

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0061191 -Session- 1986-87

-Superclass- HB

-Title- PERSONAL AND SOCIAL DEVELOPMENT: LIVING SKILLS

-DESCRIPTION-

Type
and
Purpose

A General Module which enables the student to develop personal life skills. It is likely that only students with a good level of performance in O Grade/Standard Grade would be able to achieve all the Learning Outcomes in 40 hours.

Preferred
Entry
Level

Standard Grade in English at 3 or similar communication skills and Standard Grade in Mathematics at 5.

Learning
Outcomes

The student should:

1. know the main sources of income and expenditure and work out budgets for different situations;
2. know the main pressures experienced by consumers, the consumer's rights and the agencies for consumer advice and protection;
3. identify the main factors which affect health and fitness, and relate to a personal fitness programme, including the use of recreation and leisure time;
4. know the range of social needs in the local community and identify ways in which he/she could contribute.

Content/
Context

This module is concerned with four aspects of personal life skills that are relevant to the individual. There should be an interaction between the four elements in the life style that might be adopted. The content below should therefore be considered in relation to the needs of the individual student. Although it is not specified as a learning outcome and therefore should not be subject to assessment for certification, the student should be encouraged to consider the interaction between these and other life skills.

Corresponding to the Learning Outcomes:

1. the following key elements should be included:
 - sources - wages, salaries, savings, grants, allowances, benefits;
 - deductions - tax, national insurance, pension;
 - expenditure - rent, rates, food, travel, savings, clothes, entertainment.
2. The main pressures which should be identified are: persuasion techniques, advertising (TV, radio, posters, leaflets), free offers, free trials, link goods, deceptive packaging.

The features of consumer rights should include those relating to HP, credit sale agreements, mail order, doorstep sales and purchasing in shops.

Typical agencies which could help or advise are CAB, Local Consumer Advice Centres, 'Which?'; other local sources should be included.
3. The following factors should be included: diet, cleanliness, exercise, fresh air, sleep, smoking, drink, drugs, stress.
4. A range of social needs and services available in the local area should be covered, such as nursery provision, hospitals, day centres, old people's homes, coffee clubs.

Suggested
Learning and
Teaching
Approaches

In this module the motivation of the student will be improved if he/she has a fair degree of choice in what he/she has to do and how it is to be done. It has already been emphasised in content/context that the student should be the focus for the study.

The Learning Outcomes should be seen as related but possibly Learning Outcomes 1 and 2 should come first. Learning Outcomes 3 and 4 need not be sequential.

The teaching and discussions must be related to the student's present and prospective situation, for example income and habitation. Learning should be activity based.

Relating to Learning Outcome:

1. Students should be encouraged to collect information from various sources. Use could be made of visits and visiting speakers. The student should be able to draw up a personal budget based on his/her current situation and for situations that might be encountered in the future. The choice of other situations might be influenced by the particular group chosen with reference to Learning Outcome 4 and the student thinking him/herself into that situation.
2. Use could be made of visits to shops, etc. and the news media is also likely to be an important source. Wherever possible visits to advisory centres or talks by representatives of such centres should be incorporated.
3. The factors affecting health could be identified quickly. The student should then draw up a personal health programme. A record of all activities should be kept along with an evaluation of the implications. Students should be encouraged to discuss their programmes at a suitable stage with the tutor and their peer group. Visits to, or speakers from, local clubs and activity groups would also be useful. Students may wish to use college or school facilities to take up hobbies or recreational activities, or to extend ones they are already involved in.
4. Visits to, or speakers from, local 'caring' agencies could provide a useful perspective. Following discussions with each student about his/her main interest, the student should be encouraged to organise a visit to a relevant caring situation. The visit could be carried out in college or school time but the student should be encouraged to become involved in his/her own time - linking with Learning Outcome 3. The student should keep a record of his/her expectations of the visit, the visit itself and, at the end, his/her evaluation of what was learned and what might still need to be learned.

**Assessment
Procedures**

Throughout the various learning activities students should keep a diary or logbook describing the activities, observations and reactions. This record should be used for assessment purposes. Students should be regularly informed of progress: it is likely that assessment will be summative rather than terminal.

With reference to Learning Outcomes 1-4:

1. The diary or logbook should provide evidence that the student has identified correctly the main sources of income and expenditure and has used them correctly in 3 budgets for 3 different situations.
2. The diary or logbook should show that, in a piece of extended writing, the student has correctly identified the main pressures upon the consumer, his/her rights, and sources of help to which the consumer might have access.
3. The diary or logbook should demonstrate that the student has correctly identified the main factors which currently affect his/her health and that the student has applied these critically to the current personal fitness programme and use of leisure.
4. There should be evidence that the student has identified correctly the needs of 4 different sectors of the local community and the way in which he/she can contribute to meeting one.