

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**GENERAL INFORMATION**

**-Module Number-** 7350907

**-Session-**1997-98

**-Superclass-** HB

**-Title-** PERSONAL ORGANISATION

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Developing the competence necessary to demonstrate the ability to solve problems of an everyday nature which require personal organisation skills.

**OUTCOMES**

1. identify main requirements for personal organisation skills in everyday life;
2. identify own strengths and weaknesses in personal organisation;
3. undertake a strategy for improving personal organisation.

**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:** 7350907**UNIT TITLE:** PERSONAL ORGANISATION

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 MAIN REQUIREMENTS FOR PERSONAL ORGANISATION SKILLS IN EVERYDAY LIFE

**PERFORMANCE CRITERIA**

- (a) Personal organisation skills in relation to travel are accurately identified.
- (b) Personal organisation skills in relation to personal shopping are accurately identified.
- (c) Personal organisation skills in relation to simple budgeting are accurately identified.
- (d) Personal organisation skills in relation to learning skills at basic level are accurately identified.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

In respect of Performance Criterion (a) the candidate should identify the most effective way of undertaking three different journeys in terms of mode of travel, cost, distance, length of journey, convenience. The journeys could include the journey from the candidate's home to the learning or training centre but should also extend beyond this.

In respect of Performance Criterion (b) the candidate should identify accurately the following shopping skills: interpreting and comparing prices, identifying sell-by dates, value for money, simple discounts, offering money in payment of goods and obtaining the correct change.

In respect of Performance Criterion (c) the candidate should identify accurately the following budgeting skills: identifying source of income, identifying statutory deductions, calculating living expenses, calculating other expenses.

In respect of Performance Criterion (d) the candidate should identify accurately the following study skills: planning time for study, planning location, planning resources.

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 which may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

## **OUTCOME**

### **2. IDENTIFY OWN STRENGTHS AND WEAKNESSES IN PERSONAL ORGANISATION**

## **PERFORMANCE CRITERIA**

- (a) Personal targets in relation to one key area of activity are clearly identified.
- (b) The extent to which personal targets are normally achieved is described accurately.
- (c) Explanation for not meeting personal targets is related to personal strengths and weaknesses.

## **RANGE STATEMENT**

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

## **EVIDENCE REQUIREMENTS**

In respect of Performance Criteria (a)-(c) the candidate should provide evidence from one key area of activity. Evidence should relate to one of the following: independent travelling skills; personal shopping skills; simple budgeting skills; learning skills at a basic level.

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 which may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

**OUTCOME**

3. UNDERTAKE A STRATEGY FOR IMPROVING PERSONAL ORGANISATION

**PERFORMANCE CRITERIA**

- (a) Skills and knowledge required to improve personal effectiveness are identified accurately.
- (b) Realistic means of acquiring the skills and knowledge are identified.
- (c) Action taken to acquire skills and knowledge is effective and includes the use of appropriate learning skills.
- (d) A description of the candidate's own performance in using skills and knowledge is accurate.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

In respect of Performance Criteria (a) - (d) the candidate should provide evidence from one key area of activity.

In respect of Performance Criteria (a), (b) and (d) the candidate should provide a log recording evidence of activities undertaken as part of his or her strategy for improving personal organisation. In respect of Performance Criterion (c) performance evidence should be gathered from direct evidence of the candidate undertaking activities which are components of his/her strategy.

The evidence in the log may be recorded by means of the candidate's normal mode of 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:** 7350907**UNIT TITLE:** PERSONAL ORGANISATION

**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** The purpose of this unit is to improve the candidate's ability to solve problems of an everyday nature which require personal organisation skills, for example, independent travel, basic study skills, personal budgeting.

The unit forms part of the National Certificate Skillstart 1 award. It could also be used as a free standing unit.

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

This unit will help you to improve your skills in solving problems which can arise regularly, for example when travelling, shopping, studying or arranging personal budgets. On completion of the unit you will be able to identify the skills you need to organise your everyday needs, identify your strengths and weaknesses in this type of organisation and plan how to improve your skills.

**CONTENT/CONTEXT** The candidate should achieve the level of competence of someone who can demonstrate basic occupational skills. The unit should be seen in the context of the wide range of skills needed for achievement of the National Certificate Skillstart 1 award and should be integrated into practical activities in the training environment.

Any appropriate local authority or centre regulations should be taken into account with regard to supervision of candidates when outside the boundaries of the centre.

Corresponding to Outcomes:

1. Discussion sessions should focus on the main everyday areas and activities for which personal organisation skills are required, ie.

(a) Travel:

By different modes, eg. foot, bicycle, bus, rail, underground, taxi; to and from different locations which could include the home to centre journey, but which should extend beyond this.

Activities should include carrying out comparisons of the best way of getting from A to B in terms of cost, distance, length of journey, convenience.

(b) Shopping:

To include food, personal goods and clothing; in a variety of shops and by mail order.

Activities should include interpreting and comparing prices, identifying 'sell-by' dates, basic value for money calculations, simple discounts, eg. 5%, 10%, offering money in payment of goods and obtaining the correct change.

(c) Budgeting:

Source of income, statutory deductions, living expenses, other expenses.

Activities should include calculating personal budgets and balancing income and expenditure.

(d) Study skills:

Ways of organising study.

Activities will include planning time for study, planning location and planning resources, eg. reference materials, material for note-taking.

2. Identification of strengths/weaknesses by focusing on one of the above areas and comparing performance against criteria provided by the tutor/trainer. Criteria could include: identification of personal organisation targets for the area; assessment of extent to which targets are met; reasonable explanations for unmet targets; identification of strengths; identification of development needs.
3. Undertaking a strategy for improving personal organisation to include:
  - identifying a realistic means of improving personal effectiveness, skills and knowledge;
  - taking action to acquire the skills and knowledge including the use of study skills;
  - giving a description of own performance in undertaking the strategy.

**APPROACHES TO GENERATING EVIDENCE** This unit should be as practical as possible with emphasis being placed on candidate-centred activity. Learning and teaching approaches used and the time required for them should be adapted to suit the pace of the candidate. They could include individual/small group work, discussion, assignments, practical activities, role play, simulation exercises and participation in real situations.

Corresponding to outcomes:

1. Initially, the tutor/trainer may have to take a prominent role in leading discussions. However, as the candidate gains confidence the candidate should be encouraged to take the initiative and to contribute his or her own ideas and develop them through the discussion of the key areas.

Discussion should be supported by the candidate carrying out tasks set by the tutor/trainer, individually or in small groups. These could focus on the key areas where personal organisation skills are required. Examples of such tasks might be:

- assessing the easiest/quickest/cheapest/most feasible way of getting from A to B;
  - exercises on purchasing goods;
  - exercises on preparing personal budgets;
  - exercises on studying particular topics.
2. The candidate, with assistance from the tutor/trainer, should be encouraged to consider his or her strengths and weaknesses with regard to one key area where personal organisation skills are required. Criteria for measuring strengths/weaknesses will be supplied by the tutor/trainer and the candidate, through carefully structured group or one-to-one discussions, should be encouraged to identify targets in relation to the area, assess with reasonable accuracy the extent to which he or she is able to meet the targets, give reasons for unmet targets and through this process identify his or her individual strengths and weaknesses.
  3. The candidate may continue to focus on the key area considered for Outcome 2, or select another key area. He or she should, with assistance from the tutor/trainer and through group discussion identify the knowledge and skills required to improve his/her personal organisation skills for the key area. The candidate will then, individually or as part of a group, devise a step-by-step plan on how to acquire the further knowledge and skills. Carrying out the plan may be done on a group or individual basis depending on the suitability of the selected key area for this. For example, a personal budget plan might best be done on an individual basis but carrying out a travel assignment could be done in pairs or in small groups.

The candidate will normally require tutor/trainer support in describing his or her performance and will probably find it helpful if the tutor/trainer provides criteria against which the candidate can compare his or her performance.

The candidate should keep a record, in the form of a log, of his or her activities in carrying out the strategy for personal organisation in one key area. This log could be used for summative assessment purposes.

**ASSESSMENT PROCEDURES** Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are Personal Interviews and Log Books. Where appropriate, the candidate should use his or her normal mode of communication. It is the responsibility of the centre to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence.

Outcome 1: The Personal Interview should focus on the performance criteria. The interview may take place on an individual basis or in a group situation according to what is more desirable for the candidate. However, in the latter situation, each individual candidate's contribution must be capable of being assessed.

Outcome 2: The Personal Interview should focus on the performance criteria. The interview may take place on an individual basis or in a group situation according to what is more desirable for the candidate. However, in the latter situation, each individual candidate's contribution must be capable of being assessed.

Outcome 3: The candidate should maintain a Log which will give a record of his or her activities in completing the performance criteria. The candidate should use the Log as the basis of discussion, in a Personal Interview, with the tutor/trainer. In the Personal Interview the tutor/trainer should discuss with the candidate, his or her performance in carrying out the strategy for improving personal organisation.

**PROGRESSION** This unit forms part of the National Certificate Skillstart 1 award. Successful completion of the award will facilitate the candidate's progress to National Certificate Skillstart 2 and to Scottish Vocational Qualifications (SVQs) and General Scottish Vocational Qualifications (GSVQs).

**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. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

An exemplar assessment pack for this unit is available from SQA. Please call our Sales and Despatch section on 0141 242 2168 to check availability and costs. Quote product code B053.

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