



National Unit Specification: general information

UNIT Personal Development: Making a Journey (Access 1)

CODE F56L 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 the opportunity for the candidate to practise and carry out with support a familiar or an unfamiliar journey and to identify a reference point on the route. Candidates should be allowed to use their normal mode of communication while undertaking the Unit.

OUTCOMES

1 Carry out a journey.

RECOMMENDED ENTRY

Entry is at the discretion of the centre, and as this is intended as 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: HB

Publication date: December 2008

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: statement of standards

UNIT Personal Development: Making a Journey (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

Carry out a journey.

Performance Criteria

- (a) Start the journey at the agreed starting point.
- (b) Identify one reference point on the journey.
- (c) Complete the journey at the agreed finish point.

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

- ◆ starts the journey starts from the agreed starting point
- ◆ identifies one reference point during the journey
- ◆ completes the journey at the agreed finishing point

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: statement of standards

UNIT Personal Development: Making a Journey (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 practise and carry out, with support, a familiar or an unfamiliar journey and to identify a reference point on the route.

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 planning and completing the journey and where necessary, the teacher/lecturer should undertake a risk assessment in relation to the journey. Candidates should be allowed to follow their normal mode of communication while undertaking this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

An appropriate journey should be selected by the teacher/lecturer based on their knowledge of the candidate's needs and abilities. The journey chosen could, for example, be from one end of a centre's campus to the other, or it could be the candidate's journey from their home to the centre. The journey could be on foot or in a wheelchair or it could be in a car, bus, train or other mode of transport. The length and duration of the journey is at the discretion of the teacher/lecturer but it must have a defined start and finish point. Candidates may need support to complete the journey.

During the journey the candidate must identify a reference point. This could be a reference point, selected by the teacher/lecturer or it could be chosen by the candidate if they are familiar with the journey route. A reference point could be a landmark such as, for example a castle, a shop, a farm building, a bridge over a river or a playground.

In completing this Unit it will be important to encourage candidates to do as many things as possible for themselves in the lead up to and during the journey. For example, if the journey is by bus candidates could look for the correct number of bus and may be able to buy the ticket themselves. It may be helpful to practise these tasks in the classroom before undertaking the journey for real.

There may be opportunities to deliver this Unit along with other Units that may require candidates to undertake a journey of some sort. For example the Units *Personal Development: Going Shopping* or *Personal Development: Leisure Activities* could provide suitable opportunities to generate evidence of a journey.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Making a Journey (Access 1)

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 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 starting the journey at the agreed starting point.

Performance Criterion (b) assessor observation checklist and/or annotated photo or video evidence recording the candidate's identification of a reference point during the journey.

Performance Criterion (c) assessor observation checklist and/or annotated photo or video evidence recording the candidate completing the journey at the agreed finish point.

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 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.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Making a Journey (Access 1)

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: Make a Journey

Observation Checklist for recording candidate's performance

Name of candidate

Performance Criteria	Comment	Date achieved
(a) Start the journey at the agreed starting point		
(b) Identify one reference point on the journey		
(c) Complete the journey at the agreed finishing point		

The named candidate has successfully completed this Unit.

Teacher/lecturer signature

Date

National Unit Specification: Appendix 2

Personal Development: Make a Journey

Example of a completed Observation Checklist recording a candidate's performance

Name of candidate *Diane Ladd*

Performance Criteria	Comment	Date achieved
(a) Start the journey at the agreed starting point	<i>Diane began her journey from the school accompanied by the classroom assistant.</i>	<i>17/11/08</i>
(b) Identify one reference point on the journey	<i>Diane was looking out of the window of the bus. She pointed out the Police Station to the classroom assistant accompanying her on her journey.</i>	<i>17/11/08</i>
(c) Complete the journey at the agreed finishing point	<i>Diane supported by the classroom assistant completed her journey when she arrived at the supermarket.</i>	<i>17/11/08</i>

The named candidate has successfully completed this Unit.

Teacher/lecturer signature *Joan Howe*

Date *17 November 2008*