

## Practical Abilities: Independent Living (SCQF level 2) Unit

**SCQF:** level 2 (6 SCQF credit points)

**Unit code:** H1GT 42

### Unit outline

The general aim of this Unit is to introduce learners to different everyday activities that will enable them to develop independent living skills.

Learners who complete this Unit will be able to:

- 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

This Unit is an optional Unit of the Personal Development Award (SCQF level 2) and is also available as a free-standing Unit. The *Unit Specification* should be read in conjunction with the *Unit Support Notes*, which provides advice and guidance on delivery, assessment approaches, and development of 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.

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

# Standards

## Outcomes and assessment standards

### Outcome 1

The learner will:

- 1 Investigate the importance and maintenance of personal hygiene by:**
  - 1.1 identifying the main reasons personal hygiene is important
  - 1.2 identifying ways in which personal hygiene is maintained

### Outcome 2

The learner will:

- 2 Plan own shopping for essential items by:**
  - 2.1 listing a variety of essential items needed in one week
  - 2.2 comparing the cost of some of these items

### Outcome 3

The learner will:

- 3 Collect information and communicate to arrange an appointment by:**
  - 3.1 identifying the contact details needed to arrange a specific appointment
  - 3.2 communicating with the identified person to make the appointment
  - 3.3 giving the information needed to arrange the appointment
  - 3.4 making an accurate note of the date, time, and place of the appointment

## Evidence requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

It is expected that learners will receive support to achieve the outcomes of this Unit.

For assessment standard 2.1 a learner is required to complete a shopping list for essential items for one week. This list should be appropriate for the learner and their personal circumstances/living arrangements.

### Evidence for Outcomes 1, 2, and 3

Evidence for this Unit could include checklists, video evidence, audio file, short written responses, recorded oral responses, a simple table, poster, or their equivalent.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life, and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **3 Health and wellbeing**

3.2 Emotional wellbeing

3.5 Relationships

## **5 Thinking skills**

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life, and skills for work is given in the *Unit Support Notes*.

## Administrative information

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**Published:** April 2012 (version 1.0)

**Superclass:** HD

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### History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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