

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 7350310 -Session- 1990-91
-Superclass- PM

-Title- TAKING PART IN A RESIDENTIAL EXPERIENCE

-DESCRIPTION-

Purpose This module is designed to develop personal and social skills as well as specific skills related to participating in a residential experience.

Preferred Entry Level No formal entry requirements.

Outcomes The student should:

1. recognise what is involved in planning and organising a residential experience;
2. contribute to undertaking elements of allocated tasks during a residential experience;
3. use interpersonal skills when participating in a residential experience.

Assessment Procedures Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.

The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory.)

OUTCOME 1 RECOGNISE WHAT IS INVOLVED IN PLANNING AND ORGANISING A RESIDENTIAL EXPERIENCE

- PCs
- (a) Identification of the main elements involved in planning and organising a residential experience is accurate.
 - (b) Identification of possible constraints on planning and organising is accurate.
 - (c) Recognition of the appropriate order of the main elements of planning and organising is accurate.

IA Personal Interview

The student will participate in a Personal Interview which will focus on the above Performance Criteria.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 2 CONTRIBUTE TO UNDERTAKING ELEMENTS OF ALLOCATED TASKS DURING A RESIDENTIAL EXPERIENCE

- PCs
- (a) Identification of the different elements of each task is correct.
 - (b) Identification of elements of each task which he/she can undertake is accurate.
 - (c) The completion of an element of each task is to a standard agreed by the tutor.

IA Practical Exercise and Personal Interview

The practical exercise should focus on an agreed task taken from each of:

Practical, organisational, administration. The student will undertake the practical exercise and participate in a Personal Interview to fulfil the above Performance Criteria.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3 USE INTERPERSONAL SKILLS WHEN PARTICIPATING IN A RESIDENTIAL EXPERIENCE

- PCs
- (a) Demonstration of working co-operatively with others is evident.
 - (b) The acceptance of advice or help offered is evident.
 - (c) Active participation in group activities is evident.

IA Personal Interview

The student will participate in a Personal Interview which will focus on the above Performance Criteria.

Satisfactory performance will be achievement of all the Performance Criteria.

The following sections of the descriptor are offered as guidance. They are not mandatory.

CONTENT/CONTEXT

Corresponding to Outcomes 1-3:

Any appropriate Regional Authority regulations should be taken into account with regard to supervision of students when outside the boundaries of the centre. In this module, the experience of contributing to planning and organising a residential experience along with participation is the framework within which task management skills and interpersonal skills are developed.

1. Discussion sessions should focus on the main elements of location, accommodation, duration, season, means of travel and students will recognise the importance of these main elements. Attention will also be focused on possible constraints to planning and organising - cost, distance from centre, limited time available, implications or too large/too small a group, the particular needs of group members.

Contributions to planning and preparation will also include ideas on:

necessary daily routines, tasks, requirements and/or tasks which are to be allocated to group members;

a planned programme of activities including visits and leisure time;

codes of behaviour for all aspects of the residential experience;

ideas on expenses and a personal saving plan, appropriate personal items, clothing and equipment which will be required;

general aspects such as emergency contacts, medical information, any special requirements for group members.

Students will be expected to recognise the appropriate order in which the planning and organising of the main elements of the residential experience should take place and to agree a personal timescale for their own preparations.

2. Individuals or groups will carry out tasks allocated to them in group planning. As far as is practical, however, the tutor should set the standard and timescale for the tasks. Instruction and guidance from the tutor may be required.

Tasks may be centred on:

domestic or catering arrangements;

conducting elements of the programme eg. buying tickets, ordering meals, working out routes and times etc;

recording comments on experiences;
collating leaflets, maps, photographs;
selecting items for a group report or display.

3. Students should be encouraged to communicate with others and be aware of the importance of other people's needs/views, working together, punctuality, following safety procedures, the effects of behaviour on other people's enjoyment of the experience, accepting advice or help offered by others.

Active participation in group activities should be encouraged ie. in allocated tasks, activities, visits, leisure time.

The student should be encouraged to adapt to changes in the environment and also to planned tasks or activities.

SUGGESTED LEARNING AND TEACHING APPROACHES

Relating to Outcomes 1-3:

The module should be as practical as possible with emphasis being placed on student-centred activity.

The learning and teaching approaches adopted and the time required will be determined by the individual needs of the student. They could include individual/small group work, discussion, assignments, practical activities, role play, simulation exercises and participation in real situations.

Initially the tutor could take responsibility for directing discussion. The student should be encouraged to take the initiative, contribute ideas and make decisions independently. Tutor direction could be reduced as the student's competence and confidence increases. Material appropriate to the needs of the student should be available, eg. films, videos, speakers, slides, leaflets, maps.

A programme of events/activities for the residential experience should be compiled.

Time should be allocated to practise both practical and interpersonal skills which may be required during the residential experience eg. shopping, preparing simple meals or packed lunches, making beds, co-operating with others, adjusting behaviour, expressing thoughts and opinions, dealing with conflict.

Students should be encouraged to maintain some form of record, either written or recorded, or a selection of leaflets, souvenirs, postcards, photographs etc.

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