



National Unit Specification: general information

UNIT Self Awareness: Building Positive Relationships (Access 2)

CODE F38N 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is a free-standing Unit and has been designed for candidates studying in a supported learning environment who wish to develop their self awareness by investigating appropriate behaviour in different situations.

With teacher/lecturer support candidates will begin to develop and understand basic social skills by investigating behaviour which has a positive and negative effect on other people. Candidates' basic social skills will be further developed when they participate in one-to-one meetings and group discussions. Candidates will use these experiences to identify their strengths and areas for further development in their behaviour towards other people.

OUTCOMES

- 1 Investigate behaviours that have a positive and negative effect on other people.
- 2 Take part in one-to-one meetings with familiar and unfamiliar people.
- 3 Participate in a group discussion.
- 4 Review own behaviour in relation to other people.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HB

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CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME 1

Investigate behaviours that have a positive and negative effect on other people.

Performance Criteria

- (a) Identify types of behaviour which have a positive effect on others.
- (b) Identify types of behaviour which have a negative effect on others.
- (c) Identify why these behaviours have these effects.

OUTCOME 2

Take part in one-to-one meetings with familiar and unfamiliar people.

Performance Criteria

- (a) Greet the other person in an appropriate manner at the start of the meeting.
- (b) Interact appropriately with the other person throughout the meeting.
- (c) Take leave of the other person in an appropriate manner at the end of the meeting.

OUTCOME 3

Participate in a group discussion.

Performance Criteria

- (a) Introduce self to the group in an appropriate manner at the start of the discussion.
- (b) Allow others to express their views during the discussion.
- (c) Express own views at appropriate points in the discussion.

OUTCOME 4

Review own behaviour in relation to other people.

Performance Criteria

- (a) Identify strengths in own behaviour in relation to other people.
- (b) Identify areas for further development in own behaviour in relation to other people.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to Outcomes 1 and 4. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Performance evidence will be required in relation to Outcomes 2 and 3. This evidence can be recorded, for example, on an observation checklist or in an audio or video recording.

Evidence will be gathered at appropriate points throughout the Unit.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

Outcome 1

The evidence must cover:

- ◆ the identification of **three** behaviours which have a positive effect on others
- ◆ the identification of **three** behaviours which have a negative effect on others
- ◆ **one** reason why this behaviour leads to this effect for each behaviour identified

Outcome 2

Candidates are required to take part in **two** meetings. **One** meeting should be with a person familiar to the candidate and **one** meeting should be with a person unfamiliar to the candidate. During **each** meeting the candidate must:

- ◆ greet the other person in an appropriate manner
- ◆ interact appropriately with the other person during the meeting. The meeting should last for at least three minutes. Appropriate interaction could be, for example, nodding, using eye contact, listening and responding, asking questions, using body language.
- ◆ say goodbye to the other person in an appropriate manner

National Unit Specification: statement of standards (cont)

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Outcome 3

Candidates are required to take part in **one** group discussion. The group could be made up of other candidates studying this Unit. However, if this is not possible it could take place in any other group of which the candidate may be a member. The group should contain at least **three** people including the candidate. During the discussion candidates must:

- ◆ introduce themselves to the rest of the group in an appropriate manner
- ◆ allow others to express their views during the discussion
- ◆ express own views at appropriate points in the discussion

Outcome 4

The evidence must cover:

- ◆ **two** strengths in their own behaviour in relation to other people
- ◆ **two** areas for further development in their own behaviour in relation to other people

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

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This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a free-standing Unit and it **does not** contribute to the Access 2 Personal Development Course. It is part of a group of free-standing Personal Development Units which focus on helping candidates to develop their self awareness through self evaluation. It therefore offers a broadening option for any candidate working at Access 2 level. This Unit has been designed for candidates studying in a supported learning environment.

With teacher/lecturer support candidates will begin to develop and understand social skills by investigating behaviour which has a positive and negative effect on other people. Candidates' social skills will be further developed when they participate in one-to-one meetings and group discussions. Candidates will then use these experiences to identify their strengths and areas for further development in their behaviour towards other people and identify some action points to help build positive relationships with other people.

Candidates should be encouraged to investigate and discuss the behavioural issues which are important to them. This could for example, involve group discussions about bullying, aggressive behaviour, empathy for other people and the conventions which govern everyday interaction between people both one-to-one and as part of a group.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

For Outcome 1, candidates should identify behaviour in different situations which have a positive and negative effect on others. They could look at different given scenarios and identify a positive and negative reaction to each. Alternatively, this could be approached as part of a project investigating the rules or a code of conduct within the school or college setting. Behaviour with a positive effect would be behaviour within the conventions and behaviour with a negative effect would be outwith the conventions. Group discussion could cover the reason why the existing rules or conventions are in place and what might happen if there were no rules or conventions to govern people's behaviour. Where there are no documented rules within a centre or class, candidates could be asked to produce their own rules or code of conduct as part of a class activity.

National Unit Specification: support notes (cont)

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Teachers/lecturers could commence Outcome 2 by raising awareness of 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 with whom they are interacting. The difference between a greeting that would be appropriate for a family member or someone well known to the candidate such as the teacher/lecturer and someone the candidate meets for the first time should be clearly distinguished. The teacher/lecturer may want to stress the importance of treating strangers with caution.

It may be possible to show clips from television or film that could be used to exemplify the types of greeting normally associated with for example: friends and family; people the candidate might meet for the first time; people known but not familiar to the candidate; people serving the candidate in a shop or other setting.

Candidates should learn about appropriate behaviour when engaged in a conversation with a familiar and an unfamiliar person. Appropriate behaviour could be, for example, using appropriate body language, nodding, using eye contact, listening and responding, asking questions.

Outcome 3 will focus on group discussion in order to give candidates the opportunity to work with other people and to respect the different views of others. Group discussions should involve other candidates who are completing the same Unit where this is possible. However, if this is not possible the candidate's skills in listening and contributing to group activities can be assessed through any group of which the candidate may be a member. The group discussion assessed for this Outcome could be integrated with Outcome 1 of this Unit to discuss different types of behaviour and the effects on others. Similarly, this could be integrated with other Units, for example, Outcome 1 of the Access 2 Unit *Self and Work: Enterprise Activity*.

In Outcome 4 candidates must identify strengths and areas for further development in their behaviour in relation to other people. This review could be conducted against one or a combination of one or more of the other Outcomes in the Unit. Candidates could reflect on their own performance in the one-to-one meetings with a familiar and an unfamiliar person or the group discussion. Alternatively candidates may have some ideas of their strengths and areas for further development having investigated the types of behaviour which could have a positive or negative effect on others.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in identifying strengths and areas for further development and evaluating own performance which will give opportunities for developing aspects of *Communication* at Access 2 level and *Working with Others* at Access 2 level while taking part in group discussions and listening and contributing to these group activities and will have the opportunity to develop aspects of *Problem Solving* at Access 2 level while carrying out an evaluation of their strengths and areas for further development in their behaviours.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

When candidates are producing evidence of their investigations of the positive and negative effects of behaviour in Outcome 1, they could be asked to identify behaviour which would have a positive and negative effect for a given situation. A list of alternative behaviours or actions could be given in written, oral or pictorial form and candidates could be asked to select from these alternatives. Such a list should be tailored to suit each candidate's preferred mode of communication.

Evidence for Outcome 2 could be in the form of an audio or video recording of an interview or discussion with the candidate or an assessor record containing notes of the interview or discussion. This evidence could be supported by information from the individual the candidate is meeting on a one-to-one basis.

The assessment of greetings can involve candidates interacting with others (familiar and unfamiliar people) in real situations or in a role play situation. Where real situations are used, the assessor should ensure the person with whom the candidate has to interact has been briefed prior to the meeting. The familiar person can be a member of staff from the school/college the candidate is attending, a family member or some other person well known to the candidate. The unfamiliar person could be for example a shopkeeper, social worker, careers adviser, or other staff member who is completely unknown to the candidate or whom they have met only once or twice before. Centres should ensure that the unfamiliar person the candidate will meet is an appropriate one and the meeting is carried out under an appropriate level of supervision. Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

In Outcome 3 each candidate must be assessed individually on their contribution to the group. They must be able to demonstrate both listening skills and contributing to the discussion. The contribution some candidates make may be limited but could simply involve agreeing with points made by others. Evidence could be in the form of an audio or video recording of an interview or discussion with the candidate or an assessor record containing notes of the interview or discussion.

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Evidence for Outcome 4 could be generated by candidates going through a list of possible behaviours and agreeing which ones the candidate is most likely to exhibit. This could be in relation to the candidate's performance in the one-to-one meeting and group discussion or alternatively the list might include things like:

- ◆ Are you shy when you meet people for the first time?
- ◆ Do you listen carefully when other people are speaking?
- ◆ Are you quick tempered when someone does something you don't like?
- ◆ Do you ever call people names to try and hurt their feelings?
- ◆ Do you ever push or hit people if they make you angry?
- ◆ How do you behave when someone hurts your feelings?
- ◆ Do you help others when they ask you for assistance?
- ◆ Do you help others, without being asked to do so?
- ◆ Do you often smile when you are in other people's company?
- ◆ When you ask people for something do you say please and thank you?

Evidence of this review could be recorded, for example, on a template which could be paper based or in electronic form. Evidence could also be in the form of an audio or video recording of an interview or discussion with the candidate or an assessor record containing notes of the interview or discussion.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).