

National Unit Specification: General Information

UNIT Residential Experience (Intermediate 2)

NUMBER D36M 11

COURSE

SUMMARY

Developing planning, organisational, investigative, interpersonal skills and self awareness through organising and undertaking a residential experience.

OUTCOMES

- 1 Devise and arrange a residential experience in relation to personal development goals.
- 2 Undertake a programme of residential experience.
- 3 Initiate and sustain working relationships in the analysis, planning and implementation of a residential experience.
- 4 Evaluate 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 (Intermediate 1) 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).

Administrative Information

Superclass: PM

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National unit specification: statement of standards

UNIT Residential Experience (Intermediate 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 the Scottish Qualifications Authority.

OUTCOME 1

Devise and arrange a residential experience in relation to personal development goals.

Performance Criteria

- a) An initial self-assessment clearly identifies qualities and skills and realistic personal goals are set.
- b) Information from a range of sources is used effectively to aid the arranging of a residential experience.
- c) A residential experience is selected which is relevant to personal qualities, skills and goals and which takes into consideration problems and consequences associated with different choices.
- d) A detailed step-by-step plan for organising the residential experience is devised and implemented and includes a plan for conducting a project during the residential experience.
- e) Taking account of own and others' strengths, the planning tasks which the candidate is most suited to carry out are negotiated effectively and agreed.
- f) Required preparations for implementing the residential experience are accurate and complete in terms of gathering essential information.
- g) The resources required to plan and implement the residential experience and the project are selected and obtained.
- h) Arrangements are confirmed clearly and accurately.

Note on range for the outcome

Essential information: dates; initial contact; location; travel arrangements.

Evidence Requirements

PC (a) An initial self assessment.

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

OUTCOME 2

Undertake a programme of residential experience.

Performance Criteria

- a) Opportunities to practise skills independently are negotiated effectively and in accordance with results of initial self assessment.
- b) A programme of agreed tasks is planned and completed independently and effectively and to a standard agreed with the tutor/trainer.
- c) The project based on the residential experience is implemented effectively and according to plan.

National unit specification: statement of standards (cont)

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- d) Negotiated 'house rules' are complied with at all times.
- e) Health, safety and hygiene requirements are observed at all times.
- f) Flexibility of approach and problem solving skills are demonstrated consistently.

Evidence Requirements

PCs (a)–(f) Performance evidence for one residential experience.

Written and/or oral evidence for one residential experience.

OUTCOME 3

Initiate and sustain working relationships in the analysis, planning and implementation of a residential experience.

Performance Criteria

- a) Anticipated needs of peers and others are responded to relevantly.
- b) Advice and assistance is sought when required and evaluated effectively.
- c) Ideas, information and judgements volunteered to others are relevant, accurate and sensible.
- d) Co-operative working relationships in unfamiliar situations are initiated independently.
- e) Opinions of others during the residential experience are evaluated critically.
- f) Behaviour is modified appropriately to meet the needs of different situations.

Evidence Requirements

PCs (a) – (f) Performance evidence for one residential experience.

OUTCOME 4

Evaluate 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 evaluated effectively.
- b) Evaluation of the tutor's/trainer's report is expressed by constructive and critical comment.
- c) A detailed explanation of the planning and implementation of the project is clear and comprehensive.
- d) Feelings and reactions to the residential experience are expressed clearly.

National unit specification: statement of standards (cont)

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- e) The original planning process is evaluated critically and suggestions for improvement are justified.
- f) Performance in task management and interpersonal skills is evaluated and related to future personal and social goals.

Evidence Requirements

PC (a) An updated self assessment.

PCs (b)–(f) Written and/or oral evidence for one residential experience.

National unit specification: support notes

UNIT Residential Experience (Intermediate 2)

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 In this unit candidates are asked to construct an initial in-depth self assessment, identifying personal goals which could be attained as a result of a residential activity. Candidates are expected to define what is required in order to plan, organise and implement the residential experience and to devise a detailed plan to this end, including the identification of sources of information, the gathering of this information and an outline of the proposed project based on the residential experience (eg a study of the recreational facilities which will be available during the residential experience; identification and contact with possible outside speakers; making a video which serves as a record of the residential experience). Group sessions should then be held to negotiate an agreed plan, taking into account the consequences or problems associated with different choices. Each candidate should show evidence of major responsibility for planning and organising at least one aspect of the residential experience.

The role of the tutor/trainer in this unit is that of consultant as the experience is largely candidate-led. The tutor/trainer should be prepared to make candidates aware of the constraints placed upon them by such factors as finance, distance, length of stay, suitability of location but ideally candidates should identify these constraints themselves. The tutor/trainer should ensure that adequate provision is made for the candidates' health, safety and welfare.

- 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. Skills should be pooled and opportunities taken for expertise to be shared with others through instruction, demonstration etc. The tutor/trainer input to this process should be minimal. Tutors/trainers should be aware of the need to look for evidence of flexibility of approach and problem solving. Appropriate guidelines on safety, insurance etc must be observed.

Normally at least 10 hours should be devoted to the project. The findings of the project may be presented in written and/or audiovisual form.

National unit specification: support notes (cont)

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- 3 A high degree of interpersonal skills is required in this unit. Candidates are required to initiate cooperative working relationships and to anticipate and respond to the needs of others. The residential experience and the project based upon it will provide the opportunity to use interpersonal skills in a wide range of contexts; to seek and evaluate advice and to show evidence of volunteering ideas, information and judgements. It will also enable candidates to present themselves in a manner which they perceive to be appropriate in a variety of situations. Candidates should organise review sessions which allow plans to be reconsidered, events to be reviewed and feelings expressed.
- 4 Following the residential stay each candidate should review the experience in order to reassess personal strengths and weaknesses with a significant degree of insight. The initial self-assessment should be reconstructed to accommodate the learning gained and the candidate should identify progress towards developmental goals. The interview provides an opportunity for the candidate to evaluate and comment upon the report of the tutor/trainer and to conduct a detailed explanation of the project findings. Candidates should review the value of the learning experience to their own personal and social development.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

The tutor's/trainer's role will be largely consultative and he or she will be a resource for planning, time management advice, planning of the project, information on health and safety, constraints within which the candidates must work etc. The tutor/trainer should also act as a general mentor and should ensure that the group is kept motivated.

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 candidate 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 1-4:

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

Involving candidates in decision making is valuable for personal development as well as being a powerful motivating factor. In this unit the areas for negotiation are wide-ranging and cover most of the stages of planning and implementation of the residential experience.

National unit specification: support notes (cont)

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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. Personal development goals which can be met through a residential experience should be defined by individuals and plans should be made which allow progress towards these goals. These outline plans forms the basis for group negotiation of a mutually agreed plan. The tutor/trainer may opt to act as arbitrator and may even insist on the right of veto in some situations.

Brainstorming may generate lists of elements which have to be taken into account when planning and organising a residential stay. 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 very 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. 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.

In addition to planning and completing tasks allocated by the group each candidate should plan a project related to the residential experience. The project would require the candidate to assume a leadership role.

Role play, observation, case studies 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 behaviour in a variety of situations. When candidates have negotiated a role which requires them to lead and instruct a group they may require some training.

- 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.

National unit specification: support notes (cont)

UNIT Residential Experience (Intermediate 2)

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 an interview with each individual the tutor/trainer will discuss the activities undertaken throughout the unit and the feelings of the candidate towards these. The interviews should be of a sufficient length to allow a thorough investigation of the candidate's learning. 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 undertake 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.

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

National unit specification: support notes (cont)

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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).