

## **National Unit Specification: general information**

**UNIT** Personal Awareness and Development (Access 3)

**NUMBER** D364 09

**COURSE** Personal and Social Education (Access 3)

### **SUMMARY**

This unit is designed to enable the candidate to develop the five key elements of Personal and Social Education in one of the approved personal sub-contexts, personal management, independent living or health-related issues.

The candidate will identify one personal development target relating to the key PSE element, self awareness. The candidate will outline two tasks in order to make progress towards the target. The candidate will undertake the tasks by means of action planning. The effectiveness of the action plan will be reviewed and evaluated.

While engaged in the tasks, the candidate will have an opportunity to develop the other key PSE elements which are not directly targeted: task management skills; interpersonal skills; evaluating skills, and the acquisition and application of knowledge and understanding.

The tasks undertaken by the candidate should include four variables relating to:

- topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources
- location for undertaking tasks

At this level, three of the variables should be familiar. The fourth variable should be unfamiliar, but already identified and understood by the candidate.

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### **Administrative Information**

**Superclass:** HB

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## National Unit Specification: general information (cont)

### UNIT Personal Awareness and Development (Access 3)

The role of the teacher/lecturer is to offer candidates advice and support throughout the unit, for example, to advise on the suitability of the action plan, and to offer guidance on methods of investigation, on the recording of activities, and on interaction with others.

This unit is a component unit of Access 3 Personal and Social Education. The unit may be undertaken as a free-standing unit or as part of any other programme of study.

### OUTCOMES

- 1 Working within a personal sub-context, prepare an action plan which includes one target and two tasks in order to meet identified development needs and make progress in personal development.
- 2 Undertake the action plan.
- 3 Use one recognised awareness and development technique to develop personal awareness.
- 4 Review and evaluate own progress in terms of the achievement of the one identified personal development target.

### RECOMMENDED ENTRY

There is no recommended entry level for this unit. Entry is at the discretion of the centre, but candidates may find it beneficial to have attained:

- a PSE unit at the level of Access 2 or
- an NC Skillstart module

### CREDIT VALUE

1 credit at Access 3.

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	Problem Solving	Acc 3
<b>Additional core skills components for the unit</b>	None	

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Unit Specification: statement of standards

### UNIT Personal Awareness and Development (Access 3)

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.

#### NOTE ON RANGE FOR THE UNIT

Key elements mentioned throughout the unit refer to the five Personal and Social Education key elements:

- **task management skills**, including planning, organising and completing tasks
- **group and interpersonal 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**

Whilst there are many variables which may be considered by candidates, the four variables referred to throughout the unit focus on the following aspects of the tasks undertaken by the candidate:

- topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources
- location for undertaking tasks

#### OUTCOME 1

Working within a personal sub-context, prepare an action plan which includes one target and two tasks in order to meet identified development needs and make progress in personal development.

##### Performance criteria

- (a) An initial self evaluation is carried out in order to identify accurately personal strengths and development needs.
- (b) Identified strengths and development needs are used to set one relevant and attainable personal development target addressing the development of self awareness skills.
- (c) Two tasks are outlined clearly in order to meet the identified personal development target.
- (d) An action plan for the tasks is produced, which takes into account advice regarding the feasibility of the plan.

##### Evidence requirements

For all performance criteria there should be written and/or oral evidence:

- PC (a) initial self evaluation, which may use a prepared pro-forma, identifying personal strengths and development needs.
- PC (b) identification of one relevant and attainable personal development target addressing self awareness.
- PC (c) an outline of the tasks identifying:

## **National Unit Specification: statement of standards (cont)**

### **UNIT**                      Personal Awareness and Development (Access 3)

- the personal sub-context
- one personal development target
- two tasks which will be undertaken to meet the target
- three familiar variables
- one unfamiliar variable which is already identified and understood
- anticipated use of provided resources
- given timescales
- the recognised awareness and development technique being used to set targets and to evaluate progress

PC (d)            an action plan of the two tasks which explains decisions made about the three familiar variables.

### **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

- (a) Two simple tasks are undertaken efficiently as detailed in the action plan.
- (b) Progress in carrying out the tasks is reviewed regularly.
- (c) Taking account of advice from key individuals, appropriate adjustments are made, as and if required, to allow progress towards the identified personal development target.

#### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence:

PC (a) to (c)      performance in implementing the action plan, which may consist of the completion of an implementation log pro-forma.

Efficiency should be demonstrated with reference to one of the four variables:

- maintaining a focus on topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – evidence of use of provided resources
- location for undertaking the tasks.

## **National Unit Specification: statement of standards (cont)**

### **UNIT**                      Personal Awareness and Development (Access 3)

#### **OUTCOME 3**

Use one recognised awareness and development technique to develop personal awareness.

##### **Performance criteria**

- (a) The main stages in using the technique are explained accurately.
- (b) The technique is used, as directed, during the planning and implementation of the action plan.

##### **Evidence requirements**

For both performance criteria, there should be written and/or oral evidence:

- PC (a)            The explanation of the main stages in using one technique.
- PC (b)            The use of the technique during the planning and implementation of the action plan, which may be recorded using an activity log.

#### **OUTCOME 4**

Review and evaluate own progress in terms of the achievement of the one identified personal development target.

##### **Performance criteria**

- (a) A final self evaluation is compared to the initial self evaluation in order to identify clearly any changes in strengths and development needs.
- (b) The planning and implementation of the action plan are reviewed in order to evaluate progress made towards the one identified personal development target.
- (c) The review of personal development clearly makes reference to all five key elements.
- (d) Conclusions are drawn with regard to own self-awareness which clearly identify potential areas for future personal development.

##### **Evidence requirements**

For all performance criteria there should be written and/or oral evidence:

- PC (a)            a final self evaluation, which may use a prepared self-evaluation pro-forma, noting evidence of changes from the initial self-evaluation.
- PC (b) and PC (c) record of progress towards the identified personal target during the planning and undertaking of the action plan, which may consist of a completed review and evaluation matrix.
- PC (c) and PC (d) the identification of potential areas for future personal development, with reference to the key element targeted.

## National Unit Specification: support notes

### UNIT Personal Awareness and Development (Access 3)

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

While the time allocated to 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 the three mandatory units which form the Personal and Social Education course at Access 3. Each mandatory unit is focused on a principal context. The course has three principal contexts: Personal Awareness and Development; Social Awareness and Development; Vocational Awareness and Development.

This unit provides the candidate with an opportunity to use the Personal Awareness and Development principal context in order to experience and develop the five key elements of Personal and Social Education at Access 3 Level.

The **five key elements** of Personal and Social Education:

- **task management skills**, including planning, organising and completing tasks
- **group and interpersonal 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**

Further information on key elements, structure, content and organisation is contained in Course Details section of the arrangements document.

This unit provides opportunities for the automatic certification of Problem Solving Core Skills at Access 3 level. The unit also provides opportunities for the integration of assessment with Working with Others Core Skills.

The unit provides opportunities for centres to deliver aspects of any guidance entitlements which may be appropriate.

While undertaking this unit, the candidate will target the key element of PSE relating to the development of **self awareness**. In order to reach this target, the candidate will carry out two tasks.

The tasks will be appropriate to one of following sub-contexts which form the Personal Awareness and Development principal context:

- personal management
- health related issues
- independent living

Each sub-context offers the candidate an opportunity to set a target relating to the development of self awareness and to follow through two tasks planned to meet the target.

## National Unit Specification: support notes (cont)

### UNIT Personal Awareness and Development (Access 3)

The **personal management sub-context** allows the assessment of development across a range of activities relevant to the candidate's personal development needs. The flexibility of the sub-context helps provide opportunities for centres to deliver some or all aspects of the guidance entitlement.

The **health-related issues sub-context** provides the candidate with opportunities to focus on improving personal well-being.

The **independent living sub-context** allows candidates to explore styles of living independently, and to investigate how these impact on the life of the individual.

During the experience of carrying out two tasks in one of these sub-contexts, the candidate should develop self awareness and acknowledge achievements as a natural component of the learning process. At the same time, there should be opportunities for him or her to develop the other key elements of PSE.

The candidate may experience several variables while undertaking the tasks. However, it is important that this includes the following, which are built into all PSE units at Access 3 level:

- topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – at this level the candidate should use provided resources
- location for undertaking tasks

At Access 3 level, features of **one** of the variables listed above should be unfamiliar but already identified and understood by the candidate. Features of the other three recognised variables should be familiar.

While planning and undertaking the two tasks, the candidate is expected to record details about the steps making up each task. At Access 3 level, the steps should be sequential.

Finally, the candidate will review and evaluate the experience of setting a target and planning and implementing tasks to improve self awareness. Opportunities can be provided to contribute information resulting from the review to a candidate's profile. Many organisations will have experience of using a National Record of Achievement or Personal Development Plans.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

At Access 3 level, the candidate is required to demonstrate effective skills in planning simple tasks and implementing the plan, then reviewing and evaluating his or her activities. This process-based strategy in Personal and Social Education is central to the learning and teaching approaches used across all three mandatory units. Teachers/lecturers should note that the layout of outcomes and performance criteria is not intended to prescribe a linear approach to the undertaking of PSE units. In fact, quite the opposite is recommended in that the concurrent and iterative use of outcomes and performance criteria is to be encouraged. This approach to learning and teaching allows some steps in the tasks to overtake performance criteria found in different outcomes, and encourages an integrated approach to the assessment of outcomes and performance criteria.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Personal Awareness and Development (Access 3)

For example, while tasks are being outlined to enable progress towards the identified target (Outcome 1, PC (c)), due attention should be paid to explaining the main stages of one recognised awareness and development technique which the candidate will use to assess and develop personal awareness (Outcome 3, PC (a)).

At Access 3 level, the teacher/lecturer should offer advice and support while monitoring the candidate's activities, for example, advising on the suitability of the activity outline, or providing information and guidance on methods of investigation and the recording of activities. At this level, the candidate may also require assistance with timescales. The candidate should be aware of deadlines for various aspects of the tasks in terms of their timing within his or her educational programme and the curriculum.

It is also important that all tasks involving problem solving undertaken by the candidate are highlighted so that the candidate may practise using core skills in Problem Solving at Access 3 level.

While delivering this unit outwith the school or college setting, teachers/lecturers should take into account authority regulations with regard to supervising candidates when outside the boundaries of the centre.

#### ***Outcome 1***

Induction to the unit is important. A candidate-centred approach should be initiated and sustained by the teacher/lecturer. During induction, a learning environment should be established which inspires a candidate to develop self awareness, evaluate skills and to assess knowledge and understanding effectively.

At this stage, teachers/lecturers should ensure that their candidates understand the purpose of the unit and the processes involved while undertaking the unit. Candidates should be provided with details of the five key PSE elements and should understand that the focal point of this unit is the development of self awareness. The candidate will identify his or her personal strengths and development needs by carrying out an initial self-evaluation. These identified strengths and development needs should be discussed with the teacher/lecturer and used to set a personal development target relating to self awareness.

Candidates should also understand requirements regarding the composition of the tasks, including the four variables and the requirement to prepare a plan which consists of a sequence of steps.

It should be explained to the candidate that the following learning approaches have been suggested for use in any sub-context:

- using personal guidance
- a reflective approach
- an investigative approach

The candidate should be introduced to the range of activities available within the personal sub-contexts.

## National Unit Specification: support notes (cont)

### UNIT Personal Awareness and Development (Access 3)

Here are some examples of candidate activities:

<i>Sub-context</i>	<i>Examples of candidate's activity</i>
personal management	produce a homework diary for first-year candidates at the local high school (this could be done in collaboration with other candidates).
health-related issues	investigate the importance of exercise and healthy eating habits in ensuring the healthiest lifestyle.
independent living	investigate budgeting for shopping for food and other essentials for a group of candidates sharing a flat.

At this early stage in undertaking the unit, emphasis should be placed on identifying the factors involved in the tasks, including the variables, rather than on planning out the details of undertaking the tasks. Critical thinking may be encouraged, for example, through the use of brainstorming sessions recorded as mind maps. Later, these ideas may be elaborated into an activity outline and action plan.

It is important that the candidate identifies a recognised awareness and development technique which will assist her or him to decide on the personal development target and tasks, in anticipation of achieving Outcome 3. A variety of recognised awareness and development techniques are widely used in Personal and Social Education. They are used as personal development tools by the candidate and provide a mechanism for the collection of information about self.

Having established these various aspects of his or her own target and tasks, the candidate should attend to the following practicalities:

- preparing an activity outline to enable the target in self awareness to be met
- deciding how resources may be used
- assessing the feasibility of the activity outline and elaborating it to produce an action plan which he or she can reasonably expect to use in order to meet the target in self awareness

At Access 3 level, the action plan should contain two tasks.

It is important to remind the candidate that the individual tasks could be part of a larger activity involving more than one person, as would be the case with some of the examples of activities given above. Evidence from any such activities should be kept in case the candidate wishes to be given credit for core skills Working with Others.

The action plan should also identify the recognised awareness and development technique adopted by the candidate which he or she has used to determine the personal development target and tasks.

#### ***Outcomes 2 and 3***

The candidate should record experiences as they occur, while undertaking the tasks, and should be encouraged to monitor his or her own progress. Role play, video and observation can be used to help the candidate become more self-aware in the preparing and implementation of the action plan. The record will also be a useful reference during the candidate's on-going review of his or her progress while overtaking these outcomes.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Personal Awareness and Development (Access 3)

Efficiency can be demonstrated by the candidate recording choices and actions taken in relation to one of the following recognised variables:

- maintaining a focus on topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – at this level the candidate should include evidence of use of provided resources
- location for undertaking tasks

The candidate should organise resources and prioritise steps in his or her two tasks, working within a timescale provided by the teacher/lecturer. The candidate should make necessary adjustments to tasks with a view to reaching his or her identified development target in self awareness. The candidate should record regularly his or her progress in implementing the action plan.

#### ***Outcome 3***

Teachers/lecturers may find it helpful to highlight the requirements of this outcome and to emphasise the need for the candidate to record his or her application of problem solving skills in order to develop self awareness at all stages of undertaking this unit. All learning activities should be designed to promote the candidate's personal awareness and an emphasis should be on providing an opportunity to develop self awareness by using one recognised awareness and development technique such as Johari Windows, Vocational Action Planning or Forcefield Analysis. At the level of Access 3, the role of the teacher/lecturer is to guide the candidate by offering a little advice frequently. At the same time the candidate should have the opportunity to make choices and decisions, to ask for assistance from the teacher/lecturer and other participants, and to try out new activities and new roles in a supportive environment in which he or she feels comfortable.

The candidate should retain evidence of using the technique, as well as evidence of explanation of the stages involved in using the technique. The evidence of use will help the candidate to understand why that particular technique was useful in setting targets and tasks.

The evidence gathered for this outcome could be reviewed in outcome 4 and used to support evaluation of progress in the PSE key elements, but it is not required that the candidate reviews the use of the recognised awareness and development technique at this level.

#### ***Outcome 4***

As the implementation of the plan draws to a close, each candidate should reflect on the experience, and review and evaluate progress made towards the personal development target he or she set at the start of the unit.

During the review and evaluation, teachers/lecturers should create an atmosphere within which candidates are encouraged to communicate openly about their progress towards their set target, about individual feelings and reactions in relation to the tasks undertaken, and about the contribution which they think the learning activities have made towards their personal development.

Progress should be evaluated by revisiting the initial self-evaluation in order to establish the starting point for gauging progress made to the target. The candidate may wish to refer back to the use of the recognised awareness and development technique when setting the target, to judge the extent to which the target has been met.

## National Unit Specification: support notes (cont)

### UNIT Personal Awareness and Development (Access 3)

The candidate should realise that by planning and undertaking two tasks she or he has experienced the process of personal development and learned from this experience regardless of whether or not the set target has been met.

Information resulting from the review could be contributed to a candidate's profile.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

This unit has one focal point, the development of self awareness. To this end it is expected that, while undertaking the unit, each candidate will undertake an assignment consisting of assessments in planning, implementing, reviewing and evaluating. He or she will compile a folder of assessment evidence.

Here are examples of assessments which may be used by the candidate while undertaking the assignment.

### ASSESSMENT IN PLANNING

#### *Outcome 1: Recording the planning process*

PC (a) and (b): **Part 1: to undertake an initial self-evaluation**

a prepared proforma may be used identifying:

- personal strengths and development needs
- one personal development target, focusing on self awareness

PC (c): **Part 2: to produce an activity outline**  
outlining:

- personal sub-context
- one personal development target focusing on self awareness
- two tasks to overtake the target
- three familiar variables
- one unfamiliar variable which is already identified and understood
- anticipated use of provided resources
- anticipated use of provided timescales
- recognised awareness and development technique selected to set target and to evaluate progress

PC (d) **Part 3: to prepare an action plan**  
detailing:

- two tasks
- with explanation of decisions made about the three familiar variables

## National Unit Specification: support notes (cont)

**UNIT** Personal Awareness and Development (Access 3)

### ASSESSMENT IN IMPLEMENTATION

*Outcome 2: Start recording progress in a review and evaluation matrix*

- All PCs: **Part 1: to complete an activity log**  
a prepared proforma may be used, recording:
- the undertaking of tasks as detailed in the action plan
  - use and review of the resource log
  - efficiency in undertaking tasks related to one of the four variables:
    - maintaining a focus on topic matter chosen for the personal sub-context
    - sustaining contact with people
    - obtaining resources, including evidence of use of provided resources
    - location for undertaking tasks

### ASSESSMENT IN USE OF PERSONAL AWARENESS AND DEVELOPMENT TECHNIQUE

*Outcome 3: Continue recording progress in the review and evaluation matrix*

- PC (a): **Part 1: to explain use of recognised awareness and development technique**  
detailing:
- the explanation of the use of the technique
- PC (b): **Part 2: to record use of the technique**  
recording how it was used in target setting and planning

### ASSESSMENT IN REVIEWING AND EVALUATING

*Outcome 4: A prepared pro-forma may be used:*

- PC (a): **Part 1: to undertake a final self evaluation**  
comparing it to the initial self-evaluation, in order to identify change. Any change identified should be used to inform the reviewing and evaluating process which will, in turn, identify progress made towards the identified personal development target relating to self awareness.
- PC (b): **Part 2: to complete a review and evaluation matrix**  
in order to identify evidence of progress towards the personal target during the undertaking of the action plan.
- PC (c): **Part 3: to undertake a review**  
in order to evaluate personal development during the undertaking of the action plan across all five key elements.
- PC (d): **Part 4: to identify potential areas for future personal development**
- All PCs: A personal interview may encourage some candidates to draw out the necessary evidence from their experiences of undertaking the unit.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Personal Awareness and Development (Access 3)

An assessment checklist indexing the candidate's evidence to the mandatory requirements of the unit (outcomes, performance criteria and evidence requirements) may be useful to the assessors.

The use of the assessment checklist should ensure that the candidate has generated evidence relating to:

- the five key PSE elements
- Core Skills Problem Solving at Access 3 Level

It is the centre's responsibility to ensure that an accurate record of the candidate's response is retained as evidence of his or her performance.

### **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).