

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7350773**UNIT TITLE:** MAKING LOCAL JOURNEYS

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. PLAN LOCAL JOURNEYS****PERFORMANCE CRITERIA**

- (a) Journey to be undertaken is identified.
- (b) Decision on type of transport to be used is appropriate to needs.
- (c) Identification of the location of departure and arrival points is correct.
- (d) Identification of the departure and arrival times is correct.
- (e) Identification of the cost of the journey is correct.
- (f) Identification of appropriate contacts and procedures in case of difficulties is correct.

RANGE STATEMENT

Mode of journeys: public transport; on foot; combination of public transport and foot.

Route of journeys: is unfamiliar or non-routine i.e. not undertaken by the candidate on a day-to-day basis.

Costs: realisation of actual costs of journeys; consideration of concessionary fares on same journeys; appropriate to the journey and personal circumstances.

EVIDENCE REQUIREMENTS

Product evidence in the form of a written or oral plan for each of the three journeys.

OUTCOME**2. UNDERTAKE LOCAL JOURNEYS****PERFORMANCE CRITERIA**

- (a) The arrival at the departure point is in keeping with a pre-arranged plan.
- (b) The selection of transport is correct.
- (c) Completion of the journey is to a pre-arranged plan.
- (d) Social sight words and symbols are observed correctly.
- (e) Travel on public transport is safe and considerate to others.
- (f) Use of the pedestrian thoroughfare is safe and considerate to others.
- (g) Safe crossing of the road is demonstrated.

RANGE STATEMENT

Mode of journeys: public transport; on foot; combination of public transport and foot.

Route of journeys: is unfamiliar or non-routine i.e. not undertaken by the candidate on a day-to-day basis.

EVIDENCE REQUIREMENTS

Demonstration of self-reliant behaviour in real life situations for each of the three journeys undertaken.

OUTCOME**3. USE INTERPERSONAL SKILLS IN PLANNING AND UNDERTAKING LOCAL JOURNEYS****PERFORMANCE CRITERIA**

- (a) Interpersonal skills are effective to obtaining relevant information.
- (b) Interpersonal skills are effective to planning and organising.
- (c) Interpersonal skills are effective to undertaking local journeys.

RANGE STATEMENT

The performance criteria should be related to each of the three journeys to be undertaken.

EVIDENCE REQUIREMENTS

Demonstration of naturally occurring behaviour in real life situations for all of the performance criteria on three occasions.

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** 7350773**UNIT TITLE** MAKING LOCAL JOURNEYS

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 is designed to develop the personal and social skills required to make local journeys unescorted. The module is appropriate for candidates planning and making journeys on unfamiliar routes.

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 is designed to develop the your skills in planning and undertaking local journeys. In addition, it develops the interpersonal skills required to carry out these tasks.

During the module you will be required to plan and undertake three local journeys.

CONTENT/CONTEXT Any appropriate Regional Council and centre regulations should be taken into account with regard to supervision of candidates when outside the boundaries of the centre. In this module the experience of planning and undertaking a local journey using public transport and on foot provides a framework within which task management skills, interpersonal skills, the confidence to achieve independent mobility and the ability to gain and use knowledge related to safe travel are developed.

Corresponding to Outcomes 1-3:

Preparation for independent travel could include for example:

- use of money: identifying and tendering fares; buying tickets; checking change;

- use of social sight words and symbols appropriate to road safety and travel;
- ways of gathering information on the timing of transport arrivals/departures and journeys. This may include the use of simple timetables but candidates may develop other strategies for journey planning and timing;
- field trips around the local area to familiarise candidates as appropriate with bus, rail and underground stations and stops, location of taxi ranks, routes when travelling on public transport and when walking, times of departure and arrival, use of timetables where appropriate and approximate duration of journeys;
- action to be taken in the event of an alteration to the planned journey e.g. transport breakdowns, failure to arrive.

APPROACHES TO GENERATING EVIDENCE The module should be as practical as possible with emphasis being placed on candidate-centred activity. This activity should be as realistic as possible, including the use of real situations involving the need to travel.

The learning and teaching approaches adopted and the time required will be determined by the individual needs of the candidate.

Interpersonal skills such as communicating, listening, observing, co-operating could be taught throughout the module using role play, small group work, simulation and practical exercises. Requesting information by writing, telephoning and/or by a personal visit could be included if appropriate.

The co-operation of others e.g. teaching staff, parents, auxiliaries, local transport operators could be sought when candidates are carrying out exercises outwith the centre and when assessment procedures are being carried out. 'Check-in' points along the chosen route should be considered.

Following verbal instructions could be practised. Activities should be centred on the candidate's awareness of and use of transport facilities available in their local area, but in areas which are not well served by public transport awareness of facilities in well served areas such as cities should be encouraged.

ASSESSMENT PROCEDURES Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are as follows:

Corresponding to Outcomes 1-3:

1. A plan for each journey.
2. Practical exercise for each of three journeys.
3. Personal interview and/or observation of naturally occurring behaviour during the activity.

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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