

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

|               |   |
|---------------|---|
| <b>UNIT</b>   | Personal Awareness and Development (Intermediate 1) |
| <b>NUMBER</b> | D364 10   |
| <b>COURSE</b> | Personal and Social Education (Intermediate 1)      |

### **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 two personal development targets taken from the five key elements: task management skills, interpersonal skills, self awareness, evaluating skills, and the acquisition and application of knowledge and understanding. One target will address the development of self awareness, the other will address one of the other key elements.

Once the targets are identified, the candidate will prepare two tasks in order to make progress towards these targets. 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 elements which are not directly targeted.

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, one of the variables should be unfamiliar.

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### **Administrative Information**

|                          |                                   |
|--------------------------|-----------------------------------|
| <b>Superclass:</b>       | HB                                |
| <b>Publication date:</b> | November 1999                     |
| <b>Source:</b>           | Scottish Qualifications Authority |
| <b>Version:</b>          | 03                                |

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**Valid until 31/07/2009**

## **National Unit Specification: general information (cont)**

### **UNIT          Personal Awareness and Development (Intermediate 1)**

The role of the teacher/lecturer is to offer candidates advice and support, to monitor their activities, and to offer guidance on methods of investigation, of activities and interaction with others.

This unit is a component unit of Intermediate 1 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 two targets and two tasks in order to meet identified development needs and make progress in personal development.
- 2      Undertake the action plan.
- 3      Describe and use a recognised awareness and development technique to assess and develop personal awareness.
- 4      Review and evaluate own progress in terms of the achievement of the two identified personal development targets.

### **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 course or units at the level of Access 3 or NC PSD modules at level 1 or Standard Grade Social and Vocational Skills at Foundation level.

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **CORE SKILLS**

This unit gives automatic certification of the following:

|   |                         |
|---|-------------------------|
| <b>Complete core skills for the unit</b>              | Problem Solving   Int 1 |
| <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).

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## **National Unit Specification: statement of standards**

### **UNIT          Personal Awareness and Development (Intermediate 1)**

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 two targets 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 two relevant and attainable personal development targets selected from the five key elements.
- (c) Two straightforward tasks which will enable progress to be made towards identified targets are outlined.
- (d) Resources relevant to the tasks are selected from a set of provided resources.
- (e) An appropriate action plan for the tasks is produced, which takes into account advice regarding the feasibility of the plan.

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

### **UNIT          Personal Awareness and Development (Intermediate 1)**

#### **Evidence requirements**

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

- (a) Initial self-evaluation, which may use a prepared pro-forma, identifying personal strengths and development needs.
- (b) Identification of two relevant and attainable personal development targets, one addressing self awareness, the other addressing another key element.
- (c) An outline of two tasks identifying:
  - the personal sub-context
  - two personal development targets
  - two tasks which will be undertaken to meet the targets
  - three familiar variables
  - one unfamiliar variable
  - anticipated use of resources
  - given time-scale
  - the recognised awareness and development techniques being used to set targets and to evaluate progress
- (d) Identification of items located and selected from a set of provided resources, which may be listed in a resource log.
- (e) An action plan of the two tasks, explaining decisions made about:
  - three familiar variables
  - one unfamiliar variable

## **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

- (a) Two straightforward 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 identified personal development targets.

#### **Evidence requirements**

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

- (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 two of the four recognised variables:

- maintaining a focus on topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – evidence of selecting resources from a familiar range

## **Valid until 31/07/2009**

- location for undertaking tasks

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

**OUTCOME 3**

Describe and use a recognised awareness and development technique to assess and develop personal awareness.

**Performance criteria**

- (a) One recognised awareness and development technique is described accurately.
- (b) The main stages involved in using the technique are explained accurately.
- (c) The technique is used appropriately during the planning and implementation of the action plan.

**Evidence requirements**

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

- (a) Description of one technique.
- (b) Explanation of the main stages of one technique.
- (c) Record of the use of the technique during the planning and implementation of the action plan, which may be in the form of an activity log.

**OUTCOME 4**

Review and evaluate own progress in terms of the achievement of the two identified personal development targets.

**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 identify and evaluate progress made towards the two identified personal development targets.
- (c) The review of personal development clearly makes reference to all five key elements.
- (d) Conclusions are drawn which clearly identify potential areas for future personal development.

**Evidence requirements**

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

- (a) A final self-evaluation which may use a prepared self-evaluation pro-forma, noting evidence of changes from the initial self-evaluation.
- (b) and (c) Record of progress towards the identified personal targets during the planning and undertaking of the action plan, which may take the form of a review and evaluation matrix.
- (c) and (d) The identification of potential areas for future personal development, with reference to the key elements targeted.

**Valid until 31/07/2009**

## **National Unit Specification: support notes**

### **UNIT          Personal Awareness and Development (Intermediate 1)**

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 Intermediate 1 level. 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 Intermediate 1 Level.

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

- 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, course structure, content and organisation is contained in the Course Details section of the arrangements document.

This unit provides opportunities for the automatic certification of Problem Solving Core Skills at Intermediate 1 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 two key elements of PSE. One target should relate to the development of his or her self awareness; the second target should address another key element. In order to reach these two targets, the candidate will carry out two tasks.

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

- personal management
- health-related issues
- independent living

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

### **UNIT          Personal Awareness and Development (Intermediate 1)**

Each sub-context offers the candidate an opportunity to set personal development targets and to follow through two planned tasks to meet the targets.

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 as well as developing some awareness of the health needs of others.

The **independent living sub-context** allows candidates to explore some of the complexities of living independently and to investigate how these issues 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 Intermediate 1 level and are referred to as the variables:

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

At Intermediate 1 level, one of the variables listed above should be unfamiliar and three 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 Intermediate 1 level, the steps should be sequential.

Finally, the candidate will review and evaluate the experience of setting targets and planning and implementing tasks in order 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.

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

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

At Intermediate 1 level, the candidate is required to demonstrate effective skills in planning and organising, implementing a plan, and 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.

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

At Intermediate 1 level, the teacher/lecturer should offer advice and support, monitoring the candidate's activities with regard to 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 some assistance with time scales. 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 should be highlighted in order that the candidate may practise using Core Skills in Problem Solving at Intermediate 1 level.

While delivering this unit outwith the centre, 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 one of the two focal points of this unit is the development of self awareness and that they may choose one of the other key elements as the second focal point, according to their individual needs.

**Valid until 31/07/2009**

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

### **UNIT          Personal Awareness and Development (Intermediate 1)**

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 used to set two personal development targets, one related to self awareness and another related to a second key PSE element.

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 key 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.

Here are some examples of candidate activities:

| <i>Sub-context</i>    | <i>Examples of candidate's activity</i>  |
|-----------------------|--|
| personal management   | investigate the importance of leisure activities to the development of self awareness, self reliance and self confidence                     |
| health-related issues | contact health board personnel in order to identify how increased self awareness impinges on general well-being                              |
| independent living    | investigate budgeting for the single person living independently and design a booklet for people just about to leave home for the first time |

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 in setting and planning progress towards the two personal development targets 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. A technique could be selected from the following: Johari Windows, SWOT Analysis, Forcefield Analysis, Repertory Grids.

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

### **UNIT          Personal Awareness and Development (Intermediate 1)**

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

- preparing an activity outline to enable the targets to be met
- selecting resources from a range of provided resources
- 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 reach the two personal development targets

At Intermediate 1 level the action plan should contain two tasks. The purpose of these tasks is to make progress towards the personal development targets by developing the key elements of PSE. One of the targets must address the development of self awareness.

It is important to remind the candidate that individual tasks could be part of a larger activity involving more than one person, as could 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 used in setting the two personal development targets 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 devising and implementation of the action plan. The record, which may be in the form of a log, will also be a useful reference during the candidate's on-going review of his or her progress while overtaking these outcomes.

Efficiency can be demonstrated by the candidate recording choices and/or actions taken in relation to two of the four 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 selecting resources from a range of provided resources
- location for undertaking tasks

The candidate should organise resources and prioritise tasks, working within a timescale provided by the teacher/lecturer. The candidate should monitor progress and make necessary adjustments to tasks with a view to reaching his or her identified development targets. The candidate should record his or her progress in implementing the plan on a regular basis.

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

**UNIT          Personal Awareness and Development (Intermediate 1)**

***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 placed on providing an opportunity to develop self awareness by using one recognised awareness and development technique such as Johari Windows, SWOT Analysis, Vocational Action Planning, Forcefield Analysis, and Repertory Grids. At the level of Intermediate 1, the role of the teacher/lecturer is to guide the candidates by offering advice as required while allowing each candidate 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.

Evidence from the use of the technique can provide a valuable reference for the candidate and will help the candidate to understand why it 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 selected PSE key elements, but it is not required that the candidate reviews the use of the 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 targets 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 targets, about individual feelings and reactions in relation to the tasks undertaken and about the contribution which 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 development. The candidate may wish to refer to the recognised awareness and development technique used when setting targets, to judge the extent to which the targets have been met.

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 targets have been met.

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

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

**GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

This unit has two focal points, one being the development of self awareness, the other being the development of another key element chosen by the candidate. 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*

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

- personal strengths and development needs
- two personal development targets, one focusing on self awareness, the second focusing on one of the other key elements, ie task management, interpersonal skills, evaluating skills, the acquisition and application of appropriate knowledge and understanding

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

- personal sub-context
- two personal development targets
- two tasks to overtake the targets
- three familiar variables
- one unfamiliar variable
- anticipated use of provided resources
- given time-scales for implementation of the action plan
- recognised awareness and development technique selected to set targets and to evaluate progress

(d) **Part 3: to prepare a resource log**  
identifying:

- selected items from a set of provided resources which are potentially relevant to the action plan

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

(e)      **Part 4: to prepare an action plan**  
detailing:

- two tasks
- with explanations of decisions made about:
  - the three familiar variables
  - one unfamiliar variable

**ASSESSMENT IN IMPLEMENTATION**

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

All PCs      **Part 1: complete an activity log**  
a prepared pro-forma may be used  
recording:

- the undertaking of tasks as detailed in the action plan
- use and review of the resource log
- efficiency in understanding tasks regarding two of the four variables:
  - maintaining a focus on topic matter chosen for the personal sub-context
  - sustaining contact with people
  - obtaining resources, including the selection of resources from a familiar range of resources
  - location for undertaking tasks

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

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

(a) and (b)      **Part 1: to describe and explain the recognised awareness and development technique**  
detailing:

- the description of the technique
- the explanation of the basic steps necessary to use the technique

(c)      **Part 2: to record use of the technique**  
recording how it was used in target setting and planning.

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

### **ASSESSMENT IN REVIEWING AND EVALUATING**

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

- (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 targets.
- (b)      **Part 2: to complete a review and evaluation matrix**  
in order to identify evidence of progress towards the personal targets during the undertaking of the action plan.
- (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, and to identify 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.

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 Intermediate 1 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).