



National Unit Specification: general information

UNIT Practical Abilities: Making Journeys (Access 2)

CODE F37N 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment who wish to develop their independent living skills.

This Unit will introduce candidates to making journeys. With teacher/lecturer support they will plan for making a familiar and an unfamiliar journey and then complete each journey. They will also be given the opportunity to express an opinion about the journeys they have completed.

OUTCOMES

- 1 Prepare a plan for making specific journeys.
- 2 Complete the journeys as planned.
- 3 Review how successful the journeys have been.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

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

**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.*

Administrative Information

Superclass: HD

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National Unit Specification: general information (cont)

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CORE SKILLS

Achievement of this Unit gives automatic certification of the following Core Skill:

Complete Core Skill Problem Solving at SCQF level 2

Core Skill Components None

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 SQA.

OUTCOME 1

Prepare a plan for making specific journeys.

Performance Criteria

- (a) Identify the start and finish point of a familiar and an unfamiliar journey.
- (b) Identify the various stages and appropriate modes of transport/travel for each journey.
- (c) Identify the resources needed and the timings for each journey.
- (d) Identify an appropriate source of assistance for each journey.

OUTCOME 2

Complete the journeys as planned.

Performance Criteria

- (a) Start each journey from the planned starting point at the planned time.
- (b) Complete each journey by arriving at the planned finishing point.
- (c) Use identified resources appropriately to complete each journey.

OUTCOME 3

Review how successful the journeys have been.

Performance Criteria

- (a) Identify strengths and weaknesses of the plan.
- (b) Identify learning points for future planning.
- (c) State own opinion about how successful each journey has been.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or to get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1 and 3. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Performance evidence will be required in relation to Outcome 2. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

Candidates are required to plan, complete and review **two** journeys, one of which should be familiar to the candidate and the other unfamiliar to the candidate. A familiar journey is one which the candidate has completed several times before and an unfamiliar journey is one that is new to the candidate or that he/she has completed only once or twice before.

For Outcome 1, the candidate must identify the following:

- ◆ the start and finish point of each journey
- ◆ at least **two** stages for each journey
- ◆ the mode of transport for each stage of each journey
- ◆ start and finish times for each stage of the journey
- ◆ at least **one** resource required for each journey
- ◆ at least **one** source of assistance for each journey. A source of assistance could be, for example, the type of information that might help at each point during the journey or an appropriate person to ask for advice or directions during the journey.

Outcome 2: Performance Evidence should be recorded to cover that:

- ◆ each journey is started from the planned starting point at the planned time
- ◆ each journey is completed by arriving at the planned finishing point
- ◆ identified resources are used appropriately during each journey

National Unit Specification: statement of standards (cont)

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For Outcome 3 the candidate is required to:

- ◆ identify **one** strength and **one** weakness in each plan
- ◆ identify **one** learning point
- ◆ state **one** opinion

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Practical Abilities: Making Journeys (Access 2)

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 an optional Unit in the Access 2 Personal Development Course but it can also be delivered as a free-standing Unit. It is designed for candidates studying in a supported learning environment. This Unit is one of the *Practical Abilities* options in the Course; candidates completing this Course must complete one Unit from this group. Further Units in this group can be studied as free-standing Units.

This Unit will introduce candidates to making journeys. With teacher/lecturer support they will plan for making a familiar and an unfamiliar journey and then complete each journey. They will also be given the opportunity to express an opinion about how successful each journey they have completed has been.

Teachers/lecturers should select appropriate journeys depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

Candidates are required to complete two journeys, one familiar to the candidate and one unfamiliar to the candidate. A familiar journey is one which candidates have completed several times before while an unfamiliar journey is one that is new to candidates or that they have completed only once or twice before. The journeys could be, for example, to attend a work placement, to participate in a community activity, to go for shopping, for visiting a leisure facility or for visiting college in preparation for attending classes. The journeys could be for a genuine visit or in preparation for a visit that candidates will have to make in the future.

If candidates are completing this Unit as part of the Access 2 Personal Development Course learning, teaching and assessment could be integrated with other Units in the Course. For example, the journey could be to participate in a leisure time activity as part of the *Self in Society: Leisure Time Activities* (Access 2) Unit or to visit a workplace as part of the *Self and Work: Completing a Work Placement* (Access 2) Unit.

National Unit Specification: support notes (cont)

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It is expected that for familiar journeys the starting point will be the candidate's home or the centre and candidates will need to travel from there to, for example, the bus stop or train station. This would be described as Stage 1 of the journey, Stage 2 might be the bus or train journey itself and Stage 3 the journey from the bus stop or train station journey to the finish point of the overall journey.

Candidates should identify the appropriate mode of transport/travel for each stage of the journey. The distance of a particular stage or location of the overall finish point may determine the mode of transport/travel used. For example, if the train station is a short distance away it may be appropriate to walk. However, for some candidates and for greater distances, a taxi may be an appropriate mode of transport/travel for this stage.

Candidates are required to identify a source of assistance for each journey. This is a source of information, advice or assistance which could help candidates complete the journey should they have any difficulties. This source will be determined by the mode of transport/travel used for each stage. The source of assistance could be, for example, a signpost such as a street name, a map or a list of directions or a mobile phone. It could also be a fellow pedestrian or a passenger or an employee of the transport provider being used. Candidates could be encouraged to think about personal safety issues that could be involved in making journeys, when they are identifying appropriate sources of assistance.

When identifying timings for a journey, candidates could start by identifying the planned finish time for the whole journey and the duration of each stage of the journey. Candidates could then work backwards to select an appropriate start time from a list of alternatives which will allow them to complete the journey in the planned time.

The teacher/lecturer should make a judgement on how much directive support is given in identifying timings. In some cases this could involve investigating actual timetables. Alternatively the teacher/lecturer could identify the timings from a timetable and present these to the candidate in a format which the candidate will find easier to interpret. For a short distance, for example to a local bus stop or train station, the candidate could embark on a timed 'trial run' in order to determine the duration of this stage of the journey.

Once candidates have completed their journeys they are required to review each journey and state an opinion. This could be a positive or negative opinion reflecting on, for example, both strengths and weaknesses of their plan for each journey.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will plan and undertake a familiar and an unfamiliar journey. This Unit covers the Core Skill in *Problem Solving* at Access 2 level and may provide an opportunity for candidates to develop aspects of their *Communication* skills.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

For Outcome 1 the candidate is required to prepare a plan for making the journeys. The information identified could be presented as a labelled diagram or illustrated as a map or in a format which the candidate will be able to take and refer to on the journey. Alternatively a planning template could be used to record all the relevant information the candidate has identified.

Teachers/lecturers could ask the candidate to identify the relevant information from a list of alternatives. For example a candidate could be presented with a variety of different modes of transport/travel and be asked to identify which particular mode(s) will be most appropriate for the journey.

In order to successfully complete Outcome 2 candidates should start each journey from the planned starting point at the planned time and arrive at the planned finishing point. The planned time of arrival at the finishing point should be identified. However, it is not necessary to adhere to this as it could be affected by factors that are outwith the candidate's control, for example, public transport may be running late or traffic may be heavy.

Evidence for Outcome 3 could be generated from an audio or video recording of an interview or discussion with the candidate using structured questioning or a template could be completed. This could be completed by the candidate in written form (with the use of a scribe or a computer) or by the assessor recording notes from an interview or discussion.

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).