NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-   7351665   -Session-1995-96

-Superclass-   HD

-Title-   **PREPARING FOR INDEPENDENT LIVING 1**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing planning, organisational, investigative, interpersonal skills, self-awareness and an understanding of the practicalities of independent living through investigation activities into preparing for independent living with a high degree of tutor/trainer support.

OUTCOMES

1.   contribute to the planning of investigation tasks to prepare for independent living with tutor/trainer support;

2.   carry out allocated investigation tasks under supervision to prepare for independent living under supervision;

3.   relate effectively to others in investigation tasks;

4.   identify the contribution of the knowledge and skills gained to own personal and social development.

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.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5).

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STATEMENT OF STANDARDS

UNIT NUMBER: 7351665

UNIT TITLE: PREPARING FOR INDEPENDENT LIVING 1

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.**   CONTRIBUTE TO THE PLANNING OF INVESTIGATION TASKS TO PREPARE FOR INDEPENDENT LIVING WITH TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

> (a)   An initial self-assessment clearly identifies some qualities and skills.
> (b)   Identification of topics for investigation within given contexts is applicable to independent living.
> (c)   Selection of specific topics for investigation is appropriate to individual needs.
> (d)   Information provided by the tutor/trainer is used effectively to aid planning of an investigation.
> (e)   A plan for an investigation is feasible, detailed and clear.
> (f)   The feasibility of the plan is reviewed and the plan adjusted as required.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

PC(a) An initial self-assessment.

PC(b) Oral and/or written evidence of identification of at least 3 topics for investigation from each of 3 different given contexts.

PC(c)-(f) Plans for investigation into one specific topic selected from each of 3 different given contexts.

OUTCOME

    2.   CARRY OUT ALLOCATED INVESTIGATION TASKS UNDER SUPERVISION TO PREPARE FOR INDEPENDENT LIVING

PERFORMANCE CRITERIA

    (a)   Activities are carried out according to the pre-prepared plan.
    (b)   Tasks are completed correctly and according to the pre-prepared plan.
    (c)   The results of investigations are recorded clearly and accurately.
    (d)   Tasks are reviewed thoroughly in order to establish whether their purposes have been achieved.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

PC(a) and (b) performance evidence.

PCs(a)-(d) Written and/or oral evidence which records the progress of investigation, the results obtained and which relates progress to the plan.

A topic from each of 3 different given contexts must be investigated.

OUTCOME

    3.   RELATE EFFECTIVELY TO OTHERS INVESTIGATION TASKS

PERFORMANCE CRITERIA

    (a)   Contact is made effectively with sources identified by the tutor/trainer.
    (b)   Instructions are listened to attentively and accepted in a positive manner.
    (c)   Advice is sought when required.
    (d)   Work with others is undertaken in a cooperative way.
    (e)   Behaviour is modified appropriately to meet the needs of different situations.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

PC(a)-(e) Performance evidence for investigation tasks into a topic from each of 3 different given contexts.

OUTCOME

     4.   IDENTIFY THE CONTRIBUTION OF THE KNOWLEDGE AND SKILLS GAINED TO OWN PERSONAL AND SOCIAL DEVELOPMENT

PERFORMANCE CRITERIA

     (a)   The initial self-assessment is re-examined in terms of strengths and weaknesses and updated as appropriate.

     (b)   Feelings and reactions to the investigation tasks are expressed clearly.

     (c)   Learning gained is identified clearly and related to future personal, social and vocational goals.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

PC(a) An up-dated self-assessment.

PC(b)-(c) Written and/or oral evidence for an investigation into a topic from each of 3 different given contexts.

ASSESSMENT

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 the 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.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

SUPPORT NOTES

UNIT NUMBER: 7351665

UNIT TITLE: PREPARING FOR INDEPENDENT LIVING 1

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 unit 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.

The unit is appropriate at the outset of, or at any point during, a National Certificate programme. The unit is appropriate for candidates with little experience and confidence in working in a team or in taking decisions about their own learning activities. It may be undertaken by individuals or groups.

The unit is designed to develop skills such as researching, collecting, evaluating and presenting information through the context of investigation into issues related to independent living. Candidates will acquire planning, investigative, interpersonal skills and self-awareness as they contribute to exploring issues relevant to independent living in relation to individual needs with a high degree of tutor/trainer support.

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

This unit is designed to develop your planning, investigation and interpersonal skills as you examine issues related to independent living. With help from your tutor/trainer you will apply the knowledge and skills which you have gained to your personal situation. You will also identify how the knowledge and skills gained have contributed to your personal and social development.

CONTENT/CONTEXT Corresponding to Outcomes:

1-2   Candidates could choose topics for investigation such as those listed under the contexts below:

Financial Implications of Independent Living

Possible sources of income eg candidate grants/loans, earned income, allowances, private income, borrowing.

Sources of financial advice eg banks and building societies, Citizens Advice Bureaux, candidate welfare services, credit unions, post offices, local enterprise trusts.

Budgeting eg personal budgeting, use of cooperatives.

Sources of borrowing eg banks and building societies, credit unions, candidate loan scheme, family and friends, hire purchase.

Other issues eg consumer rights and responsibilities.

Different Types of Living Accommodation

Description of and issues relating to the following:

Candidate accommodation, sheltered accommodation, private renting (furnished/unfurnished), council renting, bed and breakfast, private buying, living at home.

Services provided by support agencies which address issues relating to independent living

Support agencies:

>   Candidate accommodation officers
>   Citizens Advice Bureaux
>   Housing agencies
>   Shelter
>   Link
>   Churches
>   Department of Social Security
>   Social Work Departments
>   Housing Charities
>   Tenants associations
>   District council services

which provide services to address the issues:

>   Developing knowledge of self and social responsibilities
>   Integrating into a new community
>   Making friends
>   Sharing
>   Lowliness
>   Peer group pressure
>   Security and safety

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Leisure
Equal opportunities including racial issues
Time management
Rotas for domestic responsibilities

Candidates could gather information during the investigation from sources identified by the tutor/trainer. Contexts in which learning could take place would include direct contact with local agencies and individuals in the local community, and in a wider national contact through videos and printed materials. Candidates could also consider current legislation if appropriate. Other approaches would include interviewing those with particular knowledge or experience of the topic, such as employees in support agencies or young people already living independently. It would also be possible to use written or oral questionnaires to canvass opinions.

The form in which results of the investigation are recorded may vary. Tutors/trainers should provide guidance to candidates on appropriate methods which may include some or all of - written notes, photographs, audio or video recordings, display material.

3.   Candidates should practise and develop skills in working cooperatively with others in both the formal and informal learning situation, ie by accepting instructions positively, seeking advice and help from peers and tutor/trainer when required, offering assistance to peers as necessary, making arrangements, making contacts with sources identified by tutor/trainer, meeting and talking to people in out of centre activity, presenting oneself in a manner consistent with the impression he or she wishes to create.

Candidates will develop awareness of themselves and their responsibilities to others through interaction with a range of agencies, services and individuals in the local and wider community and from the voluntary and statutory sectors.

4.   Each candidate should continually review the investigation tasks which he or she has undertaken in order to identify personal strengths and weaknesses and to express personal feelings and reactions towards both the process of carrying out the investigation and to the knowledge gained during the investigative activities. The whole process will involve candidates in the areas of setting personal targets and making decisions, demonstrating the ability to react positively in adverse circumstances. Candidates should review the value of the learning experience to their own personal and social development and to their own current or possible future individual needs in respect of independent living.

APPROACHES TO GENERATING EVIDENCE Tutors/trainers should select a variety of approaches to generating evidence which will promote effective learning throughout this unit (see sections 6.4/6.6 in National Certificate Provision in Personal and Social Development, SQA 1988).

In this unit the tutor/trainer plays an important part in providing information and advice and in creating an appropriate framework within which planning, decision making and organising can take place. The level of support in relating to this is anticipated to be substantial and it is likely that, especially in the initial stages, candidates will not be working for long periods without supervision and that they will seek advice and information from the tutor/trainer at regular intervals.

Corresponding to Outcomes:

1-2   Induction to the unit including explanation of its key features and establishing working relationships. An important role of the tutor/trainer is to provide appropriate support at this early stage, particularly in relation to setting the scene, exploring a variety of contexts for the investigation into independent living and defining the topics to be investigated.

Involving candidates in the decisions which affect them is valuable for personal development as well as being a powerful motivating factor. Among the areas for negotiation in this unit are:

membership of investigation groups; choice of investigation topics; roles within groups and allocation of tasks to group members; methods of investigation; methods of recording results of investigation.

Appropriate tutor/trainer input would involve preliminary instruction in methodology in relation to investigation activities. Preparation for learning through investigation prior to the fieldwork activity, visit, interview, survey etc is important. Practical activities are important in skills development.

Additionally tutor/trainer support will take the form of assistance with planning, methods of investigation and recording of results. Briefing and debriefing sessions at regular intervals, group discussion on successful task completion, difficulties encountered etc, discussions as to optimum methods of recording results may be appropriate. Guidance on handling, categorising and understanding of resources may be appropriate.

The investigations might involve some of the following approaches:

> brainstorming
> discussions
> talks from visiting speakers
> role play
> audio visual presentations
> simulated exercises
> case studies
> one to one discussions with tutor/trainer or appropriate individual
> candidate visits (individual or group).

Every opportunity should be taken to encourage the candidate to utilise and further develop existing communication and interpersonal skills through, for example, letter writing, telephoning and interviewing, group discussions.

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 investigation groups. 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.

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.

ASSESSMENT PROCEDURES During the unit the candidate is required to contribute to the planning and completion of investigation tasks relating to preparing for independent living during which he or she should assemble a folder of assessment evidence in relation to the outcomes. Personal interview's are central to the assessment and will be used to explore the candidate's experience of the investigation tasks in relation to the 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.

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 sheet.

2.   Personal interview drawing on evidence from planning sheet, log sheet and record of findings of investigation in appropriate format.

3.   Personal interview drawing on evidence from log sheet.

4.   Personal interview using review sheet.

PROGRESSION This unit is the first in a series of units about Preparing for Independent Living.

Successful candidates may wish subsequently to progress to units 7351675 Preparing for Independent Living 2 and 7351685 Preparing for Independent Living 3 which set more demanding targets for candidates.

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.   Guide to unit writing.
2.   For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3.   Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4.   Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5.   For details of other SQA publications, please consult SQA's publications list.