

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

<b>UNIT</b>	Personal Awareness and Development (Higher)
<b>NUMBER</b>	D364 12
<b>COURSE</b>	Personal and Social Education (Higher)

### **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, three of the variables should be unfamiliar.

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### **Administrative Information**

<b>Superclass:</b>	HB
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<b>Version:</b>	03

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**Valid until 31/07/2009**

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

### **UNIT          Personal Awareness and Development (Higher)**

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) Valid 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 complex tasks are outlined which will enable effective progress to be made towards the identified targets.
- (d) Resources relevant to the tasks are researched, located and selected.
- (e) The feasibility of the determined tasks is assessed in terms of them potentially meeting the identified personal development targets.
- (f) An action plan for the tasks to be undertaken is produced, which is detailed and feasible.

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

### **UNIT          Personal Awareness and Development (Higher)**

#### **Evidence requirements**

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

- (a) and (b) Initial self-evaluation which clearly identifies personal strengths and development needs, and which is sufficiently comprehensive to inform the setting of targets.
- (b) Identification of two relevant and attainable personal development targets, one addressing self awareness, the other addressing another key element.
- (c) and (e) An outline of the tasks, including identification of:
  - the personal sub-context
  - two personal development targets
  - two tasks which will be undertaken to meet the targets
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementing the action plan
  - anticipated use of resources.
  - the recognised awareness and development technique used to set targets and evaluate progress
- (d) Identification of resources which have been researched, located and selected.
- (f) Detailed action plan of the two tasks, justifying decisions made about:
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementation of the various steps

#### **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

- (a) Two complex tasks are undertaken efficiently as detailed in the action plan.
- (b) Progress in carrying out the tasks is monitored and reviewed regularly.
- (c) Appropriate adjustments are made to tasks, as and if required, to allow progress towards identified personal targets.

#### **Evidence requirements**

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

- (a) to (c) Performance in implementing the action plan. This could be in the form of a log devised by the candidate.

Efficiency should be demonstrated by recorded reference to all four variables:

- maintaining a focus on topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – evidence of researching, locating and selecting resources
- location for undertaking tasks

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

**UNIT**          Personal Awareness and Development (Higher)

### **OUTCOME 3**

Demonstrate knowledge and understanding of two recognised awareness and development techniques to assess and develop personal awareness.

#### **Performance criteria**

- (a) Two recognised awareness and development techniques are described accurately.
- (b) The theories underpinning the recognised awareness and development techniques are explained accurately.
- (c) The technique which is likely to be more effective in the context of the determined tasks is identified.
- (d) The chosen technique is used effectively during the planning, implementation and review of the action plan.

#### **Evidence requirements**

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

- (a) An accurate description of the two recognised awareness and development techniques.
- (b) An explanation of the theories underpinning the two recognised awareness and development techniques.
- (c) Identification of the technique most suited to the circumstances.
- (d) Record of the use of the technique during the planning, implementation and review 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 is reviewed in order to 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 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 be in the form of a completed review and evaluation matrix. There should also be evidence of the use of the chosen recognised awareness and development technique during the evaluation of progress.
- (c) and (d) Identification of potential areas for future personal development, with reference to targeted key elements and to the other three key elements.

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

### **UNIT          Personal Awareness and Development (Higher)**

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 Higher Personal and Social Education course. 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 context in order to experience and develop the five key elements of Personal and Social Education at Higher 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 Higher level. The unit also provides opportunities for the integration of assessment with Working with Others Core Skills provided that additional evidence is gathered by the candidate.

In addition, the unit provides opportunities for different 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

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

### **UNIT            Personal Awareness and Development (Higher)**

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 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 recognised variable which are built into all PSE units at Higher level:

- topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – at this level this should include researching, locating and selecting resources
- location for undertaking tasks

At Higher level, three of the variables listed above should be unfamiliar and one 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 Higher level, the steps may run concurrently, or at other times sequentially, or they may overlap, the candidate starting one before finishing another.

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.

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

**UNIT**          Personal Awareness and Development (Higher)

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

At Higher level, the candidate is required to demonstrate a significant level of skill in planning, organising and implementing a plan, and reviewing and evaluating complex 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 prepared to enable progress towards the identified targets (Outcome 1, PC (c)), attention should be paid to identifying and describing two recognised awareness and development techniques which the candidate will use to assess and develop his or her personal awareness (Outcome 3).

At Higher level, the teacher/lecturer should be available for consultation, for example, regarding the suitability of the activity outline, information and guidance on methods of investigation and the recording of activities. The teacher/lecturer should also offer advice and facilitate the candidate's interaction with others, offering the support and encouragement appropriate to candidates at this level. For example, when considering timescales, the candidate should be aware that the unit has a notional design length of 40 hours.

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 Higher level.

While delivering this unit outwith the centre, teachers/lecturers should take into account centre and education 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 encourages the 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 in 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.

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

### **UNIT            Personal Awareness and Development (Higher)**

The candidate will identify his or her personal strengths and development needs by carrying out an initial self-evaluation. These identified personal strengths and development needs should be used to set two personal development targets, one related to self awareness and the other 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 an action plan which may have steps which are sequential, overlapping or concurrent.

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

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

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

Here are some examples of candidate activities:

<i>Sub-context</i>	<i>Examples of candidate's activity</i>
personal management	investigate styles of study skills during the planning and production of a candidate handbook
health-related issues	assess the health needs of the young mothers in the local community in order to organise a health promoting event in the health centre
independent living	investigate all the financial implications of moving out of the family home

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 at this stage that the candidate identifies two recognised awareness and development techniques which will assist her or him to set targets and evaluate progress made towards the two personal development targets in anticipation of achieving Outcome 3.

A variety of 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 and feedback about self. A technique can be selected from those listed in the notes on Outcome 3.

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

### **UNIT          Personal Awareness and Development (Higher)**

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
- researching resources available within the sub-context
- assessing the feasibility of the activity outline and fine tuning 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 Higher level, the action plan should contain two tasks. The individual candidate's tasks may be part of a larger activity involving other people, as could be the case with any of the examples of activities given above. Any negotiations should take account of the interests and abilities of other people involved in the activity, and the expertise they bring to the activity.

The action plan should also identify the recognised awareness and development technique adopted by the candidate which he or she has used to set targets and will use later to evaluate progress made towards the two personal development targets.

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

The candidate should record experiences as they occur 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 all four of the following 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 researching resources
- location for undertaking tasks

The candidate should organise resources and prioritise tasks, working within the agreed timescale. 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.

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

### **UNIT          Personal Awareness and Development (Higher)**

#### ***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 in undertaking the unit. Emphasis should be placed on the need for the candidate to keep a record of having demonstrated the knowledge, understanding and application of the two recognised awareness and development techniques such as Johari Windows, SWOT Analysis, Vocational Action Planning, Forcefield Analysis, and Repertory Grids. All learning activities should be designed to promote the development of the candidate's personal awareness. Opportunities to develop problem solving skills should be highlighted. Lectures and activities which unpack the underpinning theories associated with the techniques will help inform candidates of the conceptual frameworks upon which the techniques are based. The knowledge and understanding of the techniques and the development of skills in the application of a technique are central to the learning and teaching approaches in all three personal sub-contexts.

At Higher level, the role of the teacher/lecturer is to offer advice to the candidate when requested. The candidate needs to record his or her experiences of using the recognised awareness and development technique. The candidate should show initiative and independence when making choices and decisions, asking for assistance from the teacher/lecturer and other candidates only when it is essential.

Evidence from the use of the techniques can provide a valuable reference for the candidate in assisting him or her to monitor and reassess his or her personal strengths and development needs.

Evidence gathered for this outcome can be reviewed in Outcome 4 and be used to support evaluation of progress in the PSE key elements.

#### ***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 the set targets, and also about individual feelings and reactions in relation to the tasks undertaken and the contribution which the learning activities have made towards their personal development.

Progress should be evaluated by revisiting the initial self-evaluation, including the use of the recognised awareness and development technique, in order to establish the starting point for gauging development.

The candidate should realise that, by planning and undertaking two tasks, he or she 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.

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

**UNIT**        Personal Awareness and Development (Higher)

### **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.

### **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 other one of the other key elements, ie task management, interpersonal skills, evaluating skills, the acquisition and application of appropriate knowledge and understanding

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

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

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

- researched items potentially relevant to the action plan
- their location and availability

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

**UNIT**      Personal Awareness and Development (Higher)

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

- two tasks
- with justified decisions about:
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementation of the various steps

### **ASSESSMENT IN IMPLEMENTATION**

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

All PCs      **Part 1: to devise and complete an activity log**  
recording:

- the undertaking of tasks as detailed in the action plan
- use and review of the resource log
- efficiency in understanding tasks regarding all four variables:
  - maintaining a focus on topic matter chosen for the personal sub-context
  - sustaining contact with people
  - obtaining resources including researching, locating and selecting 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) to (c)      **Part 1: to demonstrate knowledge and understanding of two personal awareness and development techniques**  
detailing:

- the description of two personal awareness and development techniques
- the explanation of the theories underpinning the two techniques
- the identification of the more effective technique

(d)      **Part 2: to record use of the more effective technique**  
recording how it was used for planning and evaluation.

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

**UNIT**          Personal Awareness and Development (Higher)

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

#### ***Outcome 4: Recording evaluation data***

- (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**  
to identify evidence of progress towards the personal development 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.
- (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.

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. 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).