

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**GENERAL INFORMATION**

**-Module Number-** 7350005

**-Session-** 1995-96

**-Superclass-** HB

**-Title-** PERSONAL PROFILING FOR LIFE AND WORK

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Developing competence in setting targets and monitoring progress required for personal profiling. Demonstrating this competence by planning and undertaking a learning programme with tutor support in order to prepare for independent living.

**OUTCOMES**

1. identify, with tutorial support, personal learning targets for a learning programme relating to independent living;
2. contribute to the planning stage prior to undertaking a learning programme;
3. contribute to the review of progress while undertaking a learning programme;
4. describe the experience of undertaking a learning programme in terms of meeting personal learning targets.

**CREDIT VALUE:** 1 NC Credit

**ACCESS STATEMENT:** There is no access statement for this unit.

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For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order (£5.00)).

**NATIONAL CERTIFICATE MODULE; UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 7350005**UNIT TITLE:** PERSONAL PROFILING FOR LIFE AND WORK

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**OUTCOME**

1. IDENTIFY, WITH TUTORIAL SUPPORT, PERSONAL LEARNING TARGETS FOR A LEARNING PROGRAMME RELATING TO INDEPENDENT LIVING

**PERFORMANCE CRITERIA**

- (a) Personal learning targets are defined accurately from personal aims, qualities and skills.
- (b) The skills required to achieve the personal learning targets are identified correctly.
- (c) The knowledge and understanding required to achieve the personal learning targets are identified correctly.

**RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

Evidence for Performance Criterion (a) should take the form of an initial self assessment. Evidence should relate to either general education targets or general training targets, as appropriate to the candidate.

In relation to Performance Criteria (b) and (c), the candidate should provide five examples in total. Each example should incorporate skills, knowledge and understanding which will prepare the candidate for independent living.

**OUTCOME**

2. CONTRIBUTE TO THE PLANNING STAGE PRIOR TO UNDERTAKING A LEARNING PROGRAMME

**PERFORMANCE CRITERIA**

- (a) Opportunities for achieving personal learning targets are identified accurately, with tutorial support.
- (b) Specific components in the learning programme required to achieve personal learning targets are identified accurately with tutorial support.
- (c) Planned action is documented accurately, with tutorial support, to produce the learning programme.

**RANGE STATEMENT**

The range for this Outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

In respect of Performance Criterion (a) the candidate should identify five opportunities for achieving targets relating to personal/interpersonal skills and the candidate's specific learning targets.

In relation to Performance Criterion (b) the candidate should identify a minimum of five components of a learning programme.

For Performance Criterion (c) the candidate should produce, with tutorial support, a learning programme which includes a minimum of five actions which the candidate has to undertake to participate in the learning programme.

**OUTCOME**

3. CONTRIBUTE TO THE REVIEW OF PROGRESS WHILE UNDERTAKING A LEARNING PROGRAMME

**PERFORMANCE CRITERIA**

- (a) Action is undertaken as agreed in the learning programme.
- (b) Where planned action cannot be undertaken, alternative methods of achieving the personal targets are agreed with appropriate people.

- (c) An up to date record of progress is maintained accurately, with tutorial support.

### **RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

### **EVIDENCE REQUIREMENTS**

In relation to all Performance Criteria the candidate should be observed under naturally occurring circumstances in the learning environment. The candidate should carry out agreed action, contribute to discussions on alternative methods of achieving the personal learning targets and contribute to discussions on updating the learning programme and on recording achievement.

The appropriate people with whom alternative methods of achieving the personal learning targets are agreed, might include one or more of the following: tutor, care staff, specialists from support services or agencies, teaching or training staff.

Where evidence cannot be gathered from observation alone, additional evidence should be gathered from the candidate's answers to questions.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication

### **OUTCOME**

4. DESCRIBE THE EXPERIENCE OF UNDERTAKING A LEARNING PROGRAMME IN TERMS OF MEETING PERSONAL LEARNING TARGETS

### **PERFORMANCE CRITERIA**

- (a) The extent to which personal learning targets are met is described accurately.
- (b) The learning gained during the learning programme is stated accurately in terms of its relationship to future education and training.

### **RANGE STATEMENT**

The range for this outcome is fully expressed within the performance criteria.

**EVIDENCE REQUIREMENTS**

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

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**ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

**SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES**

**UNIT NUMBER:** 7350005

**UNIT TITLE:** PERSONAL PROFILING FOR LIFE AND WORK

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit is designed for the candidate who is developing basic skills in personal profiling. These skills include setting targets and monitoring progress towards the targets. The candidate should be given an opportunity to develop personal profiling skills within the context of preparing for independent living. He or she may be expected to benefit from delivery in a supported learning environment

The unit can be used for reference purposes during guidance on developing independent living skills and during vocational guidance.

The unit forms part of the National Certificate Lifestart and Workstart awards.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows

This module will help you to develop skills in setting personal targets and in monitoring your progress in a learning programme. On completion of the module you will be able to identify your targets, with support from your tutor. You will also be able to help to plan and review your learning programme. You will also be able to explain if your personal learning targets have been met.

**CONTENT/CONTEXT** This unit provides a context within which the candidate can develop basic skills in personal profiling. The context relates to planning a learning programme to prepare the candidate for independent living. The basic skills in personal profiling developed by the candidate are: setting personal learning targets with regard to independent living (Outcomes 1 and 2); contributing to monitoring progress towards these targets (Outcome 3); recognising the extent of his or her achievement of the targets with tutor support (Outcome 4).

It will be useful if the candidate and tutor have information on the candidate's achievements, available programmes and available aids to learning. It may be necessary to provide counselling for some candidates during the delivery of the unit in order to encourage a realistic approach to identifying personal learning targets and planning a learning programme.

1. The outcome should be undertaken at the start of the candidate's programme. This may be a specific course leading to a nationally recognised award, for example Lifestart or Workstart. The outcome should be introduced at an early stage in course guidance. Together, the candidate and tutor should discuss the candidate's achievements and aspirations in order to identify personal learning targets. It may be helpful to involve other people in these discussions who have particular knowledge of the candidate or of the learning programme.
2. This outcome should also be undertaken at the start of the candidate's learning programme and will follow on naturally from discussion relating to Outcome 1. Together, the candidate and tutor should relate the candidate's personal learning targets to available resources and aids to learning in order to produce a personalised learning plan. As with Outcome 1 it may be helpful to involve other people in these discussions who have particular knowledge of the candidate or of the learning programme.
3. The outcome should be undertaken while the candidate's learning programme is in progress. The candidate and tutor should discuss the practicalities of undertaking the learning programme and make any adjustments which may be necessary in the light of the experience gained by the candidate. It may be helpful to involve other people in these discussions for example staff delivering the programme, support staff or personal care staff.
4. The candidate should discuss the experience of completing the learning programme in terms of his or her personal learning targets. The candidate should be given time to discuss his or her progress during the learning programme and personal wishes with regard to future education and training.

**APPROACHES TO GENERATING EVIDENCE** In this unit the tutor plays an important part in providing information and advice and in creating a framework within which the candidate may participate in planning, decision making and organising. The level of support in relation to this is anticipated to be substantial and it is likely that the candidate will frequently seek advice and information from the tutor.

In the course of the unit, the candidate may wish to compile a folder of assessment evidence. The folder could contain material (in print or non-print format) which includes information about the candidate's self-assessment, personal learning targets, personal learning plan and record of progress. The folder could also contain the tutor's/trainer's reports.

It is not necessary for the candidate to personally record the assessment evidence. For example, planning sheets or log sheets may be scribed or the candidate's recording may be transcribed.

Whenever possible, an integrated approach should be used, for example, if the unit is delivered as part of the National Certificate Lifestart or Workstart awards the unit may be integrated with Outcome 4 of the optional activity based modules.

**ASSESSMENT PROCEDURES** Centres may use the Instruments of Assessment which are considered by tutors to be the most appropriate. Suggested assessment procedures for all Outcomes consist of Short Answer Questions and the use of Personal Interviews.

When answering questions, the candidate should use his or her normal mode of communication. It is the centre's responsibility to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's performance.

Corresponding to Outcomes 1-4:

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|----|---|--|
| 1. | Personal interview drawing on evidence from       | first self assessment sheet  |
| 2. | Personal interview drawing on evidence from       | planning sheet<br>personal learning targets<br>personal learning plan  |
| 3. | Personal interview drawing on evidence from       | record of progress<br>personal learning targets<br>personal learning plan<br>tutor's report                                |
| 4. | Personal interview drawing on evidence from sheet | second self assessment<br><br>record of progress<br>personal learning targets<br>personal learning plan<br>tutor's report. |

**PROGRESSION** This unit forms part of the National Certificate Lifestart and Workstart Awards. Successful completion of either of the awards will facilitate the candidate's progress to the National Certificate Skillstart Awards.

**RECOGNITION** Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

## **REFERENCES**

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students' with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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