



National Unit Specification: general information

UNIT Practical Abilities: Independent Living (Access 2)

CODE F37P 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 different everyday activities which help them to live independently. With teacher/lecturer support candidates will have the opportunity to investigate the importance of personal hygiene and how they can maintain their own personal hygiene. They will also look at shopping for essential items by preparing shopping lists and comparing the price of items. Finally candidates will communicate and collect information by exploring how to contact services and make appointments.

OUTCOMES

- 1 Investigate the importance and maintenance of personal hygiene.
- 2 Plan own shopping for essential items.
- 3 Collect information and communicate to arrange an appointment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HD

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National Unit Specification: general information (cont)

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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.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

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

Investigate the importance and maintenance of personal hygiene.

Performance Criteria

- (a) Identify the main reasons personal hygiene is important.
- (b) Identify ways in which personal hygiene is maintained.

OUTCOME 2

Plan own shopping for essential items.

Performance Criteria

- (a) List a variety of essential items needed in one week.
- (b) Compare the cost of some of these items.

OUTCOME 3

Collect information and communicate to arrange an appointment.

Performance Criteria

- (a) Identify the contact details needed to arrange a specific appointment.
- (b) Communicate with the identified person to make the appointment.
- (c) Give the information needed to arrange the appointment.
- (d) Make an accurate note of the date, time and place of the appointment.

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 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 responses when completing the tasks.

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 2 and for Outcome 3 Performance Criteria (a) and (d). Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video/audio recording.

Performance evidence will be required in relation to Outcome 3, Performance Criteria (b) and (c). This evidence can be recorded, for example, on an observation checklist, an audio/video recording or photographic evidence.

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

For Outcome 1

- ◆ **Two** reasons for maintaining personal hygiene must be identified
- ◆ **Two** ways of maintaining personal hygiene must be identified

For Outcome 2

- ◆ For Performance Criterion (a), candidates must complete a shopping list for essential items for one week. This list must include items from the following categories: food, personal hygiene products and non hazardous cleaning products.
- ◆ For Performance Criterion (b), candidates should compare **three** different prices of one item from each category. The comparison may be between three different brands in the same shop or across different shops or retailers.

For Outcome 3

Candidates are required to complete all Performance Criteria for this Outcome for **two** appointments.

- ◆ For Performance Criterion (c) **two** pieces of information must be communicated.
- ◆ For Performance Criterion (d) the date, time and place of appointment must be noted accurately.

National Unit Specification: statement of standards (cont)

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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

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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 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 different everyday activities which contribute to an individual living independently. With teacher/lecturer support candidates will have the opportunity to investigate the importance of personal hygiene and how they can maintain their own personal hygiene. They will also look at shopping for essential items by preparing shopping lists and comparing the price of items. Finally, candidates will communicate and collect information by exploring how to contact services and make appointments.

Teachers/lecturers should select appropriate activities 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 identify the main reasons why personal hygiene is important. This could be approached by brainstorming/discussing/identifying different aspects of personal hygiene and looking at the effect/impact if these aspects are not maintained.

Through question and answer sessions, different personal hygiene activities could be identified. These might include washing face, washing and drying hair, brushing teeth, brushing hair, applying deodorant or washing hands after using the toilet.

It may also be appropriate to help candidates think about how frequently each of the identified activities should be carried out. This could help candidates to fully understand the ways in which personal hygiene is maintained. For activities such as brushing teeth or brushing hair the maintenance of personal hygiene could be reinforced through practical demonstration.

National Unit Specification: support notes (cont)

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Candidates must identify a variety of essential shopping items needed for one week. The items identified must include food, personal hygiene products and non hazardous cleaning materials. Candidates do not need to include every item that an individual might need in a week or plan food for every meal. However, it is important that they are helped to understand that there are a variety of essential items which most people need to buy on a regular, if not weekly, basis.

Candidates should be helped to recognise that the cost of everyday items varies across different brands and shops. This could be done by comparing three different brands of the same item in one shop such as a large supermarket or by comparing similar items from three different suppliers, for example, a supermarket, a corner shop and an Internet shopping website. Candidates could also be taken on visits to different shops to compare prices or could be encouraged to refer to catalogues or advertisements.

In order to place the activity of making an appointment into a relevant context for candidates, teachers/lecturers could encourage candidates to brainstorm a list of local services they may need to rely on at different points in their lives. Relevant services could be, for example, doctor, dentist, optician, home help or hairdresser.

Each service's contact details could be identified from a variety of sources, for example a telephone book, Internet, leaflets, local newspaper and signs outside buildings. Candidates could work on their own or with a group in class to produce a directory of these local services with postal addresses, telephone numbers and/or email addresses. This directory could be in written form, held in a computer file or on a video/audio recording and could be referred to for assessment purposes.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in comparing prices, planning a shopping list and arranging an appointment. This should provide opportunities to develop aspects of the Core Skills in *Numeracy*, *Problem Solving* and *Communication*.

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)*.

When candidates are producing evidence of their investigation of personal hygiene for Outcome 1 they could be asked to identify the correct reasons from a list of alternatives. The same method could be used to allow them to plan their shopping for essential items. Lists could be written, oral or pictorial and should be tailored to suit the individual candidate's preferred mode of communication.

National Unit Specification: support notes (cont)

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Candidates could generate evidence for Outcome 2, Performance Criterion (a) by producing a shopping list, if appropriate. This could be hand written by the candidate or a scribe, listed and printed from a computer programme or on an audio/video recording.

Evidence for Outcome 3, Performance Criterion (a) could be generated by encouraging candidates to investigate local services. The contact details of an appropriate service and the note of the appointment made could be recorded in written and/or oral and/or electronic form.

Appointments could be arranged through role play either with the teacher/lecturer or with the co-operation of a local service. There may even be circumstances where it is possible to observe the candidate making a real appointment. Appointments can be arranged by telephone or in person or in any other way appropriate for the individual candidate. Evidence should be supported by an assessor checklist.

Depending on the local service contacted the information communicated may vary. For example, to make a doctor's appointment the candidate's name, date of birth or family doctor may be required whereas, for a hairdresser, the candidate's name and perhaps a contact telephone number or the name of his/her usual hairstylist may be required.

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).