

Practical Abilities: Making Journeys (Alternative Context) Unit

SCQF: level 2 (6 SCQF credit points)

Unit code: HJ75 42

This Unit should only be used where a learner has already achieved the original Unit, which carries the same title but without the words “Alternative Context”. There should be at least one year between the delivery of the original Unit and the delivery of the “Alternative Context” version.

For this Unit, centres can use one of the Unit Assessment Support Packs provided with the original Unit, but adjust it to reflect the alternative context in which the Unit is delivered. The alternative context could relate to the delivery setting, the maturity of the learner or the activities the learner is asked to complete.

Unit outline

The general aim of this Unit is to introduce learners to making journeys.

Learners who complete this Unit will be able to:

- 1 prepare a plan for making specific journeys
- 2 complete the journeys as planned
- 3 review how successful the journeys have been

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 Prepare a plan for making specific journeys by:**
 - 1.1 identifying a familiar and an unfamiliar journey
 - 1.2 identifying the various stages and appropriate modes of transport/travel for each journey
 - 1.3 identifying the resources needed and the timings for each journey
 - 1.4 identifying an appropriate source of assistance for each journey

Outcome 2

The learner will:

- 2 Complete the journeys as planned by:**
 - 2.1 starting each journey from the planned starting point at the planned time
 - 2.2 completing each journey by arriving at the planned finishing point
 - 2.3 using identified resources appropriately to complete each journey

Outcome 3

The learner will:

- 3 Review how successful the journeys have been by:**
 - 3.1 identifying a strength and/or weakness of the plan
 - 3.2 identifying a learning point for future planning
 - 3.3 stating their own opinion about how successful each journey has been

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.

Evidence for Outcomes 1, 2, and 3

Evidence for this Unit could include observation checklists, template, labelled diagram/map, short written responses, recorded oral responses, photographic evidence, video evidence, 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

3.1 Personal learning

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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Superclass: HD

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 to ensure they are using the most up-to-date version of the Unit Specification.

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