



National Unit Specification: general information

UNIT Contributing to Sustainability in the Community (SCQF level 5)

CODE F2B8 11

SUMMARY

This Unit will allow the candidate to develop the knowledge and awareness necessary to contribute to sustainability in the community. It will give the candidate an opportunity to participate in a community project and help foster active citizenship. This Unit is suitable for candidates with an interest in sustainability or community development.

OUTCOMES

- 1 Describe how an individual can contribute to sustainability.
- 2 Explain the need for sustainable development within a community.
- 3 Demonstrate active citizenship by participation in a community project which contributes to sustainability.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills in this Unit. Opportunities for developing aspects of Core Skills are highlighted in *Guidance on Learning and Teaching Approaches* for this Unit.

Administrative Information

Superclass: PN

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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

Describe how an individual can contribute to sustainability.

Performance Criteria

- (a) The meaning of the term *sustainability* is explained accurately.
- (b) The actions an individual can take to contribute to sustainability are outlined.
- (c) The link between local and global issues affecting sustainability is described accurately.

OUTCOME 2

Explain the need for sustainable development within a community.

Performance Criteria

- (a) The concept of *community* is explained accurately.
- (b) The concept of *sustainable development* is explained accurately.
- (c) The need for sustainable development within an identified community is explained accurately.

OUTCOME 3

Demonstrate active citizenship by participation in a community project which contributes to sustainability.

Performance Criteria

- (a) Identify a community project and describe its link to sustainability.
- (b) Identify opportunities for, and barriers to, participation in the selected project.
- (c) Participate in a selected community project.
- (d) Evaluate own contribution to sustainability in the community through participation in the project.

EVIDENCE REQUIREMENTS FOR THIS UNIT

This Unit could be assessed by written and/or recorded oral evidence for Outcomes 1 and 2. This could take the form of answers to restricted response questions. Outcome 3 could be assessed by written and/or recorded oral evidence for Performance Criteria a), b) and d) and by performance evidence gathered by the candidate supported with supplementary questions if required for Performance Criterion c).

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to enable candidates to demonstrate an understanding of the concept of sustainability and the role of the individual in promoting sustainability within the community. It prepares them to make lifestyle changes that are consistent with the principles of sustainability and offers opportunities to contribute to sustainability by taking action.

The content is described in the Outcomes. However it is important for the candidate to realise that there is not one definition of sustainability which is agreed by all, and that sustainability is not something which one reaches once and for all, but is a process guided by a vision of the future in which life is sustainable without damage to the environment. The issues of equity, interconnectedness and needs of future generations should also be addressed. The context is the candidate's own experience and how as an individual they might contribute to the process, particularly within his or her own community. There is much useful material on the internet that will aid this process and provide useful case study examples.

Outcome 1

Describe how an individual can contribute to sustainability.

The starting point of this Unit should be the candidate's own beliefs and attitudes about the three interwoven strands of sustainability, namely society, the economy and the environment. Teachers/lecturers could approach this by asking the candidate about the neighbourhood they live in, their awareness of local employers, and their interactions with the environment and what this has meant to them. Starting points might be holidays, fishing, day trips, walks in parks, shopping or more active pursuits such as skateboarding, quadbiking and football.

Awareness of global issues can be raised by evaluating what might threaten the candidate's use of the environment. Discussion and input by the teacher/lecturer should introduce the concept of sustainability and what is meant by a sustainable lifestyle. Candidates should then consider what actions they themselves could take to contribute to sustainability. The candidate should be encouraged to evaluate their current lifestyle to reach an awareness of its impact on the environment. There are several sites on the internet whereby an individual can calculate his or her ecological footprint. See **www.bestfootforward.com**. It is important that the candidate realises that even small changes can make a difference and that one person can make those changes.

The link between local issues and global issues can be made through discussion about community problems and the wider issues eg drug use and global drug production, waste dumping and the depletion of finite resources, vandalism and social injustice, household energy use and global climate change.

National Unit Specification: support notes (cont)

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Outcome 2

Demonstrate awareness of the need for sustainable development within a community.

To raise awareness in candidates of the need for sustainable development in the community requires them to have some understanding of the nature of communities and the threats to those communities. It is important to encourage a wide definition of what the word *community* means. This could mean a street, neighbourhood, district, locality, college, school etc or it could be a religious community or one where the people in the community are trying to live different lifestyles eg the Findhorn Community. Some sense of what it means to be part of a community should be explored.

In Outcome 1 the candidate was introduced to the concept of sustainability but the discussion should now range around sustainable development and what this might mean in the context of a community. By contrast some understanding should be gained of what is not sustainable development. Some useful topics might be housing developments, urban regeneration, closing of schools in rural communities. In thinking about the threats to the community the candidate should be encouraged to think about the three strands of sustainable development — social, economic and environmental and how they interact. An important concept to understand is that development which does not pay equal attention to these three strands is not sustainable.

Outcome 3

Demonstrate active citizenship by participation in a community project which contributes to sustainability.

By process of negotiation with the teacher/lecturer and those organising the project, the candidate should seek opportunities to participate in an established community project which can be considered to contribute to sustainability. There may be practical difficulties with this but the use of a school or college community may provide an alternative solution. The barriers to participation should be explored and solutions found to overcome these. Candidates may be reluctant to get involved as individuals but may feel happier as part of a group. If there are no suitable established projects the candidates could perhaps plan one and get it off the ground eg a recycling initiative in the centre, promoting Fair Trade or use of organic foods in the canteen.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit should be delivered using a candidate-centred approach with emphasis on practical activities. Use of case studies to enhance learning and to demonstrate good practice should be encouraged. Starting from the viewpoint of his or her own community the candidate should be made aware of the major environmental issues: loss of bio-diversity; use of scarce resources; global climate change; pollution of land, air and water; and waste. This could be achieved by candidate research using the internet or by use of case study material. Use of group work to share ideas, experiences, values, and attitudes is recommended. It is likely that learning will be enhanced by use of appropriate videos. Above all there should be learning by participation in some form of community project.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There may be opportunities to develop the Core Skills of Problem Solving and Working with Others in this Unit. These opportunities are most likely to arise in Outcome 3 where candidates will be required participate in and evaluate their own contribution to a community project.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment will be at the discretion of the centre and in accordance with SQA guidelines. Acceptable performance in the Unit will be satisfactory achievement of the Performance Criteria specified for each Outcome.

Outcome 1 can be evidenced through the use of restricted response questions in that candidates are expected to demonstrate awareness, outline actions and explore links. The writing of a short report or newspaper article would also be possible as long as the Performance Criteria were met.

Outcome 2 can be evidenced through the use of restricted response questions. Candidates need to be able to show understanding at a simple level of sustainability concepts and to explain the need for development to be sustainable. There is an opportunity for close reading in that the answers to relevant questions could be extrapolated from a case study.

Outcome 3 requires the candidate to demonstrate participation in a community project. Evidence that candidates have gone through the process of contributing to sustainability in the community may be gathered in a portfolio. Use of logbooks/diaries, photos, leaflets, certificates of attendance may be useful. The candidate should evaluate their contribution to sustainability through participation in the project. This evaluation can be evidenced through restricted response questions.

There should be an opportunity for the candidates to talk about their experiences once they have completed their sustainability assessment.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).