

Self in Community: Leisure Time Activities (Alternative Context) Unit

SCQF: level 2 (6 SCQF credit points)

Unit code: HJ7D 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 provide opportunities for learners to develop their social and interpersonal skills while participating in two leisure time activities.

Learners who complete this Unit will be able to:

- 1 select two leisure time activities
- 2 participate in the two selected leisure time activities
- 3 review their participation in the two leisure time activities

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 Select two leisure time activities by:

- 1.1 identifying a variety of leisure time activities
- 1.2 selecting one familiar and one unfamiliar leisure time activity for learner's own participation
- 1.3 communicating information about the activities selected

Outcome 2

The learner will:

2 Participate in the two selected leisure time activities by:

- 2.1 agreeing their role in the two selected activities
- 2.2 carrying out their role in the two selected activities
- 2.3 providing information to another person during the selected activities
- 2.4 seeking information from another person during the selected activities

Outcome 3

The learner will:

3 Review their participation in the two leisure time activities by:

- 3.1 stating their opinion about each activity
- 3.2 giving one reason to support each opinion expressed
- 3.3 identifying a strength in carrying out their role in each of the leisure time activities

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 Outcome 1 the activity may be either a group activity or one which the learner will complete on his/her own. However, the activity must be in a setting where the learner will have the opportunity to interact with others under the supervision of the teacher/lecturer. This interaction could be with other learners, the teacher/lecturer, or another relevant person.

Evidence for Outcomes 1, 2, and 3

Evidence for this Unit could include checklists, a template, short written responses, recorded oral responses, a poster, 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

3.5 Relationships

4 Employability, enterprise, and citizenship

4.3 Working with others

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: HB

History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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