

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0081204	-Session-1988-89
-Superclass-	PN	

-Title-	COMMUNITY INVOLVEMENT 2
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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.

This descriptor should be read in conjunction with the descriptors for 81203 Community Involvement 1 and 81205 Community Involvement 3, which set less and more demanding targets for students respectively.

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

81203-5 Community Involvement 1-3 provide a framework for organising and certificating learning experiences for a diverse population. Level 2 offers community involvement with a limited degree of tutor/supervisor support.

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

Preferred Entry Level	Any level 1 PSD module (see Guidelines for PSD Modules) or 61002 Communication 2 or Standard Grade in Social and Vocational Skills at 4.
Learning Outcomes	<p>The student should:</p> <ol style="list-style-type: none"> 1. plan a community involvement activity with limited support; 2. carry out allocated tasks during community involvement activity under limited supervision; 3. work co-operatively with others in planning and undertaking community involvement activity; 4. review the contribution of community involvement activity to his/her personal and social development.
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Content/ Context	<p><u>Corresponding to Learning Outcomes 1-4:</u></p> <ol style="list-style-type: none"> 1. Individual students with limited support from the tutor, should identify their qualities, skills and interests in relation to community involvement and set personal goals towards which they will aim during the activity. Using information gathered by following up a variety of sources largely suggested by the tutor, students will make an informed choice regarding community involvement. The student will then contact an appropriate placement and make all necessary preparation for the activity. The activity can also be undertaken on a group basis. The scope for community involvement activity is wide and can range from helping in statutory or voluntary organisations to working with individuals in their own home. Tutors should provide only limited support for students during this module but must always ensure that adequate provision is made for the student's health, safety and welfare. 2. The contexts for carrying out a community involvement activity are wide ranging. The student will require some limited support from the tutor/supervisor to enable him/her to negotiate the opportunities to practise helping skills and to plan an appropriate series of related tasks. At Level 2, the student takes responsibility for initiating requests for help and guidance. Specialist advice from tutor/supervisor may be needed in the areas of health, safety and hygiene requirements appropriate, dress and use of equipment and specialist activity. The community involvement activity should be of a minimum 24 hours duration.

It can be undertaken as an individual or group activity.

3. Students are required to actively form co-operative working relationships in the community activity placement and not just respond to the initiatives of others; to seek help and advice when necessary but not to rely on tutors/supervisors extensively in matters which are routine and already known to the student. The student should listen and observe attentively, asking relevant questions to clarify when necessary. Tutors/supervisors should provide opportunities for students to volunteer ideas, information and judgements during the completion of placement tasks in activities where a variety of tasks are to be performed and the needs of different people to be met. The student will be required to show evidence of the ability to adapt his/her behaviour to changing situations. For example, the student may need to deal with the elderly, with young children, with specialist activity groups or with young mothers if the placement is undertaken in a busy community centre.
4. During and after the community involvement activity, the student is given the opportunity to assess his/her personal feelings and reactions. Students will be expected to reappraise their initial self-assessment in the light of their community involvement experience and recognise similarities, differences and omissions. The students will also be given the opportunity to respond constructively to comments on the supervisor's report, comparing it with their self-assessment and the log sheets completed during the module. The student should be assisted to relate the self-knowledge acquired to two of the following aspects of his/her life:- personal, social or vocational.

Suggested
Learning and
Teaching
Approaches

Involving students in the decisions which affect them is a powerful motivating factor. At Level 2 students are given a limited degree of tutor support and should be encouraged to negotiate extensively. Areas which lend themselves to negotiation are choice of community involvement activity; location of placement; content of placement contract; opportunities to practise helping skills; the way in which a series of given related tasks is completed.

The tutor may also need to provide information on health, safety, and hygiene requirements in particular placements.

The following learning and teaching approaches are suggested:

- (a) Induction to the module including explanation of key features and establishing personal relationships.
- (b) Individual and group exercises to enable students to assess their qualities and skills. Discussions, visits, visiting speakers, videos, TV programmes, pamphlets etc. are useful in helping students to identify community needs which are met by a variety of organisations within the community. Tutors may wish to make students more aware by brainstorming initially and supplement the results by clarifying points such as:
 - (i) the specific physical, social or psychological needs which exist in the local community;
 - (ii) the organisations which exist to meet these needs locally. When this information has been made available to the students they should use a variety of means - telephone, letter, visit - to identify suitable available placements.
- (c) Log books, review and recording are key features of experiential activity. Students should be encouraged to record experiences as they occur and to monitor their progress.

Whilst the amount of tutor support at Level 2 is limited, considerable time and effort may be needed initially to inform community involvement placement providers of the nature of the module and the requirements from both students and supervisors.

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

- (e) Role play, videos, case studies, class discussion, interviews 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 Learning Outcomes 2 and 3, expressed in the performance criteria and encourage students to record regularly and accurately.
- (f) The contents of the Community Involvement folder will provide students with the means to respond to the tutor's questions during a Personal Interview. The tutor's approach should not be judgmental but should encourage students to recognise the learning achieved in terms of personal and social development and not against the achievements of others in the same community organisation. The tutor should also actively encourage the student to relate the self-knowledge and skills acquired to two other areas of his/her life -personal, social or vocational. It may be necessary for the tutor to provide examples to enable the student to derive maximum benefit from this aspect of Learning Outcome 4.

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 a complete community involvement activity during which he/she should assemble a folder of assessment evidence in relation to the Learning Outcome as indicated below.

Personal Interviews are central to the 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 but can 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 Sheet Tutor's/Supervisor's Report
LO3	Log Sheets Tutor's/Supervisor's Report
LO4	Self Assessment Sheet 2 Review Sheet
LO1	<p>PLAN A COMMUNITY INVOLVEMENT ACTIVITY WITH LIMITED SUPPORT</p> <p>PC The student:</p> <ul style="list-style-type: none"> (a) uses an initial assessment of his/her qualities and skills to set personal goals; (b) using a variety of sources of information provided, chooses the type of community involvement which matches his/her qualities, skills and goals; (c) makes all necessary preparations for community involvement. <p>IA Personal Interview which focuses on the above performance criteria and draws on evidence provided by Self Assessment Sheet I and the Planning Sheet.</p>
LO2	<p>CARRY OUT ALLOCATED TASKS DURING COMMUNITY INVOLVEMENT ACTIVITY UNDER LIMITED SUPERVISION</p> <p>PC The student:</p> <ul style="list-style-type: none"> (a) negotiates opportunities to practise helping skills under supervision; (b) plans and carries out a series of given related tasks; (c) correctly observes health, safety and hygiene requirements as appropriate. <p>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.</p>

LO3 WORK CO-OPERATIVELY WITH OTHERS IN
PLANNING AND UNDERTAKING COMMUNITY
INVOLVEMENT ACTIVITY

PC The student:

- (a) forms co-operative working relationships;
- (b) seeks assistance when required;
- (c) listens and observes attentively and asks relevant questions;
- (d) volunteers ideas, information, judgements as appropriate;
- (e) alters 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 the Tutor's/Supervisor's Report.

LO4 REVIEW THE CONTRIBUTION OF COMMUNITY
INVOLVEMENT ACTIVITY TO HIS/HER PERSONAL
AND SOCIAL DEVELOPMENT

PC The student:

- (a) re-examines his/her initial self-assessment and identifies similarities, differences and omissions;
- (b) reviews and comments critically on the supervisor's report;
- (c) clearly records his/her personal feelings and reactions to community involvement;
- (d) relates the self-knowledge identified in (a) - (c) to two other areas of his/her life (personal, social or vocational).

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