Unit Specification: support notes (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

Candidates should be given a clear understanding of what will be assessed when they are contributing to the planning of the activity. When they are identifying the tasks for the activity and agreeing their own tasks the teacher/lecturer could discuss options either individually or with a group. Candidates could identify appropriate resources for their tasks by choosing from a list of alternatives. This could be a written, oral or pictorial list.

When agreeing their own tasks it is important that care is taken to ensure that the tasks are appropriate and will give each candidate the opportunity to achieve Outcome 2. Teachers/lecturers can help candidates to agree their specific tasks by asking them to select **three** tasks from several options.

Performance evidence to record the candidate's participation in the enterprise activity by completing his/her own tasks and using resources appropriately could be gathered using, for example, an observation checklist and/or photographs and/or on an audio/video recording.

Candidates are required to review their contribution to the enterprise activity. They should be encouraged to consider why a particular task was important to the overall activity.

During the review candidates could be shown a list of skills which are relevant to the workplace and be asked to select the skills which they used in completing their tasks. Similarly candidates could be asked to rate their competence against a given list of skills in order to identify a strength and a development need. Relevant skills could include, for example:

- ◆ following instructions
- ◆ concentrating on the job
- ◆ working with others
- ◆ customer service
- ◆ communication
- ◆ organising
- ◆ awareness of health and safety

National Unit Specification: support notes (cont)

UNIT Self and Work: Enterprise Activity (Access 2)

Alternatively, evidence could be gathered for Outcome 3 by asking candidates to fill in the spaces to complete short sentences or phrases relating to the tasks they have carried out. The following is an example of how a candidate might review the task of serving tea and coffee at a coffee morning:

PC (a) When I served tea and coffee I asked people 'Would you like tea or coffee?'

PC(b) I was good at welcoming the customers and talking to them. A skill I am good at is listening and talking.

I was not so good at adding up the cost of lots of teas and coffees. A skill I could develop in future is adding up.

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).