National 1 unit specification

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Unit specification

On-screen Meetings (National 1)

Unit code:	J6WF 71
SCQF:	level 1 (6 SCQF credit points)
Valid from:	session 2022–23

This document provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This document is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Contents

Unit outline

The aim of this unit is to provide learners with opportunities to develop their digital skills in relation to meetings and communication carried out on screen, with necessary support as required. This could involve any form of screen-based digital device, for example a phone, tablet, laptop, PC, or video screen.

Learners who complete this unit will be able to:

1   prepare for an activity involving an on-screen meeting
2   participate in an activity involving an on-screen meeting
3   give a response to participating in the activity

This unit is a freestanding unit. Please read this unit specification in conjunction with the unit support notes, which provide advice and guidance on delivery, assessment approaches, and developing skills for learning, skills for life and skills for work.

Exemplification of the standards in this unit is given in unit assessment support.

Recommended entry

Entry to this unit is at the discretion of the centre. Relevant experiences and outcomes may provide an appropriate basis for doing this unit.

Standards

Outcomes and assessment standards

Outcome 1

1   Prepare for an activity involving an on-screen meeting by:

1.1   agreeing to an activity involving an on-screen meeting

1.2   participating in planning for an activity involving an on-screen meeting

Outcome 2

2   Participate in an activity involving an on-screen meeting by:

2.1   carrying out the planned activity

2.2   completing the activity

Outcome 3

3   Give a response to participating in the activity by:

3.1   communicating whether you liked or disliked the activity

Evidence requirements for the unit

You should use your professional judgement, subject knowledge and experience, and understanding of your learners, to determine the most appropriate ways to generate evidence, and which conditions and contexts to use.

Evidence requirements for this unit could include observation checklists, logs, short recorded oral responses, photographic evidence or equivalent. You should be confident that there is enough evidence to support your judgement that the assessment standards have been met:

♦ outcome 1: the learner must agree which activity they will take part in and prepare for the activity accordingly

♦ outcome 2: the learner must participate in and complete at least one on-screen meeting, as planned

♦ outcome 3: the learner must give a response (positive or negative) to the activity they participated in

Learners will normally receive a high degree of support to achieve the outcomes of the unit. It is your responsibility to ensure that the level of support is appropriate for the requirements of the unit.

Unit assessment support provides exemplification of assessment.

Skills for learning, skills for life and skills for work

This unit helps learners to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

1   Literacy

1.3   Listening and talking

You must build these skills into the unit at an appropriate level, where there are suitable opportunities.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence. The unit support notes provide further information.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:
www.sqa.org.uk/assessmentarrangements

Further information

The following links provide useful information and background:

♦ [National 1 web page](#)
♦ [Building the Curriculum 3 to 5](#)
♦ [Guide to Assessment](#)
♦ [SCQF Handbook: User Guide](#)
♦ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
♦ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)

Appendix: unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the unit. Please read these unit support notes in conjunction with the unit specification and appropriate assessment support materials.

Developing skills, knowledge and understanding

You are free to select the skills, knowledge, understanding and contexts that are most appropriate.

Learners who complete this unit will be able to participate in activities involving on-screen meetings. The extent to which the learner can be involved and the input they can provide, will depend on the learner and their specific support needs.

Approaches to learning and teaching

This section provides general advice and guidance on approaches to learning and teaching that you can use to deliver this unit.

At SCQF level 1, learners require varying degrees of support, depending on their needs. Some learners may:

♦ take part at an experiential or sensory level, requiring full support
♦ require frequent direction and support to enable them to take part
♦ take part independently or with intermittent support

You should give learners as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the outcomes and assessment standards.

The following table provides examples of approaches to learning and teaching. These may also provide naturally occurring evidence that you can use to assess learners against the assessment standards.

On-screen Meetings	
Outcome 1: prepare for an activity involving an on-screen meeting	
Outcome 2: participate in an activity involving an on-screen meeting	
Outcome 3: give a response to participating in the activity	
Assessment standards	**Approaches for learning and teaching**
1.1 agreeing to an activity involving an on-screen meeting	You should include learners in deciding which activity they will be involved in. This could be by discussion or a simple selection between alternatives, for example point to or tick a picture, or express a preference for one activity instead of another. Types of on-screen activities that learners could agree to could include: ♦ having a meeting with the teacher or lecturer and some classmates as part of remote learning ♦ meeting with the teacher or lecturer and one or more classmate(s) to plan for an event (for example a coffee morning or a Christmas fair) ♦ meeting with the teacher or lecturer and classmates to show them a costume and act for a new show ♦ taking part in a show, either live or recorded
1.2 participating in planning for an activity involving an on-screen meeting	Planning for the activity could include at least one of the following: ♦ ensuring they have the items or information they may need to use or refer to during the meeting ♦ checking the range of the camera and that they can see all participants ♦ checking the microphone and speakers are working properly ahead of the meeting ♦ checking the digital device is switched on and ready for the meeting
2.1 carrying out the activity as planned 2.2 completing the activity	The learner will be involved in some form of communication, verbal or visual, with others in the meeting. This can simply involve the acknowledgement of other participants on screen, but where possible it will involve making a contribution to a discussion or simply agreeing or disagreeing with contributions made by others.

Assessment standards	Approaches for learning and teaching
3.1 communicating whether you liked or disliked the activity	You should encourage learners at level 1 to: ♦ express an opinion ♦ show a preference ♦ make a decision about things they are being asked to do You can ask learners at various points during the unit whether they are enjoying what they are doing or not. Learners should use their normal communication method when participating in the unit. You should use your knowledge of the learner, and of their preferred method of communication, to record the learner's response and their level of engagement. The learner's normal mode of communication might involve: ♦ facial expression ♦ vocalisation ♦ verbal communication ♦ signing ♦ use of symbols or other augmentive communication systems ♦ written responses

Approaches to assessment and gathering evidence

There is no external assessment for National 1 units. All units are internally assessed against the requirements outlined and described in the unit specification and the unit assessment support pack.

To achieve the unit, learners must achieve all the unit outcomes.

At SCQF level 1, most evidence for assessment is gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that you might use for gathering evidence, for example extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence that occurs in and as part of the learning and teaching, which you can gather for assessment purposes in a variety of ways:

♦ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
♦ oral questioning before, during, and on completion of an activity (recorded using an audio-visual or audio recording or using your detailed written notes as evidence)
♦ learning and teaching activities that generate physical evidence for assessment
♦ identifying opportunities to record evidence during out-of-centre activities

You should focus on small, well-defined steps in learning. In this way, the learner is more likely to achieve success in the units and in any subsequent learning.

Learners benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure they are actively involved in the assessment process. It is important that you use different approaches to assessment to suit the varying needs of learners.

Combining assessment within units

It may be possible to reduce the volume of assessment for this unit by designing broad assessment tasks that cover a number of assessment standards and/or outcomes at one time. However, for some learners, it may be more appropriate to design assessment tasks that include smaller steps and/or repetition, which could help with the retention and reinforcement of learning.

Developing skills for learning, skills for life and skills for work

This section highlights the skills for learning, skills for life and skills for work that learners should develop in this unit. These are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and should be built into the unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the unit.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
1 Literacy 1.3 Listening and talking: ♦ listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate ♦ talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context	Where appropriate, learners could use their normal communication method during learning and teaching activities to: ♦ communicate, for example make some form of contribution to a discussion by expressing an opinion or agreeing or disagreeing with points raised by others ♦ respond, for example to indicate whether they enjoyed the activity or not

It is important that you provide learners with opportunities to develop these broad general skills as an integral part of their learning experience.

Administrative information

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History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.

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