

## National Unit Specification: General Information

**UNIT** Residential Experience (Intermediate 1)

**NUMBER** D36M 10

### COURSE

### SUMMARY

Developing planning, organisational, investigative, interpersonal skills and self awareness through organising and undertaking a residential experience with limited tutor/trainer support.

### OUTCOMES

- 1 Plan and arrange elements of a residential experience with limited tutor/trainer support.
- 2 Carry out allocated tasks during a residential experience under limited supervision.
- 3 Work co-operatively with others in the analysis, planning and undertaking a residential experience.
- 4 Review the contribution of the knowledge and skills gained through a residential experience to own personal and social development.

### RECOMMENDED ENTRY

Access to this unit is at the discretion of the centre. However, it would be beneficial if the candidate had achieved Residential Experience (Access) or equivalent.

### CREDIT VALUE

1 Credit.

### CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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## Administrative Information

**Superclass:** PM

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## National unit specification: statement of standards

**UNIT** Residential Experience (Intermediate 1)

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 the Scottish Qualifications Authority.

### OUTCOME 1

Plan and arrange elements of a residential experience with limited tutor/trainer support.

#### Performance Criteria

- a) An initial self-assessment clearly identifies qualities and skills and realistic personal goals are set.
- b) A limited range of sources of information is used effectively to aid planning of a residential experience.
- c) A residential experience is chosen which matches own qualities, skills and goals.
- d) A sequential plan for organising the residential experience is feasible, detailed and clear.
- e) The planning tasks which the candidate is most suited to carry out are clearly identified and take account of self-assessment and others' strengths.
- f) Required preparations for the residential experience are accurate in terms of gathering essential information.
- g) Resources required to plan and implement the residential experience are obtained.
- h) Arrangements are confirmed clearly and accurately.

#### Evidence Requirements

PC (a) An initial self-assessment.

PCs (b)-(h) Written and/or oral evidence for one residential experience.

### OUTCOME 2

Carry out allocated tasks during a residential experience under limited supervision.

#### Performance Criteria

- a) Opportunities to practise skills under supervision are negotiated effectively and in accordance with results of initial self assessment.
- b) Allocated tasks are planned and carried out under limited supervision and to a standard agreed with the tutor/trainer.
- c) Mutually agreed 'house rules' are complied with at all times.
- d) Health, safety and hygiene requirements are observed at all times.
- e) The ability to deal with unexpected situations is demonstrated effectively.

## **National unit specification: statement of standards (cont)**

**UNIT** Residential Experience (Intermediate 1)

### **Evidence Requirements**

PCs (a)-(e) Performance evidence for one residential experience.

Written and/or oral evidence which supports the performance evidence.

### **OUTCOME 3**

Work co-operatively with others in the analysis, planning and undertaking a residential experience.

### **Performance Criteria**

- a) Working relationships formed are cooperative in nature.
- b) Instructions are listened to attentively and accepted in a positive manner.
- c) Advice, assistance and opinions of others are sought when required.
- d) Ideas, information and judgements volunteered are relevant, accurate and sensible.
- e) Behaviour is modified appropriately to meet the needs of different situations.

### **Evidence Requirements**

PCs (a)-(e) Performance evidence for one residential experience.

### **OUTCOME 4**

Review the contribution of the knowledge and skills gained through a residential experience to own personal and social development.

### **Performance Criteria**

- a) The initial self-assessment is re-examined in terms of strengths and weaknesses and progress towards defined goals is reviewed effectively.
- b) The tutor's/trainer's report is reviewed and commented upon critically.
- c) Feelings and reactions to the residential experience are expressed clearly.
- d) Strengths and weaknesses within the original planning process are clearly identified and justified and suggestions for improvement of the process made.
- e) The value of the learning gained is reviewed in relation to future personal and social goals.

### **Evidence Requirements**

PC (a) An updated self-assessment.

PCs (b)-(e) Written and/or oral evidence for one residential experience.

## National unit specification: support notes

**UNIT** Residential Experience (Intermediate 1)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

### GUIDANCE ON CONTENT AND CONTEXT

Residential experience is essentially a group activity but it is also necessary to record the contribution and learning experienced by individuals.

Corresponding to outcomes 1-4:

- 1 In this unit candidates take most of the responsibility for planning and organising the residential experience although tutor/trainer support is still important. Candidates should identify, with limited support from the tutor/trainer, their interests, qualities and skills in relation to a residential experience. They should decide which tasks are necessary to prepare for the experience. The tutor/trainer will support the candidate's preparations, including giving final approval to the choice of residential experience; checking travel and accommodation bookings; overseeing financial record-keeping; advising on specific aspects of the residential stay. The tutor/trainer should take responsibility for the health and safety of candidates.

Candidates must also plan such elements as work rosters, menus, programme of activities, gathering information about the locality, listing equipment which will be required.

Tutors/trainers should make candidates aware of the constraints placed upon them by such factors as finance, distance, length of stay, suitability of location but allow them to work within the bounds of these constraints, largely independently.

- 2 Individuals or groups should carry out tasks allocated to them in group planning. The standard of performance and the timescale should be set through negotiation with group members. Candidates may need instructions and guidance from the tutor/trainer on specific tasks but wherever possible the experience of the group should be used.
- 3 Candidates are required to work cooperatively during the planning and implementation of the residential experience, ie by accepting instructions positively, seeking advice and help from a variety of sources when required, making arrangements, dealing with external agencies, meeting and talking to people during the residential experience, presenting oneself in a manner consistent with the impression he or she wishes to create, establishing a climate where group members feel comfortable in sharing information, ideas and judgements. Tutors/trainers may need to give some support to enable candidates to deal with interpersonal relationships, particularly when a residential stay may be a new experience for some candidates. Candidates should organise review sessions which allow plans to be reconsidered, events reviewed and feelings expressed.

## National unit specification: support notes (cont)

### UNIT Residential Experience (Intermediate 1)

- 4 Following the residential stay each candidate should review the experience in order to reassess personal strengths and weaknesses and to express personal feelings and reactions towards both the residential experience itself and to review the initial organisational process and the knowledge and skills gained. The interview provides an opportunity for the candidate to respond to the report of the tutor/trainer. Candidates should review the value of the learning experience to their own personal and social development.

### GUIDANCE ON TEACHING AND LEARNING APPROACHES

Involving candidates in the decisions which affect them is valuable for personal development as well as being a powerful motivating factor. The areas for negotiation within this unit are wide ranging and are limited only by the constraints set by individual institutions and health and safety requirements.

It is expected that in the course of the unit each candidate will compile a folder of assessment evidence containing self-assessment sheets, a planning sheet for the residential experience, log sheets which record the activities undertaken by the candidates during the residential stay and a final review sheet with reflections on the residential experience and its relevance to personal and social development.

Corresponding to outcomes:

- 1 Induction to the unit including explanation of its key features and establishing working relationships.

Individual and group exercises to enable candidates to assess their own capabilities, skills and interests in relation to a residential experience should be carried out. Brainstorming may generate lists of elements which have to be taken into account when planning and organising a residential stay. Examples of previous residential planning may be used to inform candidates of possible approaches. Candidates should match their personal qualities and skills against what needs to be done and negotiate the allocation of tasks. The tutor/trainer should provide only limited support, advising on financial record keeping, costing, feasibility of plans etc.

Communication skills can be integrated into this phase of the unit through letter writing, telephoning, interviews and contacting and dealing with formal agencies. Thus the candidate may learn how to operate effectively in formal situations. Equally as important are informal networks - making and using contacts, having the courage to ask, tapping possible sources of information such as friends and family. Informal group discussion may exploit these aspects.

## National unit specification: support notes (cont)

### UNIT Residential Experience (Intermediate 1)

Role play, observation and examples from previous residential experiences may be used to prepare candidates for the type of activities in which they may be involved and to help them decide on appropriate use of skills and behaviours in a variety of situations.

- 2 Candidates should record experiences as they occur in log sheets/log books and should be encouraged to monitor their own progress. Tutors/trainers should encourage discussion and recording of experiences when they occur. Tutors/trainers should be careful to highlight the requirements of Outcome 3 and to emphasise the need for candidates to record their experiences in these areas.
- 3 All learning activities should be designed to develop personal and social development skills. However, candidates must have the opportunity to do things for themselves, to make choices and decisions, to ask for assistance from the tutor/trainer and others when this is felt to be necessary, to interact with others and to try out new activities and new roles in a climate which feels safe.

The residential experience will be a new environment for some candidates and preparations should recognise this so that candidates are thoroughly prepared in advance.

- 4 In a short interview with each individual the tutor/trainer will discuss the activities undertaken throughout the unit and the feelings of the candidates towards these. Tutors/trainers should not prompt performance but should create an atmosphere and framework within which candidates are encouraged to speak openly about their progress towards the defined goals, their feelings and reactions in relation to the tasks undertaken and the contribution which the learning activities have made towards their own personal and social development.

### **GUIDANCE ON APPROACHES TO ASSESSMENT**

During the unit the candidate is required to contribute to the planning and to complete a residential experience during which he or she should assemble a folder of assessment evidence in relation to the outcomes. Personal interviews are central to the assessment and will be used to explore the candidate's experiences during the residential experience in relation to the stated performance criteria.

The tutor/trainer may conduct personal interviews with individual candidates or with groups, as appropriate. The interviews will take place on an on-going basis throughout the unit and should draw on relevant evidence from the candidate's assessment folder.

## **National unit specification: support notes (cont)**

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

Corresponding to outcomes 1-4:

- 1 Personal interview drawing on evidence from planning and self-assessment sheets.
- 2 Personal interview drawing on evidence from planning sheet, log sheets and report from the tutor/trainer.
- 3 Personal interview drawing on evidence from log sheets and reports from the tutor/trainer.
- 4 Personal interview using review sheet.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).