



## National Unit Specification: general information

**UNIT** Personal Development: Developing Appropriate Behaviour (Access 1)

**CODE** F56D 07

### SUMMARY

This Unit is part of a suite of Access 1 Units described as 'Independent level'. This Unit is designed principally for candidates developing basic skills in a supported learning environment. It provides an opportunity for candidates to develop an understanding of positive and negative behaviour and how these affect other people. It also allows candidates the opportunity to find out about appropriate and inappropriate behaviour in public.

### OUTCOMES

1 Understanding appropriate behaviour for different settings.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre, and as this is an introductory Unit, no prior knowledge or experience is required.

### CREDIT VALUE

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

*\*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.

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#### Administrative Information

**Superclass:** HB

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## **National Unit Specification: statement of standards**

### **UNIT        Personal Development: Developing Appropriate Behaviour (Access 1)**

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**

Understanding appropriate behaviour for different settings.

#### **Performance Criteria**

- (a) Identify types of behaviour which have a positive effect on other people.
- (b) Identify types of behaviour which have a negative effect on other people.
- (c) Identify behaviours which are appropriate in public.
- (d) Identify behaviours which are inappropriate in public.

#### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

Written and/or oral evidence to show that the candidate can identify two:

- ◆ types of behaviour which have a positive effect on other people
- ◆ types of behaviour which have a negative effect on other people
- ◆ behaviours which are appropriate in public
- ◆ behaviours which are inappropriate in public

The candidate should be allowed to provide evidence by the use of his/her normal mode of communication which may be verbal or non-verbal and may include one or more of the following:

- ◆ Speech
- ◆ Writing
- ◆ Word Processing
- ◆ Signing
- ◆ Lip-reading
- ◆ Braille
- ◆ Computer assisted communication

## National Unit Specification: support notes

### UNIT Personal Development: Developing Appropriate Behaviour (Access 1)

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 is a free-standing Access 1 Independent level Unit. The Unit gives candidates the opportunity to develop an understanding of the types of behaviours which have a negative effect on others and those which have a positive effect on others. The candidate will also have the opportunity to find out about the behaviour that is appropriate and inappropriate in public.

With teacher/lecturer support candidates will begin to develop an understanding of public places, for example, leisure centres, shops, parks, and private places, for example, toilet, bedroom, home. Candidates will have the opportunity to look at behaviours which affect them and others, bullying, aggressive behaviour and the conventions which govern everyday life and behaviour, for example, shouting out in class, jumping queues.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches should take account of the particular needs of the candidate group and the context in which they are studying. This Unit could be delivered alongside or prior to candidates undertaking the following Access 1 Personal Development Units: *Completing a Work Related Activity*, *Enterprise Activity*, *Going Shopping*, *Leisure Time Activities* and *Making A Journey, Personal Development*.

The teacher/lecturer could provide a selection of cards with examples of positive and negative behaviours and examples of public places.

With teacher/lecturer support, the group could look at a TV programme or a film, or the teacher/lecturer could provide pictures for the group to discuss activities that can be carried out in public and those which cannot.

Some examples of positive and negative behaviours are given in the table below:

| Positive behaviour | Negative behaviour         |
|--------------------|----------------------------|
| Smiling            | Bullying                   |
| Thanking someone   | Jumping the queue          |
| Laughing           | Hitting someone            |
| Saying 'hello'     | Pushing someone            |
| Singing            | Shouting out               |
| Saying 'goodbye'   | Interrupting conversations |

## National Unit Specification: support notes (cont)

### UNIT Personal Development: Developing Appropriate Behaviour (Access 1)

Some examples of appropriate and inappropriate behaviour in public are given in the table below:

| Appropriate behaviour in public          | Inappropriate behaviour in public |
|--|-----------------------------------|
| Smiling at someone                       | Jumping the queue                 |
| Greeting someone by saying 'hello'       | Touching yourself inappropriately |
| Saying 'goodbye'                         | Shouting out in class             |
| Putting up your hand in class            | Doing the toilet in the park      |
| Letting everyone have a turn at speaking | Picking your nose                 |
| Speaking at a reasonable volume          | Sticking out your tongue          |
| Waiting your turn                        | Speaking with your mouth full     |
| Respecting people's personal space       | Belching and breaking wind        |

While it is intended that candidates should engage in the total learning experience, it is recognised that some candidates may require to spend longer on certain Performance Criteria. Teachers/lecturers are encouraged to provide a range of enriched experiences, which take account of the needs of the learner and the process of learning. Teachers/lecturers should decide, on the basis of individual candidate needs, where the emphasis of learning should lie and when specific Performance Criteria should be assessed and recorded.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are no Core Skills at Access 1 level.

### 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)*.

Candidates should be allowed to use their normal mode of communication while undertaking this Unit. Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required Unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during the formative assessment in order to prepare them for the formal Unit assessment.

Performance Criterion (a) a matching exercise demonstrating the candidate's ability to correctly identify two types of behaviour which have a positive effect on other people. Candidates may be given examples of a selection of behaviours and should identify correctly two behaviours which have a positive effect. These should be in the most appropriate format, for example, words, words with pictures, picture cards, Braille or signed.

## National Unit Specification: support notes (cont)

### UNIT      Personal Development: Developing Appropriate Behaviour (Access 1)

Performance Criterion (b) a matching exercise demonstrating the candidate's ability to correctly identify examples of two behaviours which have a negative effect on other people. Candidates may be given a selection of behaviours and should identify correctly two behaviours which have a negative effect. These should be in the most appropriate format, for example, words, words with pictures, picture cards, Braille or signed.

Performance Criterion (c) a matching exercise demonstrating the candidate's ability to correctly identify examples of two behaviours which are appropriate in public. Candidates may be given a selection of examples of behaviour and a selection of places and should identify two behaviours which are appropriate in public. These should be in the most appropriate format, for example, words, words with pictures, picture cards, Braille or signed.

Performance Criterion (d) a matching exercise demonstrating the candidate's ability to correctly identify two examples of behaviour which are inappropriate in public. Candidates may be given a selection of behaviours and a selection of places and should identify two behaviours which are inappropriate in public. These should be in the most appropriate format, for example, words, words with pictures, picture cards, Braille or signed.

Records of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. These could be in the form of an assessment completed by a responsible person recording the responses to questions, or in the form of audio or video recordings of the candidate's responses or in the form of photographic evidence.

All checklists and logs of audio, video or photographic records must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates it as an accurate record of the work of the named candidate.

An example of a blank assessment checklist for this Unit is provided at Appendix 1 along with an example of a completed checklist. Centres may use the blank checklist provided or produce their own version.

### **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](http://www.sqa.org.uk))

# National Unit Specification: Appendix 1

## Personal Development: Developing Appropriate Behaviour (Access 1)

Observation Checklist for recording candidate's performance

Note: This example is offered as a guide and illustrates an assessment for this Unit.

Candidate's Name ..... Class ..... Session.....

PC(a) Identify types of behaviour which have a positive effect on other people

The teacher lays out picture cards with behaviours on them that have been used as part of the learning and teaching process.

The candidate identifies two behaviours which a positive effect on other people:

1 ..... 2 .....

PC(b) Identify types of behaviour which have a negative effect on other people

The teacher lays out picture cards with behaviours on them that have been used as part of the learning and teaching process

The candidate identifies two behaviours which have a negative effect on other people:

1 ..... 2.....

PC(c) Identify behaviours which are appropriate in public.

The teacher lays out picture cards of behaviours and places which have been used as part of the learning and teaching process.

The candidate identifies two behaviours which are appropriate in public

1 ..... 2.....

## National Unit Specification: Appendix 1 (cont)

### Personal Development: Developing Appropriate Behaviour (Access 1)

PC(d) Identify behaviours which are inappropriate in public.

The teacher lays out picture cards of behaviours and places which have been used as part of the learning and teaching process.

The candidate identifies two behaviours which are inappropriate in public.

1 ..... 2.....

Teacher/lecturer's name..... Date.....

