

Unit Support Notes — Independent Living Skills: Taking Part in Outdoor Activities (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Independent Living Skills: Taking Part in Outdoor Activities* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support pack*

General guidance on the Unit

Aims

The *Independent Living Skills: Taking Part in Outdoor Activities* (National 2) Unit is a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to provide opportunities for learners to plan and participate in outdoor activities.

Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in independent living skills, physical education or related areas at SCQF level 1.

Prior learning, life and work experiences may provide an appropriate basis for entry into this Unit. This could include relevant skills, knowledge and understanding and appropriate experiences and outcomes.

Skills, knowledge and understanding covered in this Unit

As this Unit will be delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. However, content and contexts should provide evidence that all Outcomes and Assessment Standards in the Unit have been achieved.

Learners who complete this Unit will be able to:

- 1 Contribute to the planning and organisation of an outdoor activity.
- 2 Participate in an outdoor activity.

Progression from this Unit

This Unit may provide progression to:

- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

The skills, knowledge and understanding developed in this Unit could also support progression in other curriculum areas as well as life and work contexts.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learning and teaching

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching, and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Many of these approaches could involve group work. Group work approaches can be used within Units where it is helpful to simulate real-life situations, share tasks and promote teamworking skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

Independent Living Skills: Taking Part in Outdoor Activities (National 2)

The general aim of this Unit is to provide opportunities for learners to plan and participate in outdoor activities. The learner will:

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches
<p>1 Contribute to the planning and organisation of an outdoor activity by:</p> <p>1.1 Identifying the arrangements for an outdoor activity</p> <p>1.2 Identifying the tasks to be completed in preparation for an outdoor activity</p> <p>1.3 Identifying the equipment and/or resources required for an outdoor activity</p>	<p>Learners agree to take part in an outdoor activity organised by the centre. Teachers/lecturers could choose the outdoor activity. Alternatively, teachers/lecturers could provide a list of options and ask learners to pick one. Teachers/lecturers could also help learners choose an outdoor activity associated with their personal interests and/or which allows them to demonstrate achievement of the Assessment Standards.</p> <p>Examples of outdoor activities could include: hillwalking, nature trail walks, cycling, orienteering, canoeing, camping, shelter-building, park outings, gardening, sailing, fishing.</p> <p>Teachers/lecturers could discuss the planning and organisation of the outdoor activity with the learner(s), offering learner(s) an opportunity to provide suggestions for, and vote on, the location, duration, and/or nature of the outdoor activity. Teachers/lecturers could also use this opportunity to discuss codes of behaviour for all aspects of the outdoor activity.</p> <p>Learners contribute to the planning and organisation of an outdoor activity by identifying the arrangements, tasks and equipment and/or resources required for the activity. Examples could include:</p> <p>Arrangements:</p> <ul style="list-style-type: none"> ◆ where the outdoor activity takes place (eg river, countryside, cycle path, campsite) ◆ health and safety instructions to be followed (eg Highway Code, Country Code, activity-specific rules) ◆ pre-activity induction if appropriate (eg coaching sessions, practice sessions, instructor tuition)

	<p>Preparatory tasks:</p> <ul style="list-style-type: none"> ◆ practising activity ◆ checking equipment/resources are safe to use ◆ preparing appropriate clothing/footwear ◆ packing appropriate equipment and/or resources <p>Equipment and/or resources:</p> <ul style="list-style-type: none"> ◆ appropriate clothing (eg walking shoes/ boots, waterproof jacket cycle helmet) ◆ food (if appropriate — this could include a packed lunch, snacks, water) ◆ specialist equipment (eg cycle, fishing equipment protective clothing, maps, tent, sleeping bag, camping stove, puncture repair kit for cycling activity) <p>Learners could use pre-prepared checklists and/or worksheets to identify the arrangements, tasks and equipment and/or resources required for the outdoor activity. Other possible learning and teaching approaches could include:</p> <ul style="list-style-type: none"> ◆ matching and/or sorting images and/or objects ◆ capturing and/or downloading images ◆ creating a multimedia product ◆ creating posters and/or drawings ◆ using prompt questions ◆ gathering information about outdoor activities from printed materials and/or online
<p>2 Participate in an outdoor activity by:</p> <p>2.1 Carrying out tasks allocated by the organiser</p>	<p>Learners could participate in an outdoor activity by providing support and assistance to others (eg acting as marshal/guide, helping to cook and serve food, helping to provide equipment and resources). Alternatively, learners could participate in an outdoor activity by undertaking physical activities associated with an organised event (eg taking part in a cycle ride, going on a hillwalking club outing, going on a camping trip).</p> <p>Learners participate in an outdoor activity by carrying out tasks allocated by the organiser. Examples could include:</p>

2.2 Working co-operatively with others

Helping to set up and/or support outdoor activities:

- ◆ helping to set up a camp site (eg helping to erect tents, helping to set up a 'field kitchen')
- ◆ helping to set out an orienteering course (eg putting up markers, preparing and/or issuing copies of maps, acting as a marshal)
- ◆ helping to set out a mountain bike trail/cycle route/race (eg putting up direction arrows, marking the 'start' and 'finish' points, handing out bottles of water to riders)

And/or

Taking part in outdoor activities:

- ◆ camping outdoors (eg sleeping in a tent, eating outdoors)
- ◆ completing a mountain bike trail/cycle route/race
- ◆ completing an orienteering course

Learners should be encouraged to communicate with others and be aware of the importance of other people's needs/views, following safety procedures, the effects of behaviour on other people's enjoyment of the experience, accepting advice and/or help offered by others.

Learners demonstrate co-operative working with others when carrying out their tasks. Examples could include:

- ◆ following instructions for setting up equipment/issuing resources (eg ensuring each orienteering team receives a map)
- ◆ working as part of a team (eg replenishing supply of water as it is used)
- ◆ avoiding other cyclists (eg when participating in a bike trail/cycle route/race)
- ◆ checking pieces of equipment prior to setting up (eg tent poles, pegs, canvas shell)

This Unit could be linked to activities in the National 2 *Taking Part in a Residential Experience* Unit.

Assessment

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the *Unit Assessment Support pack*.

To achieve the Unit, learners must achieve the Unit Outcomes.

Evidence for this Unit could be collected during learning and teaching activities.

Teachers/lecturers could therefore record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
- ◆ learning and teaching activities which generate physical evidence for assessment
- ◆ identifying opportunities to record evidence within out-of-centre activities

Alternatively, where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

Learners will benefit from receiving accurate and regular feedback on their work regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Authentication

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and inclusion section.

Developing skills for learning, skills for life and skills for work

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
1 Literacy	
<p>1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>Where appropriate, learners could use their normal mode of communication to:</p> <ul style="list-style-type: none"> ◆ communicate, eg identifying the arrangements for an outdoor activity ◆ respond, eg identifying equipment and/or resources required for an outdoor activity
3 Health and wellbeing	
<p>3.2 Emotional wellbeing Emotional wellbeing includes taking responsibility for yourself and being aware of the impact your behaviour may have on others; developing ways to manage your feelings; developing positive attitudes and resilience; practising assertive behaviours; building confidence; and, based on an understanding of any risks, making informed decisions.</p>	<p>Where appropriate, learners could develop positive emotional wellbeing by:</p> <ul style="list-style-type: none"> ◆ carrying out tasks associated with an outdoor activity ◆ working co-operatively with others when carrying out tasks
<p>3.5 Relationships This includes building various types of social and working relationships and practising interpersonal skills successfully, showing respect and a sense of care for self and others.</p>	<p>Where appropriate, learners could develop social and/or working relationships by:</p> <ul style="list-style-type: none"> ◆ working co-operatively with others ◆ offering own ideas for consideration and listening to others' ideas and opinions

4 Employability, enterprise and citizenship	
<p>4.3 Working with others</p> <p>Working with others means knowing and practising what is involved in working co-operatively and sensitively with others; having the ability to recognise need and opportunity; to influence and negotiate with others to take ideas forward; being adaptable and having a determination to succeed; being able to discuss, set and meet roles and expectations in a working environment; and accessing, providing and creating information.</p>	<p>During learning and teaching activities the learner could:</p> <ul style="list-style-type: none"> ◆ Work cooperatively with others by contributing to the planning and organisation of the outdoor activity

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels. The support provided should be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader and/or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT, including adaptive technologies such as braille and assistive technologies (such as voice activated software) to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Guide to Assessment* \(January 2014\)](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [*Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*](#)
- ◆ [*Coursework Authenticity — a Guide for Teachers and Lecturers*](#)
- ◆ [*SCQF Handbook: User Guide* \(published 2009\)](#) and
- ◆ SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)
- ◆ [*SQA Guidelines on e-assessment for Schools*](#)
- ◆ [*SQA Guidelines on Online Assessment for Further Education*](#)
- ◆ [*SQA e-assessment web page*](#)

Administrative information

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History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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