



National 1
unit
specification



Unit specification

Science in the Environment: Sensory Perception (National 1)

Unit code:	J5HB 71
SCQF:	level 1 (6 SCQF credit points)
Valid from:	session 2021–22

This document provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This document is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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Unit outline

The aim of this unit is to provide learners with opportunities to participate in multisensory activities designed to help them find out about their world by using all their available senses from vision, smell, touch, taste, hearing, proprioception and vestibular.

Learners who complete this unit will be able to:

- 1 experience single sensory and multisensory activities

Please read this unit specification in conjunction with the unit support notes, which provide advice and guidance on delivery, assessment approaches, and developing 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. Relevant experiences and outcomes may provide an appropriate basis for doing this unit.

Standards

Outcome and assessment standards

Outcome 1

1 Experience single sensory and multisensory activities by:

- 1.1 experiencing single sensory activities to stimulate individual senses
- 1.2 experiencing multisensory activities to stimulate multiple senses

Evidence requirements for the unit

You should use your professional judgement, subject knowledge and experience, and understanding of your learners, to determine the most appropriate ways to generate evidence, and which conditions and contexts to use.

Evidence for this unit could include observation checklists, logs, short recorded oral responses, photographic evidence or equivalent. You should be confident that there is enough evidence to support your judgement that the assessment standards have been met:

- ◆ outcome 1: the learner must show evidence of experiencing both single sensory activities and multisensory activities

Learners will normally receive a high degree of support to achieve the outcome of the unit. It is your responsibility to ensure that the level of support is appropriate for the requirements of the unit.

Unit assessment support provides exemplification of assessment.

Skills for learning, skills for life and skills for work

This unit helps learners to develop broad, generic skills. These skills are based on [SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#) and draw from the following main skills areas:

3 Health and wellbeing

3.1 Personal learning

You must build these skills into the unit at an appropriate level, where there are suitable opportunities.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should take into account the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence. The unit support notes provide further information.

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page:

www.sqa.org.uk/assessmentarrangements

Further information

The following links provide useful information and background:

- ◆ [National 1 web page](#)
- ◆ [Building the Curriculum 3 to 5](#)
- ◆ [Guide to Assessment](#)
- ◆ [SCQF Handbook: User Guide](#)
- ◆ [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 e-assessment web page](#)

Appendix: unit support notes

Introduction

These support notes are not mandatory. They provide advice and guidance to teachers and lecturers on approaches to delivering the unit. Please read these unit support notes in conjunction with the unit specification and appropriate assessment support materials.

Developing skills, knowledge and understanding

You are free to select the skills, knowledge, understanding and contexts that are most appropriate.

Learners who complete this unit will be able to participate in activities involving the experience of both single sensory and multisensory activities. The extent to which the learner can be involved, and the input they can provide, will depend on the learner and their specific support needs.

Approaches to learning and teaching

This section provides general advice and guidance on approaches to learning and teaching that you can use to deliver this unit.

At SCQF level 1, learners require varying degrees of support, depending on their needs. Some learners may:

- ◆ take part at an experiential or sensory level, requiring full support
- ◆ require frequent direction and support to enable them to take part
- ◆ take part independently or with intermittent support

You should give learners as much support as they need to engage with learning, teaching and assessment activities while maintaining the integrity of the outcome and assessment standards.

The following table provides examples of approaches to learning and teaching. These may also provide naturally occurring evidence that you can use to assess learners against the assessment standards.

Science in the Environment: Sensory Perception

Outcome 1: experience single sensory and multisensory activities

Assessment standards

1.1 experiencing single sensory activities to stimulate individual senses

Approaches for learning and teaching

Examples of the type of activities that might be appropriate for single sensory activities include:

Vision

- ◆ does learner track a moving object?
what motivates learner to track an object? — adding sound, different colours and/or contrasts?
- ◆ does learner have a left or right visual preference?
colour and/or pattern preference?
- ◆ high contrast images — allow plenty of time to explore and/or search
- ◆ watching performances, for example actions, dancing

Hearing

- ◆ does learner move and/or respond differently and/or show increased engagement to:
 - different types of music?
 - different musicians or groups?
 - everyday sounds, for example phone ringing, washing machine?
 - tv shows, soaps?

Taste

- ◆ sweet, salty, bitter, umami, sour
- ◆ taste experiences — tasting or eating a range of different food items

Touch

- ◆ different consistencies of paints and/or food items
- ◆ different temperatures
- ◆ explore a range of similar materials, for example rough
- ◆ explore contrasting materials, for example rough then smooth

Smell

- ◆ a range of appropriate aromatherapy oils*
- ◆ herbs and spices

Assessment standards	Approaches for learning and teaching
	<p>Proprioception</p> <ul style="list-style-type: none"> ◆ reaching ◆ touching ◆ throwing activities including boccia ◆ action songs — ‘Row, row your boat’ ◆ ‘Simon says’ game ◆ tickling parts of body with feather <p>Vestibular</p> <ul style="list-style-type: none"> ◆ travel in a lift ◆ swings — playground equipment
<p>1.2 experiencing multisensory activities to stimulate multiple senses</p>	<p>Cooking</p> <ul style="list-style-type: none"> ◆ smells ◆ vision ◆ hearing — kitchen sounds, for example blender, mixer, spoons stirring in bowl ◆ tasting ◆ touch — touching ingredients, different textures, consistencies, temperatures, for example warm from oven, cool from fridge, frozen from freezer, finished product ◆ proprioception — mixing, shaping, collecting ingredients <p>Washing up</p> <ul style="list-style-type: none"> ◆ smell — soap ◆ touch — dish cloth or sponge against skin, immerse hands in warm soapy water ◆ hearing — splashing of water, plates and cutlery ◆ vision ◆ proprioception — lifting items in and out of water, reaching for items <p>Sensory walk</p> <ul style="list-style-type: none"> ◆ smell — flowers, plants ◆ hearing — bird song, people talking, traffic ◆ touch — running hands along railings, feeling leaves, flowers ◆ taste — safe to taste fruits, have an ice cream or snack ◆ proprioception — reaching, exploring with hands, feet

Assessment standards	Approaches for learning and teaching
	<p>Sensory story</p> <ul style="list-style-type: none"> ◆ sensory experiences are variable with different story content, activities and presenter style <p>Having a hand and/or face wash</p> <ul style="list-style-type: none"> ◆ smell — soap, hand wash ◆ touch — flannel or sponge against skin, immerse hands in warm soapy water ◆ vision ◆ hearing — water splashing or running, opening of washing products ◆ proprioception — holding arms out, up, down, hands rubbing together <p>Pamper — hand massage and/or manicure</p> <ul style="list-style-type: none"> ◆ smell — scented hand cream or massage oil ◆ touch — hand on hand, rough emery board, vibration of nails being filed ◆ vision — eye contact, movement close by, colours (if polish used) ◆ hearing — intensive interaction opportunity — talking or singing ◆ proprioception — hands and arms being moved <p>Music session</p> <ul style="list-style-type: none"> ◆ smell — instruments, rosin ◆ touch — instrument surfaces, feel vibrations of instruments ◆ hearing ◆ proprioception — reaching, exploring instruments with hands, feet

***Warning note:** aromatherapy oils can be very powerful, and centres must ensure that any oils used are appropriate for the specific learner, for example learners with medical conditions such as epilepsy.

You can use learner responses to the various activities suggested to create a sensory profile for the learner. These activities provide a good opportunity for intensive interaction.

Approaches to assessment and gathering evidence

There is no external assessment for National 1 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 outcome.

At SCQF level 1, most evidence for assessment is gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that you might use for gathering evidence, for example, extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence that occurs in and as part of learning and teaching, which you can gather for assessment purposes in a variety of ways:

- ◆ 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 your detailed written notes as evidence)
- ◆ learning and teaching activities that generate physical evidence for assessment
- ◆ identifying opportunities to record evidence during out-of-centre activities

You should focus on small, well-defined steps in learning. In this way, the learner is more likely to achieve success in the units and in any subsequent learning.

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

Combining assessment within units

It may be possible to reduce the volume of assessment for this unit by designing broad assessment tasks that cover a number of assessment standards at one time. However, for some learners it may be more appropriate to design assessment tasks that include smaller steps and/or repetition, which could help with the retention and reinforcement of learning.

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

This section highlights 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.

Some examples of potential opportunities to practise or improve these skills are given in the following table.

Skills for learning, skills for life and skills for work	Approaches for learning and teaching
<p>3 Health and wellbeing</p> <p>3.1 Personal learning:</p> <ul style="list-style-type: none"> ◆ personal learning means being actively engaged in learning and how it can be planned, sourced, implemented, and sustained ◆ it also includes following up on curiosity, thinking constructively, reflecting, and learning from experience 	<p>With support, learners will be able to experience both single sensory activities and multisensory activities. This will allow learners the opportunity to experience, and thereby learn about, the world around them.</p>

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

Administrative information

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History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.