

National Unit Specification: General Information

UNIT Residential Experience (Access 3)

NUMBER D36M 09

COURSE

SUMMARY

Developing planning, organisational, investigative, interpersonal skills and self awareness through organising and undertaking a residential experience with a high degree of tutor/trainer support.

OUTCOMES

- 1 Contribute to the planning and arrangement of a residential experience with tutor/trainer support.
- 2 Carry out allocated tasks during a residential experience under supervision.
- 3 Relate effectively to others in the analysis, planning and undertaking a residential experience.
- 4 Identify the contribution of the knowledge and skills gained through a residential experience to own personal and social development.

RECOMMENDED ENTRY

No formal entry requirements.

CREDIT VALUE

1 Credit.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: PM

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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 the Scottish Qualifications Authority.

OUTCOME 1

Contribute to the planning and arrangement of a residential experience with tutor/trainer support.

Performance Criteria

- a) An initial self-assessment clearly identifies some qualities and skills.
- b) Information provided by the tutor/trainer is used effectively to aid planning of a residential experience.
- c) A residential experience is agreed which matches own qualities and skills.
- d) A step by step plan for organising the residential experience is feasible, detailed and clear.
- e) The planning tasks which the candidate is most suited to carry out are clearly identified and take account of self assessment, and others' preferences.
- f) Required preparations for the residential experience are accurate in terms of gathering essential information.
- g) Arrangements are confirmed clearly and accurately.

Note on range for the outcome

Essential information: location; availability; booking requirements; initial contact; equipment/resources.

Evidence Requirements

PC (a) An initial self assessment.

PCs (b)–(g) Written and/or oral evidence for one residential experience.

OUTCOME 2

Carry out allocated tasks during a residential experience under supervision.

Performance Criteria

- a) The allocation of tasks for the residential experience is agreed with the tutor/trainer and others, in accordance with results of initial self assessment.
- b) Allocated tasks are carried out under supervision and to a standard agreed with tutor/trainer.
- c) Agreed "house rules" are complied with at all times.
- d) Health, safety and hygiene requirements are observed at all times.

National unit specification: statement of standards (cont)

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Evidence Requirements

PCs (a)-(d) Performance evidence for one residential experience.

Written and/or oral evidence which supports the performance evidence.

OUTCOME 3

Relate effectively to others in the analysis, planning and undertaking a residential experience.

Performance Criteria

- a) Work with others is undertaken in a cooperative way.
- b) Instructions are listened to attentively and accepted in a positive manner.
- c) Advice and assistance are sought when required.
- d) Advice and assistance are offered to others when required.
- e) Behaviour is modified appropriately to meet the needs of different situations.

Evidence Requirements

PCs (a)-(e) Performance evidence for one residential experience.

OUTCOME 4

Identify the contribution of the knowledge and skills gained through a residential experience to own personal and social development.

Performance Criteria

- a) The initial self-assessment is re-examined in terms of personal strengths and weaknesses and updated as appropriate.
- b) Response to the comments made by tutor/trainer and others is positive and constructive.
- c) Feelings and reactions to the residential experience are expressed clearly.
- d) The planning process for the residential experience is reviewed and strengths and weaknesses within it clearly identified.
- e) Learning gained is identified clearly and related to future personal and social goals.

Evidence Requirements

PC (a) An updated self assessment.

PCs (b)-(e) Written and/or oral evidence for one residential experience.

National unit specification: support notes

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This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

Residential experience is essentially a group activity but it is also necessary to record the contribution and learning experienced by individuals.

Corresponding to outcomes 1-4:

- 1 Candidates should identify with support from the tutor/trainer their interests, qualities and skills in relation to a residential experience. They should decide which tasks are necessary to prepare for the experience. The tutor/trainer will organise such major elements as costing the residential experience and keeping accounts; making the decision regarding venue and duration; booking the accommodation; making travel arrangements; taking responsibility for the health and safety of candidates.

Candidates can plan such elements as work rosters, menus, programme of activities, gathering information about the locality, listing equipment which will be required. The tutor/trainer should define the boundaries for the completion of these tasks and each candidate should show evidence of completing one or more of the tasks, working alone or with others.

- 2 Individuals or groups should carry out tasks allocated to them. As far as is practicable the tutor/trainer should set the standard of performance and the timescale. Candidates may need instructions and guidance from the tutor/trainer on such tasks as catering for a large group, setting priorities, organising work, health and safety requirements.
- 3 Candidates should practise and develop skills in working cooperatively with others both in their centre and during the residential experience, ie by accepting instructions positively, seeking advice and help when required, making arrangements, making contacts with external agencies identified by the tutor/trainer, meeting and talking to people during the residential experience, presenting oneself in a manner consistent with the impression he or she wishes to create. Tutors/trainers may need to give significant support to enable candidates to deal with interpersonal relationships, particularly when a residential stay may be a new experience for many candidates. Tutors/trainers should set up review sessions which allow plans to be reconsidered, events reviewed and feelings expressed.

National unit specification: support notes (cont)

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- 4 Following the residential stay each candidate should review the experience in order to reassess personal strengths and weaknesses and to express personal feelings and reactions towards the residential experience itself and to review the initial organisational process and to the knowledge and skills gained during it. The interview provides an opportunity for the candidate to respond to the report of the tutor/trainer. Candidates should review the value of the learning experience to their own personal and social development.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

Involving candidates in the decisions which affect them is valuable for personal development as well as being a powerful motivating factor. The areas for negotiation within this unit include allocation of duties, menus, aspects of the activity programme, group codes of behaviour.

It is expected that in the course of the unit each candidate will compile a folder of assessment evidence containing self-assessment sheets, a planning sheet for the residential experience, log sheets which record the activities undertaken by the candidates during the residential stay and a final review sheet with reflections on the residential experience and its relevance to personal and social development.

Corresponding to outcomes 1-4:

- 1 Induction to the unit including explanation of its key features and establishing working relationships.

Individual and group exercises to enable candidates to assess their own capabilities, skills and interests in relation to a residential experience should be carried out. Brainstorming may generate lists of elements which have to be taken into account when planning and organising a residential stay. From these lists the tutor/trainer can indicate which elements will be the responsibility of the tutor/trainer and which the responsibility of the candidates. Examples of previous residential planning may be used to inform candidates of possible approaches. Candidates should be encouraged to match their personal qualities and skills against what needs to be done and negotiate for particular tasks. Tutors/trainers should ensure that candidates are aware of the timescale for task completion.

Communication skills can be integrated into this phase of the unit through letter writing, telephoning, interviews and contacting and dealing with formal agencies. Thus the candidate may learn how to operate effectively in formal situations. Equally as important are informal networks - making and using contacts, having the courage to ask, tapping possible sources of information such as friends and family. Tutors/trainers may exploit such aspects by allowing candidates to brief and debrief one another in small groups.

National unit specification: support notes (cont)

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Role play, observation and examples from previous residential experiences may be used to prepare candidates for the type of activities in which they may be involved and to help them decide on appropriate use of skills and behaviour in a variety of situations.

- 2 Candidates should record experiences as they occur in log sheets/log books and should be encouraged to monitor their own progress. Tutors/trainers should encourage discussion and recording of experiences when they occur. Tutors/trainers should be careful to highlight the requirements of Outcome 3 and to emphasise the need for candidates to record their experiences in these areas.
- 3 All learning activities should be designed to develop personal and social development skills. Initially the role of the tutor/trainer is to offer support and active guidance to the candidates. However, candidates must have the opportunity to do things for themselves, to make choices and decisions, to ask for assistance from the tutor/trainer and others when this is felt to be necessary, to interact with others and to try out new activities and new roles in a climate which feels safe.

The residential experience will be a new environment for many candidates and preparations should recognise this so that candidates are thoroughly prepared in advance.

- 4 In a short interview with each individual the tutor/trainer will discuss the activities undertaken throughout the unit and the feelings of the candidates towards these. Tutors/trainers should not prompt performance but should create an atmosphere and framework within which candidates are encouraged to speak openly about their progress towards the defined goals, their feelings and reactions in relation to the tasks undertaken and the contribution which the learning activities have made towards their own personal and social development.

GUIDANCE ON APPROACHES TO ASSESSMENT

During the unit the candidate is required to contribute to the planning and to complete a residential experience during which he or she should assemble a folder of assessment evidence in relation to the outcomes. Personal interviews are central to the assessment and will be used to explore the candidate's experiences during the residential experience in relation to the stated performance criteria.

The tutor/trainer may conduct personal interviews with individual candidates or with groups, as appropriate. The interviews will take place on an on-going basis throughout the unit and should draw on relevant evidence from the candidate's assessment folder.

National unit specification: support notes (cont)

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Centres may use the Instruments of Assessment which are considered by tutors/trainers to be the most appropriate. Examples of Instruments of Assessment which could be used are as follows:

Corresponding to outcomes 1-4:

1. Personal interview drawing on evidence from planning and self-assessment sheets.
2. Personal interview drawing on evidence from planning sheet, log sheets and report from the tutor/trainer.
3. Personal interview drawing on evidence from log sheets and reports from the tutor/trainer.
4. Personal interview using review sheet.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).