



## National Unit Specification: general information

**UNIT** Self in Society: Investigating Service Providers in the Local Community (Access 2)

**CODE** F37T 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 is designed to help candidates become familiar with service providers operating in their local community. With teacher/lecturer support candidates will find out about a variety of local service providers and what these service providers do. They will also investigate two local social problems and identify the service providers who are involved with these problems. Finally they will identify and contact an appropriate service provider for a specific purpose.

### OUTCOMES

- 1 Investigate the role of service providers in the local community.
- 2 Investigate the work of local service providers in relation to social problems which affect the local community.
- 3 Contact a local service provider for a specific purpose.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

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#### Administrative Information

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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 Skills components in this Unit.

## **National Unit Specification: statement of standards**

### **UNIT**      **Self in Society: Investigating Service Providers in the Local Community (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 the role of service providers in the local community.

##### **Performance Criteria**

- (a) Identify service providers who serve the local community.
- (b) Describe the role of these service providers in the local community.

#### **OUTCOME 2**

Investigate the work of local service providers in relation to social problems which affect the local community.

##### **Performance Criteria**

- (a) Identify social problems which affect the local community.
- (b) Describe the involvement of local service providers in dealing with these problems.

#### **OUTCOME 3**

Contact a local service provider for a specific purpose.

##### **Performance Criteria**

- (a) Identify the address and telephone number of a specific service provider.
- (b) Communicate with this service provider for a given purpose.

## National Unit Specification: statement of standards (cont)

### UNIT Self in Society: Investigating Service Providers in the Local Community (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 should 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 responses when completing the tasks.

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 2. 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 in relation to Outcome 3. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

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 Outcomes 1 and 2 to be recorded. The investigation should cover:

- ◆ the identification of at least **two** service providers
- ◆ the role of **two** of these service providers
- ◆ **two** social problems which affect the local community
- ◆ the involvement of **one** local service provider for each problem

Evidence of contact with a local service provider for Outcome 3 should include:

- ◆ the address and telephone number of a local service provider
- ◆ the communication used to contact the local service provider. This may be written or orally recorded.

This evidence may be generated through a role play or in other appropriate simulated conditions. Teachers/lecturers should inform candidates of the purpose of the communication which might be, for example, to contact the police to report vandalism, to ask for the opening times of a local youth club, or to ask the Council to arrange uplift and disposal of old furniture.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. 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: Investigating Service Providers in the Local Community (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 working with others in a group. 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 will help candidates to familiarise themselves with the community around them. With teacher/lecturer support candidates will look into a variety of local service providers and what they do and investigate two of these in more depth. They will also investigate two local social problems and identify the service providers who are involved with these problems.

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 when deciding upon appropriate levels of supervision.

Teachers/lecturers should also 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.

Appropriate local service providers could include, for example police, fire service, youth groups, health services (eg ambulance, health centre, hospital, family planning clinic), voluntary organisations, local councils.

Candidates are required to describe the role of two service providers. It is anticipated that these local service providers will be selected with direction from the teacher/lecturer. Candidates could investigate a variety of tasks the service provider performs. For example, the fire service is an emergency service that extinguishes fires but it also has other roles such as cutting people free from traffic accidents and dealing with hazardous spillages and flooding. If possible it may be useful to arrange a visit to or from one or two of the service providers being investigated, or alternatively asking them to send information leaflets.

## National Unit Specification: support notes (cont)

### UNIT Self in Society: Investigating Service Providers in the Local Community (Access 2)

Candidates will investigate two social problems which affect the local community. It is anticipated that the problems will be investigated with direction from the teacher/lecturer. Candidates could be encouraged to identify specific examples of these types of problems in the local area from, for example, an article in a local newspaper or from a local campaign.

The table below illustrates some examples of appropriate social problems and the service providers involved.

Social Issue	Service Provider
Vandalism	Police/Fire Service/Local Council
Speeding	Police/Fire Service/Local Council/Hospital
Drug Abuse	Police/Health Centre
Litter/Illegal dumping	Local Council/Police
Gang Culture	Police/Youth Organisations
Closure of facilities/venues	Local Council/Youth Organisations/Voluntary Organisations
Homelessness	Voluntary Organisations
Hospital Closure	Ambulance Service/Hospital/Health Centre
Flooding	Fire Service/Police/Voluntary Organisations

The local service provider contact details can be identified from a variety of sources, for example a telephone book, Internet, leaflets, local newspaper and signs outside buildings. Candidates could work to produce a list of key service providers and their postal addresses, telephone numbers and/or email addresses.

Candidates can practise contacting some local service providers through role play or simulation exercises. Contact can be made by telephone or in person or in any other way using the candidate's normal mode of communication.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an investigation and will have the opportunity to develop aspects of *Communication* at Access 2 for oral and/or written communication during the investigation. There will also be opportunities for developing aspects of *Working with Others* at Access 2 level during the role play 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)*.

## National Unit Specification: support notes (cont)

### UNIT Self in Society: Investigating Service Providers in the Local Community (Access 2)

When candidates are producing evidence of their investigations of local service providers for Outcomes 1 and 2, they could be asked to identify the service providers relevant to a particular situation. 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. For Outcome 2 candidates must identify social problems which affect the local community. They could be asked to identify the social problems which they feel are important in their local area or which have had an impact on them.

Candidates must describe the roles of two service providers and the involvement of these service providers in social problems. Evidence could be generated in the form of, for example, a poster, information sheet, or an audio or video recording. Alternatively a performance activity such as a play or presentation could be used and candidates' descriptions could be recorded using an assessor checklist or audio/visual device.

Candidates could produce evidence for Outcome 3, Performance Criteria (a) by producing a simple telephone and address list containing details of at least one local service provider. The list could be a written or oral recorded list and could be held on a computer file or audio recording. The list could then be used to contact the local service provider in Performance Criteria (b).

Candidates must communicate with a local service provider for a given purpose as directed by the teacher/lecturer. Appropriate purposes might be to request the opening times of a local youth club, voluntary organisation or health centre or to contact the emergency services in the event of a flood. It is appropriate for this evidence to be produced through role play or simulation, particularly when candidates are contacting local emergency services.

### **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)).