National Unit Specification: general information

UNIT   Personal Development: Self Awareness (Higher)

CODE   F2FV 12

SUMMARY

This is a mandatory Unit in the *Personal Development* (Higher) Course, but it is also available as a free-standing Unit.

This Unit is designed to allow candidates to build self confidence and self esteem by undertaking a project to develop self awareness. The project will be in a specific context. The wide range of suitable contexts and locations for the project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their qualities and feelings in relation to the context, identifying an aim for their project and monitoring and reviewing what they have learned about themselves as a result of completing the project. Guidance on suitable contexts, projects aims and tasks can be found in the support notes of this specification.

A glossary of terms relevant for all *Personal Development* Units can be found in Appendix 1 of this Unit specification.

Throughout the Unit candidates will be working with non-directive supervision. This means that candidates will take responsibility for their own progress through the Unit, although teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

This Unit is suitable for candidates who have not previously completed a *Personal Development* Course or Unit but it also offers progression for candidates who have completed the F2FV 11 *Personal Development: Self Awareness* (Intermediate 2) Unit, other *Personal Development* Units or the Course at Intermediate 2 level, or a Standard Grade in *Social and Vocational Skills* at Credit level.

Additional copies of this Unit Specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

National Unit Specification: general information (cont)

UNIT   Personal Development: Self Awareness (Higher)

OUTCOMES

1   Evaluate knowledge of self in a specific context to identify an aim for a project to develop self awareness.
2   Carry out a project to develop self awareness.
3   Review knowledge of self on completion of the project.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Higher (6 SCQF credit points at SCQF level 6*).

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

UNIT Personal Development: Self Awareness (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.

OUTCOME 1

Evaluate knowledge of self in a specific context to identify an aim for a project to develop self awareness.

Performance Criteria

(a) Use an appropriate technique to evaluate own qualities and feelings in a specific context.
(b) Explain the reasons for choosing this technique.
(c) Gather opinions from another person on own personal qualities in this context.
(d) In light of the identified qualities and feelings identify an aim for a project to develop self awareness.
(e) Explain the reasons for choosing this aim.

OUTCOME 2

Carry out a project to develop self awareness.

Performance Criteria

(a) Identify complex tasks which will enable progress towards this aim.
(b) Give reasons to explain the choice of identified tasks.
(c) Monitor progress towards achieving the aim of the project.
(d) Take appropriate action as a result of this monitoring.
(e) Explain why this action as been taken.
(f) Complete own identified tasks.

OUTCOME 3

Review knowledge of self on completion of the project.

Performance Criteria

(a) Analyse progress made towards achieving the aim of the project.
(b) Reach conclusions about what has been learned about own qualities and feelings based on this analysis.
(c) Identify personal goals for the further development of knowledge of own qualities and feelings based on these conclusions.
(d) Give reasons to explain the choice of identified goals.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self Awareness (Higher)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The candidate will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the candidate will take responsibility for his/her own progress through the Unit, although teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

The evidence will be generated by the candidate, with support from the teacher/lecturer, at appropriate points throughout the Unit. The evidence will consist of:

♦ written and/or recorded oral evidence generated by the candidate for all Outcomes. This evidence must be retained in a folio.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

For Outcome 1

A candidate evaluation covering:

♦ own qualities and feelings relevant to the context using an appropriate technique such as a SWOT analysis or Johari's Windows. The following qualities must be covered: strengths and weaknesses, for example, in relation to skills and knowledge. The following feelings must be covered: likes, dislikes, interests, fears and aspirations.
♦ an explanation of the choice of technique. This must include a comparison with at least one other appropriate technique which has not been chosen.
♦ opinions on own qualities from at least one other person. This person will be chosen by the candidate, in consultation with the teacher/lecturer, and could be, for example, a teacher/lecturer, a friend, a classmate or a relative.
♦ an aim for a project to develop self awareness.
♦ an explanation giving reasons for this choice of aim.

Examples of self awareness questions which may be helpful to the candidate can be found in Appendix 2 of the Unit specification.

The candidate will be given a checklist to allow the evaluation to be produced. The candidate evaluation must be retained in the folio.

For Outcome 2

A candidate record of:

♦ own complex tasks. A minimum of **four** tasks containing non-routine elements is required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦ reasons explaining the choice of tasks.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Self Awareness (Higher)

♦ monitoring of progress. Although the candidate will be monitoring on an ongoing basis, evidence of monitoring should be gathered at a suitable mid-point and then again towards the end of the project.
♦ actions taken as a result of monitoring. Appropriate action could be making amendments to the identified tasks or deciding to continue with the tasks as they stand.
♦ an explanation of why this action was taken.
♦ all own tasks that have been completed by the candidate. This will be confirmed by the teacher/lecturer.

The candidate will be given a checklist to allow a record to be produced. The record must be retained in the folio.

For Outcome 3

A candidate review covering:

♦ analysis of progress made towards achieving the aim of the project
♦ what the candidate has learned about own qualities as a result of completing the project
♦ what the candidate has learned about own feelings as a result of completing the project
♦ goals for further development of knowledge of own qualities and feelings
♦ reasons for identifying these goals

The candidate will be given a checklist to allow a review to be produced. The candidate review must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of checklists for candidate evaluations, records and reviews. Centres wishing to design their own assessments should refer to the National Assessment Bank to ensure a comparable standard.

National Unit Specification: support notes

UNIT   Personal Development: Self Awareness (Higher)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is suitable for candidates who have no previous experience of *Personal Development* Units or Courses but it also offers progression for candidates who have completed the F2FV 11 *Personal Development: Self Awareness* (Intermediate 2) Unit, other *Personal Development* Units or the Course at Intermediate 2 level or a Standard Grade in *Social and Vocational Skills* at Credit level.

A glossary of terms relevant for all *Personal Development* Units can be found in Appendix 1 to this Unit specification. Some examples of contexts, projects, aims and tasks can be found in the table below. Centres may choose contexts and projects suitable for their candidates and are not restricted to the examples in the table.

Context	Some examples of suitable contexts are:
	1 learning skills 2 career 3 relationships 4 independent living
Project Aims	Some examples of aims for personal projects relating to the above contexts are: 1 I want to find out how to improve my ability to learn 2 I want to complete my CV to a good standard 3 I want to prepare for a mature relationship 4 I want to find out if I can live away from home
Tasks	Some examples of suitable tasks in relation to the above aims are: 1 I will carry out research into learning styles to find out about different kinds of learners. I will carry out an investigation to find out my own learning style. I will seek out people who have adapted their means of learning to suit their style. I will speak to teachers to find out how they have adapted their teaching to suit different learning styles and to let them know what I am trying to do. I will seek out opportunities to learn in a style that suits me. I will trial this for a period of time. At the end of the trial I will make an assessment of how I am learning by comparing my test scores with the previous term. 2 I will gather all the information I require to produce a good CV. I will make sure that I am aware of deadlines and give myself plenty of time. I will contact some employers, colleges and universities to find out what information they would like to see in a personal statement. I will audit my own skills and experience to think about what I can include. Where there are gaps in my skills and experience I will seek out opportunities to fill these gaps before my application is sent away. I will speak to teachers, parents, friends and others to gather as much information about my self and abilities as possible. Once my form is completed I will seek feedback. 3 I am 23 years old and in a relationship that is becoming serious. I hear so much about what's expected in a serious relationship that I feel intimidated by this. I want to find out what's okay and what's right for me. I am going to produce a set of questions to interview people about relationships. I want this to be a real variety of people from different ages, different religions and different lengths of relationships. I will also carry out some research into the statistics regarding marriage, pregnancy, domestic abuse and levels of sexual activity in people my own age. I will speak to the Family Planning Association about different methods of contraception to find out how they work. I will speak to a relationship counsellor. I will think about my own moral viewpoint, how I compare to others and what I feel comfortable with. 4 I intend to leave home next year and will probably be sharing a flat with others. I want to find out if I am able to cope with this. First of all I will find out practical information about costs and places available. I need to think about whether I will manage this; I need to think about what I can do if I need to earn more money. Secondly, I want to find out if I will be emotionally prepared for living away from home. I will be going on holiday with two friends and one other person that I know vaguely. We will be sharing a self-catering apartment. This will give me an opportunity to find out how I get on living with people who are not my family and I how I cope with the practicalities of looking after myself. I will keep a diary of events, thoughts and feelings. At the end of the fortnight I will review how things went and if there was anything that I could have done differently.

National Unit Specification: support notes (cont)

UNIT　　　Personal Development: Self Awareness (Higher)

This Unit is designed to allow candidates to develop self awareness through undertaking a project.

With non-directive supervision, candidates will evaluate their knowledge of self in relation to the following qualities and feelings:

Qualities:	Feelings:
♦ strengths	♦ likes
♦ weaknesses	♦ dislikes
	♦ interests
	♦ fears
	♦ aspirations

These qualities and feelings will be considered in relation to the context for the project. There are many suitable contexts for the project examples of which can be found in the table above. Having completed their evaluation, candidates will identify an aim for their project, carry out their project and then review their progress on completion of their project.

Outcomes

For Outcome 1 candidates are being asked to think about three things:

♦ How do I see myself?
♦ How do others see me?
♦ Where do I go from here?

With non-directive supervision from the teacher/lecturer, candidates should answer these questions by carrying out an evaluation of their qualities and feelings in relation to a specific context using a technique such as a SWOT analysis or Johari's Windows. Candidates must explain their choice of technique by comparing it with at least one other. They should explain clearly why the chosen technique is more suitable than the other. Candidates will seek opinions on their own personal qualities from another person. It is important that the candidate feels comfortable with this person and they may choose, for example, a teacher/lecturer, a classmate, a relative or a friend. Candidates should consult with their teacher/lecturer to ensure that they choose someone who is able to provide them with useful feedback. The person offering opinions will be commenting on the qualities which they think a candidate has in relation to the context. It would not be appropriate for this person to comment on a candidate's own evaluation of his/her qualities. In light of the self evaluation and opinions, candidates will identify an aim for a project to develop self awareness. Candidates will give reasons to explain this choice of aim. Guidance on suitable contexts and aims for the project can be found in the table above.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self Awareness (Higher)

For Outcome 2 candidates need to carry out their personal development project.

With non-directive supervision from their teacher/lecturer, candidates will identify and carry out a minimum of **four** complex tasks which will enable them to achieve the aim of their project. Candidates will provide reasons to explain their choice of tasks. Guidance on tasks suitable for F2FV 12 *Personal Development: Self Awareness* (Higher) can be found in the table above. Although candidates will be monitoring on an ongoing basis, evidence of monitoring should be gathered at a suitable mid-point and then again towards the end of the project. Candidates should be encouraged to keep records of monitoring progress and the action taken as a result of monitoring. Appropriate action could be amendments to the identified tasks or it could be deciding to carry on with the tasks as they stand. Candidates will explain why the action has been taken.

For Outcome 3 candidates need to think about:

♦   Where am I now?
♦   What next?

With non-directive supervision from the teacher/lecturer, candidates will review their knowledge of their own qualities and feelings on completion of the project. They will analyse the progress they have made towards achieving the aim of their project and reach conclusions about what they have learned about their own qualities and feelings based on this analysis. It is recommended that candidates make comparisons with the evaluation carried out for Outcome 1. Candidates will identify goals for the further development of own personal qualities based on their conclusions. Candidates will explain their choice of goals.

If candidates are studying the *Personal Development* (Higher) Course, it may be possible for the chosen context for the personal development project to be used in other Units. For example, candidates studying in the context of 'Health' may:

♦   produce a personal health plan as a personal development project for this Unit
♦   find out about health and safety on a work placement for a vocational project for F37X 12 *Personal Development: Self and Work* (Higher)
♦   produce a health booklet in a group project for the F37W 12 *Personal Development: Self in Society* (Higher) Unit
♦   generate evidence for the F37Y 12 *Personal Development: Practical Abilities* (Higher) Unit from these projects

Thus candidates studying the *Personal Development* (Higher) Course may be able to adopt an integrated approach to their learning.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As part of the induction process, time should be devoted to ensuring that candidates have a clear understanding of the expectations for the Unit by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and Core Skills. A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self Awareness (Higher)

In this Unit the focus is on self awareness. As a starting point for the development of self awareness candidates could complete a self awareness questionnaire. Thinking about themselves in general terms may be suitable preparation for thinking about themselves in relation to the context for a personal development project. Examples of self awareness questions can be found in the Appendix 2 of this Unit specification.

In this Unit learning is by doing; the personal development project must allow candidates opportunities to develop their knowledge of self and address a personal development need through experience and activity. Centres must ensure that the project allows candidates the opportunity to achieve all of the Outcomes and Performance Criteria for the Unit. It is possible that the setting for the project will be outside the centre environment. If this is the case, centres must ensure that the relevant health and safety guidelines are followed at all times.

Throughout the Unit candidates should be encouraged to:

♦ seek and decide how to use personal guidance from teachers/lecturers, peers or experts from the community or business
♦ adopt an investigative approach through self evaluation, interviewing, shadowing, questioning and information gathering
♦ become reflective learners through the review of personal development and knowledge of self and through the use of feedback from teachers/lecturers and others to set goals and make plans for the future

If candidates intend to complete a *Personal Development: Practical Abilities* Unit they could also be made aware of the expectations of that Unit since it may be possible for them to gather evidence for F37Y 12 *Personal Development: Practical Abilities* whilst gathering information, communicating and delivering an output for a personal development project.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an evaluation, identifying an aim and tasks and reviewing progress while undertaking a project. This provides good opportunities for developing aspects of *Problem Solving.*

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As stated in the Evidence Requirements, candidates must be given checklists for evaluating, planning, monitoring and reviewing to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

Candidates will receive non-directive supervision from the teacher/lecturer when gathering evidence for their folio. Evidence should be gathered at appropriate points as candidates make progress through the Unit. Checklists and other records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for verification.

National Unit Specification: support notes (cont)

UNIT Personal Development: Self Awareness (Higher)

Written and/or recorded oral evidence may be produced in a variety of formats, for example:

♦ candidate written records
♦ recordings of interviews
♦ e-mails
♦ blogs
♦ assessor record of candidate responses
♦ review sheets
♦ electronic presentations
♦ electronic journals
♦ log books
♦ diaries
♦ videos
♦ photographs

Centres and/or candidates should select the formats most appropriate to the individual and the learning environment in which the Unit is being completed.

If candidates intend to complete a *Personal Development: Practical Abilities* Unit it may be possible to integrate learning, teaching and assessment while undertaking the personal development project.

In addition, it may be possible for candidates studying the *Personal Development* (Higher) Course to use one project to gather evidence for more than one Unit. For example, a candidate working in a group to set up an enterprise company may:

♦ for F2FV 12 *Personal Development: Self Awareness* (Higher), increase knowledge of self in preparation for a role in the company
♦ for F37W 12 *Personal Development: Self in Society* (Higher), target their interpersonal skills, whilst working with others in the group to plan, set up and run the company
♦ for F37X 12 *Personal Development: Self and Work* (Higher), plan to develop task management skills as they carry out their role for the enterprise company
♦ for F37Y 12 *Personal Development: Practical Abilities* (Higher), gather information for the company, communicate information to others and deliver an output such as a product or a service for the company

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).

Appendix 1: Glossary of Terms used in Personal Development Units and Courses

A glossary of terms particular to *Personal Development* Courses and Units at Higher and other levels is given here:

Activities: *Work to be carried out by the candidate for the group, personal, or vocational project which is not directly aimed at progress in the development of personal targets.*

Areas for Further Development: *Goals for the future development of skills, abilities and self knowledge.*

Complex: *This refers to tasks and activities and means that the activities and tasks will comprise of several stages and will contain non-routine (see non-routine in the glossary) elements and will be in an unfamiliar setting or situation.*

Context: *Topic of study, for example, local community.*

Contribute: *Offer some ideas and/or suggestions.*

Core Skills: *These are: Communication; Numeracy; Problem Solving; Information Technology and Working with Others.*

Detailed: *This refers to tasks and activities and means that the tasks and activities will comprise of several stages and will contain some routine and some non-routine elements (see routine and non-routine in the glossary).*

Directive Support: *This means that the teacher/lecturer will issue explicit instructions to enable progress.*

Evaluation: *A self assessment of strengths, weaknesses and personal qualities.*

Folio: *Pieces of work selected to meet the Evidence Requirements.*

Interpersonal Skills: *The skills required to interact and work harmoniously and effectively with others.*

Non-directive Supervision: *This means that the candidate should take responsibility for their own progress although teachers/lecturers may explain and interpret if asked to do so by the candidate.*

Minimum Support: *This means that the teacher/lecturer may respond to specific questions from the candidates to enable progress.*

Non-routine: *This refers to tasks and means that the task, or part of the task, will be new to the candidate, ie it will take them out of their comfort zone.*

Negotiate: *Put forward ideas and suggestions and work with others to agree a way forward.*

Participate: *Agree to ideas, plans and suggestions.*

Personal Development: *The development of personal skills, abilities and self awareness.*

Personal Targets: *An objective for the development of personal skills.*

Practical Abilities: *The ability to obtain and organise information to communicate effectively and to deliver an output, such as a product or a service, which is fit for purpose.*

Progress Made Towards Personal Targets: *Was the target achieved? Was it partially achieved?*

Project: *The vehicle for the development of skills and self awareness and the demonstration of practical abilities. For example, a vocational project, such as a work placement, through which task management skills can be developed.*

Review: *To carry out an assessment of progress made by comparisons with an initial evaluation and/or an assessment of what was done well and what could have been done better.*

Routine: *This refers to tasks and means that the task, or part of the task, would require an everyday action, ie an action which is the norm for the candidate.*

Self awareness: *Recognition of one's own personality, ie knowledge of self. The Personal Development Courses and Units address self awareness by providing opportunities to explore qualities, ie strengths and weaknesses, skills and knowledge and feelings, ie likes, dislikes, interests, fears and aspirations.*

Self evaluation Technique: *A tool for carrying out a self assessment of strengths, weaknesses, qualities and feelings which could include a SWOT analysis, force field analysis, Johari's windows or a self devised self assessment tool. These are relevant to Intermediate 2 and Higher Units.*

Simple: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) and in a familiar setting or situation.*

Straightforward: *This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) in nature.*

Support: *This means that the teacher/lecturer should issue advice to candidates to enable progress.*

Tasks: *Work carried out by the candidate towards the identified personal targets.*

Task Management Skills: *The skills required to work in an effective and organised manner.*

Appendix 2: Self Awareness Questions

- ♦ What are you strengths?
- ♦ What are your weaknesses?
- ♦ How do your friends describe you?
- ♦ List two situations when you are most at ease.
- ♦ List two situations which scare you
- ♦ What types of activities did you enjoy doing as a child?
- ♦ What activities do you enjoy now?
- ♦ What are your dreams for the future?
- ♦ What makes you angry or upset?
- ♦ How do react when get angry or upset?
- ♦ What qualities do you like in people?
- ♦ When you disagree with someone what do you do?