Personal Development
Higher

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National Course Specification

Personal Development (Higher)

COURSE CODE   C255 12

COURSE STRUCTURE

This Course has four mandatory Units. The mandatory Units are:

F2FV 12	*Personal Development: Self Awareness* (Higher)	*1 credit (40 hours)*
F37W 12	*Personal Development: Self in Society* (Higher)	*1 credit (40 hours)*
F37X 12	*Personal Development: Self and Work* (Higher)	*1 credit (40 hours)*
F37Y 12	*Personal Development: Practical Abilities* (Higher)	*1 credit (40 hours)*

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.

All Courses include 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 Course assessment.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

PROGRESSION

This Course or its Units may provide progression to:

♦ Higher Education
♦ training or employment
♦ further education

National Course Specification: (cont)

COURSE   Personal Development (Higher)

CREDIT VALUE

The Higher Course in Personal Development is allocated 24 SCQF credit points at SCQF level 6*.

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 6
                             Working with Others at SCQF level 6

Core Skill Component(s)   None

National Course Specification: Course details

COURSE   Personal Development (Higher)

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 *Higher Personal Development* 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* (Higher) Course consists of four Units. These are:

♦ F2FV 12 *Personal Development: Self Awareness* (Higher) — candidates will aim to increase their knowledge of their own qualities and feelings while undertaking a personal project
♦ F37W 12 *Personal Development: Self and Society* (Higher) — candidates will aim to develop their interpersonal skills as they work with others to plan and carry out a group project
♦ F37X 12 *Personal Development: Self and Work* (Higher) — candidates will aim to develop their task management skills while carrying out a vocational project
♦ F37Y 12 *Personal Development: Practical Abilities* (Higher) — 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* (Higher) 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* (Higher) 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* (Higher) *Course* may provide a natural progression route for candidates who have undertaken Units or the Course in *Personal Development* at Intermediate 2 level or a Standard Grade in *Social and Vocational Skills* at Credit level. 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 (Higher)

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 *Personal Development* (Higher) 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, making effective decisions and multi-tasking
♦   interpersonal skills such as how to work in a group, giving criticism sensitively and being sensitive to impact on others
♦   self awareness, self reliance, self esteem and self confidence
♦   self evaluation skills, including use of appropriate evaluation techniques, reviewing, analysing, reaching conclusions and target setting

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

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

Candidates will work with non-directive supervision to achieve these aims.

National Course Specification: Course details (cont)

COURSE   Personal Development (Higher)

COURSE CONTENT

Summary of Course content

This Course is at Higher and has four mandatory Units. These are:

♦   F2FV 12 *Personal Development: Self Awareness* (Higher)
♦   F2FW 12 *Personal Development: Self in Society* (Higher)
♦   F37X 12 *Personal Development: Self and Work* (Higher)
♦   F37Y 12 *Personal Development: Practical Abilities* (Higher)

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 making effective decisions
♦   interpersonal skills such as accepting criticism positively
♦   the ability to increase knowledge of own qualities and feelings
♦   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 study 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   F2FV 12 *Personal Development: Self Awareness* (Higher)

Content   This Unit is designed to allow candidates to build self confidence and self esteem by undertaking a project to develop self awareness. The project will be in a specific context. The wide range of suitable contexts and locations for the project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their qualities and feelings in relation to the context, identifying an aim for their project and monitoring and reviewing what they have learned about themselves as a result of completing the project. Candidates will work with non-directive supervision from the teacher/lecturer throughout the Unit.

National Course Specification: Course details (cont)

COURSE   Personal Development (Higher)

Unit   F37W 12 *Personal Development: Self in Society* (Higher)

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 their progress on completion of the group project. Candidates will work with non-directive supervision from the teacher/lecturer throughout the Unit.

Unit   F37X 12 *Personal Development: Self and Work* (Higher)

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. 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 non-directive supervision from the teacher/lecturer throughout the Unit.

Unit   F37Y 12 *Personal Development: Practical Abilities* (Higher)

Content   This Unit is designed to allow candidates to improve their self esteem and self reliance by demonstrating their practical abilities through participation in one or more projects. Candidates will demonstrate the ability to gather and organise information, communicate effectively and deliver an output such as a product or a service for these projects. 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 non-directive supervision from the teacher/lecturer throughout the Unit.

ASSESSMENT

To achieve the Course award candidates must pass all four Units.

Throughout the Course candidates will be working with non-directive supervision. This means that candidates will take responsibility for their own progress through the Units of the Course, although teacher/lecturers may explain and interpret if asked to do so by candidates.

National Course Specification: Course details (cont)

COURSE   Personal Development (Higher)

Assessment objectives

Assessment across the Units of this Course allows the candidate to demonstrate the development of self awareness, 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 an output, ie a product or service which is fit for purpose

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 12 *Personal Development: Self in Society* and F37W 12 *Personal Development: Self and Work* Units. Product evidence, supported by an assessor checklist, is required for F37Y 12 *Personal Development: Practical Abilities.*

Personal Development: Self Awareness

Assessment in this Unit requires:

- ♦ written and/or recorded oral evidence covering:
  — self evaluation, using an appropriate technique, of qualities and feelings which includes opinions from one other person
  — an explanation justifying the choice of technique
  — an aim for a project to develop self awareness
  — an explanation justifying this aim
  — complex tasks which will enable progress towards the aim
  — an explanation justifying the choice of tasks
  — monitoring of progress and an explanation of the action taken as a result of monitoring
  — completion of tasks
  — a review of progress which includes conclusions about what has been learned about self as a result of completing the project and an explanation justifying these conclusions
  — goals for the future development of self knowledge and an explanation justifying the choice of goals

Personal Development: Self in Society

Assessment in this Unit requires:

- ♦ written and/or recorded oral evidence covering:
  — self evaluation of interpersonal skills using an appropriate technique
  — an explanation justifying the choice of technique
  — targets for the development of these skills and an explanation justifying the choice of targets
  — the nature of the group project
  — complex tasks which will enable progress towards targets within a group project
  — carrying out own role in a group project
  — completing own tasks for the development of interpersonal skills

COURSE   Personal Development (Higher)

> — monitoring the group project
> — review of progress which includes feedback on interpersonal skills and an explanation of strengths and weaknesses
> — conclusions which include examples and explanation about progress made
> — areas for further development of interpersonal skills based on these conclusions

- ♦ performance evidence, supported by an assessor observation checklist, covering:
  - — negotiation of the allocation of roles and responsibilities of members of the group
  - — negotiation of the procedures for management of the group project
  - — negotiation of the action taken as a result of monitoring
  - — 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 using an appropriate technique
  - — an explanation justifying the choice of technique
  - — targets for the development of these skills and an explanation justifying the choice of targets
  - — a plan for the development of these skills indicating complex tasks which will enable progress towards targets, an explanation to justify the choice of tasks, the resources required and realistic timescales
  - — completing own tasks within the timescales indicated in the plan
  - — monitoring of progress and an explanation of the action taken as a result of monitoring
  - — review of progress towards targets which includes an explanation justifying the progress made
  - — conclusions which include examples and explanation about progress made
  - — areas for further development of interpersonal skills based on these conclusions
- ♦ 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:
  - — extracting, interpreting and adapting information
  - — information to be communicated, the recipients of communication, the timing of the communication and methods of communication
  - — an identified output and own complex activities and the resources required to deliver this output
  - — a review of practical abilities which includes an explanation to justify the review
  - — 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 (Higher)

QUALITY ASSURANCE

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

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

National Course Specification: Course details (cont)

COURSE   Personal Development (Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

The Course has four 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 12 *Personal Development: Practical Abilities* (Higher) 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 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 F2FV 12 *Personal Development: Self Awareness* (Higher), produce a personal health plan.
♦   for F37W 12 *Personal Development: Self in Society* (Higher), work with others to produce a health booklet.
♦   for F37X 12 *Personal Development: Self and Work* (Higher), find out about health and safety for a work placement.
♦   for F37Y 12 *Personal Development: Practical Abilities* (Higher), 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.

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 12 *Personal Development: Self in Society* (Higher), target their interpersonal skills, whilst working with others in the group to plan, set up and run the company
♦   for F37X 12 *Personal Development: Self and Work* (Higher), plan to develop task management skills as they carry out their role for the enterprise company
♦   for F37Y 12 *Personal Development: Practical Abilities* (Higher), gather information for the company, communicate information to others and deliver an output such as a product for the company

National Course Specification: Course details (cont)

COURSE   Personal Development (Higher)

Throughout the Course candidates should be encouraged to:

♦ seek and decide how to 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 teachers/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.

Whilst generating the evidence required to achieve the national standard through each of the Units of the Course, candidates will work with non-directive supervision.

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 and/or candidates should select the formats most appropriate to the individual 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 Higher and other levels 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 Awareness (Higher)

CODE F2FV 12

SUMMARY

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

This Unit is designed to allow candidates to build self confidence and self esteem by undertaking a project to develop self awareness. The project will be in a specific context. The wide range of suitable contexts and locations for the project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their qualities and feelings in relation to the context, identifying an aim for their project and monitoring and reviewing what they have learned about themselves as a result of completing the project. Guidance on suitable contexts, projects aims 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 Appendix 1 of this Unit specification.

Throughout the Unit candidates will be working with non-directive supervision. This means that candidates will take responsibility for their own progress through the Unit, although teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

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 the F2FV 11 *Personal Development: Self Awareness* (Intermediate 2) Unit, other *Personal Development* Units or the Course at Intermediate 2 level, or a Standard Grade in *Social and Vocational Skills* at Credit 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: Self Awareness (Higher)

OUTCOMES

1   Evaluate knowledge of self in a specific context to identify an aim for a project to develop self awareness.
2   Carry out a project to develop self awareness.
3   Review knowledge of self on completion of the project.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

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: Self Awareness (Higher)

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 knowledge of self in a specific context to identify an aim for a project to develop self awareness.

Performance Criteria

(a) Use an appropriate technique to evaluate own qualities and feelings in a specific context.
(b) Explain the reasons for choosing this technique.
(c) Gather opinions from another person on own personal qualities in this context.
(d) In light of the identified qualities and feelings identify an aim for a project to develop self awareness.
(e) Explain the reasons for choosing this aim.

OUTCOME 2

Carry out a project to develop self awareness.

Performance Criteria

(a) Identify complex tasks which will enable progress towards this aim.
(b) Give reasons to explain the choice of identified tasks.
(c) Monitor progress towards achieving the aim of the project.
(d) Take appropriate action as a result of this monitoring.
(e) Explain why this action as been taken.
(f) Complete own identified tasks.

OUTCOME 3

Review knowledge of self on completion of the project.

Performance Criteria

(a) Analyse progress made towards achieving the aim of the project.
(b) Reach conclusions about what has been learned about own qualities and feelings based on this analysis.
(c) Identify personal goals for the further development of knowledge of own qualities and feelings based on these conclusions.
(d) Give reasons to explain the choice of identified goals.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Self Awareness (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

The candidate will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the candidate will take responsibility for his/her own progress through the Unit, although teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

The evidence will be generated by the candidate, with 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.

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

For Outcome 1

A candidate evaluation covering:

♦   own qualities and feelings relevant to the context using an appropriate technique such as a SWOT analysis or Johari's Windows. The following qualities must be covered: strengths and weaknesses, for example, in relation to skills and knowledge. The following feelings must be covered: likes, dislikes, interests, fears and aspirations.
♦   an explanation of the choice of technique. This must include a comparison with at least one other appropriate technique which has not been chosen.
♦   opinions on own qualities from at least one other person. This person will be chosen by the candidate, in consultation with the teacher/lecturer, and could be, for example, a teacher/lecturer, a friend, a classmate or a relative.
♦   an aim for a project to develop self awareness.
♦   an explanation giving reasons for this choice of aim.

Examples of self awareness questions which may be helpful to the candidate can be found in Appendix 2 of the Unit specification.

The candidate will be given a checklist to allow the evaluation to be produced. The candidate evaluation must be retained in the folio.

For Outcome 2

A candidate record of:

♦   own complex tasks. A minimum of **four** tasks containing non-routine elements is required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦   reasons explaining the choice of tasks.

UNIT   Personal Development: Self Awareness (Higher)

♦   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.
♦   actions taken as a result of monitoring. Appropriate action could be making amendments to the identified tasks or deciding to continue with the tasks as they stand.
♦   an explanation of why this action was taken.
♦   all own tasks that have been completed by the candidate. This will be confirmed by the teacher/lecturer.

The candidate will be given a checklist to allow a record to be produced. The record must be retained in the folio.

For Outcome 3

A candidate review covering:

♦   analysis of progress made towards achieving the aim of the project
♦   what the candidate has learned about own qualities as a result of completing the project
♦   what the candidate has learned about own feelings as a result of completing the project
♦   goals for further development of knowledge of own qualities and feelings
♦   reasons for identifying these goals

The candidate will be given a checklist to allow a review to be produced. The candidate review must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of checklists for candidate evaluations, records and reviews. 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 Awareness (Higher)

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 or Courses but it also offers progression for candidates who have completed the F2FV 11 *Personal Development: Self Awareness* (Intermediate 2) Unit, other *Personal Development* Units or the Course at Intermediate 2 level or a Standard Grade in *Social and Vocational Skills* at Credit level.

A glossary of terms relevant for all *Personal Development* Units can be found in Appendix 1 to this Unit specification. Some examples of contexts, projects, aims 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.

Context	Some examples of suitable contexts are:
	1 learning skills 2 career 3 relationships 4 independent living
Project Aims	Some examples of aims for personal projects relating to the above contexts are: 1 I want to find out how to improve my ability to learn 2 I want to complete my CV to a good standard 3 I want to prepare for a mature relationship 4 I want to find out if I can live away from home
Tasks	Some examples of suitable tasks in relation to the above aims are: 1 I will carry out research into learning styles to find out about different kinds of learners. I will carry out an investigation to find out my own learning style. I will seek out people who have adapted their means of learning to suit their style. I will speak to teachers to find out how they have adapted their teaching to suit different learning styles and to let them know what I am trying to do. I will seek out opportunities to learn in a style that suits me. I will trial this for a period of time. At the end of the trial I will make an assessment of how I am learning by comparing my test scores with the previous term. 2 I will gather all the information I require to produce a good CV. I will make sure that I am aware of deadlines and give myself plenty of time. I will contact some employers, colleges and universities to find out what information they would like to see in a personal statement. I will audit my own skills and experience to think about what I can include. Where there are gaps in my skills and experience I will seek out opportunities to fill these gaps before my application is sent away. I will speak to teachers, parents, friends and others to gather as much information about my self and abilities as possible. Once my form is completed I will seek feedback. 3 I am 23 years old and in a relationship that is becoming serious. I hear so much about what's expected in a serious relationship that I feel intimidated by this. I want to find out what's okay and what's right for me. I am going to produce a set of questions to interview people about relationships. I want this to be a real variety of people from different ages, different religions and different lengths of relationships. I will also carry out some research into the statistics regarding marriage, pregnancy, domestic abuse and levels of sexual activity in people my own age. I will speak to the Family Planning Association about different methods of contraception to find out how they work. I will speak to a relationship counsellor. I will think about my own moral viewpoint, how I compare to others and what I feel comfortable with. 4 I intend to leave home next year and will probably be sharing a flat with others. I want to find out if I am able to cope with this. First of all I will find out practical information about costs and places available. I need to think about whether I will manage this; I need to think about what I can do if I need to earn more money. Secondly, I want to find out if I will be emotionally prepared for living away from home. I will be going on holiday with two friends and one other person that I know vaguely. We will be sharing a self-catering apartment. This will give me an opportunity to find out how I get on living with people who are not my family and I how I cope with the practicalities of looking after myself. I will keep a diary of events, thoughts and feelings. At the end of the fortnight I will review how things went and if there was anything that I could have done differently.

UNIT   Personal Development: Self Awareness (Higher)

This Unit is designed to allow candidates to develop self awareness through undertaking a project.

With non-directive supervision, candidates will evaluate their knowledge of self in relation to the following qualities and feelings:

Qualities: Feelings:

♦   strengths   ♦   likes
♦   weaknesses   ♦   dislikes
                                                                      ♦   interests
                                                                      ♦   fears
                                                                      ♦   aspirations

These qualities and feelings will be considered in relation to the context for the project. There are many suitable contexts for the project examples of which can be found in the table above. Having completed their evaluation, candidates will identify an aim for their project, carry out their project and then review their progress on completion of their project.

Outcomes

For Outcome 1 candidates are being asked to think about three things:

♦   How do I see myself?
♦   How do others see me?
♦   Where do I go from here?

With non-directive supervision from the teacher/lecturer, candidates should answer these questions by carrying out an evaluation of their qualities and feelings in relation to a specific context using a technique such as a SWOT analysis or Johari's Windows. Candidates must explain their choice of technique by comparing it with at least one other. They should explain clearly why the chosen technique is more suitable than the other. Candidates will seek opinions on their own personal qualities from another person. It is important that the candidate feels comfortable with this person and they may choose, for example, a teacher/lecturer, a classmate, a relative or a friend. Candidates should consult with their teacher/lecturer to ensure that they choose someone who is able to provide them with useful feedback. The person offering opinions will be commenting on the qualities which they think a candidate has in relation to the context. It would not be appropriate for this person to comment on a candidate's own evaluation of his/her qualities. In light of the self evaluation and opinions, candidates will identify an aim for a project to develop self awareness. Candidates will give reasons to explain this choice of aim. Guidance on suitable contexts and aims for the project can be found in the table above.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self Awareness (Higher)

For Outcome 2 candidates need to carry out their personal development project.

With non-directive supervision from their teacher/lecturer, candidates will identify and carry out a minimum of **four** complex tasks which will enable them to achieve the aim of their project. Candidates will provide reasons to explain their choice of tasks. Guidance on tasks suitable for F2FV 12 *Personal Development: Self Awareness* (Higher) can be found in the table above. Although candidates 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. Candidates should be encouraged to keep records of monitoring progress and the action taken as a result of monitoring. Appropriate action could be amendments to the identified tasks or it could be deciding to carry on with the tasks as they stand. Candidates will explain why the action has been taken.

For Outcome 3 candidates need to think about:

♦   Where am I now?
♦   What next?

With non-directive supervision from the teacher/lecturer, candidates will review their knowledge of their own qualities and feelings on completion of the project. They will analyse the progress they have made towards achieving the aim of their project and reach conclusions about what they have learned about their own qualities and feelings based on this analysis. It is recommended that candidates make comparisons with the evaluation carried out for Outcome 1. Candidates will identify goals for the further development of own personal qualities based on their conclusions. Candidates will explain their choice of goals.

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

♦   produce a personal health plan as a personal development project for this Unit
♦   find out about health and safety on a work placement for a vocational project for F37X 12 *Personal Development: Self and Work* (Higher)
♦   produce a health booklet in a group project for the F37W 12 *Personal Development: Self in Society* (Higher) Unit
♦   generate evidence for the F37Y 12 *Personal Development: Practical Abilities* (Higher) Unit from these projects

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

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.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self Awareness (Higher)

In this Unit the focus is on self awareness. As a starting point for the development of self awareness candidates could complete a self awareness questionnaire. Thinking about themselves in general terms may be suitable preparation for thinking about themselves in relation to the context for a personal development project. Examples of self awareness questions can be found in the Appendix 2 of this Unit specification.

In this Unit learning is by doing; the personal development project must allow candidates opportunities to develop their knowledge of self and address a personal development need through experience and activity. Centres must ensure that the project allows candidates the opportunity to achieve all of the Outcomes and Performance Criteria for the Unit. It is possible that the setting for the project will be outside the centre environment. If this is the case, centres must ensure that the relevant health and safety guidelines are followed at all times.

Throughout the Unit candidates should be encouraged to:

♦   seek and decide how to 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 F37Y 12 *Personal Development: Practical Abilities* whilst gathering information, communicating and delivering an output for a personal development project.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an evaluation, identifying an aim and tasks and reviewing progress while undertaking a project. This provides good opportunities for developing aspects of *Problem Solving.*

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

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

Candidates will receive non-directive supervision from the teacher/lecturer when gathering evidence for their folio. Evidence should be gathered at appropriate points as candidates make progress through the Unit. 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.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self Awareness (Higher)

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 and/or candidates 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 personal development project.

In addition, it may be possible for candidates studying the *Personal Development* (Higher) 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 F2FV 12 *Personal Development: Self Awareness* (Higher), increase knowledge of self in preparation for a role in the company
♦   for F37W 12 *Personal Development: Self in Society* (Higher), target their interpersonal skills, whilst working with others in the group to plan, set up and run the company
♦   for F37X 12 *Personal Development: Self and Work* (Higher), plan to develop task management skills as they carry out their role for the enterprise company
♦   for F37Y 12 *Personal Development: Practical Abilities* (Higher), gather information for the company, communicate information to others and deliver an output such as a product or a service 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 1: Glossary of Terms used in Personal Development Units and Courses

A glossary of terms particular to *Personal Development* Courses and Units at Higher and other levels 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.*

Appendix 2: Self Awareness Questions

- What are you strengths?
- What are your weaknesses?
- How do your friends describe you?
- List two situations when you are most at ease.
- List two situations which scare you
- What types of activities did you enjoy doing as a child?
- What activities do you enjoy now?
- What are your dreams for the future?
- What makes you angry or upset?
- How do react when get angry or upset?
- What qualities do you like in people?
- When you disagree with someone what do you do?

UNIT   Personal Development: Self in Society (Higher)

CODE   F37W 12

SUMMARY

This is a mandatory Unit in the *Personal Development* (Higher) 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 non-directive supervision. This means that candidates will take responsibility for their own progress through the Unit, although, teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

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 the *Personal Development: Self in Society* (Intermediate 2) Unit, other *Personal Development* Units or the Course at Intermediate 2 level or a Standard Grade in *Social and Vocational Skills* at Credit level.

Administrative Information

Superclass: HB

Publication date: April 2008

Source: Scottish Qualifications Authority

Version: 01

National Unit Specification: general information (cont)

UNIT   Personal Development: Self in Society (Higher)

OUTCOMES

1   Evaluate own interpersonal skills in preparation for a group project.
2   Plan, with others, a group project which will allow progress towards personal targets.
3   Carry out, with others, the planned group project.
4   Review own interpersonal skills on completion of the group project.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

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 6

Core Skill component(s)   None

National Unit Specification: statement of standards

UNIT   Personal Development: Self in Society (Higher)

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) Select and use an appropriate technique to evaluate own specific interpersonal skills.
(b) Explain the reasons for choosing this technique.
(c) Identify personal targets for the development of these interpersonal skills.
(d) Explain the reasons for choosing these personal targets.

OUTCOME 2

Plan, with others, a group project which will allow progress towards personal targets.

Performance Criteria

(a) Agree on the nature of the project with the other members of the group.
(b) Analyse the requirements of the group project to identify relevant activities and roles.
(c) Negotiate the allocation of roles and responsibilities for the group project, taking account of individuals' strengths and preferences.
(d) Negotiate procedures for managing the work of the group.
(e) Identify own complex tasks which will enable progress towards personal targets.
(f) Work cooperatively with others throughout the planning of the group project.

OUTCOME 3

Carry out, with others, 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) Monitor the progress of the group project.
(d) Negotiate appropriate action as a result of this monitoring.
(e) Work cooperatively with others to enable progress throughout the group project.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self in Society (Higher)

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) Analyse this feedback to identify strengths and weaknesses in own interpersonal skills.
(c) Analyse progress made towards achieving personal targets on completion of the group project.
(d) Reach conclusions about the areas for further development based on this analysis.

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

The candidate will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the candidate will take responsibility for his/her own progress through the Unit, although, teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

The evidence will be generated by the candidate 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.
♦ assessor observation checklists to support Performance Evidence for Outcomes 2 and 3.

For Outcome 1

A candidate evaluation covering:

♦ own interpersonal skills using an appropriate technique such as a SWOT analysis or Johari's Windows. The following interpersonal skills must be covered: giving instructions to others, giving criticism sensitively, taking account of the feelings of others, being sensitive to impact on others.
♦ an explanation of the choice of technique. This must include a comparison with at least one other appropriate technique which has not been chosen.
♦ a minimum of **two** targets for the development of interpersonal skills within a group project. These should be based on the self evaluation.
♦ an explanation giving reasons for the choice of targets.

The candidate will be given a checklist to allow the evaluation to be produced. The candidate evaluation must be retained in the folio.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self in Society (Higher)

For Outcomes 2 and 3

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

♦ the nature of the group project.
♦ an analysis of the activities and roles that need to be carried out.
♦ roles and responsibilities of the members of the group.
♦ own complex tasks matched to the relevant personal targets. Tasks should have some non-routine elements. A minimum of **two** tasks per target is required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦ monitoring the group project. As a member of the group and through discussion with the group, the candidate will be involved in monitoring on an ongoing basis. Written and/or recorded oral evidence of this monitoring should be gathered at a suitable mid-point and then again towards the end of the project.
♦ completion of the candidate's own identified tasks. This will be confirmed by the teacher/lecturer.
♦ own role which has been carried out in the group project. This will be confirmed by the teacher/lecturer.

The candidate will be given a checklist to enable them to record the evidence required. This record must be retained in the folio.

Performance evidence, supported by an assessor observation checklist, is required to show that, during the planning of the group project, the candidate has:

♦ worked cooperatively with others. This should cover taking account of the views of others, responding appropriately to others, and seeking and providing help and advice, as required.
♦ negotiated the allocation of roles and responsibilities taking account of the strengths and preferences of self and others. This should show that roles and responsibilities were agreed through discussion with the other members of the group.
♦ negotiated procedures for managing the work of the group.
♦ negotiated appropriate action to enable progress of the group project. This should show that the action taken was agreed through discussion with the other members of the group.

For Outcome 4

A candidate review covering:

♦ feedback from at least one other person. This could be the teacher/lecturer or a member of the group.
♦ strengths and weaknesses in relation to own interpersonal skills.
♦ analysis of progress made towards achieving personal targets confirmed as authentic and realistic by the teacher/lecturer.
♦ areas for further development of interpersonal skills.
♦ why these areas for further development have been chosen.

The candidate will be given a checklist to allow a review to be produced. The candidate review must be retained in the folio.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Self in Society (Higher)

The National Assessment Bank (NAB) item for this Unit contains examples of checklists for candidate evaluations, records and reviews 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 (Higher)

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 or Courses but it also offers progression for candidates who have completed the F37W 11 *Personal Development: Self in Society* (Intermediate 2) Unit, other *Personal Development* Units or the Course at Intermediate 2 level, or a Standard Grade in *Social and Vocational Skills* at Credit 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 in Society (Higher)

Contexts	Some examples of suitable contexts are: 1 local community 2 global community 3 sustainability 4 peer education
Projects	Some examples of group projects relating to the above contexts are: 1 fundraising for a local charity; organising an event for local pensioners; organising a sports day for a local primary school; working with local agencies such as the police to organise a youth club 2 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; participating in 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 centre; working with local agencies to protect wildlife; organising a competition to raise awareness about global warming 4 organising peer education programmes covering topics such as drugs, sexual health and bullying; setting up a 'buddying' scheme for new students; setting up a peer mediation programme; setting up paired education schemes to support pupils experiencing difficulties; working with staff in the centre to facilitate restorative practice
Targets	Some examples of suitable targets are to: 1 improve leadership skills 2 improve discussion skills 3 develop negotiating skills 4 develop conversational skills
Tasks	Some examples of suitable tasks are: 1 I am going to set up a charity fundraising committee. I will encourage others to take part by giving them a clear idea about the aim of the committee and the remits involved. I will lead the group by listening to others' ideas before making any decisions. 2 During the discussion for ideas for our distant community project I will try to be aware of my impact on others and not make them feel threatened or intimidated. I hope then that they will be more confident in putting forward suggestions and opinions during the discussion. 3 The committee that I am in is useless at making decisions about who does what. I am going to try and improve this by asking people for their preferences and by taking account of their skills and talents. I will put forward suggestions and ask others for their suggestions so that we can agree a way forward. 4 I have volunteered to contact local primary schools about organising a sport day for their pupils. I will make initial telephone contact to set up meetings with staff in the schools.

UNIT Personal Development: Self in Society (Higher)

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.

With non-directive supervision, 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 interpersonal skills will be evaluated by the candidate:

♦ giving instructions to others
♦ giving criticism sensitively
♦ taking account of others' feelings
♦ being sensitive to impact on others

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

♦ addressing a group
♦ paying attention to others
♦ encouraging others
♦ demonstrating a positive attitude to others
♦ being aware of impact of body language on others
♦ accepting authority
♦ negotiating decisions
♦ starting and maintaining a conversation with a peer
♦ starting and maintaining a conversation with an adult
♦ starting and maintaining a telephone conversation
♦ expressing own opinion
♦ being tolerant of others
♦ taking account of others' views
♦ being willing to offer advice
♦ accepting criticism positively
♦ assuming responsibility if required

Outcomes

For Outcome 1 candidates need to ask themselves:

♦ Where am I with respect to the interpersonal skills I possess?
♦ Where do I go from here?

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Higher)

With non-directive supervision from the teacher/lecturer, candidates will answer these questions by evaluating their interpersonal skills using an appropriate technique such as a SWOT analysis or Johari's Windows. Candidates must explain their choice of technique by comparing it with at least one other. They should show clearly why the chosen technique is more suitable than the other. In their evaluation, candidates 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 will identify a minimum of **two** personal targets for the development of interpersonal skills and will give reasons to explain their choice of targets. 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 F 37W 12 *Personal Development: Self in Society* (Higher) can be found in the table above.

For Outcome 2 candidates need to ask themselves:

♦   How will I develop my interpersonal skills?

To answer this question candidates, with non-directive supervision from the teacher/lecturer, will be involved 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. As part of this planning, candidates will identify tasks which will enable them to make progress towards their targets. Candidates will work with others to agree the nature of the group project. They will then analyse the requirements of the group activity with respect to relevant roles and activities. This information should be exchanged with others in the group and the relevant roles and activities agreed. This could be done as part of a group discussion.

Candidates will negotiate with others in their group to agree the roles and responsibilities for each member of the group and negotiate procedures for managing and monitoring the work of the group. Account must be taken of individual strengths and preferences. Teachers/lecturers must ensure that the group project allows candidates to identify complex tasks with non-routine elements and which will enable them to achieve their personal targets. Candidates will work cooperatively with the members of the group throughout the planning process. Examples of tasks appropriate for this Unit can be found in the table above.

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

With non-directive supervision from the teacher/lecturer, candidates will 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. Monitoring of the group project will be ongoing, however, evidence should be gathered at a suitable mid-point and then again towards the end of the project. Any action to be taken, such as changes to the plan or deciding to continue with the plan, will be done in negotiation with others in the group. Candidates should be encouraged to keep records of their activities, tasks and interactions with others throughout the group project to help keep them on track. Candidates will work cooperatively with the members of the group to carry out the group project.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Higher)

For Outcome 4 candidates need to ask themselves:

♦   Where am I now?

To answer this question candidates, with non-directive supervision from the teacher/lecturer, will carry out a review of their personal development within the group project. Candidates will be required to seek feedback from someone in their group or their teacher/lecturer about their interpersonal skills as they worked with their group. Candidates will analyse this feedback to identify strengths and weaknesses in relation to interpersonal skills. It is recommended that candidates make comparisons with the evaluation for Outcome 1 as they analyse their progress. They will reach conclusions about areas for the further development of interpersonal skills and give reasons to support these conclusions.

If candidates are studying this Unit as part of the *Personal Development* (Higher) Course it may be possible for the chosen context for the group project to be used in other Units. For example, candidates studying in 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 the F37X 12 *Personal Development: Self and Work* (Higher) Unit
♦   produce a personal health plan as part of a project for the F2FV 12 *Personal Development: Self Awareness* (Higher) Unit
♦   generate evidence for the F37Y 12 *Personal Development: Practical Abilities* (Higher) Unit from these projects

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

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.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Higher)

Throughout the Unit candidates should be encouraged to:

♦ seek and decide how to 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 F37Y 11 *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 Higher 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 must be given checklists for evaluating, recording their work and reviewing to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

Candidates will receive non-directive supervision from the teacher/lecturer when gathering 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

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Higher)

♦ electronic journals
♦ log books
♦ diaries
♦ videos
♦ photographs

Centres and/or candidates 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, it may be possible for candidates studying the *Personal Development* (Higher) 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 F2FV 12 *Personal Development: Self Awareness* (Higher), increase knowledge of self in preparation for a role in the company
♦ for F37W 12 *Personal Development: Self in Society* (Higher), target their interpersonal skills, whilst working with others in the group to plan, set up and run the company
♦ for F37X 12 *Personal Development: Self and Work* (Higher), plan to develop task management skills as they carry out their role for the enterprise company
♦ for F37Y 12 *Personal Development: Practical Abilities* (Higher), gather information for the company, communicate information to others and deliver an output such as a product or a service 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 Higher and other levels 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.*

UNIT   Personal Development: Self and Work (Higher)

CODE   F37X 12

SUMMARY

This is a mandatory Unit in the *Personal Development* (Higher) 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 non-directive supervision. This means that candidates will take responsibility for their own progress through the Unit, although, teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

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 the F37X 11 *Personal Development: Self and Work* (Intermediate 2) Unit, other *Personal Development* Units or the Course at Intermediate 2 level or a Standard Grade in *Social and Vocational Skills* at Credit level.

Administrative Information

Superclass: HB

Publication date: April 2008

Source: Scottish Qualifications Authority

Version: 01

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: Self and Work (Higher)

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 Higher level (6 SCQF credit points at SCQF level 6*).

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 6

Core Skill Component(s)   None

National Unit Specification: statement of standards

UNIT   Personal Development: Self and Work (Higher)

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) Select and use an appropriate technique to evaluate own specific task management skills.
(b) Explain the reasons for choosing that technique.
(c) Identify personal targets for the development of these skills.
(d) Explain the reasons for choosing these personal targets.

OUTCOME 2

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

Performance Criteria

(a) Identify own complex tasks which will enable progress towards achieving personal targets.
(b) Give reasons to explain the choice of identified tasks.
(c) Identify the resources required to complete these tasks.
(d) Identify timescales 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 identified 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) Explain why this action has been taken.
(e) Complete own tasks as identified in the plan.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Self and Work (Higher)

OUTCOME 4

Review progress on completion of a vocational project.

Performance Criteria

(a) Analyse the progress made towards achieving personal targets.
(b) Reach conclusions about areas for further development of own task management skills based on this analysis.
(c) Give reasons to support these conclusions.
(d) Identify the strengths and weaknesses of the plan used to achieve this progress.
(e) Reach and justify a conclusion about the effectiveness of the plan in light of the strengths and weaknesses identified.

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

The candidate will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the candidate will take responsibility for his/her own progress through the Unit, although, teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

The evidence will be generated by the candidate 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 covering:

♦ own task management skills using an appropriate technique such as a SWOT analysis or Johari's Windows. The following task management skills should be covered: developing success criteria, making effective decisions, preparing instructions for others, multi-tasking.
♦ an explanation of the choice of technique. This must include a comparison with at least one other appropriate technique which has not been chosen.
♦ a minimum of **two** targets for the development of task management skills within a vocational project. These must be based on the initial self evaluation.
♦ an explanation giving reasons for the choice of identified targets.

The candidate will be given a checklist to allow the evaluation to be produced. The candidate evaluation must be retained in the folio.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Self and Work (Higher)

For Outcome 2

The candidate's plan which includes:

♦ own complex tasks related to each target. Complex tasks will contain non-routine elements. A minimum of **two** tasks for each target are required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦ an explanation of the choice of identified tasks.
♦ realistic timescales for the completion of each task.
♦ the resources required to carry out tasks.

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

For Outcome 3

A candidate record of:

♦ 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.
♦ actions taken as a result of this monitoring. Appropriate action could be an amendment to the plan or it could be deciding to continue with the plan as it stands.
♦ an explanation of why this action has been taken.
♦ all own tasks which have been completed. This will be confirmed by the teacher/lecturer.

The candidate will be given a checklist to allow a record to be produced. The candidate record 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 covering:

♦ analysis of progress made towards achieving personal targets on completion of a vocational project, confirmed as authentic and realistic by the teacher/lecturer.
♦ examples to support this explanation.
♦ 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.
♦ a justified conclusion about the effectiveness of the plan based on the identified strengths and weaknesses. The conclusion should indicate in what ways the plan and its implementation could have been improved.
♦ areas for further development of task management skills in light of this progress.
♦ why these areas for further development have been chosen.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Self and Work (Higher)

The candidate will be given a checklist to allow a review to be produced. The candidate review must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of checklists for candidate evaluations, records and reviews 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 (Higher)

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 and Courses but it also offers progression for candidates who have completed F37X 11 *Personal Development: Self and Work* (Intermediate 2), other *Personal Development* Units or the Course at Intermediate 2 level or a Standard Grade in *Social and Vocational Skills* at Credit 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 and Work (Higher)

Context	Some examples of suitable contexts are: 1 workplace 2 rights and responsibilities 3 enterprise 4 health
Projects	Some examples of vocational projects relating to the above contexts are: 1 a work placement; work shadow; a visit to a work place; voluntary work; a mock interview 2 investigating equal opportunities in the work place; investigating rights and responsibilities of an employee, an employer, a consumer; an investigation into the role of staff associations and trade unions 3 setting up an enterprise company; organising an event such as a school show or coffee morning 4 investigating 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 decision making 2 be able to multi-task 3 be able to delegate activities to others 4 improve my organisation
Tasks	Some examples of suitable tasks are: 1 I will improve my decision making by ensuring that I have as much information and advice as possible to inform my decisions while working for a voluntary organisation. 2 I will improve my ability to multi-task by gathering, adapting and organising information on the rights and responsibilities of an employee from a wide range of sources. 3 I will improve my ability to instruct others by taking a leading role in an enterprise company. I will need to make sure that the instructions to others are clear and achievable. 4 I will keep detailed records of work throughout my experience of shadowing a health worker so that I can improve my organisational skills.

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 be carried out either individually or in a group.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self and Work (Higher)

With non-directive supervision from the teacher/lecturer, 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:

♦ developing success criteria
♦ making effective decisions
♦ preparing instructions for others
♦ multi-tasking

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

♦ prioritising tasks
♦ breaking tasks down into smaller parts
♦ checking quality of own work
♦ punctuality
♦ keeping detailed records of work
♦ estimating time for task completion
♦ keeping to deadlines
♦ checking quality of own work
♦ keeping records of task completion

There are many types of vocational project which offer suitable contexts for the development of task management skills, for example, an investigation into employment law or setting up 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:

♦ Where am I in relation to the task management skills I possess?
♦ Where do I go from here?

To answer these questions candidates, with non-directive supervision from the teacher/lecturer, will evaluate their task management skills in preparation for a vocational project using an appropriate technique such as a SWOT analysis or Johari's Windows. Candidates must explain their choice of technique by comparing it with at least one other. They should show clearly why the chosen technique is more suitable than the other. Candidates may also wish to take account of the additional task management skills stated above, in their evaluation. 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 must identify a minimum of **two** personal targets for the development of task management skills and give reasons to explain why they have chosen their particular targets. The targets will allow candidates the opportunity to develop specified and/or additional task management skills and must relate to the initial evaluation. A variety of targets which are relevant to F37X 12 *Personal Development: Self and Work* (Higher) can be found in the table above.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self and Work (Higher)

For Outcome 2 candidates need to ask themselves:

♦   How will I develop my task management skills?

To answer this question, candidates, with non-directive supervision from the teacher/lecturer, will plan to meet their targets for the development of task management skills within a vocational project. Candidates will produce a plan consisting of a minimum of **two** complex tasks per target, for the development of their own task management skills during the project. The tasks will contain non-routine elements. Candidates will explain their choice of tasks and will relate each task to a specific target. Examples of tasks appropriate for this Unit can be found in the table above. The plan must include reasonable timescales and any resources necessary for carrying out tasks.

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

With non-directive supervision from the teacher/lecturer, candidates will carry out their plan. Candidates should be encouraged to keep records of their work which will provide evidence of monitoring progress and the action taken as a result of monitoring. Appropriate action could be an amendment to the plan or it could be deciding to carry on with the plan as it stands. Candidates must explain why the action was taken.

For Outcome 4 candidates need to ask themselves:

♦   Where am I now?

To answer this question, candidates, with non-directive supervision from the teacher/lecturer, will carry out a review of the progress they have made towards achieving their targets for the development of task management skills. It is recommended that candidates make comparisons with the evaluation for Outcome 1 as they analyse their progress. They will use this analysis to reach conclusions about their progress and to identify areas for the further development of task management skills. Candidates must give reasons to explain their choice of areas for further development.

If candidates are studying the *Personal Development* (Higher) 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 12 *Personal Development: Self in Society* (Higher) Unit
♦   produce a personal health plan as a personal project for the F2FV 12 *Personal Development: Self Awareness* (Higher) Unit
♦   generate evidence for the F37Y 12 *Personal Development: Practical Abilities* (Higher) Unit from these projects.

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

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self and Work (Higher)

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 school/college environment. Centres must ensure that the relevant health and safety guidelines are followed at all times.

Throughout the Unit candidates should be encouraged to:

♦   seek and decide how to 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 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 Higher level 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 must be given checklists for evaluating, planning, monitoring 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 and Work (Higher)

Candidates will receive non-directive supervision from the teacher/lecturer when gathering 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.

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

♦ candidate written records
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♦ electronic journals
♦ log books
♦ diaries
♦ videos
♦ photographs

Centres and/or candidates 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* (Higher) 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 F2FV 12 *Personal Development: Self Awareness* (Higher), increase knowledge of self in preparation for a role in the company
♦ for F37W 12 *Personal Development: Self in Society* (Higher), target their interpersonal skills, whilst working with others in the group to plan, set up and run the company
♦ for F37X 12 *Personal Development: Self and Work* (Higher), plan to develop task management skills as they carry out their role for the enterprise company
♦ for F37Y 12 *Personal Development: Practical Abilities* (Higher), gather information for the company, communicate information to others and deliver an output such as a product or a service 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 Higher and other levels is given here:

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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.*

UNIT   Personal Development: Practical Abilities (Higher)

CODE   F37Y 12

SUMMARY

This is a mandatory Unit in the *Personal Development* (Higher) Course, but 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 gather 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. 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 non-directive supervision. This means that candidates will take responsibility for their own progress through the Unit, however, teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

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 the F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2) Unit, other *Personal Development* Units or the Course at Intermediate 2 level, or a Standard Grade in *Social and Vocational Skills* at Credit level.

National Unit Specification: general information (cont)

UNIT   Personal Development: Practical Abilities (Higher)

OUTCOMES

1   Gather 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 Higher (6 SCQF credit points at SCQF level 6*).

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 (Higher)

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

Gather and organise information as part of a specific project.

Performance Criteria

(a) Identify information relevant to a specific project.
(b) Extract this information from a variety of sources using complex gathering techniques.
(c) Interpret and adapt this information appropriately for use in the project.

OUTCOME 2

Communicate with others during a specific project.

Performance Criteria

(a) Identify complex relevant information to be communicated during a specific project.
(b) Communicate with the relevant people at appropriate times during the project.
(c) Use appropriate methods to communicate effectively with these people.

OUTCOME 3

Deliver own output for a specific project.

Performance Criteria

(a) Identify an appropriate output for a specific project.
(b) Identify own complex activities.
(c) Identify the resources needed to deliver this output.
(d) Use these resources appropriately to complete the identified activities.
(e) 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) Explain the reasons for the identification of these particular strengths and weaknesses.
(c) Identify areas for further development of own practical abilities in light of the strengths and weaknesses identified.
(d) Explain the reasons choosing these areas for further development.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Practical Abilities (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

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

The candidate will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the candidate will take responsibility for his/her own progress through the Unit, although, teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

The evidence will be generated by the candidate 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 list the type of information required for a project and the techniques used to gather this information. These lists, along with the information gathered, which will be organised in a way appropriate for the project, must be retained in the folio.

The candidate will carry out research using a variety of sources to gather the information required. The candidate will need to extract, interpret and adapt the information for use in the project. The candidate will use a minimum of **four** different types of source of information. Examples of types of source of information are:

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

Examples of techniques used to gather the information are:

♦   extracting and interpreting information from text
♦   conducting an in-depth interview
♦   using an in-depth questionnaire
♦   extracting and interpreting information from a catalogue
♦   extracting and interpreting data from a table

UNIT   Personal Development: Practical Abilities (Higher)

♦   extracting and interpreting data from a graph
♦   extracting and interpreting information from a directory
♦   extracting and interpreting information from a chart

The candidate will use a minimum of four techniques to gather the information.

For Outcome 2

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

♦   the information to be communicated
♦   who is to receive a communication and when
♦   the methods of communication

The candidate will be given a suitable checklist to enable the production of the evidence required. This evidence must be retained in a folio. Evidence to show that the 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, a receipt for ticket sales for an event or confirmation that a request has been actioned.

The information to be communicated will be complex, for example, an extended oral or written statement, complex information in tabular form, extended responses to open questions, complex numerical data or complex graphical data.

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

For Outcome 3

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

♦   an identified appropriate output such as a product or a service.
♦   own activities. Complex activities will consist of several stages and will contain non-routine and unfamiliar elements.
♦   the resources required.

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

Evidence of appropriate use of resources and the successful delivery of candidate's own output, supported by an assessor checklist, is also required. The output may be, for example, a product such as a handbook or a leaflet. Services might include taking a leading role in organising an event or coordinating the programme for a concert party.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Practical Abilities (Higher)

For Outcome 4

A candidate review of his/her 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:

Gathering and organising information by:

♦   identifying relevant information
♦   extracting the information
♦   interpreting and adapting the information

Communicating by:

♦   identifying relevant information to be communicated
♦   identifying the relevant people to be communicated with
♦   communicating with relevant people at appropriate times
♦   using appropriate methods of communication
♦   communicating information effectively

Delivering an output by:

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

The candidate will provide an explanation providing reasons for choosing the identified strengths and weaknesses and the identified areas for further development.

The candidate will be given a checklist to allow the review to be produced. The candidate 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 checklists for candidate records and reviews 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 (Higher)

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 or Courses but it also offers progression for candidates who have completed F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2), other *Personal Development* Units or the Course at Intermediate 2 level, or a Standard Grade in *Social and Vocational Skills* at Credit level.

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

UNIT Personal Development: Practical Abilities (Higher)

Projects	Some examples of suitable projects are: 1 a work placement 2 an eco-schools committee 3 an enterprise company 4 a school/college newspaper 5 an event
Information	Some examples of gathering information are: 1 interviewing fellow students to ascertain their preferences for a work placement; gathering information about the various placements available, comparing the preferences to the job types available and matching students to a suitable job. 2 carrying out in-depth research into re-cycling. This should include information on potential financial savings, impact on the environment and how recycling could be carried out in schools. 3 seeking advice about carrying out market research and acting on this advice to decide on a product or service for an enterprise company using a variety of techniques such as surveys, questionnaires and interviews. 4 carrying out in-depth research from a variety of sources to find out information about layout, number of pages, printing costs, content and purchase price in relation to producing a school/college newspaper. 5 finding out information about cost, accessibility, mobility of guests, capacity, type of seating, food preparation areas, toilets and so on with the view to choosing suitable venues for a coffee morning.
Communication	Some examples of communication are: 1 taking part in a job interview, answering in depth questions about self 2 giving a presentation containing in-depth information about recycling to staff and students 3 producing a detailed marketing plan for the service provided by an enterprise company 4 interviewing a local celebrity for the college newspaper 5 acting as master of ceremonies at a coffee morning
Output	Some examples of appropriate outputs are: 1 producing a *Guide to Going on a Work Placement* containing advice and essential information for students. 2 taking the lead in organising a series of small events to raise awareness about sustainability. 3 producing an item for sale in the production company which involves design, the preparation of materials and several stages of production. 4 editing the school/college newspaper. 5 coordinating the preparation of the venue for a coffee morning ensuring that it is pleasant and welcoming. Arranging the best layout for accessibility, socialising and ease of serving. Making sure that toilets and fire exits are clearly indicated.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Practical Abilities (Higher)

This Unit is designed to allow candidates to demonstrate and review practical abilities through participation in one or more specified projects. With non-directive supervision from the teacher/lecturer, candidates will demonstrate the following practical abilities:

Gathering and organising information

♦   identifying relevant information
♦   extracting information
♦   interpreting and adapting information

Communicating

♦   identifying relevant information to be communicated
♦   identifying people to be communicated with
♦   communicating at appropriate times
♦   using appropriate methods of communication
♦   communicating information successfully

Delivering an output

♦   identifying an appropriate output
♦   identifying the activities to be carried out to deliver the output
♦   using resources appropriately
♦   delivering an 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 Higher *Personal Development* Course or projects from other areas within and/or beyond the formal curriculum.

Outcomes

For Outcome 1, with non-directive supervision from the teacher/lecturer, candidates will carry out research using a variety of sources to gather the information required. Candidates will produce their own surveys and questionnaires if they choose to use these techniques. Candidates will need to extract, interpret and adapt the information to suit the requirements of the specific project. Candidates will use a minimum of **four** types of source of information and a minimum of **four** techniques to gather the information. For example, in a vocational project the candidate may use various internet sites, the telephone, an information booklet and e-mail to gather all the information they require to arrange a work placement. The candidate would then organise this information, possibly recording it in a log book, in preparation for going on the work placement. Further guidance on information gathering appropriate to this Unit can be found in the table above.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Practical Abilities (Higher)

For Outcome 2, with non-directive supervision from the teacher/lecturer, candidates will carry out communication for a specific project. The information to be communicated will be complex, for example, an extended oral or written statement, complex information in tabular form, extended responses to open questions, complex numerical data or complex graphical data. A candidate involved in a vocational project, for example, may write an in-depth report for their teacher/lecturer on completion of a work placement. Evidence of effective communication would be that the report contained the complex information required by the teacher/lecturer. Further guidance on effective communication appropriate to this Unit can be found in the table above.

For Outcome 3, with non-directive supervision from the teacher/lecturer, candidates will demonstrate the ability to deliver an output from their own activities. This could be, for example, a product such as a handbook, a leaflet or a service such as taking a leading role in organising an event. Complex activities will consist of several stages and will contain non-routine and unfamiliar elements. For example, in a group project to organise a coffee morning for local pensioners a candidate may make cakes to be served at the party. In the example given, candidates would select new recipes, gather the resources, ingredients and equipment and make a variety of cakes. Further guidance on an output appropriate to this Unit can be found in table above.

For Outcome 4, with non-directive supervision from the teacher/lecturer, candidates should identify their strengths and weakness in:

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

Candidates will provide reasons to explain the choice of identified strengths and weaknesses and the identified areas for the further development of practical abilities.

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:

♦   seek and decide how to 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 (Higher)

♦ 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

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 checklists for recording and reviewing their work to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

Candidates will receive non-directive supervision from the teacher/lecturer when gathering evidence for their folio. Evidence should be gathered at appropriate points throughout the Unit as candidates undertake specific projects. This can be gathered from the demonstration of practical abilities in one or more projects. 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 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 and/or candidates should select the formats most appropriate to individual candidates and the learning environment in which they are completing the Unit.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Practical Abilities (Higher)

If candidates intend to complete the *Personal Development* (Higher) 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 *Personal Development: Self in Society* (Higher) may gather evidence in the following ways for this Unit:

♦   gather 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:

♦   health information could be gathered and organised for a personal health plan for F2FV 12 *Personal Development: Self Awareness* (Higher)
♦   communication could be a statistical analysis of bullying incidents for an anti-bullying booklet being produced as a group project for F37W 12 *Personal Development: Self in Society* (Higher)
♦   a car washing service (the output) could be provided for an enterprise company as a vocational project for F37X 12 *Personal Development: Self and Work* (Higher)

Thus candidates studying the *Personal Development* (Higher) 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 Higher and other levels 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.*