



## 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.

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#### Administrative Information

**Superclass:** HB

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## **National Unit Specification: general information (cont)**

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### **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](http://www.sqa.org.uk)).