

Unit Support Notes — Independent Living Skills: Taking Part in a Residential Experience (National 2)



Valid from August 2015

This edition: July 2015 (version 1.0)

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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 *Independent Living Skills: Taking Part in a Residential Experience* (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 *Independent Living Skills: Taking Part in a Residential Experience* (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 plan and participate in a residential experience.

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 independent living skills, personal development 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 Contribute to the planning and organisation of a residential experience.
- 2 Participate in a residential experience.

Progression from this Unit

This Unit may provide progression to:

- ◆ 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.

Independent Living Skills: Taking Part in a Residential Experience (National 2)

The general aim of this Unit is to provide opportunities for learners to plan and participate in a residential experience. The learner will:

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches
<p>1 Contribute to the planning and organisation of a residential experience by:</p> <p>1.1 Identifying the arrangements for a residential experience</p> <p>1.2 Identifying the tasks to be completed in preparation for a residential experience</p> <p>1.3 Identifying the equipment and/or resources required for a residential experience</p>	<p>Learners agree to take part in a residential experience organised by the centre. Teachers/lecturers could choose the residential experience. Alternatively, teachers/lecturers could provide a list of options and ask learners to pick one. Teachers/lecturers could also help learners choose a residential experience associated with their personal interests and/or which allows them to demonstrate achievement of the Assessment Standards.</p> <p>Examples of residential experiences could include: overnight stays, school/college trips, holidays.</p> <p>Teachers/lecturers could discuss the planning and organisation of the residential activity with the learners, offering learners the opportunity to contribute to the planning and organisation of a residential experience by offering suggestions for, and voting on, the location, duration and/or nature of the residential experience, as appropriate. Teachers/lecturers could also use this opportunity to discuss codes of behaviour for all aspects of the residential experience.</p> <p>Learners contribute to the planning and organisation of a residential experience by identifying the arrangements for the residential experience and then identifying the tasks and equipment/resources required for the experience. Examples could include:</p> <p>Arrangements:</p> <ul style="list-style-type: none"> ◆ when the residential experience should take place (if appropriate) ◆ where the residential experience should take place ◆ the duration of the residential experience (if appropriate) (eg overnight, two nights, week-long) ◆ programme for the residential experience (eg trips and/or activities to be included) ◆ how to get there, eg transport

Preparatory tasks:

- ◆ packing resources, eg food, first aid supplies, clothing, bedlinen, towels
- ◆ finding out information about the local area
- ◆ checking weather before leaving
- ◆ checking arrival and departure times

Equipment/resources:

- ◆ appropriate luggage, clothing and/or footwear (eg rucksack, suitcase, walking shoes/boots, swimwear)
- ◆ food (if appropriate — this could include a packed lunch for travelling, any special food(s), snacks)
- ◆ transport (ie how to travel to the chosen location/venue, eg by road/train/bus)
- ◆ specialist equipment (eg sports equipment, sleeping bags, cameras, local area maps/information)
- ◆ first aid equipment

Learners could use pre-prepared worksheets and/or checklists to identify the arrangements, tasks and equipment and/or resources required for the residential experience. Other possible learning and teaching activities could include:

- ◆ matching and/or sorting images and/or objects
- ◆ capturing and/or downloading images
- ◆ creating a multimedia product
- ◆ creating posters and/or drawings
- ◆ using prompt questions
- ◆ gathering information about the residential from printed materials and/or online

Examples of possible learner responses could include:

Residential experience	Arrangements	Preparatory tasks	Equipment/resources
Sports/dance/music competition — staying in another centre	<ul style="list-style-type: none">- staying away from home for one night- taking part in the competition	<ul style="list-style-type: none">- rehearsing competition piece- packing equipment/kit/ costumes	<ul style="list-style-type: none">- sports kit/dance outfit/instrument- to use the centre's minibus to travel to the other centre

	School/college trip — staying in a holiday home	<ul style="list-style-type: none"> - being away from home for five nights - taking photographs 	<ul style="list-style-type: none"> - making sure digital camera is charged - preparing music for party on the last night 	<ul style="list-style-type: none"> - enough clothes for five days - digital camera to take photographs
	Outdoor adventure weekend	<ul style="list-style-type: none"> - staying away from home for two nights - taking part in outdoor activities, eg night walk 	<ul style="list-style-type: none"> - checking torches are working - making sure there are enough first aid kits for the group 	<ul style="list-style-type: none"> - waterproof outdoor clothes - walking boots
<p>2 Participate in a residential experience by:</p> <p>2.1 Carrying out tasks allocated by organiser</p> <p>2.2 Working co-operatively with others</p>	<p>Learners could participate in a residential experience by providing support and assistance to others (eg helping with household chores, helping to cook and serve food, helping to set-up/clean equipment and resources). Learners could also demonstrate working co-operatively with others by working as part of a group to carry out tasks and/or as a member of a team to participate in activities.</p> <p>Learners participate in a residential experience by carrying out tasks allocated by the organiser. Examples of tasks could include:</p> <p>Food-related tasks:</p> <ul style="list-style-type: none"> ◆ helping to make/serve meals (eg breakfast) ◆ helping to make packed lunches ◆ helping to clear up after meals (eg clearing away dirty plates, washing and drying dishes) ◆ helping to set tables (eg putting out cutlery and tableware) <p>Activity-related tasks:</p> <ul style="list-style-type: none"> ◆ helping to set up/get ready items of equipment (eg cricket stumps, balls for football/netball, equipment for a concert) ◆ helping to pack up equipment (eg cameras, easels and paints, gardening tools) ◆ helping with an entertainment (eg performing, helping performers get ready, compering) ◆ helping others participate (eg acting as a cycling 'buddy', helping to run a football coaching session, playing music for singers) 			

Housekeeping:

- ◆ making own bed
- ◆ helping others to make their beds
- ◆ helping to tidy dormitories
- ◆ cleaning shoes/boots after use (eg after walking, sports activities, gardening)
- ◆ carrying out cleaning/laundry tasks (if appropriate) (eg washing clothes, towels, tea towels)

Learners should be encouraged to communicate with others and be aware of the importance of other people's needs/views, following safety procedures, the effects of behaviour on other people's enjoyment of the experience, accepting advice and/or help offered by others.

Learners demonstrate co-operative working with others when carrying out their tasks. Examples could include:

- ◆ Kitchen team — following instructions given by supervisor/teacher/lecturer; co-ordinating tasks with others (eg cleaning vegetables for others to cook; taking plates to tables once food is dished up); asking for assistance (eg asking for help to do the dishes)
- ◆ Coaching team — co-ordinating tasks with others (eg organising teams, helping others to practise)
- ◆ Housekeeping team — following instructions given by supervisor/teacher/lecturer; co-ordinating tasks with others (eg working as a team to put away gardening tools once cleaned, helping to hang out washed clothes to dry); offering assistance to others (eg showing others how to make the beds)

This Unit could be linked to activities in the National 2 *Taking Part in Outdoor Activities* Unit.

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.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
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 mode of communication to: <ul style="list-style-type: none"> ◆ communicate, eg identifying the arrangements for a residential experience ◆ respond, eg answering questions about the tasks to be completed in preparation for a residential experience
3 Health and wellbeing	
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"> ◆ carrying out tasks associated with a residential experience ◆ working co-operatively with others when carrying out tasks
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 social and/or working relationships by: <ul style="list-style-type: none"> ◆ working co-operatively with others ◆ offering own ideas for consideration and listening to others' ideas and opinions in a group situation

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
- ◆ [*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

Published: July 2015 (version 1.0)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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