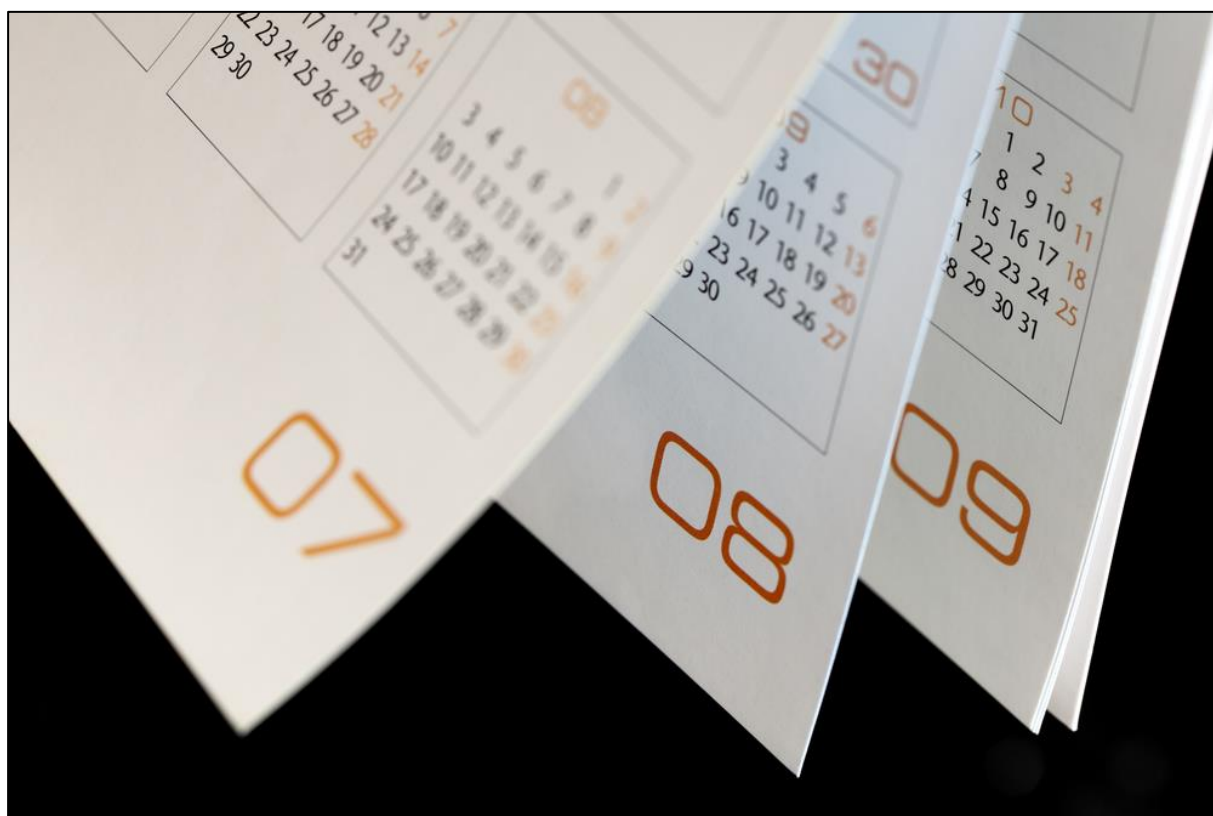# Unit Support Notes

SQA

Unit Support Notes — Independent Living Skills: Personal Organisation (National 2)

Valid from August 2015

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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).

Contents

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Independent Living Skills: Personal Organisation* (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: Personal Organisation* (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 gain practical experience of organising their weekly activities in a structured way.

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, personal development 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   Demonstrate personal organisation for weekly activities.
2   Review personal organisation for weekly activities.

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: Personal Organisation (National 2)	
The general aim of this Unit is to provide opportunities for learners to gain practical experience of organising their weekly activities in a structured way. The learner will:	
Outcomes and Assessment Standards	**Guidance and suggested learning and teaching approaches**
1 Demonstrate personal organisation for weekly activities by: 1.1 Identifying the main activities for a week 1.2 Identifying resources required for these activities	Weekly activities could include, for example: following their scheduled timetable, remembering to bring in money for lunch, attending appointments and social events, remembering to bring specific books/equipment for classroom activities (eg apron/overall for cooking, PE kit). Teachers/lecturers could choose the week to be used. Alternatively, teachers/lecturers could help learners select an appropriate week. However, it is suggested that the selected week should include a range of activities (eg external appointments, social events, practical classroom activities) to provide a meaningful learning experience. Teachers/lecturers could discuss weekly activities with learners, eg What do you do every week? What do you need? How do you get ready for these activities? Learners could also use pre-prepared checklists to assist them in identifying the main activities for a week and the resources required. Checklists could also be used as reminders and/or prompts for learners as part of the preparations for their weekly activities. Learners could use pre-prepared, 'at a glance' weekly calendars (in hard copy and/or electronic) to record their weekly activities. Alternatively, learners could use the calendar function of their laptop, tablet computer and/or mobile phone to record their activities. Learners could also set up electronic reminders and alerts. Learners identify the main activities of a given/selected week and then identify the resources required for these activities. Examples of resources could include:

♦ sports clothing and/or footwear
♦ protective clothing (eg for work experience, cooking, craftwork)
♦ money for lunch and/or travel
♦ personal items (eg mobile phone, library card, travel card)

Learners could produce a simple schedule for their week which shows their activities and the required resources using words and/or pictures/symbols.

Teachers/lecturers could also discuss with learners different ways to remember when these items are needed. For example, learners could set up reminders on their mobile phone, laptop/tablet computer or other communications device.

For example, a learner's weekly activities could include:

Day of the week	Scheduled activity	Resources required
Monday	Drama workshop	Script and costume (eg mask)
Wednesday	Dental appointment	Appointment card and travel card
Thursday	Going to a friend's birthday party	Birthday card and present
Friday	Visiting friend in hospital	Travel card and 'Get Well' card
Saturday	Community coffee morning	Entry ticket and spending money
Sunday	Going food shopping	Money and shopping bags

2 Review personal organisation for weekly activities by: 2.1 Identifying strengths in personal organisation 2.2 Identifying ways to improve personal organisation	Learners review their organisation of the given/selected week's activities. Learners could carry out their reviews in small groups or individually or as part of a discussion with the teacher/lecturer, where the teacher/lecturer uses prompt questions/list of suggested strengths/improvements, to help the learner review his/her personal organisation. For example: ♦ What's good about your personal organisation? ♦ Did you arrive for your weekly activities on time? ♦ Did you remember to bring the correct equipment/resources to your activities? ♦ What did you do well? ♦ What could be better? ♦ What would you do next time? Learners identify the strengths in their personal organisation, for example where they remembered to attend some/all of the scheduled activities and/or remembered some/all of the items needed. Other examples of strengths could include using a diary/calendar as a reminder to complete a task, eg homework; attending college/school on time or using a shopping list to buy required items at the supermarket. Learners also identify ways to improve their organisation, eg where they have forgotten to attend activities and/or forgotten some/all of the items needed. Examples of possible improvements could include: ♦ Preparing for activities the day/night before (eg setting out clothing and/or personal items required) ♦ Setting up an electronic calendar (eg on mobile phone, tablet computer) ♦ Activating the events reminder function for an electronic calendar (eg on mobile phone, tablet computer) ♦ Making a weekly 'to-do' list for activities which happen every week, eg homework ♦ Marking up a desk/wall calendar (eg putting event and time in correct date 'box')
Learners should identify activities and resources related to activities from a chosen week. However, the activities do not need to be completed in the same week. Selected weekly activities could be carried out over a series of weeks.	

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	
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.	Where appropriate, learners could use their normal mode of communication to: ♦ communicate, eg identify resources required for weekly activities ♦ respond, eg identify ways to improve personal organisation
5 Thinking skills	
5.1 Remembering Remembering is the ability to identify, recognise and recall facts, events and sequences.	Where appropriate, learners could demonstrate remembering skills by: ♦ remembering resources required for weekly activities

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