

Draft National Unit Specification



Unit title: Sustainable Lifestyles (Access 2)

SCQF: level 2 (6 SCQF credit points)

Unit code: to be confirmed

Unit outline

The general aim of this Unit is for learners to engage in a practical activity which encourages a sustainable lifestyle. Learners will identify and carry out, with support, an opportunity to use a resource, such as food, water, paper, or energy, responsibly in a local area. By using resources responsibly in a local area, learners will continue to develop their scientific literacy.

Learners who complete this Unit will be able to:

- 1 Use resources responsibly in a local area

This Unit is an optional Unit of the Access 2 Science in the Environment Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Use resources responsibly in a local area by:

- 1.1 Describing why resources need to be used responsibly
- 1.2 Selecting an opportunity to use a resource responsibly
- 1.3 Identifying ideas to use the resource responsibly
- 1.4 Carrying out the ideas
- 1.5 Commenting on the success of the ideas or identifying an idea for further action

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is expected to be generated from practical activity within a local area. Evidence can be presented in a variety of formats such as written, oral, or pictorial, and may be gathered using the learner's usual means of communication.

Evidence will include:

- ◆ a brief description of why resources need to be used responsibly in a local area
- ◆ ideas for what could be done to use a resource responsibly in a local area. Resources could include, for example: food, water, energy, or everyday materials, such as paper, glass, and plastic. Responsible use could include: reducing, reusing, or recycling. This should cover an appropriate period of time
- ◆ a record of what was done to use the resource responsibly
- ◆ one comment on the success of the ideas or an idea for further action

It is expected that learners will receive support throughout the delivery of this Unit.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

2 Numeracy

- 2.2 Money, time and measurement
- 2.3 Information handling

4 Employability, enterprise and citizenship

- 4.6 Citizenship

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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