

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

**-Module Number- 7350820
-Superclass- HB**

-Session- 1990-91

-Title- ROLES AND BEHAVIOUR 2

-DESCRIPTION-

Purpose The particular purpose of this module is to develop planning and organisational skills, interpersonal skills and self-awareness through investigation techniques. The module develops skills in collecting, interpreting evidence and presenting information and self-awareness, and focuses on developing insight into one's own role and behaviour and the behaviour and role of others. It can be an appropriate framework for developing group work skills and an understanding of how groups work. It provides a useful introduction to research design, methods of data collection and other research techniques applied in Behavioural Science subjects. Through individual or group activity, investigation and self-awareness an understanding of the concept of role and its importance in understanding human relationships and behaviour is developed.

The module is one of a range of modules which provides breadth and balance in programmes of learning. The descriptor should be read in conjunction with the Guidelines for Personal and Social Development Modules.

Personal and Social Development modules are designed to develop:

- task management skills (planning, organising and decision making)
- interpersonal and group skills
- self-awareness, self-reliance and self-confidence
- the ability to seek and use appropriate knowledge

These aims have vocational as much as personal and social relevance.

This descriptor should be read in conjunction with Roles and Behaviour 1 which sets less demanding targets for students. This module features a minimal level of tutor support.

Tutor denotes the individual leading the group in an education or training context.

Preferred Entry Level	Any level 2 PSD module (see Guidelines for PSD Modules). Standard Grade in Social and Vocational Skills at 2, 7110041 Communication 3, or an equivalent level of experience.
Outcomes	<p>The student should:</p> <ol style="list-style-type: none"> 1. devise a plan for an investigation into roles and behaviour; 2. implement an investigation into roles and behaviour; 3. establish working relationships during the planning and implementation of an investigation into roles and behaviour; 4. evaluate the learning gained through an investigation into roles and behaviour.
Assessment Procedures	<p>Acceptable performance in the module will be satisfactory achievement for all the Performance Criteria specified for each Outcome.</p> <p>The following abbreviations are used as below:</p> <p>PC Performance Criteria IA Instrument of Assessment</p> <p>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.)</p>
OUTCOMES 1-4	<p>Project and Personal Interview</p> <p>In the project the student is required to plan and undertake an investigation into roles and behaviour during which he/she should compile a folder of assessment evidence in relation to the Outcomes as indicated below.</p>

Personal Interviews are central to the assessment and will be used to explore the student's experience of planning and implementing investigation activities in this context.

Personal Interviews will be conducted by the tutor with individuals or groups as appropriate at the discretion of the tutor and may take place on an ongoing basis throughout the module or towards the end of the module.

The interviews should focus on the Performance Criteria for each Outcome and should draw on relevant assessment evidence from the student's folder.

OUTCOME 1	Project Brief Plan
OUTCOME 2	Log Sheet Presentation of Findings
OUTCOME 3	Log sheets
OUTCOME 4	Review Sheets

OUTCOME 1 DEVISE A PLAN FOR AN INVESTIGATION INTO ROLES AND BEHAVIOUR

- PCs
- (a) A statement of the objectives of the investigation is clear and precise.
 - (b) An outline plan is devised and produced.
 - (c) Information located is relevant and aids planning.
 - (d) The production of a step by step plan is detailed and indicates timescale for individual investigation activities.
 - (e) The feasibility of the plan is evaluated and adjusted as necessary.
- IA Personal Interview which focuses on the above Performance Criteria and draws on evidence from the project brief and plan.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 2 IMPLEMENT AN INVESTIGATION INTO ROLES AND BEHAVIOUR

- PCs
- (a) The organisation of resources necessary to implement the investigation is effective.
 - (b) Detailed activities are appropriate to the achievement of specified goals.
 - (c) The implementation of the plan is to a self-constructed timescale.

- (d) The undertaking of investigation activities reflects commitment and competence.
 - (e) Flexibility, initiative and problem solving skills are evident.
 - (f) Self-monitoring of performance is effective.
 - (g) The recording of investigation procedures is detailed and accurate.
 - (h) A report on investigation findings is detailed and accurate.
- IA Personal Interview which focuses on the above Performance Criteria and draws on evidence from the Log Sheets and Presentation of Findings.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 3 ESTABLISH WORKING RELATIONSHIPS DURING THE PLANNING AND IMPLEMENTATION OF AN INVESTIGATION INTO ROLES AND BEHAVIOUR

- PCs
- (a) Contacts are initiated and relationships developed.
 - (b) Use is made of sources of information from personal contacts.
 - (c) The establishment of a rapport is effective in unfamiliar situations.
 - (d) A critical evaluation of opinions on the progress of the investigation is detailed.
 - (e) Responses are appropriate to meeting the needs of different situations.
- IA Personal Interview which focuses on the above Performance Criteria and draws on evidence from the Log Sheets.

Satisfactory performance will be achievement of all the Performance Criteria.

OUTCOME 4 EVALUATE THE LEARNING GAINED THROUGH AN INVESTIGATION INTO ROLES AND BEHAVIOUR

- PCs
- (a) An evaluation of progress towards defined goals relating to the investigation is detailed.
 - (b) A critical evaluation of his/her own role is accurate in relation to others involved in the investigation.
 - (c) An evaluation of learning gained is in relation to personal and social development skills.
 - (d) A critical evaluation of performance in task management and interpersonal skills is related to future personal and social skills.

IA Personal Interview which focuses on the above Performance Criteria and draws on evidence from the Review Sheet.

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 1-4:

1. Individuals or groups, working independently, should identify and clearly define the goals of an investigation into roles and behaviour. Choice of investigation topic will be made after examination of a number of possible options and a review of information from a range of sources which students have identified. Definition of goals will be set out in a project brief which is a statement of intent and which outlines the subject and objectives of the investigation. The project brief will include the topic or subject title for investigation and a brief introduction of the student's knowledge at the outset of the investigation. The outline plan will indicate the general themes to be investigated, possible sources of information, (people who can be contacted for instance) and a brief indication of the research programme. During this phase the tutor's role is to act as a facilitator or consultant, but all necessary preparation for the investigation activity should be made by the student. Students should then produce a detailed step-by-step plan outlining specific areas to be investigated and indicating a self-constructed timescale for individual investigation activities. Specific information on all sources of information to be used, people to be contacted, methods of investigation and presentation and other appropriate details should be included in the plan. Students should analyse and evaluate the feasibility of the plan, adjusting as necessary, to complete the planning phase of investigation activity.

The scope of investigation activity and topic choice in relation to roles and behaviour research and investigation is extensive. Students should discuss and agree with the tutor topic choice and possible content, but a large degree of independent activity is expected of the student at this level. Investigation may encompass an extensive range of topics related to roles and behaviour but tutors should ensure that students are aware that this provides the vehicle for task-management and interpersonal skills and should not over-emphasise content-based and knowledge-based approaches.

2. The student should, in the light of his/her own investigation gathering, organise an investigation into roles and behaviour. The high level of organisational skills required of students in this module should be reflected in the investigation activities. Students should organise resources to implement their plan and detail and prioritise tasks appropriate to achievement of the goals outlined earlier. Activities should be organised according to a self-constructed timescale and the tutor should look for evidence of commitment and competence in undertaking the investigation. The tutor should also look for evidence of flexibility, initiative and problem solving skills throughout the planning and implementation of the activities. Students should demonstrate evidence of effective self-monitoring of performance and record investigation procedures and report on investigation findings in detailed and accurate numbers.

3. An important feature of investigation activities relates to the development of interpersonal skills. Not all research and investigation activities provide an appropriate context for these interpersonal skills such as in the case of heavy emphasis on library or record office research. Students should ensure that their investigation and research activities provide a suitable and appropriate framework to facilitate the development of interpersonal skills. Students should initiate and develop contacts with individuals or organisations and provide evidence that they effectively contribute to establishing rapport in unfamiliar situations, as well as seeking and critically evaluating advice and opinions on the progress of the investigation. Tutors should ensure that students provide evidence that they can volunteer ideas, information and judgements and can respond appropriately to meet the needs of different situations.
 4. During the investigation activity, students are given the opportunity to evaluate the learning gained at interim review sessions and at the debriefing interview. Students should be able to show a significant degree of insight into their role in relation to others involved in the investigation activity and evaluate the progress towards the goals identified earlier in the module. The personal interview gives the student the opportunity to evaluate performance of the task management and interpersonal skills, discuss their role and behaviour, and to relate these to the student's personal and social development.
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SUGGESTED LEARNING AND TEACHING APPROACHES

Involving students in the decisions which affect them is valuable for personal development as well as a powerful motivating factor. The areas for negotiation in this module are:

individual or group work, investigation topics, allocation of topics within the group if appropriate and methods of investigation and presentation of findings.

The following learning and teaching approaches are suggested:

- (a) Induction to the module including explanation of its key features and establishing working relationships. An important role of the tutor is to provide the appropriate framework and climate within which students can take responsibility for decision making, planning, organisation and problem-solving. This may involve a different method of classroom arrangement and a facilitating role for the tutor rather than a teaching role. At this level the tutor acts in a consultative role and it is important that this is fully explained to students at the outset. Tutors should ensure that a framework and working relationship is established which encourages independent activity and autonomy.

- (b) Exercises to enable students to identify qualities and skills necessary for successful investigation activities. Tutor exposition and case studies may be used to assist preparation for individual or group activities. Role play is particularly suited to this in relation to this module. Tutors should attempt to ensure, as far as possible, that problems relating to investigation techniques and research methods are anticipated before tasks are undertaken. Learning from experience in relation to planning and task management is a method of developing skills, but this will not meet the Performance Criteria set out Outcome 1.

Completion and review of planning sheets at the outset of the activity, discussion of feasibility of methods of investigation, possible resources and contacts in relation to topic choice etc. are key features of the module.

- (c) Students should identify a topic for investigation relating to roles and behaviour. This should be set out in the project finally chosen, methods of investigation and possible content should be discussed and agreed between student and tutor. Students should be encouraged to avoid topics and issues which have been studied in depth previously, or are investigated in other elements of their programme. The scope of research and investigation activity, however, is wide-ranging and many encompass a range of issues, topics and subjects related to roles and behaviour.

- (d) Teaching designed to assist students with preparation of learning through investigation and research activities. Practice of personal and social development skills, research techniques and task management skills involved in fieldwork activities, such as library visits, interviews, planning skills, enquiry skills, group work, time management, record-keeping, self-monitoring presentation of findings, review and self-evaluation. The skills required at this level in relation to the above is high and this should be reflected in student's performance throughout the investigation activity.

Tutors should ensure that methods of investigation and information retrieval provide opportunities for students to develop interpersonal skills.

- (e) Students plan and undertake the investigation, keep a record of the investigation as it progresses and present the investigation findings. During this phase the tutor's role is to act as a facilitator. It is important that the initiative lies with the student. However, the tutor will have to make judgement or a series of judgements relating to the 'distance' of supervision and the appropriate time and method of intervention if problems arise.

Tutors should provide opportunities for interim review sessions to allow for consultation and advice.

- (f) Students will choose the method of presentation of findings early in the investigation. There are a range of possibilities including tape/slide, oral exposition of visual material, wall display, video, written report including graphical material etc.

The findings of each investigation may be considered and discussed by the class as a whole. The sharing of knowledge and experience gained is valuable and the presence of an 'audience' for the findings increases the sense of purpose.

- (g) Each student completes a review sheet on his/her investigation and research activity. A folder of assessment evidence should be kept by the student. This provides a record for all aspects of the planning and implementation of the contemporary issue investigation and provide evidence for student and tutor to discuss performance.
- (h) The tutor conducts a debriefing interview with each individual or group and discusses the student's experience of the investigation and research activity. Tutors should be careful not to prompt performance but the interview should be structured to assist students to evaluate progress towards required goals, to describe learning gained, discuss student's role and critically evaluate performance of task management and interpersonal skills relating to future personal and social development.

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