Personal Development
Access 3

First edition — published April 2008

National Course Specification

Personal Development (Access 3)

COURSE CODE   C250 09

COURSE STRUCTURE

This Course has three mandatory Units.

The mandatory Units are:

F37W 09	*Personal Development: Self in Society* (Access 3)	*1 credit (40 hours)*
F37X 09	*Personal Development: Self and Work* (Access 3)	*1 credit (40 hours)*
F37Y 09	*Personal Development: Practical Abilities* (Access 3)	*1 credit (40 hours)*

This Course includes 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

There is no external assessment for this Course. To achieve the Course award the candidate must pass all the Units which make up the Course.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

PROGRESSION

This Course or its Units may provide progression to:

♦ Intermediate 1 Course or Units in Personal Development
♦ Standard Grade Social and Vocational Skills (General)
♦ further education
♦ training or employment

Additional copies of this Specification (including Unit Specifications) can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.   2

National Course Specification: (cont)

COURSE   Personal Development (Access 3)

CREDIT VALUE

The Access 3 Course in Personal Development is allocated 18 SCQF credit points at SCQF level 3*.

SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification 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

Achievement of this Course gives automatic certification of the following:

Complete Core Skill   Problem Solving at SCQF level 3
                             Working with Others at SCQF level 3

Core Skill component(s)   None

National Course Specification: Course details

COURSE   Personal Development (Access 3)

RATIONALE

Scottish education recognises the need to educate the whole person, providing the skills and knowledge to participate fully in society and potentially lead rich, fulfilling lives. The *Personal Development* (Access 3) Course seeks to develop candidates' potential as employable, contributing members of society through the development of life skills related to task management, social interaction, and self evaluation. This Course also provides opportunities for candidates to demonstrate the ability to manage information, communicate effectively and deliver a product or a service.

Through the development of these skills and abilities candidates can become reflective learners which will help them to build self confidence and self esteem. This will complement and enhance their learning in other subjects giving them the potential to achieve success in new and challenging situations.

The *Personal Development* (Access 3) Course consists of three Units. These are:

♦   F37W 09 *Personal Development: Self in Society* (Access 3) — candidates will aim to develop their interpersonal skills as they work with others to plan and carry out a group project
♦   F37X 09 *Personal Development: Self and Work* (Access 3) — candidates will aim to develop their task management skills while carrying out a vocational project
♦   F37Y 09 *Personal Development: Practical Abilities* (Access 3) — candidates will demonstrate their abilities in handling information, communicating effectively and delivering a product or a service while undertaking one or more projects

The wide variety of contexts suitable for the projects within the Units offers candidates a flexible approach to their learning. Candidates will be able to select a context which may come from many areas within and beyond the formal curriculum. They may, for example, choose a context within their local community such as a peer education programme. Alternatively, they may choose a context from the global community, eg a student exchange programme. Examples of contexts include: enterprise, study skills, health education, citizenship, the world of work, internet use, independent living, career planning, rights and responsibilities and learning styles.

The *Personal Development* (Access 3) Course offers a holistic approach which allows candidates the opportunity to develop, demonstrate and apply a range of skills and abilities in a variety of contexts and settings. By applying these skills and abilities across all Units of the Course candidates have the opportunity to consolidate what has been learned. The *Personal Development* (Access 3) Units and Course will enable candidates to target their own development needs and build the self confidence and self awareness to fulfill their potential both now and in the future.

The *Personal Development* (Access 3) Course may provide a natural progression route for candidates who have undertaken Units or the Course in *Personal Development* at Access 2 level. Achievement in the *Personal Development Course* at Access 3 may prepare candidates who wish to progress to Intermediate 1. Candidates will also find that the skills and abilities developed in this Course are relevant when studying in other areas of the curriculum and for training or employment.

National Course Specification: Course details (cont)

COURSE   Personal Development (Access 3)

The table below shows how the Course is differentiated across all the levels from Access 3 to Higher:

	Access 3	**Intermediate 1**	**Intermediate 2**	**Higher**
The candidate will work with….	directive support, ie the teacher/lecturer will issue explicit instructions	support, ie the teacher/lecturer will offer advice	minimum support, ie the teacher/lecturer will respond to specific questions from the candidate	non-directive supervision, ie candidates will take responsibility for their own learning but the teacher/lecturer may explain and interpret if requested
The candidate will ….	participate in, ie agree to ideas, suggestions and plans	contribute to, ie offer some ideas and/or suggestions	negotiate, ie put forward suggestions and ideas and agree a way forward	take some supervisory responsibility, ie take the lead in some aspects of the work
Tasks and activities will be ……	simple, ie routine and familiar	straightforward, ie consisting of routine elements	detailed, ie consisting of some routine and non-routine elements	complex, ie consisting of some non-routine elements

A glossary of terms relevant for all *Personal Development* Units and Courses can be found in the Appendix to this Course specification.

Aims

The *Access 3 Personal Development* Course aims to provide candidates with the opportunity to gain knowledge of and develop the following personal, social and vocational skills and qualities:

♦   task management skills such as planning, organising, staying on task and following instructions
♦   interpersonal skills such as how to work in a group, paying attention to others and accepting authority
♦   self awareness, self reliance, self esteem and self confidence
♦   self evaluation skills, including reviewing, and target setting

The Course also aims to provide candidates with the opportunity to demonstrate the following practical abilities:

♦   obtaining and organising information
♦   communicating effectively
♦   delivering an output, ie a product or service which is fit for purpose

Candidates will work with directive support to achieve these aims. This means that teachers/lecturers will issue explicit instructions to enable progress.

National Course Specification: Course details (cont)

COURSE   Personal Development (Access 3)

COURSE CONTENT

Summary of Course content

This Course has three mandatory Units. These are:

♦   F37W 09 *Personal Development: Self in Society* (Access 3)
♦   F37X 09 *Personal Development: Self and Work* (Access 3)
♦   F37Y 09 *Personal Development: Practical Abilities* (Access 3)

The Course provides candidates with the opportunity to develop transferable skills and demonstrate abilities in a wide range of contexts. These skills and abilities are:

♦   task management skills such as following instructions
♦   interpersonal skills such as paying attention to others
♦   carrying out a self evaluation
♦   planning ahead
♦   reviewing progress
♦   managing information
♦   communicating effectively
♦   delivering an output from own activities

Learning is by experience and through reviewing and evaluating. This will take place through personal development projects within a particular context. Centres will be able to help candidates select a context which can be linked to many areas within and beyond the formal curriculum. These may be taken from a local, national or global setting. Contexts may include, for example, enterprise, study techniques, health education, citizenship, the world of work, internet use, independent living, career planning, rights and responsibilities and learning styles.

Summary of Unit Content

Unit	F37W 09 *Personal Development: Self in Society* (Access 3)
Content	This Unit is designed to allow candidates to improve their self reliance and self esteem by setting targets for the development of interpersonal skills while working in a group to plan and carry out a project. The wide range of suitable contexts and locations for the group project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their own interpersonal skills and reviewing progress on completion of the group project. Candidates will work with directive support from the teacher/lecturer throughout the Unit.
Unit	F37X 09 *Personal Development: Self and Work* (Access 3)
Content	This Unit is designed to allow candidates to improve their self reliance and self esteem by setting targets for the development of task management skills within a vocational project. The vocational project must be related to the world of work and can be carried out individually or in a group. The wide range of contexts and locations suitable for the project allows a flexible approach to teaching and learning.

National Course Specification: Course details (cont)

COURSE   Personal Development (Access 3)

Candidates will increase their self awareness by evaluating their own task management skills and reviewing their progress on the development of these skills on completion of a vocational project. Candidates will work with directive support from the teacher/lecturer throughout the Unit.

Unit   F37Y 09 *Personal Development: Practical Abilities* (Access 3)

Content   This Unit is designed to allow candidates to improve their self reliance and self esteem by demonstrating their practical abilities through participation in one or more projects. Candidates will select and organise information, learn to communicate effectively and deliver an output, ie a product or a service which is fit for purpose for the project(s). This Unit offers candidates a flexible approach to their learning in that their abilities can be demonstrated in relation to the personal development projects from other Units in the Course or from other areas within and/or beyond the formal curriculum. A wide range of contexts are suitable for the projects. Candidates will work with directive support from the teacher/lecturer throughout the Unit.

ASSESSMENT

To achieve the Course award the candidate must pass all three Units.

Throughout the Course candidates will be working with directive support. This means that explicit instructions will be given by the teacher/lecturer as candidates make progress through the Units of the Course.

Assessment objectives

Assessment across the Units of this Course allows the candidate to demonstrate the development of interpersonal skills and task management skills. It also allows candidates to demonstrate the ability to:

♦ evaluate, set targets, plan and review
♦ manage information
♦ communicate effectively
♦ deliver a final output, ie a product or service which is fit for purpose

Unit assessment

Assessment will consist of the gathering of written and/or recorded oral evidence for all Units of the Course which will cover self evaluations, target-setting, planning and reviewing, information gathering and communication. This evidence should be retained in a folio. Performance evidence supported by assessor observation checklists is also required for the F37W 09 *Personal Development: Self in Society* and F37X 09 *Personal Development: Self and Work* Unit. Product evidence, supported by an assessor checklist, is required for F37Y 09 *Personal Development: Practical Abilities.*

National Course Specification: Course details (cont)

COURSE   Personal Development (Access 3)

Personal Development: Self in Society

Assessment in this Unit requires:

♦   written and/or recorded oral evidence covering:
  — self evaluation of interpersonal skills
  — targets for the development of these skills
  — simple tasks which will enable progress towards targets within a group project
  — review of progress which includes feedback on interpersonal skills
  — areas for further development of interpersonal skills
  — carrying out own role in a group project
  — completing own tasks for the development of interpersonal skills
♦   performance evidence, supported by an assessor observation checklist of working cooperatively with others

Personal Development: Self and Work

Assessment in this Unit requires:

♦   written and/or recorded oral evidence covering:
  — self evaluation of task management skills
  — targets for the development of these skills
  — a plan for the development of these skills indicating simple tasks which will enable progress towards targets and the resources required
  — monitoring of progress and the action taken as a result of monitoring
  — review of progress towards targets
  — areas for further development of task management skills
  — completing own tasks
♦   performance evidence, supported by an assessor observation checklist, of using resources appropriately

Personal Development: Practical Abilities

Assessment in this Unit requires:

♦   written and/or recorded oral evidence covering:
  — gathering and organising information
  — recipients of communication and methods of communication
  — own activities and resources needed to deliver an output
  — a review of practical abilities
  — areas for further development of practical abilities
♦   product evidence, supported by an assessor observation checklist, of delivering an output from own activities which is fit for purpose

Further details about Unit assessment for this Course can be found in the Unit specifications and the National Assessment Bank (NAB) materials.

National Course Specification: Course details (cont)

COURSE   Personal Development (Access 3)

QUALITY ASSURANCE

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Senior Verifier reports are published on SQA's website **www.sqa.org.uk.**

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

The Course has three mandatory Units which offer a range of personal development opportunities.

A glossary of terms relevant for all *Personal Development* Units and Courses can be found in the Appendix to this Course specification.

This Course exists in a hierarchy with other *Personal Development* Courses from Access 3 to Higher. This means that it is possible to deliver this Course to a group of candidates operating at different levels.

The F37Y 09 *Personal Development: Practical Abilities* (Access 3) Unit could be delivered in an integrative way with the other Units of the Course, allowing candidates ample opportunity to demonstrate and review their practical abilities in a range of projects. There is no prescribed order of delivery for the other Units which may be delivered sequentially or concurrently.

As part of the induction process, time should be devoted to ensuring that candidates have a clear understanding of the expectations for the Course and Units by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and Core Skills. Brainstorming activities which encourage critical thinking and sharing of ideas may be useful for individual and group work.

Integration of Units: Context

There are many suitable contexts for the projects, for example, enterprise, rights and responsibilities, the world of work and citizenship. It may be possible for one context to be carried through all Units. For example, a candidate studying 'Health' may:

- for F37W 09 *Personal Development: Self in Society* (Access 3), work with others to produce a health booklet.
- for F37X 09 *Personal Development: Self and Work* (Access 3), find out about health and safety for a work placement.
- for F37Y 09 *Personal Development: Practical Abilities* (Access 3), demonstrate practical abilities through health activities. These will be evident in acquiring health information, communication with others about health issues and the production of the health booklet and the presentation of findings about health and safety at work.

National Course Specification: Course details (cont)

COURSE   Personal Development (Access 3)

Integration of Units: Projects

It may be possible for one project to allow evidence to be gathered for more than one Unit. For example, a candidate working in a group to set up an enterprise company may:

♦ for F37W 09 *Personal Development: Self in Society* (Access 3), target their interpersonal skills, whilst working with others in the group to plan, set up and run the company
♦ for F37X 09 *Personal Development: Self and Work* (Access 3), plan to develop task management skills as they carry out their role for the enterprise company
♦ for F37Y 09 *Personal Development: Practical Abilities* (Access 3), gather information for the company, communicate information to others and produce an artefact for the company

Throughout the Course candidates should be encouraged to:

♦ take and use personal guidance from teacher/lecturers, peers or experts from the community or business
♦ adopt an investigative approach through self evaluation, interviewing, shadowing, questioning and information gathering
♦ become reflective learners through the review of personal development and knowledge of self, and through the use of feedback from teacher/lecturers and others to set goals and make plans for the future

Approaches to assessment

Evidence should be gathered at appropriate points as candidates make progress through the Course.

Candidates will receive directive support throughout the Course whilst gathering the evidence required to achieve the national standard. This means that the teacher/lecturer should issue explicit instructions to enable candidates to gather evidence through each of the Units of this Course.

Observation checklists and other records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for verification. Assessor observation checklists may relate to just one candidate, a group of candidates or a whole class.

Written and/or recorded oral evidence may be produced in a variety of formats, for example:

♦ candidate written records
♦ recordings of interviews
♦ e-mails
♦ blogs
♦ assessor record of candidate responses
♦ review sheets
♦ electronic presentations
♦ electronic journals
♦ log books
♦ diaries
♦ videos
♦ photographs

National Course Specification: Course details (cont)

COURSE   Personal Development (Access 3)

Centres should select the formats most appropriate for individual candidates and the learning environment in which they are completing the Course.

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 this Course. 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**).

Appendix: Glossary of Terms used in Personal Development Units and Courses

A glossary of terms particular to *Personal Development* Courses and Units at Access 3 and above is given here:

Activities: *Work to be carried out by the candidate for the group, personal, or vocational project which is not directly aimed at progress in the development of personal targets.*

Areas for Further Development: *Goals for the future development of skills, abilities and self knowledge.*

Complex: *This refers to tasks and activities and means that the activities and tasks will comprise of several stages and will contain non-routine (see non-routine in the glossary) elements and will be in an unfamiliar setting or situation.*

Context: *Topic of study, for example, local community.*

Contribute: *Offer some ideas and/or suggestions.*

Core Skills: *These are: Communication; Numeracy; Problem Solving; Information Technology and Working with Others.*

Detailed: *This refers to tasks and activities and means that the tasks and activities will comprise of several stages and will contain some routine and some non-routine elements (see routine and non-routine in the glossary).*

Directive Support: *This means that the teacher/lecturer will issue explicit instructions to enable progress.*

Evaluation: *A self assessment of strengths, weaknesses and personal qualities.*

Folio: *Pieces of work selected to meet the Evidence Requirements.*

Interpersonal Skills: *The skills required to interact and work harmoniously and effectively with others.*

Non-directive Supervision: *This means that the candidate should take responsibility for their own progress although teachers/lecturers may explain and interpret if asked to do so by the candidate.*

Minimum Support: *This means that the teacher/lecturer may respond to specific questions from the candidates to enable progress.*

Non-routine: *This refers to tasks and means that the task, or part of the task, will be new to the candidate, ie it will take them out of their comfort zone.*

Negotiate: *Put forward ideas and suggestions and work with others to agree a way forward.*

Participate: *Agree to ideas, plans and suggestions.*

Personal Development: *The development of personal skills, abilities and self awareness.*

Personal Targets: *An objective for the development of personal skills.*

Practical Abilities: *The ability to obtain and organise information to communicate effectively and to deliver an output, such as a product or a service, which is fit for purpose.*

Progress Made Towards
Personal Targets: *Was the target achieved? Was it partially achieved?*

Project: *The vehicle for the development of skills and self awareness and the demonstration of practical abilities. For example, a vocational project, such as a work placement, through which task management skills can be developed.*

Review: *To carry out an assessment of progress made by comparisons with an initial evaluation and/or an assessment of what was done well and what could have been done better.*

Routine: *This refers to tasks and means that the task, or part of the task, would require an everyday action, ie an action which is the norm for the candidate.*

Self awareness: *Recognition of one's own personality, ie knowledge of self. The Personal Development Courses and Units address self awareness by providing opportunities to explore qualities, ie strengths and weaknesses, skills and knowledge and feelings, ie likes, dislikes, interests, fears and aspirations.*

Self evaluation Technique: *A tool for carrying out a self assessment of strengths, weaknesses, qualities and feelings which could include a SWOT analysis, force field analysis, Johari's windows or a self devised self assessment tool. These are relevant to Intermediate 2 and Higher Units.*

Simple: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) and in a familiar setting or situation.*

Straightforward: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) in nature.*

Support: *This means that the teacher/lecturer should issue advice to candidates to enable progress.*

Tasks: *Work carried out by the candidate towards the identified personal targets.*

Task Management Skills: *The skills required to work in an effective and organised manner.*

National Unit Specification: general information

UNIT   Personal Development: Self in Society (Access 3)

CODE   F37W 09

SUMMARY

This Unit is mandatory in the Access 3 *Personal Development* Course, but it is also available as a free-standing Unit.

This Unit is designed to allow candidates to improve their self reliance and self esteem by setting targets for the development of interpersonal skills while working in a group to plan and carry out a project. The wide range of suitable contexts and locations for the group project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their own interpersonal skills and reviewing their progress on completion of the group project. Guidance on suitable contexts, projects, targets and tasks can be found in the support notes of this specification.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

Throughout the Unit candidates will be working with directive support. This means that explicit instructions will be given by the teacher/lecturer as candidates make progress through the Unit.

This Unit is suitable for candidates who have not previously completed a *Personal Development* Course or Unit but it also offers progression for candidates who have completed *Personal Development* Units or the Course at Access 2 level.

OUTCOMES

1   Evaluate own interpersonal skills in preparation for a group project.
2   Participate in the planning of a group project which will allow progress towards personal targets.
3   Participate in the planned group project.
4   Review own interpersonal skills on completion of the group project.

Administrative Information

Superclass: HB

Publication date: April 2008

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 2008

National Unit Specification: general information (cont)

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill   Working with Others at SCQF level 3

Core Skill components   None

National Unit Specification: statement of standards

UNIT   Personal Development: Self in Society (Access 3)

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 the Scottish Qualifications Authority.

OUTCOME 1

Evaluate own interpersonal skills in preparation for a group project.

Performance Criteria

(a)   Identify own strengths and weaknesses in specific interpersonal skills.
(b)   Identify personal targets for the development of these skills.

OUTCOME 2

Participate in the planning of a group project which will allow progress towards personal targets.

Performance Criteria

(a)   Identify own simple tasks which will enable progress towards achieving the personal targets.
(b)   Work cooperatively with others throughout the planning of the group project.

OUTCOME 3

Participate in the planned group project.

Performance Criteria

(a)   Carry out agreed role in the group project.
(b)   Complete own identified tasks to enable progress towards achieving personal targets.
(c)   Work cooperatively with others throughout the project.

OUTCOME 4

Review own interpersonal skills on completion of the group project.

Performance Criteria

(a)   Gather feedback about the effectiveness of own interpersonal skills.
(b)   Identify progress made towards achieving personal targets on completion of the group project.
(c)   Identify areas for further development of interpersonal skills in light of this progress.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self in Society (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The candidate will receive directive support throughout the Unit whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the teacher/lecturer will issue explicit instructions to candidates to enable progress.

The evidence will be generated by the candidate, with directive support from the teacher/lecturer, at appropriate points throughout the Unit. The evidence must consist of:

♦   written and/or recorded oral evidence generated by the candidate for Outcomes 1, 2 and 4. This evidence must be retained in a folio.
♦   assessor observation checklists to support performance evidence for Outcomes 2 and 3.

For Outcome 1

A candidate evaluation identifying:

♦   strengths and weaknesses of candidate's own interpersonal skills. The following interpersonal skills must be covered: paying attention to others, responding positively to others, starting a conversation with a peer, accepting authority.
♦   a minimum of two targets for the development of interpersonal skills within a group project. These must be based on the identified strengths and weaknesses.

The candidate will be given a suitable template to enable the production of the evidence required. The completed template must be retained in the folio.

For Outcomes 2 and 3

Note: The candidate will agree his/her role within the group project with the teacher/lecturer.

A candidate record of planning and carrying out the group project which covers:

♦   own simple tasks. A minimum of **two** routine and familiar tasks for each target are required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦   completion of the candidate's own identified tasks. This will be confirmed by the teacher/lecturer.
♦   own role which has been carried out by the candidate in the group project. This will be confirmed by the teacher/lecturer.

The candidate will be given a template to enable the production of the evidence required. The completed template must be retained in the folio.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Self in Society (Access 3)

Performance evidence, supported by an assessor observation checklist, is required to show that, whilst planning and carrying out the group project, the candidate has worked cooperatively with others. This must cover taking account of the views of others, responding appropriately to others and seeking and providing help as required.

For Outcome 4

A candidate review which covers:

♦   feedback from at least one other person. This could be either the teacher/lecturer or a member of the group.
♦   progress made towards achieving personal targets, confirmed as authentic and realistic by the teacher/lecturer.
♦   areas for further development of interpersonal skills in light of progress.

The candidate will be given a suitable template to enable the production of the evidence required. The completed template must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of candidate evaluation and review sheets, candidate templates and assessor observation checklists. Centres wishing to design their own assessments should refer to the National Assessment Bank to ensure a comparable standard.

National Unit Specification: support notes

UNIT   Personal Development: Self in Society (Access 3)

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 Unit is suitable for candidates who have no previous experience of *Personal Development* Units but it also offers progression for candidates who have completed *Personal Development* Units at Access 2 level.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix of this Unit specification.

Some examples of contexts, projects, targets and tasks can be found in the table below. Centres may choose contexts and projects suitable for their candidates and are not restricted to the examples in the table.

UNIT Personal Development: Self in Society (Access 3)

Context	Some examples of suitable contexts are: 1 local community 2 global community 3 sustainability 4 peer education
Project	Some examples of group projects relating to the above contexts are: 1 participating in: fundraising for a local charity; organising a book sale to raise money for charity; organising a sports day for a local primary school, working with local agencies such as the police to organise a youth club 2 participating in: fundraising for a charity which helps distant communities; organising a pen-pal club; organising the collection of books and other items to send to a distant community; a residential experience in a distant community 3 participating in: an eco-schools committee; organising a community event to raise awareness about sustainability; organising recycling within the classroom; work with local agencies to protect wildlife; organising a competition to raise awareness about global warming 4 participating in: a peer education programmes covering topics such as drugs, sexual health and bullying; setting up a 'buddying' scheme for new students; producing a display board as a resource for health education; setting up paired education schemes to support pupils experiencing difficulties
Targets	Some examples of suitable targets are to: 1 improve listening skills 2 improve discussion skills 3 improve conversational skills 4 respond positively to others
Tasks	Some examples of suitable tasks are: 1 when people are speaking to me I will concentrate on what they are saying and not become distracted. 2 I will take part in small group discussions 3 I will look at people when I am talking to them and make sure that I respond politely 4 I will stop shouting and saying nasty things to the people I am working with

This Unit is designed to allow candidates to develop interpersonal skills while carrying out a group project. The wide range of suitable contexts and locations for the group project will allow a flexible approach to teaching and learning.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Access 3)

With directive support, candidates will be involved in evaluating their own interpersonal skills and setting targets for the development of these skills whilst working with others to plan and carry out a group project. They will review their progress on completion of the group project. The following specific interpersonal skills will be evaluated by the candidate:

♦   paying attention to others
♦   responding positively to others
♦   starting a conversation with a peer
♦   accepting authority

In addition to the skills being evaluated, centres may wish to make candidates aware of additional interpersonal skills for example:

♦   speaking in a group
♦   carrying out a telephone conversation
♦   sharing work and resources
♦   demonstrating positive body language to others
♦   demonstrating positive attitude to others
♦   being tolerant of others
♦   accepting advice from others
♦   starting a conversation with an adult
♦   encouraging others

There are many types of group project which offer suitable contexts for the development of interpersonal skills.

Outcomes

For Outcome 1 candidates need to ask themselves:

♦   What strengths and weaknesses do I have in my interpersonal skills?
♦   Where do I go from here?

To answer these questions candidates will evaluate their own specific interpersonal skills in preparation for undertaking a group project. They will do this with directive support from their teacher/lecturer. Candidates must identify their strengths and weaknesses in relation to the specified interpersonal skills. In their evaluation, they may also wish to take account of the additional interpersonal skills stated above. Teachers/lecturers should make candidates aware of what is meant by the specific interpersonal skills and highlight their importance in relation to a group project. Candidates must identify a minimum of **two** personal targets for the development of interpersonal skills. The targets will allow candidates the opportunity to develop specified and/or additional interpersonal skills and must relate to the initial evaluation. A variety of targets which are relevant to F37W 09 *Personal Development: Self in Society* (Access 3) can be found in the table above.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Access 3)

For Outcome 2 candidates need to ask themselves:

♦   How will I develop my interpersonal skills?

To answer this question candidates will participate in planning a group project. A group will normally consist of more than two people, but in exceptional circumstances, a group size of two would be acceptable. The group may consist of members who are not studying a *Personal Development: Self in Society* Unit. With directive support from their teacher/lecturer, candidates will identify simple tasks within their assigned role for the group project that will enable them to make progress towards their personal targets. Examples of tasks appropriate for this Unit can be found in the table above. Candidates should be encouraged to keep records of their activities, tasks and interactions with others throughout the planning process. Candidates will work cooperatively with others in the group throughout the planning process.

For Outcome 3 candidates need to carry out their role in the group project.

With directive support from their teacher/lecturer, candidates will agree on and carry out their role in the group project. During the group project candidates will be required to carry out any activities associated with their own role and responsibilities within the group project. They will also complete their own tasks which will enable progress towards achieving their personal targets for the development of interpersonal skills. Candidates should be encouraged to keep records of their activities, tasks and interactions with others throughout the group project and of task completion to help keep them on track. Candidates will work cooperatively with others in the group to carry out the group project.

For Outcome 4 candidates need to ask themselves:

♦   Where am I now?

To answer this question, candidates will carry out a review of their personal development within the group project. They will do this with directive support from their teacher/lecturer. Candidates will be required to seek feedback from someone in their group or their teacher/lecturer about their interpersonal skills as they work with their group. Candidates will also review the progress made towards achieving their personal targets. It is recommended that candidates make comparisons with the strengths and weaknesses identified for Outcome 1. They could use this comparison and their feedback to identify areas for the further development of interpersonal skills.

If candidates are studying this Unit as part of the *Personal Development* (Access 3) Course it may be possible for the chosen context for the group project to be used in other Units. For example, candidates studying within the context of 'Health' may:

♦   produce a health booklet in a group project for this Unit
♦   find out about health and safety in the workplace as part of a vocational project for F37X 09 *Personal Development: Self and Work* (Access 3) Unit
♦   generate evidence for the F37Y 09 *Personal Development: Practical Abilities*(Access 3) Unit from these projects

Thus candidates studying the *Personal Development* (Access 3) Course may be able to adopt an integrated approach to their learning.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As part of the induction process, time should be devoted to ensuring that candidates have a clear understanding of the expectations for the Unit by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and Core Skills. A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

In this Unit learning is by doing; the group project must allow candidates to develop their interpersonal skills through experience and activity. There are many suitable contexts for a group project such as a school newspaper, a coffee morning for local pensioners or a healthy tuck shop. Brainstorming activities which encourage critical thinking and sharing of ideas may also be useful during the planning of the group project.

Centres must ensure that the project allows candidates the opportunity to achieve all Outcomes and Performance Criteria for the Unit. It is possible that the setting for the group project will be outside the centre environment. Centres must ensure that relevant health and safety guidelines are followed at all times.

Throughout the Unit candidates should be encouraged to:

♦   take and use personal guidance from teachers/lecturers, peers or experts from the community or business
♦   adopt an investigative approach through self evaluation, interviewing, shadowing, questioning and information gathering
♦   become reflective learners through the review of personal development and knowledge of self and through the use of feedback from teachers/lecturers and others to set goals and make plans for the future

If candidates intend to complete a *Personal Development: Practical Abilities* Unit they could also be made aware of the expectations of that Unit since it may be possible for them to gather evidence for *Personal Development: Practical Abilities* whilst gathering information, communicating and delivering an output for a group project.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an evaluation, target-setting, planning, carrying out and monitoring a group project and reviewing their progress. This covers *Working with Others* at Access 3 level and provides good opportunities for developing aspects of *Problem Solving*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit specification.

As stated in the Evidence Requirements, candidates will be given templates for evaluating, recording their work and reviewing to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Access 3)

Candidates should receive directive support in selecting evidence for their folio. Evidence should be gathered at appropriate points as candidates make progress through the Unit. Since candidates will be working in groups for this Unit, centres must ensure that individual candidates generate their own evidence to cover all the Outcomes and Performance Criteria for this Unit.

Observation checklists and other records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for verification. Assessor observation checklists may relate to just one candidate, a group of candidates or a whole class.

Written and/or recorded oral evidence may be produced in a variety of formats, for example:

♦   candidate written records
♦   recordings of interviews
♦   e-mails
♦   blogs
♦   assessor record of candidate responses
♦   review sheets
♦   electronic presentations
♦   electronic journals
♦   log books
♦   diaries
♦   videos
♦   photographs

Centres should select the formats most appropriate to the individual and the learning environment in which the Unit is being completed.

If candidates intend to complete a *Personal Development: Practical Abilities* Unit it may be possible to integrate learning, teaching and assessment while undertaking the group project.

In addition, if candidates intend to complete the *Personal Development* (Access 3) Course it may be possible for one project to allow evidence to be gathered for more than one Unit. For example, a candidate working in a group to set up an enterprise company may:

♦   use the enterprise company as their group project and plan to develop their interpersonal skills for this Unit
♦   use the enterprise company as their vocational project and plan to develop task management skills for the F37X 09 *Personal Development: Self and Work* (Access 3) Unit
♦   use their role in the enterprise company to gather evidence for the F37Y 09 *Personal Development: Practical Abilities* (Access 3) Unit

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**).

Appendix: Glossary of Terms used in Personal Development Units and Courses

A glossary of terms particular to *Personal Development* Courses and Units at Access 3 and above is given here:

Activities:	*Work to be carried out by the candidate for the group, personal, or vocational project which is not directly aimed at progress in the development of personal targets.*
Areas for Further Development:	*Goals for the future development of skills, abilities and self knowledge.*
Complex:	*This refers to tasks and activities and means that the activities and tasks will comprise of several stages and will contain non-routine (see non-routine in the glossary) elements and will be in an unfamiliar setting or situation.*
Context:	*Topic of study, for example, local community.*
Contribute:	*Offer some ideas and/or suggestions.*
Core Skills:	*These are: Communication; Numeracy; Problem Solving; Information Technology and Working with Others.*
Detailed:	*This refers to tasks and activities and means that the tasks and activities will comprise of several stages and will contain some routine and some non-routine elements (see routine and non-routine in the glossary).*
Directive Support:	*This means that the teacher/lecturer will issue explicit instructions to enable progress.*
Evaluation:	*A self assessment of strengths, weaknesses and personal qualities.*
Folio:	*Pieces of work selected to meet the Evidence Requirements.*
Interpersonal Skills:	*The skills required to interact and work harmoniously and effectively with others.*
Non-directive Supervision:	*This means that the candidate should take responsibility for their own progress although teachers/lecturers may explain and interpret if asked to do so by the candidate.*
Minimum Support:	*This means that the teacher/lecturer may respond to specific questions from the candidates to enable progress.*
Non-routine:	*This refers to tasks and means that the task, or part of the task, will be new to the candidate, ie it will take them out of their comfort zone.*
Negotiate:	*Put forward ideas and suggestions and work with others to agree a way forward.*

Participate: *Agree to ideas, plans and suggestions.*

Personal Development: *The development of personal skills, abilities and self awareness.*

Personal Targets: *An objective for the development of personal skills.*

Practical Abilities: *The ability to obtain and organise information to communicate effectively and to deliver an output, such as a product or a service, which is fit for purpose.*

Progress Made Towards Personal Targets: *Was the target achieved? Was it partially achieved?*

Project: *The vehicle for the development of skills and self awareness and the demonstration of practical abilities. For example, a vocational project, such as a work placement, through which task management skills can be developed.*

Review: *To carry out an assessment of progress made by comparisons with an initial evaluation and/or an assessment of what was done well and what could have been done better.*

Routine: *This refers to tasks and means that the task, or part of the task, would require an everyday action, ie an action which is the norm for the candidate.*

Self awareness: *Recognition of one's own personality, ie knowledge of self. The Personal Development Courses and Units address self awareness by providing opportunities to explore qualities, ie strengths and weaknesses, skills and knowledge and feelings, ie likes, dislikes, interests, fears and aspirations.*

Self evaluation Technique: *A tool for carrying out a self assessment of strengths, weaknesses, qualities and feelings which could include a SWOT analysis, force field analysis, Johari's windows or a self devised self assessment tool. These are relevant to Intermediate 2 and Higher Units.*

Simple: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) and in a familiar setting or situation.*

Straightforward: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) in nature.*

Support: *This means that the teacher/lecturer should issue advice to candidates to enable progress.*

Tasks: *Work carried out by the candidate towards the identified personal targets.*

Task Management Skills: *The skills required to work in an effective and organised manner.*

National Unit Specification: general information

UNIT   Personal Development: Self and Work (Access 3)

CODE   F37X 09

SUMMARY

This Unit is mandatory in the Access 3 *Personal Development* Course but it is also available as a free-standing Unit.

This Unit is designed to allow candidates to improve their self reliance and self esteem by setting targets for the development of task management skills within a vocational project. The vocational project must be related to the world of work and can be carried out individually or in a group. The wide range of contexts and locations suitable for the project allows a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their own task management skills and then reviewing their progress on the development of these skills on completion of the project. Guidance on suitable contexts, projects, targets and tasks can be found in the support notes of this specification.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

Throughout the Unit candidates will be working with directive support. This means that explicit instructions will be given by the teacher/lecturer as candidates make progress through the Unit.

This Unit is suitable for candidates who have not previously completed a *Personal Development* Course or Unit but it also offers progression for candidates who have completed *Personal Development* Units or the Course at Access 2 level.

National Unit Specification: general information (cont)

UNIT   Personal Development: Self and Work (Access 3)

OUTCOMES

1   Evaluate own task management skills in preparation for a vocational project.
2   Produce a plan for the development of own task management skills within a vocational project.
3   Carry out the plan for the development of own task management skills within a vocational project.
4   Review progress on completion of a vocational project.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill   Problem Solving at SCQF level 3

Core Skill Component(s)   None

National Unit Specification: statement of standards

UNIT   Personal Development: Self and Work (Access 3)

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 the Scottish Qualifications Authority.

OUTCOME 1

Evaluate own task management skills in preparation for a vocational project.

Performance Criteria

(a) Identify own strengths and weaknesses in relation to specific task management skills.
(b) Identify personal targets for the development of these skills.

OUTCOME 2

Produce a plan for the development of own task management skills within a vocational project.

Performance Criteria

(a) Identify own simple tasks which will enable progress towards achieving personal targets.
(b) Select the resources required to complete these tasks.

OUTCOME 3

Carry out the plan for the development of own task management skills within a vocational project.

Performance Criteria

(a) Use the selected resources to allow progress towards achieving personal targets.
(b) Monitor progress during the vocational project.
(c) Take appropriate action as a result of monitoring progress.
(d) Complete own tasks as identified in the plan.

OUTCOME 4

Review progress on completion of a vocational project.

Performance Criteria

(a) Identify progress made towards achieving personal targets.
(b) Identify the strengths and weaknesses of the plan used to achieve this progress.
(c) Identify areas for further development of own task management skills, in light of progress already made.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Self and Work (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The candidate will receive directive support throughout the Unit whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the teacher/lecturer will issue explicit instructions to candidates to enable progress.

The evidence will be generated by the candidate, with directive support from the teacher/lecturer, at appropriate points throughout the Unit. The evidence will consist of:

♦ written and/or recorded oral evidence generated by the candidate for all Outcomes. This evidence must be retained in a folio.
♦ assessor observation checklists to support performance evidence for Outcome 3.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

For Outcome 1

A candidate evaluation identifying:

♦ strengths and weaknesses of candidate's own task management skills. The following task management skills must be covered: following instructions, staying on task, completing tasks on time, breaking down tasks into smaller parts.
♦ a minimum of **two** targets for the development of task management skills. These must be based on the identified strengths and weaknesses.

The candidate will be given a suitable template to enable the production of the evidence required. The completed template must be retained in the folio.

For Outcome 2

The candidate's plan which identifies:

♦ own simple tasks. A minimum of **two** routine and familiar tasks for each target are required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦ resources required to carry out tasks.

The candidate will be given a suitable template to enable the production of the plan. The completed template must be retained in the folio.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Self and Work (Access 3)

For Outcome 3

A candidate record covering:

- ◆ monitoring of progress. Although the candidate will be monitoring on an ongoing basis, evidence of monitoring should be gathered at a suitable mid-point and then again towards the end of the project.
- ◆ action taken as a result of this monitoring. Appropriate action could be making amendments to the plan or deciding to continue with the plan as it stands.
- ◆ completion of the candidate's own identified task. This will be confirmed by the teacher/lecturer.

The candidate will be given a template to allow the monitoring of progress and the action/s in light of this monitoring to be recorded. The completed template must be retained in the folio.

Performance evidence, supported by an assessor observation checklist, is also required to show that the candidate used resources appropriately.

For Outcome 4

A candidate review which covers:

- ◆ progress made towards achieving personal targets, confirmed as authentic and realistic by the teacher/lecturer
- ◆ strengths of the plan in relation to the tasks which have been carried out and the resources used, confirmed as realistic by the teacher/lecturer
- ◆ weaknesses of the plan in relation to the tasks which have been carried out and the resources used, confirmed as realistic by the teacher/lecturer
- ◆ areas for further development of task management skills taking account of this progress

The candidate will be given a suitable template to enable the production of the review. The completed template must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of candidate evaluation and review sheets, candidate templates and assessor observation checklists. Centres wishing to design their own assessments should refer to the National Assessment Bank to ensure a comparable standard.

National Unit Specification: support notes

UNIT   Personal Development: Self and Work (Access 3)

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 Unit is suitable for candidates who have no previous experience of *Personal Development* Units but it also offers progression for candidates who have completed *Personal Development* Units or the Course at Access 2 level.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

Some examples of contexts, projects, targets and tasks can be found in the table below. Centres may choose contexts and projects suitable for their candidates and are not restricted to the examples in the table.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self and Work (Access 3)

Context	Some examples of suitable contexts are: 1 workplace 2 rights and responsibilities 3 enterprise 4 health
Project	Some examples of vocational projects relating to the above contexts are: 1 a work placement; a work shadow; a visit to a workplace; voluntary work; a mock interview 2 finding out about equal opportunities in the workplace; finding out about rights and responsibilities of an employee, an employer, a consumer; finding out about staff associations and trade unions 3 participating in setting up an enterprise company; organising an event such as a school show or coffee morning 4 finding out about health and safety at work; a work placement in the health industry; shadowing a health worker
Targets	Some examples of suitable targets are to: 1 improve ability to follow instructions 2 stay on task more often 3 complete tasks on time 4 to ask for help when needed
Tasks	Some examples of suitable tasks are: 1 I will carry out the preparation as instructed for a work placement 2 while investigating equal opportunities, I will remain focussed as I work in class 3 I will complete my activities for a coffee morning within the agreed deadlines 4 I will ask for help from my employer when needed on a work placement

This Unit is designed to allow candidates to develop task management skills within a vocational project. The vocational project must be related to the world of work and can be carried out individually or in a group.

With directive support, candidates will be involved in evaluating their own task management skills, setting targets for the development of these skills and monitoring and reviewing their progress in the development of task management skills whilst undertaking a vocational project. The following task management skills will be evaluated by the candidate:

♦   following instructions
♦   staying on task
♦   completing tasks on time
♦   breaking down tasks into smaller parts

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self and Work (Access 3)

In addition to the skills being evaluated, centres may wish to make candidates aware of additional task management skills, for example:

♦   punctuality
♦   completing tasks to an appropriate standard
♦   keeping records of task completion
♦   seeking advice to enable progress
♦   asking for help to improve understanding of instructions
♦   keeping simple records of work

There are many types of vocational project which offer suitable contexts for the development of task management skills, for example, a work placement or being involved in an enterprise company. The vocational project may be undertaken individually or as part of a group, however, individual candidates must do their own evaluating, planning and reviewing to ensure that the Outcomes and Performance Criteria are covered for this Unit.

Outcomes

For Outcome 1 candidates need to ask themselves:

♦   What strengths and weaknesses do I have in my task management skills?
♦   Where do I go from here?

To answer these questions, candidates will carry out an evaluation of their own task management skills in preparation for undertaking a vocational project. They will do this with directive support from their teacher/lecturer. Candidates must identify their strengths and weaknesses in relation to the specified task management skills. In their evaluation, they may also wish to take account of the additional task management skills stated above. Teachers/lecturers should make candidates aware of what is meant by task management skills and highlight their importance in relation to a vocational project. Candidates will identify a minimum of **two** personal targets for the development of task management skills. The targets must allow candidates the opportunity to develop specified and/or additional task management skills and must relate to the identified strengths and weaknesses. A variety of targets which are relevant to F37X 09 *Personal Development: Self and Work* (Access 3) can be found in the table above.

For Outcome 2 candidates need to ask themselves:

♦   How will I develop my task management skills?

To answer this question, candidates will plan to meet their targets for the development of task management skills within a vocational project. With directive support from their teacher/lecturer, candidates will produce a plan consisting of a minimum of **two** simple tasks per target, for the development of their own task management skills during a vocational project. The tasks will be routine and familiar. Examples of tasks appropriate for this Unit can be found in the table above. The plan should also indicate any resources necessary for carrying out tasks. Candidates should be given instructions as to when tasks should be completed; this can be indicated on their plan.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self and Work (Access 3)

For Outcome 3 candidates need to carry out their plan within a vocational project.

With directive support from their teacher/lecturer, candidates will implement their plan. Candidates must keep records of their work which will provide evidence of monitoring progress and the action taken as a result of monitoring. Although the candidate will be monitoring on an ongoing basis, evidence of monitoring should be gathered at a suitable mid-point and then again towards the end of the project. Appropriate action could be an amendment to the plan or it could be deciding to carry on with the plan as it stands. It is possible and acceptable for the teacher/lecturer to initiate any amendments to the plan.

For Outcome 4 candidates need to ask themselves:

♦   Where am I now?

To answer this question, candidates will carry out a review of the progress they have made towards achieving their targets for the development of task management skills. They will do this with directive support from their teacher/lecturer. It is recommended that candidates make comparisons with the strengths and weaknesses identified for Outcome 1. They could use this comparison to identify areas for the further development of task management skills.

If candidates are studying the *Personal Development* (Access 3) Course, it may be possible for the chosen context for the vocational project to be used in other Units. For example, candidates studying in the context of 'Health' may:

♦   find out about health and safety on a work placement for a vocational project for this Unit
♦   produce a health booklet in a group project for the F37W 09 *Personal Development: Self in Society* (Access 3) Unit
♦   generate evidence for the F37Y 09 *Personal Development: Practical Abilities* (Access 3) Unit from these projects

Thus candidates studying the *Personal Development* (Access 3) Course may be able to adopt an integrated approach to their learning.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self and Work (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As part of the induction process, time should be devoted to ensuring that candidates have a clear understanding of the expectations for the Unit by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and Core Skills. A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

In this Unit learning is by doing; the vocational project must allow candidates to develop their task management skills through experience related to the world of work. Centres must ensure that the project allows candidates the opportunity to achieve the Outcomes and Performance Criteria for the Unit. It is possible that the setting for the vocational project will be outside the centre environment. Centres must ensure that the relevant health and safety guidelines are followed at all times.

Throughout the Unit candidates should be encouraged to:

♦ take and use personal guidance from teachers/lecturers, peers or experts from the community or business
♦ adopt an investigative approach through self evaluation, interviewing, shadowing, questioning and information gathering
♦ become reflective learners through the review of personal development and knowledge of self and through the use of feedback from teachers/lecturers and others to set goals and make plans for the future

If candidates intend to complete a *Personal Development: Practical Abilities* Unit they could be made aware of the expectations of that Unit since it may be possible for them to gather evidence for *Personal Development: Practical Abilities* whilst gathering information, communicating and delivering an output for a vocational project.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an evaluation, target-setting and planning and reviewing while undertaking a vocational project. This covers *Problem Solving* at Access level 3 and provides good opportunities for developing aspects of *Working with Others* where the project is carried out as a group activity.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit specification.

As stated in the Evidence Requirements, candidates will be given templates for evaluating, planning, monitoring and reviewing to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

Candidates should receive directive support in selecting evidence for their folio. Evidence should be gathered at appropriate points as candidates make progress through the Unit. Observation checklists and other records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for verification. Assessor observation checklists may relate to just one candidate, a group of candidates or a whole class.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self and Work (Access 3)

Written and/or recorded oral evidence may be produced in a variety of formats, for example:

♦   candidate written records
♦   recordings of interviews
♦   e-mails
♦   blogs
♦   assessor record of candidate responses
♦   review sheets
♦   electronic presentations
♦   electronic journals
♦   log books
♦   diaries
♦   videos
♦   photographs

Centres should select the formats most appropriate to the individual and the learning environment in which the Unit is being completed.

If candidates intend to complete a *Personal Development: Practical Abilities* Unit it may be possible to integrate learning, teaching and assessment while undertaking the vocational project.

In addition, it may be possible for candidates studying the *Personal Development* (Access 3) Course to use one project to gather evidence for more than one Unit. For example, a candidate working in a group to set up an enterprise company may:

♦   for F37W 09 *Personal Development: Self in Society* (Access 3), target their interpersonal skills, whilst working with others in the group to plan, set up and run the company
♦   for F37X 09 *Personal Development: Self and Work* (Access 3), plan to develop task management skills as they carry out their role for the enterprise company
♦   for F37Y 09 *Personal Development: Practical Abilities* (Access 3), gather information for the company, communicate information to others and deliver an output such as a product for the company

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**).

Appendix: Glossary of Terms used in Personal Development Units and Courses

A glossary of terms particular to *Personal Development* Courses and Units at Access 3 and above is given here:

Activities: *Work to be carried out by the candidate for the group, personal, or vocational project which is not directly aimed at progress in the development of personal targets.*

Areas for Further Development: *Goals for the future development of skills, abilities and self knowledge.*

Complex: *This refers to tasks and activities and means that the activities and tasks will comprise of several stages and will contain non-routine (see non-routine in the glossary) elements and will be in an unfamiliar setting or situation.*

Context: *Topic of study, for example, local community.*

Contribute: *Offer some ideas and/or suggestions.*

Core Skills: *These are: Communication; Numeracy; Problem Solving; Information Technology and Working with Others.*

Detailed: *This refers to tasks and activities and means that the tasks and activities will comprise of several stages and will contain some routine and some non-routine elements (see routine and non-routine in the glossary).*

Directive Support: *This means that the teacher/lecturer will issue explicit instructions to enable progress.*

Evaluation: *A self assessment of strengths, weaknesses and personal qualities.*

Folio: *Pieces of work selected to meet the Evidence Requirements.*

Interpersonal Skills: *The skills required to interact and work harmoniously and effectively with others.*

Non-directive Supervision: *This means that the candidate should take responsibility for their own progress although teachers/lecturers may explain and interpret if asked to do so by the candidate.*

Minimum Support: *This means that the teacher/lecturer may respond to specific questions from the candidates to enable progress.*

Non-routine: *This refers to tasks and means that the task, or part of the task, will be new to the candidate, ie it will take them out of their comfort zone.*

Negotiate: *Put forward ideas and suggestions and work with others to agree a way forward.*

Participate: *Agree to ideas, plans and suggestions.*

Personal Development: *The development of personal skills, abilities and self awareness.*

Personal Targets: *An objective for the development of personal skills.*

Practical Abilities: *The ability to obtain and organise information to communicate effectively and to deliver an output, such as a product or a service, which is fit for purpose.*

**Progress Made Towards
Personal Targets:**   *Was the target achieved? Was it partially achieved?*

Project: *The vehicle for the development of skills and self awareness and the demonstration of practical abilities. For example, a vocational project, such as a work placement, through which task management skills can be developed.*

Review: *To carry out an assessment of progress made by comparisons with an initial evaluation and/or an assessment of what was done well and what could have been done better.*

Routine: *This refers to tasks and means that the task, or part of the task, would require an everyday action, ie an action which is the norm for the candidate.*

Self awareness: *Recognition of one's own personality, ie knowledge of self. The Personal Development Courses and Units address self awareness by providing opportunities to explore qualities, ie strengths and weaknesses, skills and knowledge and feelings, ie likes, dislikes, interests, fears and aspirations.*

Self evaluation Technique: *A tool for carrying out a self assessment of strengths, weaknesses, qualities and feelings which could include a SWOT analysis, force field analysis, Johari's windows or a self devised self assessment tool. These are relevant to Intermediate 2 and Higher Units.*

Simple: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) and in a familiar setting or situation.*

Straightforward: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) in nature.*

Support: *This means that the teacher/lecturer should issue advice to candidates to enable progress.*

Tasks: *Work carried out by the candidate towards the identified personal targets.*

Task Management Skills: *The skills required to work in an effective and organised manner.*

National Unit Specification: general information

SQA

UNIT Personal Development: Practical Abilities (Access 3)

CODE F37Y 09

SUMMARY

This is a mandatory Unit in the *Personal Development* (Access 3) Course, but it is also available as a free-standing Unit.

This Unit is designed to allow candidates to improve their self reliance and self esteem by demonstrating their practical abilities through participation in one or more projects. Candidates will select and organise information, learn to communicate effectively and deliver an output, ie a product or a service which is fit for purpose for the project(s). This Unit offers candidates a flexible approach to their learning in that their abilities can be demonstrated in relation to the personal development projects from other Units in the Access 3 *Personal Development* Course or from other areas within and/or beyond the formal curriculum. There is a wide range of suitable contexts for projects offering candidates a flexible approach to their learning. Guidance on suitable projects can be found in the support notes of this specification.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

Throughout the Unit candidates will be working with directive support. This means that explicit instructions will be given by the teacher/lecturer as candidates make progress through the Unit.

This Unit is suitable for candidates who have not previously completed a *Personal Development* Course or Unit but it also offers progressions for candidates who have completed *Personal Development* Units or the Course at Access 2 level.

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: general information (cont)

UNIT   Personal Development: Practical Abilities (Access 3)

OUTCOMES

1   Select and organise information as part of a specific project.
2   Communicate with others during a specific project.
3   Deliver own output for a specific project.
4   Review own practical abilities used in projects.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*).

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.

National Unit Specification: statement of standards

UNIT   Personal Development: Practical Abilities (Access 3)

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 the Scottish Qualifications Authority.

OUTCOME 1

Select and organise information as part of a specific project.

Performance Criteria

(a) Select relevant information from a variety of sources.
(b) Organise this information appropriately for use in the project.

OUTCOME 2

Communicate with others during a specific project.

Performance Criteria

(a) Communicate with the relevant people at appropriate times during a specific project.
(b) Use appropriate methods to communicate effectively with these people.

OUTCOME 3

Deliver own output for a specific project.

Performance Criteria

(a) Identify simple activities needed to deliver own output.
(b) Select the resources needed to deliver the output.
(c) Use these resources appropriately to complete the identified activities.
(d) Deliver own output which is fit for purpose.

OUTCOME 4

Review own practical abilities used in projects.

Performance Criteria

(a) Identify strengths and weaknesses in own practical abilities.
(b) Identify areas for further development of these abilities in light of these strengths and weaknesses.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Practical Abilities (Access 3)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The candidate will receive directive support throughout the Unit whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit.
This means that the teacher/lecturer will issue explicit instructions to candidates to enable progress.

The evidence will be generated by the candidate, with directive support from the teacher/lecturer, at appropriate points throughout the Unit. The evidence must consist of:

♦   written and/or recorded oral evidence generated by the candidate for all Outcomes. This evidence must be retained in a folio.
♦   product evidence for Outcome 3 supported by an assessor checklist.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

For Outcome 1

The candidate will be given a template to allow him/her to list the sources used to select the information. This list, along with the information selected, which will be organised in a way appropriate for the project, must be retained in the folio.

The sources of information will be specific to the project and will be provided for the candidate by the teacher/lecturer. The candidate will need to select information. The candidate will use a minimum of **two** different sources of information. Examples of sources of information are:

♦   text
♦   catalogue
♦   table
♦   person
♦   directory
♦   graph

For Outcome 2

Written and/or recorded oral evidence from the candidate which covers:

♦   who is to receive a communication and when
♦   the methods of communication used

The candidate will be given a suitable template to enable the production of the evidence required. The completed template must be retained in the folio.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Practical Abilities (Access 3)

Evidence to show that communication has been successfully transmitted is also required. This could take the form of, for example, a postal receipt, a reply to an e-mail, an attendee list at an event, a thank you letter, receipt for ticket sales for an event or confirmation that a request has been actioned. The candidate will receive written and/or oral instructions from the teacher/lecturer and/or, in the case of a group project, another member of the group. The instructions will cover the information the candidate needs to communicate, the people they need to communicate with and when. The information to be communicated will be brief, for example, a phrase or a list.

The candidate will communicate with others on a minimum of **two** occasions.

For Outcome 3

The teacher/lecturer will inform the candidate of what the output will be and will provide appropriate resources.

Written and/or recorded oral evidence from the candidate which covers:

♦   own simple activities. Simple activities will consist of a few stages and will be routine and familiar.
♦   the resources they have selected.

The candidate will be given a suitable template to enable the production of the evidence required. The completed template must be retained in the folio.

Evidence of the appropriate use of resources and the successful delivery of the candidate's own output, supported by an assessor checklist, is also required. The output may be, for example, a product such as a poster, a cake or tickets for an event. Services might include selling a school newspaper, car washing or selling tickets for an event.

For Outcome 4

The candidate will review their own practical abilities as used in one or more projects. This must cover strengths and weaknesses and areas for further development. The following practical abilities must be reviewed:

Selecting and organising information by:

♦   selecting the information
♦   organising the information

Communicating by:

♦   communicating with relevant people at appropriate times
♦   using appropriate methods of communication
♦   communicating information effectively

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Practical Abilities (Access 3)

Delivering an output by:

♦   identifying the activities to be carried out to deliver an output
♦   using resources appropriately
♦   delivering an output which is fit for purpose

The candidate will be given a suitable template to enable the completion of the review. The completed review must be retained in the folio. The candidate review must be confirmed as authentic and realistic by the teacher/lecturer.

The National Assessment Bank (NAB) item for this Unit contains examples of candidate evaluation and review sheets, candidate templates and assessor checklists. Centres wishing to design their own assessments should refer to the National Assessment Bank to ensure a comparable standard.

National Unit Specification: support notes

UNIT Personal Development: Practical Abilities (Access 3)

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 Unit is suitable for candidates who have no previous experience of *Personal Development* Units Courses but it also offers progression for candidates who have completed *Personal Development* Units or the Course at Access 2 level.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

Some examples of projects, and the practical abilities which could be associated with these projects, can be found in the table below. Centres may choose contexts and projects suitable for their candidates and are not restricted to the examples in the table.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Practical Abilities (Access 3)

Projects	Some examples of suitable projects are: 1 a work placement 2 an eco-schools committee 3 an enterprise company 4 a school newspaper 5 an event
Information	Some examples of selecting information are: 1 finding out start and finishing times for a work placement 2 finding out opening and closing times for the local recycling centre 3 finding out cost of material from a catalogue 4 finding out the cost of photocopying a number of pages from the centre office 5 finding out number of pensioners coming to a coffee morning
Communication	Some examples of communication are: 1 telling other members of the group the start and finishing times for a work placement 2 telephoning the local recycling centre to inform them when students will be visiting 3 producing a simple statement showing how much money has been made from the sale of some products 4 writing a brief statement about the cost of a school newspaper for the school notice board 5 making a list of the pensioners coming to a coffee morning and passing it to others in the group
Outputs	Some examples of appropriate outputs are a: 1 service such as gathering and weighing materials on a work placement in a bakery 2 product such as a poster for the eco-schools committee 3 product such as a key ring for an enterprise company 4 service such as selling the school/college newspapers during breaks 5 a service such as showing pensioners to their seats when they arrive for the coffee morning

National Unit Specification: support notes (cont)

UNIT   Personal Development: Practical Abilities (Access 3)

This Unit is designed to allow candidates to demonstrate and review practical abilities through participation in one or more specified projects. Candidates will work with directive support to demonstrate the following practical abilities:

Selecting and organising information

♦   selecting information
♦   organising information

Communicating

♦   communicating at appropriate times
♦   using appropriate methods of communication
♦   communicating information effectively

Delivering own output

♦   identifying the activities to be carried out to produce the end product
♦   using resources appropriately
♦   delivering own output which is fit for purpose

This Unit offers candidates a flexible approach to their learning in that their abilities can be demonstrated in relation to the personal development projects from other Units in the Access 3 *Personal Development* Course or projects from other areas within and/or beyond the formal curriculum.

Outcomes

For Outcome 1 teachers/lecturers will tell the candidate what information they need to gather and the sources they will need to use. With directive support from their teacher/lecturer, candidates will select information while carrying out a specific project. The candidate must use a minimum of **two** sources of information. The sources of information will be specific to the project and will be provided for the candidate. The candidate will need to select information from, for example, a text, a catalogue, a table, a directory or a graph. For example, in a vocational project, a candidate may be given an information sheet about a work placement and be instructed to select a telephone number and a name and then make a phone call to find out start times, finish times and dress code for a work placement. The candidate would then organise this information, possibly recording it in a log book, in preparation for going on a work placement. Further guidance on information selecting appropriate to this Unit can be found in the table above.

UNIT Personal Development: Practical Abilities (Access 3)

For Outcome 2 teachers/lecturers will tell the candidates what information they need to communicate and to whom. With directive support from their teacher/lecturer, candidates will carry out communication for a specific project. They will receive instructions as to the nature of the information they need to communicate and to whom the communication should be directed. These instructions may be issued by the teacher/lecturer or another person involved in the project. The information to be communicated will be brief, for example, a phrase or a list. A candidate involved in a vocational project, for example, may be instructed to communicate the dates, times and dress code for a work placement to a fellow student. Evidence of effective communication could be a copy of an e-mail confirming the receipt of the information or taking the template to the janitor to get confirmation of a request for seats to be set up in the hall. Further guidance on effective communication appropriate to this Unit can be found in the table above.

For Outcome 3 teachers/lecturers must identify an output for the candidate. With directive support from their teacher/lecturer, candidates will then demonstrate the ability to deliver an output, for example, a product such as a poster or tickets for an event, a cake for a coffee morning, a clock to sell for an enterprise company, photographs or a service such as car washing. To deliver this output candidates will carry out routine and familiar activities consisting of a few stages. Resources will be provided for the candidate. Further guidance on an output appropriate to this Unit can be found in the table above.

For Outcome 4 with directive support from their teacher/lecturer candidates should identify their strengths and weakness in:

♦ selecting and organising information for a specific project
♦ communicating effectively in a specific project
♦ delivering own output which is fit for purpose for a specific project

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As part of the induction process, time should be devoted to ensuring that candidates have a clear understanding of the expectations for the Unit by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and Core Skills. A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

In this Unit learning is by experience and through reviewing performance, with evidence being drawn from the demonstration of practical abilities in one or more specific projects. Centres must ensure that the projects allow candidates the opportunity to achieve all the Outcomes and Performance Criteria for the Unit. It is possible that the setting for a specific project will be outside the centre environment. Centres must ensure that relevant health and safety guidelines are followed at all times.

Throughout the Unit candidates should be encouraged to:

♦ take and use personal guidance from teachers/lecturers, peers or experts from the community or business
♦ adopt an investigative approach through self evaluation, interviewing, shadowing, questioning and information gathering

National Unit Specification: support notes (cont)

UNIT   Personal Development: Practical Abilities (Access 3)

♦   become reflective learners through the review of personal development and knowledge of self and the use of feedback from teachers/lecturers and others to set goals and make plans for the future

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in selecting and organising information, communicating with others and using resources to deliver a product or a service. This provides good opportunities for developing aspects of *Communication*. If projects are carried out by candidates working in groups there may be opportunities for development of *Working with Others*. Depending on the nature of the project and sources of information being used it may be possible to develop *Numeracy* and *Information Technology* Core Skills.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit specification.

As stated in the Evidence Requirements, candidates must be given templates for recording and reviewing their work to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

Candidates must receive directive support when generating evidence for their folio. Evidence should be gathered at appropriate points throughout the Unit as candidates undertake specific projects. This may be drawn from the demonstration of practical abilities in one or more projects. Checklists and other records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for verification. Assessor checklists may relate to just one candidate, a group of candidates or a whole class.

Written and/or recorded oral evidence may be produced in a variety of formats, for example:

♦   candidate written records
♦   recordings of interviews
♦   e-mails
♦   blogs
♦   assessor record of candidate responses
♦   review sheets
♦   electronic presentations
♦   electronic journals
♦   log books
♦   diaries
♦   videos
♦   photographs

Centres should select the formats most appropriate to the individual and the learning environment in which the Unit is being completed.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Practical Abilities (Access 3)

If candidates intend to complete the *Personal Development* (Access 3) Course it may be possible for one personal development project from one of the other Units to generate evidence for this Unit. For example, a candidate working in a group to produce a school newspaper for F37W 09 *Personal Development: Self in Society* (Access 3) may gather evidence in the following ways for this Unit:

♦   select and organise information to be included in the newspaper
♦   communicate information to other pupils and staff about the newspaper
♦   produce articles to be included in the newspaper

It may also be possible for a candidate to use personal development projects in the other Units of the Course to gather evidence for this Unit. For example:

♦   information about work shadowing could be selected and organised for F37X 09 *Personal Development: Self and Work* (Access 3)
♦   communication could be about a website for an anti-bullying booklet to be produced as a group project for F37W 09 *Personal Development: Self in Society* (Access 3)
♦   a car washing service (the output) could be provided for an enterprise company as a vocational project for F37X 09 *Personal Development: Self and Work* (Access 3)

Thus candidates studying the *Personal Development* (Access 3) Course may be able to adopt an integrated approach to their learning.

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**).

Appendix: Glossary of Terms used in Personal Development Units and Courses

A glossary of terms particular to *Personal Development* Courses and Units at Access 3 and above is given here:

Activities:	*Work to be carried out by the candidate for the group, personal, or vocational project which is not directly aimed at progress in the development of personal development targets.*
Areas for Further Development:	*Goals for the future development of skills, abilities and self knowledge.*
Complex:	*This refers to tasks and activities and means that the activities and tasks will comprise of several stages and will contain non-routine (see non-routine in the glossary) elements and will be in an unfamiliar setting or situation.*
Context:	*Topic of study, for example, local community.*
Contribute:	*Offer some ideas and/or suggestions.*
Core Skills:	*These are: Communication; Numeracy; Problem Solving; Information Technology and Working with Others.*
Detailed:	*This refers to tasks and activities and means that the tasks and activities will comprise of several stages and will contain some routine and some non-routine elements (see routine and non-routine in the glossary).*
Directive Support:	*This means that the teacher/lecturer will issue explicit instructions to enable progress.*
Evaluation:	*A self-assessment of strengths, weaknesses and personal qualities.*
Folio:	*Pieces of work selected to meet the Evidence Requirements.*
Interpersonal skills:	*The skills required to interact and work harmoniously and effectively with others.*
Non-directive supervision:	*This means that the candidate should take responsibility for their own progress although teachers/lecturers may explain and interpret if asked to do so by the candidate.*
Minimum Support:	*This means that the teacher/lecturer may respond to specific questions from the candidates to enable progress.*
Non-routine:	*This refers to tasks and means that the task or part of the task will be new to the candidate ie. it will take them out of their comfort zone.*
Negotiate:	*Put forward ideas and suggestions and work with others to agree a way forward.*

Participate: *Agree to ideas, plans and suggestions.*

Personal Development: *The development of personal skills, abilities and self awareness.*

Personal Targets: *An objective for the development of personal skills*

Practical Abilities: *The ability to obtain and organise information; to communicate effectively and to deliver an output. such as a product or a service which is fit for purpose.*

Progress made towards personal targets: *Was the target achieved? Was it partially achieved?*

Project: *The vehicle for the development of skills and self awareness and the demonstration of practical abilities. For example, a vocational project such as a work placement through which task management skills can be developed.*

Review: *To carry out an assessment of progress made by comparisons with an initial evaluation and/or an assessment of what was done well and what could have been done better.*

Routine: *This refers to tasks and means that the task or part of the task would require an everyday action ie an action which is the norm for the candidate.*

Self awareness: *Recognition of one's own personality ie. knowledge of self. The Personal Development Courses and Units addresses self awareness by providing opportunities to explore qualities ie strengths and weaknesses, skills and knowledge and feelings ie likes, dislikes, interests, fears and aspirations.*

Self evaluation technique: *A tool for carrying out a self assessment of strengths, weaknesses, qualities and feelings which could include a SWOT analysis, force field analysis, Johari's windows or a self devised self assessment tool. These are relevant to Intermediate 2 and Higher Units.*

Simple: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) and in a familiar setting or situation.*

Straightforward: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) in nature.*

Support: *This means that the teacher/lecturer is should issue advice to candidates to enable progress.*

Tasks: *Work carried out by the candidate towards the identified personal development targets.*

Task management skills: *The skills required to work in an effective and organised manner.*