

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	0081222	-Session-1988-89
-Superclass-	HB	

-Title-	LIFE AND WORK 1
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-DESCRIPTION-

Purpose This module is one of a range which provides breadth and balance in programmes of learning. The descriptor should read in conjunction with the Guidelines for Personal and Social Development Modules.

Personal and Social Development modules are designed to develop:

- task management skills (planning, organising, management and decision making);
- interpersonal and group skills;
- self awareness, self reliance and self confidence;
- the ability to seek and use appropriate knowledge.

These aims have vocational as much as personal and social relevance.

The particular purpose of this module is to develop personal effectiveness in a context which the student values e.g. work, leisure or learning activities. Initially it provides an opportunity for students to assess skills, knowledge and behaviour and to set personal targets and goals in a negotiated programme of activities. Planning skills, organisational skills and interpersonal skills are developed in an open-ended structure which is likely to increase motivation and to increase students' self-confidence and self-awareness of abilities and skills. This module features a high degree of tutor support.

The module is particularly suitable for inclusion in off-the-job training programmes within YTS, or in ATS. It provides certification for students undertaking a variety of Training Commission courses and Department of Employment Initiatives and may also be included in a wide range of programmes including programmes for adults returning to education and training.

Where this module is used as part of an off-the-job training programme, it is worthwhile for tutors to take into account managing agent needs in relation to possible content/context to allow for a degree of negotiation in programmes.

This descriptor should be read in conjunction with 81223 Life and Work 2 which sets more demanding targets for students.

Tutor denotes the individual leading the learning programme in an education or training context.

Preferred
Entry Level

No formal entry requirements.

Learning
Outcomes

The student should:

1. contribute to the planning of a programme of activities designed to improve personal effectiveness at work or in personal or social life with support;
2. undertake a personal effectiveness programme under supervision;
3. relate to others in a programme of activities;
4. identify the contribution of the knowledge and skills gained to his/her personal and social development.

Content/
Context

Corresponding to Learning Outcomes 1-4:

1. A key feature of the module is that content/context derives from an identification of individual or group interests in relation to vocational area, personal or social life. It is important that the programme reflects activities and contexts which the student values e.g.. work, learning or leisure activities and contributes to personal effectiveness and personal development.

2. In order to devise an individual or group programme students should, with tutor support, complete a self-assessment sheet, examining their present skills, behaviour and knowledge in relation to work, learning or social activities. The self assessment sheet provides a starting point for assessing skill levels in relation to personal effectiveness. In addition to providing a benchmark, it is a method of developing understanding of the range of skills which relate to personal effectiveness. The tutor has an important role in reinforcing understanding of personal effectiveness, in relation to valued contexts, before the self assessment sheet is completed and before students plan a programme of activities.

Tutors should assist students to identify the scope for personal choice in relation to a programme of activities but make them aware of possible constraints e.g. available facilities, institutional constraints, requirements of Managing Agents, financial constraints. Negotiation is a key feature of this module, but it should be 'real' and take these factors into account. Tutors should make clear to students factors which are non-negotiable e.g. attendance. It is vital to the negotiation process and the future learning climate that the tutor is open and clear about such factors and clearly explains reasons for possible limits to open negotiation.

3. Students should, with support from the tutor, define learning goals in relation to the programme of activities. Individuals or groups should make use of information provided by the tutor to plan their particular programme, select appropriate activities in relation to defined objectives and produce a programme outline. Students should provide a timetable for activities and comment on the attainability of the plan, with tutor support. It is important that the plan should retain flexibility to take account of new information and interests which may develop in the course of the programme. Students should adjust the plan as necessary to changing circumstances.

4. The scope of a personal effectiveness programme in a life and work module is wide-ranging and the tutor should encourage students to undertake a variety of activities. These may include gathering information, visiting and finding out, questioning people, trying out new activities. Where elements of the personal effectiveness programme take place out-of-centre, an important role of the tutor is to provide a clear framework within which students can operate, providing guidance and support to students in relation to procedures on reporting, recording, reviewing, allocation of tasks, making arrangements etc.

With tutor support, individuals or groups implement the programme, organise resources and undertake appropriate organisational tasks. Students should keep a record of all procedures and activities in relation to the following: reviewing progress towards defined goals, commenting on performance in chosen activities and on the programme arrangements.

Tutors should ensure that the chosen programme of activities is an appropriate vehicle for the use and development of interpersonal skills. The programme should provide opportunities for the development of these skills through sharing ideas and experiences, recognising the needs of others, offering and accepting support, dealing with outside agencies and individuals out of the centre in the course of planning and undertaking the programme. In both in-centre and out-of-centre activity, individuals or groups should work co-operatively with others in the planning and implementation of the programme, listen and observe attentively, seek advice and help when required and alter behaviour as appropriate to meet the needs of different situations.

4. Each student should review the programme he/she has undertaken, either as an individual or member of a group. Students should identify one strength and one weakness in his/her contribution to participation in the programme. Students should re-examine the self-assessment sheet completed at the outset of the programme in relation to task management and interpersonal skills and relate to the knowledge and skills gained during the programme. Each individual should comment on feelings and reactions to these, identify progress towards defined goals and relate to his/her personal and social development.

The range and scope of programmes which could provide a suitable and appropriate framework for developing personal effectiveness is extensive. All programmes should involve planning, organising and arranging activities and provide a context in which the following skills are developed: finding information and resources, planning, problem-solving and decision making, setting and achieving goals, managing time, interpersonal skills, learning from experience. Programmes may centre on a particular theme, or may involve a series of diverse activities which have as a common feature the development of personal effectiveness. The main criterion is that the programme chosen is appropriate and relevant to the needs of the students.

Major work-based or community-based projects may provide an appropriate vehicle, but so too may programmes such as improving learning and study skills, health-related activities, leisure activities etc. Other activities (such as making a video on an introduction to the school/college/centre; producing a school/college magazine or community news sheet; organising a fund raising event; setting up a child minding group; arranging exhibitions; organising an end of session disco; arranging a series of visits) may also provide the appropriate context in which personal effectiveness can be developed.

Suggested Learning and Teaching Approaches include:

Involving students in the decisions which affect them is valuable for personal development as well as a powerful motivating factor. The areas for negotiation in this module are extensive but

choice of programme of activities, methods of operation, individual or group targets for achievement.

As the content/context of this module is derived from individual or group interests of students, it is essential that tutors adopt appropriate strategies of support. The tutor should be able to demonstrate the skills and attitudes implicit in tutoring rather than teaching e.g.. listening, attending, negotiating etc. It is particularly important that tutors are able to assist students to clearly identify interests in relation to work, learning or leisure activities in order to provide a focus for personal and social development.

Learning and teaching approaches may also have to be adapted in relation to the different types of groups undertaking the module. Some groups may have just started a student programme, therefore some means of introduction, both to the module and to each other are required. In this situation, ice-breaker exercises would be appropriate before any induction to the Life and Work module is attempted.

The induction phase of any module is important, but it assumes even greater importance in this module due to the nature of the idea of 'personal effectiveness' and the open-ended and negotiable structure of the module. The tutor has a key role during the induction phase in developing understanding of the concept of personal effectiveness and emphasising the importance of task management, interpersonal skills, self-awareness and the ability to seek and use appropriate knowledge. Tutors should discuss skills that are essential to work, social or personal life and emphasise their transferable character, e.g.. the ability to plan, make decisions, organise, use time effectively, self-awareness. Students should be encouraged to brainstorm these skills in addition to 'practical skills' and draw up 'a skills you need' inventory. The exercise is designed to help focus attention on the relevance of these and the opportunities within the life and work module of developing them. Tutors should provide support during this phase to enable students to identify skills and knowledge they need to develop before completion of the self assessment sheet and planning of the individual or group programmes relating to defined goals.

In cases where students require extra support to identify an appropriate learning context the tutor should offer ideas to students by means of a bank of relevant activities. At this level, it may be appropriate to offer such support.

The tutor plays an important role in providing appropriate support and stimulus at this level, particularly in relation to:

1. raising awareness of personal effectiveness and its personal, social and vocational relevance.
2. promoting individual or group choice.
3. assisting in the definition of goals.
4. assisting in the planning of arrangements.

At this level, although the scope for programme activities is wide, the tutor will be an important source of information, advice and guidance and students should not be expected to take on complex tasks or to work for long periods without supervision.

Tutors should provide support in preparation and organisation of activities e.g.. planning sheets, activity sheets, questionnaires, log sheets, report outlines, guidelines etc.

Each individual or group should identify skills and qualities in a self-assessment sheet and outline a programme of activities for personal effectiveness. Tutors should note that at this level motivation may be increased by students focusing on short term goals or targets within the programme of activities. Tutors should provide support to ensure that realistic targets, in relation to goals identified by the student are set. Early success in achievement of particular targets will lead to growing confidence and assist in the achievement of overall objectives.

Where possible, tutors should encourage group discussion and group activities in relation to planning and implementation of programmes. The sharing of knowledge and experience in progression towards identified goals can provide motivation and support in addition to providing a useful framework for developing interpersonal skills and valuable learning experiences.

Tutors should encourage the use of interim review sessions and provide guidance and support at these.

Experience gained in planning, reviewing and undertaking one activity can be shared and may assist students to plan future activities in the programme. In addition, interim reviews may provide opportunities for students, and tutor, to check on progress at different stages of the programme of activities. Tutor support in relation to planning and reviewing sheets may be an important feature at these interim sessions. Group planning and review can be useful for students in providing support for each other and bringing extra resources into use, but it should be noted that performance for individual planning must be recorded to meet the Performance Criteria for Learning Outcome 1.

An important role of the tutor is to explain clearly the format of the end-of-programme interviews and their purpose. It should be explained that the student's experience of planning and implementing a personal effectiveness programme, (as reflected in recording in self-assessment sheets, planning sheets, log sheets and review sheets,) will be explored at the interview.

Assessment
Procedures

Acceptable performance in the module will be the satisfactory achievement of all the Performance Criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome
 IA Instrument of Assessment
 PC Performance Criteria

LO1-4

PROJECT AND PERSONAL INTERVIEWS

In the project the student is required to plan and complete a personal effectiveness programme during which he/she should assemble a folder of assessment evidence in relation to the Learning Outcomes as indicated below.

Personal Interviews are central to the assessment and will be used to explore the student's performance in planning and undertaking a personal effectiveness programme 81222 in Life and Work I.

Personal Interviews will be conducted by the tutor with individuals or groups as appropriate and may take place on an ongoing basis throughout the module or towards the end of the module.

The interview should focus on the Performance Criteria for each Learning Outcome and should draw on relevant assessment evidence from the student's folder.

LO1 Self-Assessment Sheet
 Planning Sheet
 Programme of Activities.
 LO2 Log Sheet
 Programme of Activities.
 LO3 Log Sheet
 LO4 Review Sheet

LO1

CONTRIBUTE TO THE PLANNING OF A PROGRAMME OF ACTIVITIES DESIGNED TO IMPROVE PERSONAL EFFECTIVENESS AT WORK OR IN PERSONAL OR SOCIAL LIFE WITH SUPPORT

PC The student:

- (a) defines goals;
- (b) makes use of information provided to aid planning;
- (c) selects appropriate activities in relation to established objectives;
- (d) outlines a programme in relation to defined goals;
- (e) produces a timetable for activities.
- (f) comments on attainability of plan and adjusts to changing circumstances.

IA Personal Interview which focuses on the above Performance Criteria and draws on evidence from the self-profile, planning sheet and programme of activities.

- IA Personal Interview which focuses on the above Performance Criteria and draws on evidence from the Review Sheet.

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