

## Unit Support Notes — Self-Awareness: Building Positive Relationships (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Self-Awareness: Building Positive Relationships* (National 2) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support pack*

## General guidance on the Unit

### Aims

The *Self-Awareness: Building Positive Relationships* (National 2) Unit is a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

The general aim of the Unit is to provide opportunities for learners to develop self-awareness and basic social skills.

### Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in personal development, independent living skills or related areas at SCQF level 1.

Prior learning, life and work experiences may provide an appropriate basis for entry into this Unit. This could include relevant skills, knowledge and understanding and appropriate experiences and outcomes.

### Skills, knowledge and understanding covered in this Unit

As this Unit will be delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. However, content and contexts should provide evidence that all Outcomes and Assessment Standards in the Unit have been achieved.

Learners who complete this Unit will be able to:

- 1 Investigate behaviours which have a positive and negative effect on other people.
- 2 Develop basic social skills.

## **Progression from this Unit**

This Unit may provide progression to:

- ◆ other Self-Awareness Units at National 2
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

The skills, knowledge and understanding developed in this Unit could also support progression in other curriculum areas as well as life and work contexts.

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

## Learning and teaching

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching, and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Many of these approaches could involve group work. Group work approaches can be used within Units where it is helpful to simulate real-life situations, share tasks and promote teamworking skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

## Self-Awareness: Building Positive Relationships (National 2)

The general aim of this Unit is to provide opportunities for learners to develop self-awareness and basic social skills by investigating appropriate behaviour in different situations. Learners will begin to develop and understand basic social skills by investigating behaviour which has a positive and negative effect on other people. The learner will:

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches
<p><b>1 Investigate behaviours which have a positive and negative effect on other people by:</b></p> <p>1.1 Identifying types of behaviour which have a positive effect on other people</p> <p>1.2 Identifying types of behaviour which have a negative effect on other people</p> <p>1.3 Communicating why these behaviours have these effects</p>	<p>Teachers/lecturers should take account of the particular needs of learners and/or the context in which they are studying. Learning and teaching approaches could include:</p> <ul style="list-style-type: none"> <li>◆ investigating the rules and/or code of conduct within the centre and/or developing rules and/or code of conduct as part of a class activity and preparing a poster which summaries/identifies the main rules</li> <li>◆ participating in Question and Answer sessions and/or group discussions about conventions of behaviour (eg what would happen if there were no conventions/rules to govern people's behaviour?)</li> <li>◆ identifying appropriate behaviour(s) for given scenarios (eg meeting new people, visiting a café, meeting a customer, visiting a work placement, taking part in an interview or review meeting)</li> <li>◆ using film clips and/or extracts from television programmes to demonstrate different types of behaviour</li> <li>◆ completing worksheets to identify types of positive and negative behaviours and their effects on other people</li> <li>◆ participating in role play activities to explore different types of behaviour and their effects on others</li> </ul> <p>Learners identify the types of behaviour which have a positive effect on other people and the types of behaviour which have a negative effect on other people.</p>

	<p>Examples of positive and negative behaviours could include:</p> <table border="1" data-bbox="663 252 1944 724"> <thead> <tr> <th data-bbox="663 252 1303 304">Positive behaviour</th> <th data-bbox="1303 252 1944 304">Negative behaviour</th> </tr> </thead> <tbody> <tr> <td data-bbox="663 304 1303 363">Smiling</td> <td data-bbox="1303 304 1944 363">Bullying</td> </tr> <tr> <td data-bbox="663 363 1303 422">Thanking someone</td> <td data-bbox="1303 363 1944 422">Jumping the queue</td> </tr> <tr> <td data-bbox="663 422 1303 481">Laughing pleasantly</td> <td data-bbox="1303 422 1944 481">Hitting/pushing someone</td> </tr> <tr> <td data-bbox="663 481 1303 541">Introducing yourself</td> <td data-bbox="1303 481 1944 541">Shouting out</td> </tr> <tr> <td data-bbox="663 541 1303 600">Helping others</td> <td data-bbox="1303 541 1944 600">Interrupting conversations</td> </tr> <tr> <td data-bbox="663 600 1303 659">Using the correct tone and demeanour when asking for something</td> <td data-bbox="1303 600 1944 659">Arguing</td> </tr> <tr> <td data-bbox="663 659 1303 724">Praising others</td> <td data-bbox="1303 659 1944 724">Name-calling or laughing at someone</td> </tr> </tbody> </table> <p>Learners then communicate why these behaviours have these effects. Examples could include:</p> <ul style="list-style-type: none"> <li>◆ positive behaviours — people like to be treated with courtesy, and are likely to respond to politeness rather than rudeness/anger</li> <li>◆ negative behaviours — people can be upset by unkind remarks/name-calling, physical aggression causes pain</li> <li>◆ generally you should treat people as you would like to be treated</li> </ul> <p>Learners can communicate using their usual means of communication.</p>	Positive behaviour	Negative behaviour	Smiling	Bullying	Thanking someone	Jumping the queue	Laughing pleasantly	Hitting/pushing someone	Introducing yourself	Shouting out	Helping others	Interrupting conversations	Using the correct tone and demeanour when asking for something	Arguing	Praising others	Name-calling or laughing at someone
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<p><b>2 Develop basic social skills by:</b></p> <p>2.1 Interacting appropriately with other people</p>	<p>Teachers/lecturers could explore with learners the different ways in which people normally act when in the company of others and how their behaviour will depend on how well they know the people involved in the interaction. For example, teachers/lecturers could discuss with learners:</p> <ul style="list-style-type: none"> <li>◆ the difference between a greeting that would be appropriate for a family member/friend and an appropriate greeting for someone the learner meets for the first time</li> <li>◆ the difference between an interview for a college course or a work placement compared to a conversation with a friend</li> </ul>																

<p>2.2 Identifying areas for further development in own behaviour in relation to other people</p>	<p>Teachers/lecturers could also stress the importance of treating strangers with caution. Learners could also explore the types of appropriate behaviour when interacting with other people (eg using appropriate body language, nodding, using eye contact, listening and responding, asking questions). Teachers/lecturers could use film clips and/or extracts from television programmes to demonstrate different types of interactions (eg greetings, farewells). Teachers/lecturers should take account of the particular needs of learners and/or the context in which they are studying.</p> <p>Learners could develop basic social skills by interacting with others in the centre and/or the wider community as part of their day-to-day activities. This could include activities to provide opportunities for learners to develop skills in group participation. Learners could participate in role play and/or simulations to explore group dynamics and interactions. Learners could also interact with other people in real situations, eg showing someone around the centre, taking part in a leisure or community activity, taking part in an interview/review meeting, meeting a classmate.</p> <p>These activities could also form the framework for learners to reflect on their own behaviour and to identify areas for further development as appropriate.</p> <p>Where real situations are used, teachers/lecturers should ensure the person involved in the interaction with the learner has been briefed prior to the meeting, if and when appropriate. Teachers/lecturers should also take into account relevant guidelines with regard to supervising learners if the interaction takes place outside the boundaries of the centre.</p> <p>Learners interact with other people, which could include:</p> <ul style="list-style-type: none"> <li>◆ familiar — teachers/lecturers, centre staff, sports tutors, work placement provider/supervisor, carers and support workers</li> <li>◆ unfamiliar — restaurant/café staff, bus driver, ticket office staff (eg cinema, theatre, train station), customer in a workplace activity</li> </ul> <p>The interaction could include:</p> <ul style="list-style-type: none"> <li>◆ greeting the other person in an appropriate manner</li> </ul>
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- ◆ interacting appropriately with the other person during the meeting (eg nodding, using eye contact, listening and responding, asking questions, using body language)
- ◆ saying goodbye to the other person in an appropriate manner

Learners could also take part in a group discussion. This could include:

- ◆ introducing themselves to the group in an appropriate manner at the beginning of the discussion
- ◆ expressing their own views during the discussion
- ◆ allowing others to express their views as part of the discussion

Teachers/lecturers could help learners review their own behaviour and identify areas for further development by providing a list of possible behaviours and helping learners to select and/or agree the main types of behaviour(s) they exhibit. Teachers/lecturers could also use prompt questions, for example:

- ◆ Are you shy when you meet people for the first time?
- ◆ Do you speak up when asked a question?
- ◆ Do you listen carefully when other people are speaking?
- ◆ When you ask people for something, do you say please and thank you?
- ◆ Do you help others when they ask for assistance?
- ◆ Are you quick tempered when someone does something you don't like?
- ◆ Do you help others, without being asked to do so?
- ◆ Do you ask for help if you need it?

Learners review their own behaviour by identifying areas for further development in relation to other people. Examples could include:

- ◆ becoming more confident when interacting with unfamiliar people (eg trying to overcome shyness, making eye contact when speaking)
- ◆ allowing others to express their views during a group discussion (eg not interrupting)
- ◆ being more polite when asking for something
- ◆ knowing what to say in new situations

## **Assessment**

There is no external assessment for National 2 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 the Unit Outcomes.

Evidence for this Unit could be collected during learning and teaching activities.

Teachers/lecturers could therefore record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ 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 detailed written assessor notes as evidence)
- ◆ learning and teaching activities which generate physical evidence for assessment
- ◆ identifying opportunities to record evidence within out-of-centre activities

Alternatively, where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

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

## **Authentication**

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and inclusion section.

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

The *Unit Specification* lists 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.

<b>Skills for learning, skills for life and skills for work</b>	<b>Examples of learning and teaching approaches</b>
<b>1 Literacy</b>	
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 mode of communication to: <ul style="list-style-type: none"> <li>◆ communicate, eg identify types of positive and negative behaviour and their effects on other people</li> <li>◆ respond, eg to communicate reasons for these effects</li> </ul>
<b>3 Health and wellbeing</b>	
3.2 Emotional wellbeing Emotional wellbeing includes taking responsibility for yourself and being aware of the impact your behaviour may have on others; developing ways to manage your feelings; developing positive attitudes and resilience; practising assertive behaviours; building confidence; and, based on an understanding of any risks, making informed decisions.	Where appropriate, learners could develop positive emotional wellbeing by: <ul style="list-style-type: none"> <li>◆ investigating positive and negative behaviours and their effect on other people</li> <li>◆ interacting appropriately with others in both one-to-one and/or group situations</li> <li>◆ identifying areas for further development in their own behaviour in relation to other people</li> </ul>
3.5 Relationships This includes building various types of social and working relationships and practising interpersonal skills successfully, showing respect and a sense of care for self and others.	Where appropriate, learners could develop basic social skills by: <ul style="list-style-type: none"> <li>◆ interacting appropriately with others in both one-to-one and/or group situations</li> <li>◆ offering own ideas for consideration and listening to others' ideas and opinions in a one-to-one and/or group situation</li> </ul>

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

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

# Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels. The support provided should be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader and/or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT, including adaptive technologies such as braille and assistive technologies (such as voice activated software) to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [\*Guide to Assessment \(January 2014\)\*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [\*Research Report 4 — Less is More: Good Practice in Reducing Assessment Time\*](#)
- ◆ [\*Coursework Authenticity — a Guide for Teachers and Lecturers\*](#)
- ◆ [\*SCQF Handbook: User Guide \(published 2009\)\*](#) and
- ◆ SCQF level descriptors: [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*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\*](#)
- ◆ [\*SQA Guidelines on e-assessment for Schools\*](#)
- ◆ [\*SQA Guidelines on Online Assessment for Further Education\*](#)
- ◆ [\*SQA e-assessment web page\*](#)

# Administrative information

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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