

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7290523**UNIT TITLE:** ROLE PLAY

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. CO-OPERATE AND PARTICIPATE WITH OTHERS IN ROLE PLAY AND RELATED ACTIVITIES

PERFORMANCE CRITERIA

- (a) The interaction with others in related activities is positive in terms of promoting co-operation and effective work.
- (b) The response within each role play is positive in terms of aiding the advancement of the role-play activities.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Assessment of candidate performance will be by observation by the tutor/trainer, supported by checklist.

Products generated by participation in role-play and related activities will be retained by the candidate in a folio. Products may include scenario outlines and role information.

OUTCOME

2. DEMONSTRATE AN UNDERSTANDING OF THE PRINCIPLES AND USES OF ROLE PLAY

PERFORMANCE CRITERIA

- (a) The investigation of suggested situations is complete in terms of identifying appropriate problems to be solved and/or understanding to be gained.
- (b) The devising of scenarios is appropriate in terms of the agreed situation, the context and chronology.
- (c) The identification of roles is appropriate in terms of context, situation and scenario.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Folio of work containing details of personal research/experimentation, and also scenario outlines and role information sheets devised by the candidate.

OUTCOME**3. ADOPT A VARIETY OF CONTRASTING ROLES****PERFORMANCE CRITERIA**

- (a) The roles adopted are sustained within the exploration of each role play.
- (b) The exploration of role-reversal is effective in furthering understanding of a role.
- (c) The investigation of each role is effective in terms of attitudes, values, status and language.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Assessment of candidate performance will be by observation by the tutor/trainer, supported by checklists.

Products generated by participation in role-play activities will be retained by the candidate in a folio. Products may include role information sheets, scenario outlines and evidence of personal evaluation.

OUTCOME**4. RECORD AND EVALUATE PARTICIPATION IN ROLE PLAY ACTIVITIES****PERFORMANCE CRITERIA**

- (a) The record of activities undertaken is complete in terms of dates and brief descriptions.
- (b) Evaluation is complete in terms of comments on personal interest and contribution, problems met and solutions found.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Folio of work containing a log book or diary, recording brief details of role-play activities undertaken by the candidate, and evaluative comment on their contribution to, and progress in, each identifiable activity. The log may be kept in written and/or graphic and/or video tape form.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER** 7290523**UNIT TITLE** ROLE PLAY

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module provides an opportunity for candidates to acquire and use basic role play skills and techniques through practical activity related to the learning context.

Such activity will enable candidates to develop personally and socially, and become increasingly capable of co-operation and social interaction.

This module is designed for use within a wide range of educational and vocational programmes. It is best used at a basic training level to develop social or work related skills and to encourage confident and appropriate behaviour in dealing with self and others in a variety of situations.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module enables you to develop use basic role play skills and develop social and interpersonal skills.

CONTENT/CONTEXT Corresponding to Outcomes 1-4:

1. Candidates should demonstrate a range of social/communication skills, e.g. listening to and watching others, responding constructively to others, expressing ideas, researching, discussing.
2. Candidates should demonstrate an understanding of the aims and principles of role-play through practical activity involving the investigation of appropriate situations, devising scenarios, identifying roles.
3. Candidates should acquire and explore role-play skills which should be developed through investigation of attitudes, values language and behaviours and by use of role reversal.
4. Candidates should be encouraged throughout the module to discuss, comment on and constructively criticise work in progress.

Below is a list of the suggested contexts in which this module could be used:

- Personal and Social Education
- Educational Drama
- Pre-Vocational Education
- Employment Training
- Client Contact Skills Training
- Experience Based Learning

APPROACHES TO GENERATING EVIDENCE This module should be structured in response to the needs and interests of the candidates and the requirements of each assignment.

Most of the module should comprise of practical work and discussion. Expository teaching should be limited and group work should be the main methodology. The work, however, will also be undertaken in a range of groupings - pair work, small group and whole class - according to purpose.

The activity of this module should be based on the exploration of a selection of negotiated themes, issues, topics or situations agreed upon through discussion with the tutor/trainer and candidates and related to the context in which the module is being taught.

A clear understanding of role play in terms of its purpose, the skills required for its use, and the situations/issues to which it can be applied should be taught and reinforced throughout the module. Candidates should display this knowledge in their practical activity as well as in their formal assessment.

The main emphasis should be on conveying the attitudes of an adopted role through language within the context of a role play situation in order to investigate/explore a situation. Formative assessment should operate as an integral part of learning and teaching in the module. It may include assessment of the candidate's work by the tutor/trainer by the candidate and by peers. This can be achieved in the main through discussion, supported on a regular basis by completion of observation checklists. Pair work, small-group and classwork may be recorded on audio and video tape for playback and review.

ASSESSMENT PROCEDURES The candidate could be set a series of practical exercises designed to allow for the acquisition and use of role-play skills in exploring given, and negotiated, issues or situations. The candidate would be required to respond both as an individual and as a member of a group. The candidate would be expected to deliver a positive response, both physically and verbally, to the role(s) of others outwith and within the role-play context, and recognise and adjust to the dynamics of the group and the development of the work. This would make use of a variety of strategies such as discussion, negotiation, experimentation and research.

The candidate should display understanding of the principles and uses of role-play through the devising of scenarios and the identification of appropriate roles.

The candidate should record brief details of the role-play activities in a log book or diary, and make evaluative comment on their contribution to, and progress in, each identifiable activity.

EXEMPLARS One possible sequence of learning and teaching is the following:

1. Discussion of role play in terms of meaning and purpose.
2. Brainstorm the general situations, topics, issues where role-play may be used.
3. List possible situations within the specific learning context which could be investigated/explored through role play.
4. Outline and demonstrate examples of skills required for role-play activities.
5. Select a situation to explore.
6. Devise role-play scenarios for exploration.
7. Decide on roles involved and related attitudes, values, language and behaviours.
8. Role play each scenario.
9. Evaluating the results of each scenario and establish the next course of action.
10. When completed, evaluate the learning experience of each role-play activity and of the module.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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