

National Unit Specification: general information

UNIT	Personal Awareness and Development – Personal Profiling for Independent Living (Access 2)
NUMBER	D0EL 08
CLUSTER	Personal and Social Education (Access 2)

SUMMARY

This is one of three units available in the Personal Awareness and Development principal context of Personal and Social Education. The unit is designed to enable a candidate to experience the Personal and Social Education key elements at the level of Access 2. The key elements are task management skills, interpersonal skills, the development of self awareness, evaluating skills and the acquisition and application of knowledge and understanding. In the Personal Awareness and Development principal context the focus is particularly on the development of self awareness, self reliance and self confidence.

The candidate will have an opportunity to develop these key elements while undertaking personal profiling activities. During these activities, the candidate will set one target relating to his or her skills in independent living. Then the candidate will plan and undertake two tasks in order to reach the identified target. Finally, the candidate will review the experience, judge the extent to which the target has been met and identify further development needs regarding his or her independent living skills.

At this level, the activities should be highly supported and the two tasks should be carried out in a familiar setting. The role of the teacher/lecturer is to offer the candidate advice and support throughout the unit, for example, to provide a familiar learning environment in which the candidate feels secure, to advise on the suitability of the target and the feasibility of the tasks planned to overtake this target, and to provide resources.

Administrative Information

Superclass:	HB
Publication date:	August 1999
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

UNIT Personal Awareness and Development –
 Personal Profiling for Independent Living (Access 2)

OUTCOMES

- 1 Identify a personal target for developing independent living skills in a familiar setting.
- 2 Plan two tasks in order to meet the personal target.
- 3 Carry out the planned tasks effectively.
- 4 Review the experience of carrying out the planned tasks in order to identify progress made towards the personal target.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However if a candidate has already undertaken a programme in social education, this may be beneficial. For example, Personal and Social Education at Access 2 will provide progression for candidates who have undertaken an individual education programme containing elements of personal and social education.

CREDIT VALUE

1 credit at Access 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	Problem Solving	Acc 2
Additional core skills components for the unit	None	

National Unit Specification: statement of standards

UNIT Personal Awareness and Development – Personal Profiling for Independent Living (Access 2)

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

Identify a personal target for developing independent living skills in a familiar setting.

Performance criteria

- (a) Personal aims, qualities and skills relating to independent living are identified accurately.
- (b) A realistic personal target for developing independent living skills is identified.
- (c) A learning routine is identified which will be used to reach the personal target.

Evidence requirements

Written and/or oral evidence as follows:

PC (a) an initial self-evaluation of personal aims, qualities and skills.

PC (b) identification of one realistic personal target for developing independent living skills.

PC (c) identification of a learning routine which will be used to reach the personal target.

The candidate should receive advice and assistance in identifying the personal target, and the learning routine identified may be one with which the candidate is familiar.

OUTCOME 2

Plan two tasks in order to meet the personal target.

Performance criteria

- (a) Two suitable tasks are identified which may be undertaken using the learning routine.
- (b) The plan for each task identifies a source of assistance and advice.
- (c) Resources required to carry out the planned tasks effectively are selected from a given range of resources.

Evidence requirements

Written and/or oral evidence as follows:

PC (a) identification of two suitable tasks and a learning routine which will be used to meet the personal target.

PCs (b) and (c) a plan for each of the two tasks which includes:

- at least five steps in each task
- appropriate resources selected from a given range of resources
- identification of one other person who will offer advice and assistance

National Unit Specification: statement of standards (cont)

UNIT Personal Awareness and Development –
 Personal Profiling for Independent Living (Access 2)

OUTCOME 3

Carry out the planned tasks effectively.

Performance criteria

- (a) Each task is undertaken according to the plan.
- (b) Selected resources are used to carry out each task effectively.
- (c) Advice, information and assistance are sought from the identified person in order to carry out each task successfully.

Evidence requirements

Performance evidence as follows:

All PCs: undertaking the planned tasks.

PC (b) use of selected resources.

PC (c) seeking advice, information and assistance to help in task completion.

Use of selected resources and effective use of advice, information and assistance may be recorded using a log or by video.

OUTCOME 4

Review the experience of carrying out the planned tasks in order to identify progress made towards the personal target.

Performance criteria

- (a) The extent to which the personal target has been met is described accurately.
- (b) The suitability of the learning routine used is commented on appropriately.
- (c) Strengths and further development needs in relation to independent living skills are identified.

Evidence requirements

Written and/or oral evidence, as follows:

PC (a) a final self-evaluation, noting evidence of changes from the initial self-evaluation, which is used to identify the extent to which the personal target has been met.

PC (b) description of the advantages and/or disadvantages of using the learning routine.

PC (c) identification of strengths and further development needs in relation to independent living skills.

National Unit Specification: support notes

UNIT Personal Awareness and Development – Personal Profiling for Independent Living (Access 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocation for this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is one of nine optional units which are available in Personal and Social Education (PSE) at Access 2.

The cluster has three principal contexts: Personal Awareness and Development; Social Awareness and Development; Vocational Awareness and Development. This unit is one of three units available in the Personal Awareness and Development principal context. It provides the candidate with an opportunity to experience and develop the five key elements of Personal and Social Education at Access 2, with a particular focus on self awareness, self reliance and self confidence.

The five key elements of personal and social education:

- task management skills, including planning, organising and completing tasks
- interpersonal and group skills, including relationships
- self awareness, self reliance, self confidence, including rights and responsibilities
- evaluating skills, including reviewing, concluding and target setting
- the acquisition and application of appropriate knowledge and understanding

The candidate will have an opportunity to experience PSE key elements while undertaking personal profiling activities. During these activities, the candidate will set one target relating to his or her skills in independent living. The candidate will plan and undertake two tasks in order to reach the identified target. Then the candidate will review the experience and judge the extent to which the target has been met. Finally, the candidate will identify further development needs relating to his or her independent living skills.

The unit may provide opportunities for teachers/lecturers to deliver aspects of guidance entitlement related to ongoing or pre-exit guidance.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This unit should not be delivered in isolation but should be integrated into the candidate's learning programme. The personal target in developing independent living skills identified by the candidate may focus on any area of her or his learning programme. The two planned tasks will then be carried out by the candidate while working in that area of the learning programme.

At this level, the two tasks should be carried out in a familiar setting. The role of the teacher/lecturer is to offer the candidate advice and support throughout the unit, for example to provide a familiar learning environment in which the candidate feels secure, to advise on the suitability of the target and the feasibility of each of the tasks planned to overtake this target.

National Unit Specification: support notes (cont)

UNIT Personal Awareness and Development – Personal Profiling for Independent Living (Access 2)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The following assessment instruments may be used.

Outcome 1

PC (a) initial self-evaluation identifying personal aims, qualities and skills relating to independent living, the evaluation may be recorded using a proforma.

PCs (b) and (c) five short answer questions identifying one realistic personal development target and a familiar learning routine suitable for overtaking the target.

Note

It is not essential for the candidate personally to record the initial self-evaluation or the responses to the short answer questions.

Outcome 2

All PCs: prepare a plan identifying:

- two tasks
- a familiar learning routine
- a simple sequence of at least five steps in each task
- resources selected from a given range of resources
- one person who will offer advice and assistance

Note

A simple sequence means that the steps can be end-on, they need not overlap or run concurrently. It is not essential for the candidate personally to record the plan.

Outcome 3

All PCs: practical exercises which involve undertaking the planned tasks, evidence may be recorded using a log or video.

Note

The log or video should include use of selected resources and effective use of advice, information and assistance.

It is not essential for the candidate personally to record the activity.

The log or video may be recorded by the individual identified as offering advice, information and assistance.

National Unit Specification: support notes (cont)

UNIT Personal Awareness and Development – Personal Profiling for Independent Living (Access 2)

Outcome 4

PC (a) final self-evaluation which is completed and compared to the initial self-evaluation, any identified change should be used to determine the extent to which the personal development target has been met.

PCs (b) and (c) personal interview or short answer questions designed to generate evidence relating to:

- the advantages and disadvantages of using the familiar learning routine
- strengths and further development needs regarding independent living skills

Note

It is not essential for the candidate personally to record the evidence.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).