



National Unit specification

General information

Unit title: Living in a Community (SCQF level 4)

Unit code: H95R 44

Superclass: HD

Publication date: June 2015

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to help prepare learners for living independently in a community. It will develop learners' understanding of social isolation and how to cope with and prevent it. It will develop learners' capacities of self-awareness through evaluation of own behaviours and attitudes in relation to engaging appropriately with others in a community. Learners will research community resources and participate in a community activity and gather feedback from other participants. Subsequently learners will describe own strengths and weaknesses and review the progress of own behaviours and attitudes before identifying further areas for improvement. The knowledge and skills learnt, and the qualities developed, will help prepare learners for independent living and being a valued member of a community.

This Unit will be particularly useful for young people seeking their first tenancy, or adults returning to independent living. Successful completion of the Unit will also be an advantageous addition to housing application forms.

The Unit is a mandatory Unit in the National Progression Award in Tenancy and Citizenship at SCQF level 4.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Describe indicators, risk factors and positive actions in relation to social isolation.
- 2 Evaluate own behaviours and attitudes in relation to engaging with others in a community.
- 3 Participate in a community activity which will allow progress towards identified areas of improvement.
- 4 Reflect on participation in the identified community activity.

National Unit specification: General information (cont)

Unit title: Living in a Community (SCQF level 4)

Credit points and level

1 National Unit credit at SCQF level 4 (6 SCQF credit points at SCQF level 4)

Recommended entry to the Unit

There are no pre-entry requirements for this Unit. Entry is at the discretion of the centre.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit specification: Statement of standards

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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

Describe indicators, risk factors and positive actions in relation to social isolation.

Performance Criteria

- (a) Identify indicators of social isolation.
- (b) Identify risk factors which can lead to social isolation.
- (c) Describe actions to cope with social isolation.
- (d) Describe positive actions to prevent social isolation.

Outcome 2

Evaluate own behaviours and attitudes in relation to engaging with others in a community.

Performance Criteria

- (a) Identify the behaviours and attitudes required to engage appropriately with others in a community.
- (b) Review own behaviours and attitudes in relation to those identified.
- (c) Identify own strengths and areas for improvement.

Outcome 3

Participate in a community activity which will allow progress towards identified areas of improvement.

Performance Criteria

- (a) Gather information about possible community activities.
- (b) Choose and participate in a community activity which will allow progress towards the areas of improvement identified.

National Unit specification: Statement of standards (cont)

Unit title: Living in a Community (SCQF level 4)

Outcome 4

Reflect on participation in the identified community activity.

Performance Criteria

- (a) Gather feedback in relation to engagement with others.
- (b) Describe own strengths and weaknesses in light of this feedback.
- (c) Describe progress made towards areas of improvement.
- (d) Identify any further areas for improvement in relation to own behaviours and attitudes.

Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

Learners will receive support throughout the Unit whilst generating the evidence required to achieve the National Standard through each of the Outcomes for this Unit. This means that the tutor/lecturer should issue advice to learners to enable progress. Learners can be assessed at appropriate points throughout the Unit and should have access to their notes whilst generating assessment evidence.

Learners may wish to retain their evidence in a folio.

Outcome 1

Learners will produce written and/or oral evidence.

Learners must identify:

- ◆ a minimum of three distinct indicators of social isolation
- ◆ a minimum of three distinct risk factors which can lead to social isolation

Learners must provide brief, straightforward descriptions covering:

- ◆ a minimum of three distinct actions to cope with social isolation
- ◆ a minimum of three distinct positive actions to prevent social isolation

National Unit specification: Statement of standards (cont)

Unit title: Living in a Community (SCQF level 4)

Outcome 2

Learners will produce written and/or oral evidence.

Learners must identify a minimum of two behaviours and two attitudes required to engage appropriately with others in a community.

Learners will review their own behaviours and attitudes in relation to those identified as appropriate to identify:

- ◆ two personal strengths
- ◆ two areas for further improvement

This must be confirmed as authentic by the assessor.

Outcome 3

Performance evidence is required, which may be supported by an assessor checklist and/or statement.

Learners must gather information about possible community activities from a minimum of three sources, confirmed as appropriate by the assessor. The assessor must also confirm that information was gathered by the learner.

Learners must choose a community activity, confirmed as appropriate by the assessor.

Learners must participate in the chosen community activity; this will be confirmed by the assessor.

Outcome 4

Learners must provide a record of feedback gathered from at least one person which could be the assessor or another member of the group, in relation to their engagement with others during the identified community activity.

Learners must provide brief, straightforward descriptions of:

- ◆ their own strengths and weakness in light of the feedback received.
- ◆ the progress made towards areas of improvement identified in Outcome 2, confirmed as realistic and authentic by the assessor.

Learners must identify any areas for further improvement, based on the strengths and weaknesses identified and the progress made and confirmed as authentic by the assessor.



National Unit Support Notes

Unit title: Living in a Community (SCQF level 4)

Unit Support Notes are offered as guidance and are not mandatory.

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

The Unit was designed for inclusion in the National Progression Award in *Tenancy and Citizenship* at SCQF level 4.

This Unit is suitable for young people seeking their first tenancy, or adults returning to independent living. The Unit will develop learners' self-esteem, social confidence and citizenship qualities by engaging in teaching and learning activities which develop reflective capacities of self-awareness, empathy and appropriate behaviours and attitudes required to live well, independently, in a community and to participate positively in community life. On completion of this Unit learners may wish to undertake further Units in the National Progression Award in *Tenancy and Citizenship*.

Learners begin by identifying indicators and risk factors of social isolation and describing actions to cope with and prevent it, developing self-reflection, empathy and understanding of the concept. It may be better for learners to do this before evaluating their own behaviours and attitudes in relation to engaging with others in a community. This prepares learners for researching suitable community activities before participating in one. After which they will gather feedback from other activity participants and review their own behaviours and attitudes in light of the feedback, identifying strengths and weaknesses and further areas for improvement.

Guidance on approaches to delivery of this Unit

An Outcome by Outcome approach is recommended for the delivery and for the assessments of this Unit and an open-book approach is recommended at all times.

The Statement of Standards has sequenced the Outcomes in order that learners develop their reflective capacities in relation to social behaviours and attitudes and empathy for others before participating in a community activity. It is recommended that delivery of this Unit follows the sequence of Outcomes in the Statement of Standards.

National Unit Support Notes (cont)

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When possible, teaching and learning activities that take place in small groups is recommended as these permit the facilitation of peer education. In conjunction with this it is further recommended that participative approaches to teaching and learning activities are used prior to written and/or oral evidence produced. Examples of effective teaching and learning activities include decoding relevant photographic images; the use of relevant short film clips; role play scenarios; group excursions to community centres/agencies/activities. However a learner-centred approach is strongly recommended. The context of the learning environment and the circumstances of individual learners should steer the teaching and learning approaches at all times.

Outcome 1

It is important that the tutor ensures that concepts of 'lonely' and 'alone' are distinguished through dialogue and that any group dialogue does not slip into a tone that appears to single out the other. The tutor should encourage the use of the terms 'if someone...', 'if you...' or 'if I...' rather than 'if they...' or 'them...'. The tutor must use their judgement and facilitative skills to encourage empathy and discourage stigma.

The use of pictorial images on flash-cards can be an effective way of getting learners actively engaged in the teaching and learning activity. A variety of interpretations may ensue more readily from pictorial images rather than statement cards and encourages reflective dialogue. For example learners could be issued with the following photographic images: someone appearing emotionally alone but within a group of people; a lone person playing video games in a darkened room; a wheelchair-user alone by a bus stop, with each learner asked to interpret their photograph in the context of 'social isolation'. This example permits dialogue on interpretations of indicators of social isolation and may also challenge pre-conceived ideas: the wheelchair-user may be travelling to a regular social engagement.

Examples of acceptable responses for PC (a) are:

- ◆ 'if you live alone and hardly ever leave the house'
- ◆ 'you're never seen with anyone else — no one ever visits'
- ◆ 'if you don't have any family or friends'
- ◆ 'you can be with people but not have anyone to talk to emotionally'
- ◆ 'if you don't have a job or interests that mean you have to mix with other people'

Examples of acceptable responses for PC (b) are:

- ◆ 'unemployment'
- ◆ 'poor mental health'
- ◆ 'depression'
- ◆ 'disability'
- ◆ 'aging'
- ◆ 'language barriers'
- ◆ 'geographical location'

National Unit Support Notes (cont)

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Examples of acceptable responses for PC (c) are:

- ◆ 'get advice from your Doctor because they will be able to help you'
- ◆ 'ask for help from your *local health-focused community project* because they will know how to help you'
- ◆ 'get involved in a community *centre/activity/project* as it will involve you with other people and you could make friends'
- ◆ 'get a job or volunteer somewhere because that means you will be out doing positive things and not on your own'

Examples of acceptable responses for PC (d) are:

- ◆ 'making the effort to be keep in contact with real friends because real friends support you and look out for you and that means you have to do the same for them'
- ◆ 'have a job because it means you will always be out of the house and working with other people and so you won't be lonely and you'll have money to do stuff with other people'
- ◆ 'get involved in a community *centre/activity/project — fitness class/zumba/cooking group/computer class* — because keeping busy stops you feeling lonely and you get to meet new people'

Outcome 2

The distinction between behaviours and attitudes is contestable but can broadly be considered as behaviours relate to actions and attitudes relate to thoughts. Body language is likely to be an important discussion point in this Outcome and is a visual form of communication straddling 'behaviours' and 'attitudes'.

An example of an effective role-play scenario involves one neighbour complaining to another about the volume of music, with two learners acting out the part of the neighbours and the other learners observing the role-play and offering their views, within a structured dialogue context, on the behaviour, language, body language and attitudes displayed by the role playing characters before new 'actors' take on new roles in different scenarios. An important feature of this example is to prepare the actors with particular identities and with particular character traits, behaviours and attitudes, which the other participants are unaware of. The scenario briefly outlined can bring issues of diversity and equality to the fore of the subsequent structured dialogue.

Whilst the first Performance Criteria for this Outcome lends itself to small group learning it is recommended that subsequent Performance Criteria are best approached in one-to-one settings, which will allow learners the space away from their learning peers to be more honest when reviewing own behaviours and attitudes and identifying strengths and weaknesses.

National Unit Support Notes (cont)

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Examples of acceptable responses for PC (a) are:

Behaviours	Attitudes
'not being too noisy'	'being respectful'
'always saying hello'	'being considerate'
'taking my turn to clean the stairs'	'having empathy/empathetic'
'keeping troublesome visitors away'	'being responsible for visitors'
'friendly body language'	'friendly body language'

Examples of acceptable responses for PC (c) are:

- ◆ 'Communicating, because I'm good at getting on with people. I'm a good talker and a good listener with friends'
- ◆ 'Considerate because I always think of my friends and how they are feeling'
- ◆ 'Considerate to neighbours because I need to improve my consideration for neighbours and not just my friends because I know I can play my music too loudly and in the past I haven't really been thinking of how my neighbours might feel about this'.
- ◆ 'Being friendly to people I don't know. Although I'm good at getting on with people I hadn't really thought about making the effort to get on with my neighbours. But now I can understand that other people in the community might be lonely or have difficulties that I don't know about and it would be really nice if I just said hello to them'.

Outcome 3

There is an opportunity to develop internet research skills whilst gathering information on a range of potential community activities with which learners can participate, by searching for community activities within the local and wider community and by looking at community websites and online programmes. Further to this trips to community centres/agencies/activities is an approach which involves active participation and learners can ask questions and collect materials such as programmes and flyers which can be used in subsequent structured dialogue sessions where learners establish which activities provide which opportunities and which ones best suit which learners.

In addition, physically getting out and about allows learners to overcome the first confidence hurdle of participating in a community activity by physically accessing various buildings and developing initial rapport with centre/agency/activity staff. Where possible, a combination of both approaches is recommended. There is an opportunity here for the Tutor to facilitate effective peer support among learners who may well have a common sense of apprehension at the prospect of participating in a community activity by encouraging learners to share their apprehensions, recognise that they are not alone, and develop group bonding by offering each other moral support.

National Unit Support Notes (cont)

Unit title: Living in a Community (SCQF level 4)

Tutors may choose to develop a series of pre-arranged visits to a variety of community resources which allow learners to get a sense of, for example, employability hubs, community centre programmes or health and well-being agencies. Pre-arranging visits permits centre/agency staff to prepare well and ensure that learners get the most out of each centre/agency visit. It may be that Tutors will aim to accompany learners on their first experience of participating in a community activity.

However, it must be remembered that participating in a community activity for the first time can be a daunting experience and the Tutor should seek opportunities to build and support learners' confidence wherever possible.

The community activity must focus on the needs and abilities of the individual learner which means a wide range of activities including having a conversation with a neighbour, going to a shop and engaging with the sales staff whilst making a purchase, joining a community club and being involved in a community event, are acceptable.

Examples of acceptable responses for PC (b) are:

- ◆ 'I have identified a local Street Soccer programme because I like football and you get to play football games and mix with other people which will be good for my confidence with others. There is also an SQA in Communications which uses football as the course material. If I do this it will help my confidence and communication skills for getting on well with other people'.
- ◆ 'I've identified *name of local employability hub agency* because I need some help to find a job. If I had a job it would get me out of the house and I would have to learn to get on better with other people because if I don't get on with work colleagues I'll get the sack. Also, I often play my music too loudly during the day because I'm bored and if I had a job I would not be bored during the day and not be playing my music'.
- ◆ 'I've identified an art class at the local community centre. I used to like to draw and I think I could be good at it. Also it would get me out of the house and mixing with other people which would be good for my confidence and social skills'.

Outcome 4

Tutors may, if they feel it is appropriate for the group, wish to facilitate a group session where learners share the feedback they received from their participation in a community activity. However, in such circumstances Tutors should familiarise themselves with each learners feedback prior to facilitating such a group to avert the possibility of a learners exposing themselves to their peers should their feedback be particularly critical.

As broad guidance it is recommended that Tutors consider working on a one-to-one basis with learners for the remainder of Outcome 4. There is a possibility that learners' self-confidence could be too fragile at this point to be exposed to their learning peers and working on a one-to-one basis is likely to encourage the learners' reflective capacities more than a group environment. However, it is stressed again that a learner-centred approach should be taken throughout this Unit and the Tutor's judgement on approaches should always take this into account.

National Unit Support Notes (cont)

Unit title: Living in a Community (SCQF level 4)

In relation to PC (a): one of the two feedback participants must be the facilitator/tutor/activity leader of the community activity. The other may be a fellow participant. The context of the activity and the circumstances of the individual learner should be taken into account. Taking advice from the facilitator/tutor/activity leader may be the most appropriate means of establishing who should be approached for the second feedback. The learner could provide the facilitator/tutor/activity leader and other feedback participants with a pro-forma feedback template, an example of which is given below.

Feedback request		
This feedback request is part of SQA Unit Living in a Community (SCQF level 4) Outcome 4: Reflect on participation in the identified community activity; Performance Criteria (a) Gather feedback from others in relation to engagement with others.		
Specific feedback is requested on the following areas		
Appropriate body language and verbal communication skills		
Consideration for others		
General comments		
SQA learners name		Date
Name and role of person submitting feedback		Date

National Unit Support Notes (cont)

Unit title: Living in a Community (SCQF level 4)

Guidance on approaches to assessment of this Unit

An Outcome by Outcome approach to assessment is recommended for this Unit and an open-book approach should be followed.

Written and/or oral evidence is required throughout and performance evidence, by means of Tutor observation, is further required for Outcomes 2 and 4. In addition, other community participants' feedback evidence is an assessment requirement for Outcome 4.

Written evidence can be hand-written or word-processed.

Accompanying assessment evidence may be provided in the form of film or photography, for example, if a teaching and learning activity using role-play scenarios is adopted for Outcome 2 and/or if group trips to community centres/agencies/activities are adopted for Outcome 3.

Evidence can be generated using different types of assessment. The examples within the support notes are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the National Standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skill components. However, the Unit provides opportunities for the development of Core Skills in:

- ◆ *Communication*
- ◆ *Working with Others*
- ◆ *Information and Communication Technology*

Adopting an approach which seeks to deliver certain teaching and learning activities in small group settings and the Outcome requirement of participating in a community activity provides opportunities for the development of skills in *Communication* and *Working with Others*.

National Unit Support Notes (cont)

Unit title: Living in a Community (SCQF level 4)

Adopting an approach to the Performance Criteria 'gather information about possible community activities', which requires internet research provides opportunities for the development of *ICT* skills.

In addition, the broader skills learners will develop will be transferrable to the World of Work and the development of skills and qualities of Citizenship is a key feature of this Unit and consistent throughout.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Living in a Community (SCQF level 4)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

Unit purpose

This Unit is designed to help prepare you for living independently in a community. It is about developing your understanding of social isolation; how to recognise it, cope with it and prevent it. It is about recognising your social strengths, developing your weaknesses and understanding the social behaviours and attitudes required for getting on well with other people in a community. You will be supported by your tutor to identify a community activity of benefit and to participate in it. The knowledge and skills you will learn, and the qualities you will develop, will help prepare you for independent living and being a valued member of a community.

This Unit would be particularly useful for young people seeking their first tenancy, or adults returning to independent living. Successful completion of this Unit will develop your Citizenship skills and be an advantageous addition to housing application forms. The skills you will develop will be transferrable to the world of work, improving your employability.

You will be involved in a range of assessment activities which might include written work, discussion, group work and practical activities. You will work with support from your tutor. This means your tutor will be able to give you advice and explain anything in this Unit which you do not understand.

Core Skills

This Unit may provide you with the opportunity to develop Core Skills in:

- ◆ *Communication*: a key component of this Unit is communicating appropriately with others.
- ◆ *Working with Others*: Participating in a community activity will develop this Core Skill and you may have the opportunity to engage in group learning sessions too.
- ◆ *ICT*: you will develop your *ICT* skills by using the internet to find out about suitable community activities you can participate in.

The Unit is part of the National Progression Award in *Tenancy and Citizenship* at SCQF level 4. On successful completion of this Unit you may wish to go on and complete the other Units in the national progression award