



National Unit Specification: general information

UNIT Personal Development: Improving an Environmental Area
(Access 1)

CODE F56J 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 take an active role in improving the local environment. Candidates should be allowed to use their normal mode of communication while undertaking the Unit.

OUTCOMES

1 Improve your local 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 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 Skill components in this Unit.

Administrative Information

Superclass: HJ

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National Unit Specification: statement of standards

UNIT Personal Development: Improving an Environmental Area (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

Improve your local environment.

Performance Criteria

- (a) Identify a local area for improvement.
- (b) Select an environmental problem in the local area that can be improved.
- (c) Take an active role in improving your local environment.

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:

- ◆ identify one local area that could be improved
- ◆ select one environmental problem in the local area that can be improved
- ◆ take an active role in improving his/her local environment

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: Improving an Environmental Area (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 identify an area that is in need of environmental improvement and to take part in an activity that will contribute to such an improvement.

Teachers/lecturers should select a choice of appropriate activities depending on the age and individual abilities of each candidate.

All relevant health and safety guidelines should be taken into account when deciding on the context for 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

This is a practical Unit which gives candidates the opportunity to participate in a task to improve their local environment.

This Unit provides the opportunity for the candidate to identify a particular local area and select a particular aspect of that area that could be improved. In order to provide candidates with a choice, the teacher/lecturer should themselves identify at least two suitable areas and at least two aspects that the candidate should be allowed to choose from. In coming up with the alternatives the teacher/lecturer should consider the needs and abilities of each candidate.

Some examples of local areas and possible problems in those areas that could be improved are given in the table below:

Possible local area	Environmental problems	Activity to improve local area
School/College grounds	Too much litter around	Picking up litter from grounds
	Too many weeds in flower beds	Tending the garden areas
Local Park/Woodland areas	Too much litter around	Picking up litter
	Unsightly graffiti on walls and benches.	Cleaning or painting walls and benches.
Beach	Too much seaweed and litter	Picking up litter from the beach
Community Centre/Church	Too much litter around	Picking up litter from grounds
	Unsightly graffiti on walls	Cleaning or painting walls
Care Home	Too many weeds in flower beds	Tending the garden areas
Shopping Centre	Too much litter around	Picking up litter

National Unit Specification: support notes (cont)

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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 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 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 identification of one local area that needs improvement;

Performance Criterion (b) assessor observation checklist and/or annotated photo or video evidence recording the candidate's identification of an environmental problem in the local environment that could be improved;

Performance Criterion (c) assessor observation checklist and/or annotated photo or video evidence recording the candidate's participation in an activity designed to improve the local environment.

For Performance Criteria (a) and (b) the teacher/lecturer should present the candidate with at least two alternatives for them to choose from, these could be presented as photographs or descriptions with the candidate being asked to point or verbally identify the one they want to select.

The candidate could provide evidence for Performance Criterion (c) as an individual or as part of a class/group activity to clean or improve a given area.

National Unit Specification: support notes (cont)

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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.

All checklists/logs 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

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Observation Checklist for recording candidate's performance

Name of candidate

Performance Criteria	Comment	Date achieved
(a) Identify a local area for improvement		
(b) Select an environmental problem in the local area that can be improved		
(c) Take an active role in improving your local environment		

The named candidate has successfully completed this Unit.

Teacher/lecturer signature

Date

National Unit Specification: Appendix 2

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Example of an Observation Checklist recording a candidate's performance

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

Performance Criteria	Comment	Date achieved
(a) Identify a local area for improvement	<i>John identified the wood to the west of the school grounds as the local area for improvement.</i>	<i>1/12/08</i>
(b) Select an environmental problem in the local area that can be improved	<i>John selected the build up of litter in the wood as the aspect for improvement.</i>	<i>10/12/08</i>
(c) Take an active role in improving your local environment	<i>John took part in a group activity to collect litter from the wood and put it in refuse bags.</i>	<i>17/12/08</i>

The named candidate has successfully completed this Unit.

Teacher/lecturer signature

Daniel Davidson

Date *12 December 2008*