

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 7350653 **-Session-1993-94**
-Superclass- EE
-Title- EXPLORING YOUTH ISSUES

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing personal and social skills whilst exploring youth issues.

OUTCOMES

1. identify the main issues which may affect young adults;
2. contribute to an exploration of selected issues and how these may affect young adults;
3. use interpersonal skills in exploring the issues which may affect young adults.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: No formal entry requirements.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7350653**UNIT TITLE:** EXPLORING YOUTH ISSUES

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. IDENTIFY THE MAIN ISSUES WHICH MAY AFFECT YOUNG ADULTS

PERFORMANCE CRITERIA

- (a) Identification of issues related to health is accurate.
- (b) Identification of issues related to leisure is accurate.
- (c) Identification of issues related to work is accurate.
- (d) Identification of issues related to roles and relationships is accurate.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Oral and/or written evidence which indicates that a minimum of two issues have been identified for each of the four categories listed in the performance criteria.

OUTCOME

2. CONTRIBUTE TO AN EXPLORATION OF SELECTED ISSUES AND HOW THESE MAY AFFECT YOUNG ADULTS

PERFORMANCE CRITERIA

- (a) The choice of issues is negotiated and justified in terms of personal interest.
- (b) Key aspects of the issues to be explored are identified clearly.
- (c) The contribution of personal viewpoints on issues selected should be positive and relevant.
- (d) Recognition of the existence of a variety of viewpoints about each issue is demonstrated clearly.

RANGE STATEMENT

Issues related to: health; leisure; work; roles and relationships.

Resources: human; physical.

EVIDENCE REQUIREMENTS

Oral and/or written evidence which indicates that at least one issue from each of the four classes listed under "Issues related to" have been explored.

OUTCOME

- 3. USE INTERPERSONAL SKILLS IN EXPLORING THE ISSUES WHICH MAY AFFECT YOUNG ADULTS

PERFORMANCE CRITERIA

- (a) Interpersonal skills are sufficiently effective to allow a choice of issue to be agreed.
- (b) Demonstration of working co-operatively with others is evident.
- (c) Demonstration of giving consideration to other people's views is evident.
- (d) Advice and help are sought when required.

RANGE STATEMENT

Skills: communicating; listening; observing; co-operating; seeking help and advice; offering help and assistance; developing and expressing personal opinions.

Issues: health; leisure; work; roles and relationships.

Resources: human; physical.

EVIDENCE REQUIREMENTS

Naturally occurring behaviour/demonstration of communication and interpersonal skills in real life situations which provides evidence for all of the performance criteria in each of the four exercises.

ASSESSMENT RECORDS

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES****UNIT NUMBER** 7350653**UNIT TITLE** EXPLORING YOUTH ISSUES

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

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module is designed to develop personal and social skills in the context of exploring youth issues.

The module is appropriate for candidates with limited experience of using interpersonal skills to contribute to group activities.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module allows you to explore major issues affecting young adults and to relate these to your own experiences and opinions and to those of others. It might form a useful addition to a programme which includes Skillstart and could complement the investigations carried out as part of National Certificate Module 7350610 Introduction to Contemporary Studies.

CONTENT/CONTEXT Corresponding to Outcomes 1-3:

Any appropriate Regional Council and centre regulations should be taken into account with regard to the supervision of candidates when outside the boundaries of the centre. In this module, the exploration of youth issues provides a framework within which core skills can be developed, particularly those concerning personal and interpersonal skills.

A selection from the following will be considered, but it is not exhaustive and can be determined by the candidate's personal interest.

1. Issues which are related to:

Health: alcohol abuse; drug abuse; solvent abuse; stress; smoking; AIDS/HIV; healthy eating.

Leisure: music; fashion; sport; awareness of impact of leisure activities on the environment.

Work: unemployment; training schemes; equal opportunities; career choices; pay rates.

Roles and relationships: family pressures; peer group pressures; sex roles; authority and responsibility; sexual difficulties; role models; stereotype models of young adults adopted by different social groups and media.

2. The choice should be based on information collated and ideas discussed in Outcome 1.
3. The development of problem solving abilities along with interpersonal skills such as listening, speaking, observing and co-operating should be encouraged throughout the module. Role play, small group work, simulation and participation in established leisure group activities could be used. These activities should be negotiated with the candidate.

The co-operation of others eg. tutors/trainers, parents, professional agencies, voluntary groups could be sought. The use of video, photographs and tape recordings should be employed where advantageous. Visits outwith the centre could be arranged.

APPROACHES TO GENERATING EVIDENCE The learning and teaching approaches adopted and the time required will be determined by the individual needs of the candidate. They could include discussions, talks from visiting speakers, role play situations, audio visual presentations, case study materials, surveys, project work and participation in established leisure activities.

It may be necessary to provide individual counselling for some candidates.

Initially the tutor/trainer could take responsibility for directing discussion. The candidate should be encouraged to take the initiative, contribute ideas and make decisions independently. Tutor/trainer direction should be reduced as the candidate's confidence and competence increases.

A folio/log, containing information could be maintained by the candidates.

Corresponding to Outcomes 1-3:

1. It is suggested that identification of the issues is relatively brief i.e. brainstorming sessions to generate lists of issues for each of the four topics.

2&3. The bulk of the time available should be spent in undertaking the exploration of one of the issues identified for each of the topics.

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

Corresponding to Outcomes 1-3:

1. Short answer questions.
2. Assignment and log of topics covered during the exploration.
3. Practical exercise and observation of the candidate during the group activity.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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