



National Unit Specification: general information

UNIT Interacting in a Community Setting (Access 1)

CODE F382 07

SUMMARY

This Unit is part of a suite of Access 1 Units at Supported level. This Unit has been designed to give candidates with severe and complex learning needs an opportunity to interact with unfamiliar people in a community setting. This Unit allows candidates to participate in the activities that are appropriate to their individual needs. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

NOTE: The candidate will do this Unit with the appropriate level of support and resources. Some candidates may progress from requiring a high level of support, to working more independently, while others may always require full adult support. Levels of support are defined in *Guidance on Learning and Teaching Approaches* in the Support Notes section.

OUTCOMES

- 1 Interact with an unfamiliar person in a community setting.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1*)

**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.*

Administrative Information

Superclass: HD

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National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certification of Core Skills/Core Skill components in this Unit.

National Unit Specification: statement of standards

UNIT Interacting in a Community Setting (Access 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 SQA.

OUTCOME 1

Interact with an unfamiliar person in a community setting.

Performance Criteria

- (a) Respond to a greeting from an unfamiliar person.
- (b) Initiate a greeting to an unfamiliar person.
- (c) Respond to a question asked by an unfamiliar person.
- (d) Respond to a farewell comment or gesture from an unfamiliar person.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Candidates are required to meet each Performance Criterion on one occasion. The setting for the interaction should be somewhere in the community which is outwith the candidate's learning centre.

Performance evidence is required to demonstrate that the candidate is able to:

- ◆ respond to a greeting from an unfamiliar person
- ◆ initiate a greeting to an unfamiliar person
- ◆ respond to a question asked by an unfamiliar person
- ◆ respond to a farewell comment or gesture from an unfamiliar person

This evidence can be recorded on an observation checklist, photographic evidence or an audio or video recording.

Each candidates should be allowed to provide evidence by the use of his/her normal mode of communication which may be verbal or non-verbal.

National Unit Specification: support notes

UNIT Interacting in a Community Setting (Access 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

The support notes outline the range of learning and teaching approaches, which are suitable for the diverse needs of different candidates.

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 recognises that communication is an essential part of the learning process. This Unit should be delivered outwith the candidate's learning centre and opportunities should be given for the candidate to interact with as many unfamiliar people as is possible. The Unit has been designed to take account of the need to retain and reinforce skills.

While it is intended that candidates should engage in the total learning experience, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers should decide, on the basis of individual candidate needs, where the emphasis of learning should lie and when specific Performance Criteria should be assessed and recorded.

A candidate who successfully completes this Unit may progress to other Units at Supported level. Some candidates may also be able to progress to study Access 1 Independent level Units if they show that they are capable of working with less support.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Community Settings and Unfamiliar People

This Unit could be delivered within a variety of settings outwith the candidate's learning centre. The candidate should be familiar with this setting and unfamiliar with the individual with whom he/she will be interacting. The candidate should have visited the setting previously and/or as many times as is possible before the assessment takes place.

A community setting could be:

- ◆ community centre
- ◆ swimming pool
- ◆ sports centre
- ◆ other education establishments
- ◆ hydrotherapy pool
- ◆ sensory room outwith the candidate's learning centre
- ◆ resource centre
- ◆ health centre
- ◆ local shopping centre/local shops
- ◆ café
- ◆ restaurant

National Unit Specification: support notes (cont)

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- ◆ horse riding centre
- ◆ special Olympics
- ◆ regular community outings

This Unit could also be delivered as part of a candidate's communication programme.

Unfamiliar people with whom the candidate could interact could be:

- ◆ office/reception staff
- ◆ support staff working in the setting
- ◆ therapists
- ◆ staff who transport the candidates
- ◆ staff in shops/cafés/restaurants
- ◆ health staff

An unfamiliar person could be someone the candidate has not met previously or someone the candidate has met only once or twice before.

Interactions could be formal or informal and should take account of the candidate's normal mode of communication. This could include oral communication, signing, actions and gestures, using symbols or augmentative technology. Where the candidate is interacting with the known person, the teacher/lecturer should advise him/her that the candidate is being assessed and that he/she will require to be involved in the assessment process.

Questions

Questions can be closed or open depending on the situation and these questions should allow the candidate an element of choice. The questions used should be relevant and appropriate to the candidate and the learning and teaching situation.

One of the following might be the most appropriate for a particular candidate or situation:

- ◆ 'Would you like to hear (name of favourite pop group)?'
- ◆ 'Would you like to hear (name of favourite pop group) or (name of other pop group)?'
- ◆ 'What would you like to hear?'

For some candidates open questions may be appropriate and for others closed questions (yes/no responses) or alternatives may need to be used.

Where closed questioning is used, candidates could give body language responses such as a shake of the head to indicate 'no' if this is the candidate's normal means of communication.

National Unit Specification: support notes (cont)

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Levels of adult support

Candidates undertaking this Unit will require different levels of teacher/lecturer/assistant support.

This would include the following range:

- ◆ Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience.
- ◆ Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level.
- ◆ Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at participation level.
- ◆ Candidates functioning at an participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.
- ◆ Candidates who require constant prompting to engage in the practical task.
- ◆ Candidates who require reduced prompting to engage in the practical task.
- ◆ Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always require intermittent adult support for specific aspects of the task.
- ◆ Candidates, who through familiarity of routine, become independent in all aspects of the practical task and maintain the skills learned.
- ◆ Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements of the process or the whole process.

Choice

It is intended that in the planning and delivery of this Unit teachers/lecturers will ensure that choice is an integral part of the learning and teaching process at every level. Teachers/lecturers are encouraged to provide a range of enriched experiences, which take account of the needs of the learner and the process of learning. In some cases it may be possible to allow the candidate to choose from two or three alternatives put forward by the teacher/lecturer, the community setting in which the assessment could take place.

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)

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Assessment of this Unit is based on the level of adult support required by the candidate to ensure access to the learning experience. It is recommended where appropriate that centres keep a record of each candidate's progress while undertaking this Unit. This may be done by recording in Appendix 1, the appropriate support code given at the end of the Appendix 5. Some candidates may require the same level of support throughout.

It is recommended that this record of candidate progress is made available to any other centre which the candidate attends. It may also be included in the candidate's Individual Education Plan, Personal Learning Plan or Progress File.

For those candidates who, through practice and embedding of these skills may become less reliant on adult support, the assessment of their performance may be delayed until they have reached their maximum level of functioning.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required summative assessment, which is recorded for assessment purposes.

Record of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. This evidence could be in the form of checklists recording the candidate's performance or recording the responses to questions, or may also be in the form of video, photographic or audio recordings of the candidate's response. All checklists and logs of video, photographic or audio recordings should be signed and dated by the teacher/lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

The recording sheet provided at Appendix 1 may be used by centres to record the level of support individual candidates require to achieve each Performance Criterion, each Outcome and the overall Unit. The level of support required by candidates is not recorded on the Scottish Qualifications Certificate and so this particular recording sheet is **NOT** needed for SQA verification purposes. However, it is recommended that centres retain the completed recording sheets as an aid to tracking candidate progress and as a means to passing information to other centres to which candidates move.

The recording sheet includes space for up to three assessments of the same activity in case the centre wants to re-assess the candidate at later stages to see if the level of support required has improved. It should be noted, however, that candidates cannot be certificated more than once for a Unit and that the certificate only states that a candidate has achieved an Access 1 level Unit. It does not state the level of support required.

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).

National Unit Specification: (Appendices)

UNIT Interacting in a Community Setting (Access 1)

Appendix 1: Exemplar Recording Sheet not mandatory (refer to the Support codes in Appendix 5)

NOTE: This recording sheet is not mandatory; it can be used to record and track candidate performance over time and can be kept as an internal record within the centre. The recording sheet is not required for External Verification purposes.

Candidate name: _____

| Performance Criteria | Support code | Date | Support code | Date | Support code | Date |
|---|--------------|--------|--------------|------|--------------|------|
| (a) Respond to a greeting from an unfamiliar person. | CP | 3/3/07 | | | | |
| (b) Initiate a greeting to an unfamiliar person. | RP | 3/3/07 | | | | |
| (c) Respond to a question asked by an unfamiliar person. | CP | 3/3/07 | | | | |
| (d) Respond to a farewell comment or gesture from an unfamiliar person. | CP | 3/3/07 | | | | |

Overall level of support given to candidate: CP

Teacher/Lecturer signature S. Smith **Date** 3/6/07

National Unit Specification: (Appendices) (cont)

UNIT Interacting in a Community Setting (Access 1)

Appendix 2: Blank Recording Sheet not mandatory (refer to the Support codes in Appendix 5)

NOTE: This recording sheet is not mandatory; it can be used to record and track candidate performance over time and can be kept as an internal record within the centre. The recording sheet is not required for External Verification purposes.

Candidate name: _____

| Performance Criteria | Support code | Date | Support code | Date | Support code | Date |
|---|--------------|------|--------------|------|--------------|------|
| (a) Respond to a greeting from an unfamiliar person. | | | | | | |
| (b) Initiate a greeting to an unfamiliar person. | | | | | | |
| (c) Respond to a question asked by an unfamiliar person. | | | | | | |
| (d) Respond to a farewell comment or gesture from an unfamiliar person. | | | | | | |

Overall level of support given to candidate: _____

Teacher/Lecturer signature _____ **Date** _____

National Unit Specification: (Appendices) (cont)

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Appendix 4: Blank Exemplar Assessment Checklist

This is an example of one possible approach to recording the assessment for this Unit.

Candidate name: _____

| Performance Criteria | | Signature/ Date |
|---|--|----------------------------|
| (a) Respond to a greeting from an unfamiliar person. | | |
| (b) Initiate a greeting to an unfamiliar person. | | |
| (c) Respond to a question asked by an unfamiliar person. | | |
| (d) Respond to a farewell comment or gesture from an unfamiliar person. | | |

Teacher/Lecturer signature _____ **Date** _____

National Unit Specification: (Appendices) (cont)

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Candidate name: _____

| Performance Criteria | | Signature/ Date |
|---|--|----------------------------|
| (a) Respond to a greeting from an unfamiliar person. | | |
| (b) Initiate a greeting to an unfamiliar person. | | |
| (c) Respond to a question asked by an unfamiliar person. | | |
| (d) Respond to a farewell comment or gesture from an unfamiliar person. | | |

Teacher/Lecturer signature _____ **Date** _____

Appendix 5

Codes to Facilitate Recording

Teachers should exercise their professional judgement in determining the overall code for the Unit.

E1 (Experiential 1)

Candidates functioning at an experiential level, where they will always need total adult physical support to engage in the sensory learning experience.

E2 (Experiential 2)

Candidates functioning at an experiential level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at awareness level.

A (Awareness)

Candidates functioning at an awareness level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the sensory learning experience at a participation level.

P (Participation)

Candidates functioning at participation level, where through familiarity of routine and total adult support, may progress to functioning in some aspects of the practical task with reduced adult support.

CP (Constant Prompting)

Candidates who require constant prompting to engage in the practical task.

RP (Reduced Prompting)

Candidates who require reduced prompting to engage in the practical task.

IS (Intermittent Support)

Candidates, who through familiarity of routine, become independent in most aspects of the practical task, but may always, require intermittent adult support for specific aspects of the practical task.

Ind (Independent)

Candidates, who through familiarity of routine, become independent in most aspects of the practical task and maintain the skills learnt.

CA (Cognitive Ability)

Candidates with significant motor impairment, who require the total physical support of an adult to engage in the practical task, but whose cognitive ability allows them to understand either elements