



National Unit Specification: general information

UNIT Personal Development: Environmental Issues (Access 1)

CODE F56F 07

SUMMARY

This Unit is part of a suite of Access 1 Unit 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 take part in activities that can help to improve the environment, involving recycling, reducing or reusing. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

OUTCOMES

1 Take part in activities to improve the environment.

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 (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 Skill components in this Unit.

Administrative Information

Superclass: HJ

Publication date: December 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: statement of standards

UNIT Personal Development: Environmental Issues (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

Take part in activities to improve the environment.

Performance Criteria

- (a) Collect materials for recycling.
- (b) Complete an energy saving task.
- (c) Identify one item that can be reused.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence will be required in relation to this Outcome. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence. The performance evidence should be recorded to show that the candidate can:

- ◆ collect at least two different materials for recycling
- ◆ complete an energy saving task
- ◆ identify one item that can be reused

The candidate should be allowed to provide evidence using 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: Environmental Issues (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. This Unit provides an opportunity for candidates to take part in activities that can help to improve the environment, including recycling, reducing and reusing. In order to provide a meaningful learning experience for candidates this Unit should be integrated into everyday activities wherever possible.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should be taken into account when undertaking the task in this Unit. Candidates should be allowed to use their normal mode of communication while undertaking this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should have the opportunity to work individually, in pairs or in small groups, depending on the activity. This is a practical Unit which gives candidates the opportunity to participate in a range of learning opportunities in relation to environmental issues. These learning opportunities could take place in the college/school or outwith these locations.

Candidates should be made aware that it is important to recycle, reduce and reuse. Candidates at this level are not expected to understand any more than simple explanations of why these things are important. Candidates should be involved in activities which take account of the ways in which people can recycle. Teachers/lecturers could begin by discussing with candidates the activities that are carried out in their homes or within the centre to aid recycling, for example, using different coloured bins for different items, for example, newspapers, glass, garden refuse.

Candidates could be involved in a group to design a poster to raise awareness of recycling or could be involved in a recycling project in the school/college or outwith the centre.

A group discussion could take place where candidates could be look at different ways to use less electricity, for example, switching off lights/appliances, using energy saving bulbs, putting on a jumper instead of turning the heating up.

A group discussion could take place where candidates think of examples of things that could be reused, for example, plastic bags, water bottles, paper and giving old clothes to charity.

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 needs, where the emphasis of learning should lie and when specific Performance Criteria should be assessed and recorded.

National Unit Specification: support notes (cont)

UNIT Personal Development: Environmental Issues (Access 1)

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

There are no Core Skills at Access 1 Independent 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)*.

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 evidence of candidate achievement is required for example:

Performance Criterion (a) assessor observation checklist and/or annotated photo or video evidence recording the candidate's participation in collecting the materials for recycling.

Performance Criterion (b) assessor observation checklist and/or annotated photo or video evidence recording the candidate undertaking and completing an energy saving task. The type of task candidates might complete could be, for example:

- ◆ placing labels on switches to remind people to switch lights off when they leave a room
- ◆ walking somewhere rather than going by bus or taxi
- ◆ keeping doors and windows shut on cold days
- ◆ switch appliances off and not on standby when not in use (eg television, computer, playstation)

Performance Criterion (c) assessor observation checklist and/or annotated photo or video evidence recording the candidate's identification of one item that can be reused. The candidate may be shown pictures of items and should select one that could be reused. For example:

- ◆ the reuse of plastic bags at the supermarket
- ◆ the reuse of water bottles
- ◆ the reuse of scrap paper

Records of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. As candidate evidence may be generated by performance evidence for this Unit, records should be kept of candidate performance. These could be in the form of checklists, completed by a responsible person observing the performance or they may be in the form of video or audio recordings of candidate performance.

National Unit Specification: support notes (cont)

UNIT Personal Development: Environmental Issues (Access 1)

All checklists and/or photographic or video evidence 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)

National Unit Specification: Appendix 1

Personal Development: Environmental Issues (Access 1)

Observation Checklist for recording candidate's performance

Name of candidate

Performance Criteria	Comment	Date achieved
(a) Collect materials for recycling		
(b) Complete an energy saving task		
(c) Identify one item that can be reused		

The named candidate has successfully completed this Unit.

Teacher/lecturer signature

Date

National Unit Specification: Appendix 2

Personal Development: Environmental Issues (Access 1)

Example of an Observation Checklist recording a candidate's performance

Name of candidate: ... *John Anderson*.....

Performance Criteria	Comment	Date achieved
(a) Collect materials for recycling	<i>John collected used paper and milk cartons in the school and took them to the recycling bin.</i>	<i>1/11/08</i>
(b) Complete an energy saving task	<i>John switched off his computer for his energy saving task.</i>	<i>10/11/08</i>
(c) Identify one item that can be reused	<i>John chose a plastic water bottle for the item that could be reused.</i>	<i>17/11/08</i>

The named candidate has successfully completed this Unit.

Teacher/lecturer signature *Daniel Davidson*

Date *17 November 2008*