Higher National Unit specification: general information

Unit title: Management: Developing Self Management Skills

Unit code: H1F1 34

Superclass:	AF
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Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

The purpose of this Unit is to enable candidates to recognise the importance of personal development and to develop skills which will enable them continuously develop as they progress through their career. It enables them to become more self-aware in terms of their personal and career goals and how these may be influenced by factors such as work-life balance and their ethical approach. The Unit also enables them to apply the lessons from this enhanced self-awareness to preparing, implementing and evaluating a personal development plan for themselves. The Unit highlights that continuous professional development is a key tool in embarking upon and maintaining a successful managerial career.

The Unit is aimed at candidates who have current experience of working in a position with management responsibilities or who are returning to management after a break. However, it is also suitable for those who do not presently have current management experience but have realistic aspirations of taking up a management role in the future. Successful completion of this Unit will provide a foundation for further management Units at more advanced SCQF levels.

On completion of the Unit the candidate should be able to:

1 Develop self-awareness.
2 Implement and evaluate a Personal Development Plan.

Recommended prior knowledge and skills

It is recommended that candidates undertaking this Unit possess good communication skills to a level equivalent to at least SCQF level 6. It would be beneficial also if candidates had some knowledge of management and business principles.

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

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

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The assessment exemplar for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment exemplar to ensure a comparable standard. Assessment exemplars are available on SQA's secure website.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Please refer to *Knowledge and/or Skills for the Unit* and *Evidence Requirements for the Unit* after the Outcomes.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Develop self-awareness.

Knowledge and/or Skills

♦ Self assessment techniques
♦ Work-life balance
♦ Integrity and ethics
♦ Personal and career objectives

Outcome 2

Implement and evaluate a Personal Development Plan.

Knowledge and/or Skills

♦ Principles of personal development planning
♦ Learning and development opportunities
♦ Learning from work, life and learning experiences
♦ Reflection and evaluation

Higher National Unit specification: statement of standards (cont)

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Evidence Requirements for the Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can develop and evaluate a personal development plan which is based on an explicit awareness of themselves and their current situation.

Candidates will demonstrate self awareness by:

♦ utilising at least three self assessment techniques to analyse their self awareness in relation to their work, career, ethics and personal goals.
♦ analysing their work life balance through the use of a suitable technique.
♦ devising clear personal and career objectives that are SMART.
♦ giving reasons to show that the personal and career objectives are consistent with the candidate's current situation, the findings of the self-assessment techniques and the analysis of work/life balance.

Candidates must also produce a personal development plan for a period of at least 6 months. This plan must be consistent with the principles of personal development planning and the conclusions drawn by the candidate when developing his/her self awareness. It should also:

♦ have clear objectives for learning/development.
♦ utilise a range of potential learning opportunities both formal and informal.
♦ include a reasoned justification for the choice of learning opportunities.

Candidates must also:

♦ present evidence of development activities identified in the plan being met and state clearly what learning took place and what further learning, if any, may be required.
♦ gather feedback from more than one source and show that feedback received is acted upon.
♦ evaluate and reflect upon the personal development plan by drawing reasoned conclusions on what worked well and what lessons can be learned for future personal development plans.

Higher National Unit specification: support notes

Unit title: Management: Developing Self Management Skills

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

The Unit may be part of a Group Award such as HNC Management, designed to provide candidates with knowledge and understanding of management concepts, principles and practice.

It is suitable for candidates who wish to develop their management capabilities or prepare themselves for a managerial role. It may, therefore, be undertaken on a stand-alone basis or in combination with other Units as part of a management development programme designed for a particular situation.

Where candidates are employed, they will be able to apply their analysis to real work situations. However, they may not yet be in occupational roles which include permanent management responsibilities. It this is the case, they may well expect to assume such responsibilities in the near future.

The Unit makes a good starting point for candidates who are taking a programme leading to HNC Management. This is because it enables them to review their current situation and think about what they wish to achieve in their managerial career. It enables those who have already gained management experience to think about how they can develop and extend this. For candidates who wish to become managers, it presents an opportunity to consider why this step is likely to be suitable for them and how they can prepare for it. Candidates who are in employment, whether in a managerial capacity or not, will be able to undertake many of the activities within the context of that work environment.

The Unit applies to all types of organisations and thus includes organisations of different size, public and private organisations, and organisations operating in different markets.

The basic premise of the Unit is that strong self-management and a commitment to continuous self-development is a key competence in the repertoire of an effective manager. Self-awareness, self-understanding and self-knowledge provide a foundation for many of the skills required to work with and manage others. An understanding of one's self provides an ideal starting point from which a candidate can identify, prioritise and achieve her/his own personal and career goals within both a work and life context. The need to continuously appraise the relevance of one's skills and development needs in relation to modern work practices and life styles is again a feature of the effective manager. Continuous professional development (CPD) is a feature of modern professional and managerial life and this Unit can help to introduce candidates to both the importance of CPD and how to set about ensuring that they develop and maintain ways of incorporating CPD into their work activities.

Higher National Unit specification: support notes (cont)

Unit title: Management: Developing Self Management Skills

Outcome 1

This requires candidates to review their career, work and life history to date. A useful starting point here may be to ask candidates to produce a CV that highlights these factors and perhaps to produce a copy of their job description/job role or job competence requirements. With these documents in mind, candidates can then conduct a systematic analysis utilising a range of tools. It is anticipated that key tools will include amongst others SWOT analyses, Johari window, Personal Construct (eg Kelly), learning style questionnaires and exercises or questionnaires designed to elicit attitudes to change and areas of integrity and ethics. It is important that candidates are able to pull these factors together and that these activities are not seen as a disparate collection of non-related tasks.

Outcome 2

Outcome 2 builds on the activities of Outcome 1 by asking candidates to use the conclusions they have drawn to develop a Personal Development Plan. This plan should also take account of organisational, departmental and other life events that may impact upon their plan. Clear personal and career goals and objectives should be set and candidates should be encouraged to examine these goals using SMART as a checking framework. Forcefield analysis may also be used to identify pressures against and pressures for change, thus allowing candidates the opportunity to encompass within their plan appropriate approaches in the achievement of their goals. Candidates should also be encouraged to see development in its widest possible context and be encouraged to explore a full range of learning and development opportunities. A number of professional bodies require the production of such plans and it may be appropriate for candidates to consider examples of different plans.

The plan should cover a period of at least six months. This time scale will, therefore, enable candidates to implement their plan. They will also be able to reflect on their plan and make an evaluation of it. Candidates should throughout be encouraged to reflect on what they are doing and be encouraged to see the personal development plan as useful and a key activity for their continued professional development.

Guidance on the delivery of this Unit

This Unit can be delivered through lecturer-mediated discussion. This may be in a traditional face-to-face environment or using a virtual learning environment or by various combinations of the two such as classroom interaction augmented by an on-line forum.

The choice of delivery methods for the Unit is particularly important as the Unit lends itself to learning and teaching approaches which make it possible for candidates to produce suitable assessment evidence as they work through the Unit. Candidates could, for example, be encouraged to write a blog or make use of a learning diary or learning logs. The latter, in particular, are very well suited to this Unit. Recording methods such as these can be an integral part of the learning and teaching process. Candidates can be given guidance on how to structure and organise them so that they produce material which is in a form that can easily be presented for assessment purposes.

Higher National Unit specification: support notes (cont)

Unit title: Management: Developing Self Management Skills

Hence, in devising suitable delivery methods, it may be helpful to bear in mind that evidence for assessment can be generated in many different ways, including:

♦ Presentations and other non-written assessments, such as group presentation; individual presentation; production of artefact (eg poster, video, audio); role play; debate and discussion; residential periods.
♦ Assignments, eg e-portfolios; learning journals; diaries; blogs and reflexive notebooks.
♦ Collaborative work, eg projects; posters; events; work experiences; residential exercises and field events.
♦ Making use of technology, eg blogs; wikis; social media tools; VLE; e-portfolios.

Methods such as those above link learning and teaching methods directly with the generation of assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg a VLE may be used as a vehicle for debate and discussion.

Delivery of this Unit may be best achieved by spreading it over a full academic year. It could be 'front-loaded' with the underpinning concepts and tools/techniques introduced at an early stage with candidates working on the planning, implementation and evaluation of their personal development plan towards the end of the year. In this way candidates can be helped to explore the concept of personal development planning in the context of ideas surrounding self-awareness, self-development and self-knowledge. In the latter stages candidates may benefit as much from individual support and advice than from group sessions. Candidates can also be encouraged to take the ideas within the Unit beyond the delivery period as a useful lifelong learning tool for their career and personal development.

Confidentiality and sensitivity in the conduct of this Unit is strongly emphasised. Some candidates may be uncomfortable in utilising the tools and may not wish for findings to be discussed in open forum. Candidates should be assured that self-evaluations and any diagnostics are confidential and will be treated accordingly. Candidates should be encouraged to get feedback on their work from as wide a range of sources as possible. However, it can be emphasised in delivery that it is up to each candidate to decide how best to make use of any feedback and the extent to which any feedback should be disclosed and to whom.

The Unit emphasises the fact that reflection is a key skill for any manager. Throughout the delivery of the Unit, candidates can be encouraged to record their conclusions after reflecting and reviewing what they have learnt. As already noted, learning logs are a good way to do this. They can be completed after each learning event or after a period of one month reflecting upon learning events undertaken in that period. Personal statements also allow candidates the opportunity to reflect on the experience gained through the Unit in a meaningful way. They can be stand-alone or part of a blog or an electronic forum.

Essentially this is an applied Unit. It merges concepts of self development and self awareness with learning activities and actions which will promote professional development.

Unit title: Management: Developing Self Management Skills

Guidance on the assessment of this Unit

This Unit lends itself to gathering evidence over a period of time and, in this sense, is well suited to holistic assessment. The two Outcomes in the Unit are very closely linked and the method of assessment can take both of them together. It should allow candidates to undertake the development activities but to allow the candidate to demonstrate application and implementation of the principles of self management and development.

Candidates may generate evidence for this Unit in a number of different ways and should be encouraged to provide evidence in a format which suits their particular situation. However, the Unit is particularly suited to a portfolio method of assessment. Providing candidates have access to suitable systems, they could manage this electronically. Sources of suitable evidence for portfolios could include:

♦ Results from self development activities and exercises, including questionnaires, eg learning styles.
♦ Personal statements by candidates in response to learning experiences.
♦ Contributions by candidates to discussion forums and/or to social networking sites.
♦ Wikis developed by candidates.
♦ Extracts from a blog or blogs written by candidates.
♦ Personal development plan.
♦ Feedback from others on learning activities.
♦ Records of learning activities undertaken by candidates.

The above could stem directly from activities which form part of a learning and teaching programme but evidence may also be available from a candidate's place of work or from other sources. It might be possible also to generate evidence through residential periods or 'away days'. A viva or mini-viva could be used to supplement and/or augment portfolio evidence.

If desired, candidates could be given a set of questions or headings to assist them in structuring their material, for example guidance on producing personal statements. This could help them to ensure that their work generated sufficient and suitable evidence to meet the Evidence Requirements.

Online and Distance Learning

The above guidance on delivery and assessment indicates there are considerable opportunities for Online and Distance Learning and Assessment in this Unit. In addition material prepared by the SQA to support this Unit is available in electronic format.

It is possible, therefore, to co-ordinate a learning and teaching/assessment programme through a VLE which would, if desired, also allow geographically dispersed candidates to initiate, develop and maintain contact with each other. The SQA support material also allows for a more traditional distance learning approach for candidates who prefer to learn in this way.

Higher National Unit specification: support notes (cont)

Unit title: Management: Developing Self Management Skills

Opportunities for the use of e-assessment

As noted above, e-assessment may be particularly appropriate for this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. 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).*

Opportunities for developing Core Skills

Depending on the learning and teaching/assessment approaches adopted, both Outcomes of this Unit provide opportunities for developing the three components of the Core Skill of *Communication* at SCQF level 6 and three components of *Problem Solving* at SCQF level 6.

Communication: Oral Communication at SCQF level 6

During the delivery of the Unit, candidates may be asked to give a presentation on things like the ways in which they have tried to develop their self awareness and on the progress of their personal development plans. These may be given orally to other members of the class group and will have to done in a manner which conveys essential information and ideas. Self-awareness, in particular, is a complex topic and candidates may also respond to questions or queries from others. Candidates may also contribute to debates and discussions or participate in a viva, all of which will require them to use vocabulary, register and sentence structure appropriate to the audience involved.

Communication: Written Communication (Reading) at SCQF level 6

In order to complete the Unit, candidates will have to become familiar with current thinking on self-awareness such as the work-life balance, the ethical aspects of self-awareness and techniques of self-awareness. This will require them to read written text which explores different perspectives and which may also present a structured, detailed argument for or against particular approaches. They may well summarise their understanding by posting messages to others through a VLE or in a blog or in a written report produced for assessment purposes.

Communication: Written Communication (Writing) at SCQF level 6

In order to complete the Unit, candidates will have to generate evidence to demonstrate that they have achieved both Outcomes. They will have to produce a personal development plan, devising clear personal and career objectives. They will have to evaluate and reflect upon their plan by drawing reasoned conclusions on what worked well and what lessons can be learned for future. A portfolio method of assessment is particularly suited to this Unit. Candidates may also be involved in contributing to discussion forums, writing blogs and wikis, etc.

Unit title: Management: Developing Self Management Skills

Problem Solving: **Critical Thinking at SCQF level 6**

In order to complete the Unit, candidates will have to use established techniques to enhance their own self awareness. They will be expected to draw conclusions from this and incorporate these into a personal development plan. This will involve them in assessing the relevance of their conclusions and considering how best to make use of them in their plan. They will be expected to provide reasons to justify the way they have made use of these conclusions.

Problem Solving: **Planning and Organising at SCQF level 6**

Outcome 2 requires candidates to develop, implement and evaluate their own personal development plan. This will require them also to identify the learning resources that they will need in order for the plan to be implemented. The candidate will be responsible for determining the personal development plan and will be responsible for carrying it out.

Problem Solving: **Reviewing and Evaluating at SCQF level 6**

Also as part Outcome 2, candidates will have to review their way their personal development plan has turned out and evaluate what has happened. To do this, they will have to make use of suitable evidence, including feedback from others, to draw conclusions on what worked well and what lessons they can learn for future personal development plans as part of their own continuous personal development.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date

General information for candidates

Unit title: Management: Developing Self Management Skills

This is a 1 credit Unit (8 SCQF credit points) at SCQF level 7 and is designed to enable you to recognise the importance of personal development and to develop skills which will enable you to continuously develop as you progress in your career. Continuous professional development (CPD) is a key part of the activities of any manager and is a key part of any successful managerial career. This Unit will enable you to become more self-aware in terms of your personal and career goals as well as helping you to recognise how these may be influenced by factors such as the kind of work-life balance that you prefer. As part of the Unit, you will apply the lessons from this enhanced self-awareness to preparing, implementing and evaluating a personal development plan.

The Unit will, therefore, directly contribute to your development as a manager. If you have current management experience it will help you to explore and reflect on your current situation and the stage you have reached as a manager. If you have not yet worked as a manager but hope to do so in the future, then the Unit will help you to think about what you hope to achieve from a managerial role and how you can organise your learning and development to meet the challenges and demands you will face. Also, if you have worked as a manager in the past but have not done so for a little while, the Unit can help you review your experience and update it in the light of recent developments.

The Unit has two Outcomes:

♦ The first Outcome focuses on developing your self-awareness. In it you will be introduced to number of self-assessment techniques to help you recognise the qualities that you have. You will also think about your personal and career goals and set them in the context of the work-life balance that you would prefer and ethical standards which you set for yourself.
♦ In the second Outcome you will apply these ideas to preparing a self development plan. You will be expected to implement the learning and development activities in the plan over a specified time period, perhaps six months or so. Afterwards you will evaluate and reflect on the plan and draw some lessons from your experience for your future development and for your future personal development plans. In this way the Unit will help you make continuous professional development an integral part of your work role.

For successful completion of this Unit, you will be required to provide evidence that you can prepare, implement and evaluate a personal development plan. In doing this you will be expected to apply and draw on conclusions you have drawn from your work on developing your self-awareness. You will probably generate suitable evidence from your learning as you work through the Unit. It is likely that you will bring your evidence together in a portfolio and you will submit this for assessment. Your tutor will explain exactly what is expected of you.

You will complete the Unit if the evidence which you submit for assessment is considered satisfactory in terms of the standard set by the Unit.