

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0081203	-Session-1988-89
-Superclass-	PN	

-Title-	COMMUNITY INVOLVEMENT 1
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-DESCRIPTION-

Purpose

This module is one of a range which provides breadth and balance in programmes of learning. The descriptor should be read in conjunction with the Guidelines for Personal and Social Development Modules.

Personal and Social Development modules are designed to develop:

- task management skills (planning, organising and decision making);
- interpersonal and group skills;
- self awareness, self reliance and self confidence;
- the ability to seek and use appropriate knowledge.

These aims have vocational as much as personal and social relevance.

The particular purpose of this module is to develop planning and organisational skills, interpersonal skills and self awareness through community involvement.

This descriptor should be read in conjunction with the descriptors for 81204 Community Involvement 2 and 81205 Community Involvement 3, which set more demanding targets for students.

81203-5 Community Involvement 1-3 provide a framework for organising and certificating learning experiences for a diverse population. Level 1 offers community involvement with a high degree of tutor/supervisor support.

Tutor denotes the individual leading the learning programme in an education or training context.

Preferred Entry Level	No formal entry qualifications.
Learning Outcomes	<p>The student should:</p> <ol style="list-style-type: none">1. contribute to the planning and arrangement of community involvement with support;2. carry out allocated tasks during community involvement under supervision;3. relate to others in planning and undertaking community involvement;4. identify the contribution of community involvement to his/her personal and social development.
Content/ Context	<p><u>Corresponding to Learning Outcomes 1-4:</u></p> <ol style="list-style-type: none">1. Individual students, with support from the tutor, should identify their interests, qualities and skills in relation to community activity; decide on their choice of community placement; negotiate the type of community involvement activity they prefer; prepare for the community involvement activity by gathering all essential information and confirming arrangements with their supervisor. The scope for community involvement activities is wide and can range from helping in a statutory or voluntary organisation to working with individuals in their own home. Tutors should be prepared to give extensive support to students to enable them to choose and arrange a community involvement activity, which may be undertaken as an individual or group activity.2. The contexts for carrying out a community involvement placement are very wide ranging. It is essential, therefore, that the student receives adequate support from the tutor and/ or supervisor to enable him/her to be clear about the tasks which are to be performed, the times and conditions of attendance, the appropriate dress and use of equipment, the health, safety and hygiene requirements appropriate to the chosen activity. The community involvement activity should be a minimum of 20 hours duration.

Students are required to work co-operatively with others; listen and observe attentively and accept instructions positively; seek advice and help from others when required; show the ability to alter their behaviour as appropriate to meet the needs of different situations. These skills and behaviours should be actively encouraged by the tutor/supervisor and opportunities given for the student to acquire and/or improve them. The tutor may also need to raise the student's awareness of the needs of those with whom they are working in the community.

4. Following the community involvement activity, the student is given the opportunity to reassess personal qualities and skills; to respond to the comments made in the supervisor's report, to express personal feelings and reactions to the community involvement experience. The tutor should, as far as is practicable, ensure that students are given undivided attention in an atmosphere of trust and confidentiality to enable them to get the most benefit from this aspect of their personal and social development.

Suggested
Learning and
Teaching
Approaches

Involving students in the decisions which affect them is a powerful motivating factor. At Level 1 students should be given a high degree of tutor support, but this should not preclude negotiation of how arrangements for the community involvement activity are made, the nature of the activity, the type of tasks which are to be performed.

The following learning and teaching approaches are suggested:

- (a) Induction to the module including explanation of its key features and establishing working relationships.
- (b) Individual and group exercises to enable students to assess their own qualities and skills. Discussion of the variety of organisations which operate within the community to meet specific physical, social or psychological needs - handicap, poverty, old age, poor housing, unemployment, drug or alcohol abuse, discrimination, youth problems, (animal welfare,) political and religious affiliations etc.

The discussions can be informed by speakers, visits to various community organisations, videos, newspaper and magazine articles, personal experience of group members. In this module the tutor plays an important part in providing information and advice and creating an appropriate framework within which planning, decision making and organising can take place. The level of support in relation to these features should be substantial and it is likely that in the initial stages students will not be working for long periods without supervision.

- (c) Group activities to help students decide the best means of setting up community involvement placements and what will be required of them during the activity. At Level 1 the role of the tutor is demanding, particularly where there is no history of this type of activity.

Before the module can be offered considerable preparation is required to identify possible community involvement placements, contact appropriate people to explain the nature of the activity, seek their co-operation and prepare the ground for the students to make their own arrangements.

- (d) Communication skills can be integrated into the process through letter-writing, telephoning, interviews and contacting and dealing with formal agencies. Thus the student may learn how to operate effectively in formal situations. Equally important are the informal networks and their vernacular skills - making and using contacts, having the courage to ask, tapping possible sources of information such as friends and family. Tutors may try to exploit these aspects through allowing students to brief and debrief each other and through informal small-group discussion.

Log books, placement reviews, briefing/debriefing recording and self assessment are key processes in this type of activity. Students should be encouraged to record experiences as they occur and to monitor their own progress.

- (f) Role play, case studies, videos can be used to prepare students for the type of activities in which they may be involved and to help them decide on the appropriate use of skills and behaviours in a variety of situations. Tutors should be careful to highlight the requirements of the Learning Outcome, expressed in the performance criteria and encourage students to record their experiences in these areas.

- (g) The contents of the Community Involvement folder will give the student a means of responding to the tutor's questions during a Personal Interview. The tutor's approach should not be judgemental but should encourage students to recognise the learning - both personal and social, they have derived from their experiences during community involvement activities.

The student will receive a significant amount of assistance and guidance from the tutor throughout this module.

Assessment
Procedures

Acceptable performance in the module will be the satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome
IA Instrument of Assessment
PC Performance Criteria

LO1-4

IA A Practical Exercise and Personal Interviews

In the Practical Exercise the student is required to plan and complete a community involvement activity during which he/she should assemble a folder of assessment evidence in relation to the Learning Outcomes as indicated below.

Personal Interviews are central to assessment and will be used to explore the students' experience and development.

Personal Interviews will be conducted by the tutor and will usually take place on an individual basis although they may also be undertaken as a group exercise at the discretion of the tutor. Interviews may take place on an ongoing basis throughout the module or towards the end of the module.

The interviews should focus on the performance criteria for each Learning Outcome and should draw on relevant assessment evidence from the student's folder.

LO1

Self Assessment Sheet 1,
Planning Sheet

LO2

Log Sheets,
Supervisor's Report

- LO3 Log Sheets,
Supervisor's Report
- LO4 Self Assessment Sheet 2,
Review Sheet
- LO1 CONTRIBUTE TO THE PLANNING AND
ARRANGEMENT OF COMMUNITY INVOLVEMENT
WITH SUPPORT
- PC The student:
- (a) makes an initial assessment and identifies some of his/her qualities and skills;
 - (b) using information provided, chooses the type of community involvement which matches his/her qualities and skills;
 - (c) makes preparation for community involvement including gathering essential information and confirming arrangements where appropriate.
- IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by Self Assessment Sheet I and the Planning Sheet.
- LO2 CARRY OUT ALLOCATED TASKS DURING
COMMUNITY INVOLVEMENT UNDER SUPERVISION
- PC The student:
- (a) carries out allocated tasks under supervision to a standard agreed with the supervisor/ tutor;
 - (b) complies with requirements regarding times of attendance, appropriate dress and use of equipment;
 - (c) correctly observes health, safety and hygiene requirements as appropriate.
- IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by the Log Sheets and Tutor's/ Supervisor's Report.
- LO3 RELATE TO OTHERS IN PLANNING AND
UNDERTAKING COMMUNITY INVOLVEMENT
- PC The student:
- (a) works co-operatively with others;
 - (b) listens and observes attentively;
 - (c) accepts instructions positively;
 - (d) seeks assistance when required;
 - (e) changes behaviour as appropriate to meet the needs of different situations.

IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by the Log Sheets and Tutor's/Supervisor's Report.

LO4

IDENTIFY THE CONTRIBUTION OF COMMUNITY INVOLVEMENT TO HIS/HER PERSONAL AND SOCIAL DEVELOPMENT

PC The student:

- (a) re-examines his/her initial self-assessment and updates it as appropriate;
- (b) responds constructively to comments made in the tutor's/supervisor's report;
- (c) expresses his/her personal feelings and reactions to the community involvement.

IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by Self Assessment Sheet 2 and the Review Sheet.

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