



Independent Living Skills: Taking Part in a Residential Experience (Alternate Context) National 2

SCQF: level 2 (6 SCQF credit points)

Unit code: HK1P 72

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

The general aim of this Unit is to provide opportunities for learners to plan and participate in a residential experience.

Learners who complete this Unit will be able to:

- 1 Contribute to the planning and organisation of a residential experience.
- 2 Participate in a residential experience.

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 *Unit Assessment Support*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

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 Contribute to the planning and organisation of a residential experience by:

- 1.1 Identifying the arrangements for a residential experience
- 1.2 Identifying the tasks to be completed in preparation for a residential experience
- 1.3 Identifying the equipment and/or resources required for a residential experience

Outcome 2

The learner will:

2 Participate in a residential experience by:

- 2.1 Carrying out tasks allocated by organiser
- 2.2 Working co-operatively with others

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 may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment for both Outcomes. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For Outcome 1, evidence is required which demonstrates the learner's contribution to the planning and organisation of a residential experience by the identification of the arrangements, tasks and items of equipment and/or resources required for the residential experience.

For Outcome 2, evidence is required which demonstrates the learner's participation in a residential experience by carrying out tasks allocated by the organiser of the residential experience. Evidence is also required which demonstrates that the learner worked co-operatively with others.

It is expected that learners will receive support to achieve the Outcomes of this Unit.

For this Unit, evidence could include audio and/or audio-visual files recorded on CD and/or DVD, printed materials, observation checklists, logs, recorded oral responses, photographic evidence, video evidence, or their equivalent. Assessors should be confident that there is sufficient evidence to support their judgement that the Assessment Standards have been met. Evidence may be gathered using the learner's usual means of communication.

Exemplification of assessment is provided in *Unit Assessment Support*. 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.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.2 Emotional wellbeing

3.5 Relationships

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 as 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

Published: May 2017 (version 1.0)

Superclass: HD

History of changes

Version	Description of change	Authorised by	Date

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