National Unit Specification: general information

UNIT   Personal Development: Self in Society (Higher)

CODE   F37W 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 improve their self reliance and self esteem by setting targets for the development of interpersonal skills while working in a group to plan and carry out a project. The wide range of suitable contexts and locations for the group project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their own interpersonal skills and reviewing their progress on completion of the group project. Guidance on suitable contexts, projects, targets 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 the Appendix to 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 *Personal Development: Self in Society* (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.   1

National Unit Specification: general information (cont)

UNIT   Personal Development: Self in Society (Higher)

OUTCOMES

1   Evaluate own interpersonal skills in preparation for a group project.
2   Plan, with others, a group project which will allow progress towards personal targets.
3   Carry out, with others, the planned group project.
4   Review own interpersonal skills on completion of the group 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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill   Working with Others at SCQF level 6

Core Skill component(s)   None

National Unit Specification: statement of standards

UNIT   Personal Development: Self in Society (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 own interpersonal skills in preparation for a group project.

Performance Criteria

(a)   Select and use an appropriate technique to evaluate own specific interpersonal skills.
(b)   Explain the reasons for choosing this technique.
(c)   Identify personal targets for the development of these interpersonal skills.
(d)   Explain the reasons for choosing these personal targets.

OUTCOME 2

Plan, with others, a group project which will allow progress towards personal targets.

Performance Criteria

(a)   Agree on the nature of the project with the other members of the group.
(b)   Analyse the requirements of the group project to identify relevant activities and roles.
(c)   Negotiate the allocation of roles and responsibilities for the group project, taking account of individuals' strengths and preferences.
(d)   Negotiate procedures for managing the work of the group.
(e)   Identify own complex tasks which will enable progress towards personal targets.
(f)   Work cooperatively with others throughout the planning of the group project.

OUTCOME 3

Carry out, with others, the planned group project.

Performance Criteria

(a)   Carry out agreed role in the group project.
(b)   Complete own identified tasks to enable progress towards achieving personal targets.
(c)   Monitor the progress of the group project.
(d)   Negotiate appropriate action as a result of this monitoring.
(e)   Work cooperatively with others to enable progress throughout the group project.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self in Society (Higher)

OUTCOME 4

Review own interpersonal skills on completion of the group project.

Performance Criteria

(a) Gather feedback about the effectiveness of own interpersonal skills.
(b) Analyse this feedback to identify strengths and weaknesses in own interpersonal skills.
(c) Analyse progress made towards achieving personal targets on completion of the group project.
(d) Reach conclusions about the areas for further development based on this analysis.

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 at appropriate points throughout the Unit. The evidence must consist of:

♦ written and/or recorded oral evidence generated by the candidate for all Outcomes. This evidence must be retained in a folio.
♦ assessor observation checklists to support Performance Evidence for Outcomes 2 and 3.

For Outcome 1

A candidate evaluation covering:

♦ own interpersonal skills using an appropriate technique such as a SWOT analysis or Johari's Windows. The following interpersonal skills must be covered: giving instructions to others, giving criticism sensitively, taking account of the feelings of others, being sensitive to impact on others.
♦ an explanation of the choice of technique. This must include a comparison with at least one other appropriate technique which has not been chosen.
♦ a minimum of **two** targets for the development of interpersonal skills within a group project. These should be based on the self evaluation.
♦ an explanation giving reasons for the choice of targets.

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

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self in Society (Higher)

For Outcomes 2 and 3

A candidate record of planning and carrying out the group project which covers:

♦ the nature of the group project.
♦ an analysis of the activities and roles that need to be carried out.
♦ roles and responsibilities of the members of the group.
♦ own complex tasks matched to the relevant personal targets. Tasks should have some non-routine elements. A minimum of **two** tasks per target is required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦ monitoring the group project. As a member of the group and through discussion with the group, the candidate will be involved in monitoring on an ongoing basis. Written and/or recorded oral evidence of this monitoring should be gathered at a suitable mid-point and then again towards the end of the project.
♦ completion of the candidate's own identified tasks. This will be confirmed by the teacher/lecturer.
♦ own role which has been carried out in the group project. This will be confirmed by the teacher/lecturer.

The candidate will be given a checklist to enable them to record the evidence required. This record must be retained in the folio.

Performance evidence, supported by an assessor observation checklist, is required to show that, during the planning of the group project, the candidate has:

♦ worked cooperatively with others. This should cover taking account of the views of others, responding appropriately to others, and seeking and providing help and advice, as required.
♦ negotiated the allocation of roles and responsibilities taking account of the strengths and preferences of self and others. This should show that roles and responsibilities were agreed through discussion with the other members of the group.
♦ negotiated procedures for managing the work of the group.
♦ negotiated appropriate action to enable progress of the group project. This should show that the action taken was agreed through discussion with the other members of the group.

For Outcome 4

A candidate review covering:

♦ feedback from at least one other person. This could be the teacher/lecturer or a member of the group.
♦ strengths and weaknesses in relation to own interpersonal skills.
♦ analysis of progress made towards achieving personal targets confirmed as authentic and realistic by the teacher/lecturer.
♦ areas for further development of interpersonal skills.
♦ why these areas for further development have been chosen.

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

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self in Society (Higher)

The National Assessment Bank (NAB) item for this Unit contains examples of checklists for candidate evaluations, records and reviews and assessor observation checklists. 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 in Society (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 F37W 11 *Personal Development: Self in Society* (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 the Appendix to this Unit specification.

Some examples of contexts, projects, targets 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.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Higher)

Contexts	Some examples of suitable contexts are: 1 local community 2 global community 3 sustainability 4 peer education
Projects	Some examples of group projects relating to the above contexts are: 1 fundraising for a local charity; organising an event for local pensioners; organising a sports day for a local primary school; working with local agencies such as the police to organise a youth club 2 fundraising for a charity which helps distant communities; organising a pen-pal club; organising the collection of books and other items to send to a distant community; participating in a residential experience in a distant community 3 participating in an eco-schools committee; organising a community event to raise awareness about sustainability; organising recycling within the centre; working with local agencies to protect wildlife; organising a competition to raise awareness about global warming 4 organising peer education programmes covering topics such as drugs, sexual health and bullying; setting up a 'buddying' scheme for new students; setting up a peer mediation programme; setting up paired education schemes to support pupils experiencing difficulties; working with staff in the centre to facilitate restorative practice
Targets	Some examples of suitable targets are to: 1 improve leadership skills 2 improve discussion skills 3 develop negotiating skills 4 develop conversational skills
Tasks	Some examples of suitable tasks are: 1 I am going to set up a charity fundraising committee. I will encourage others to take part by giving them a clear idea about the aim of the committee and the remits involved. I will lead the group by listening to others' ideas before making any decisions. 2 During the discussion for ideas for our distant community project I will try to be aware of my impact on others and not make them feel threatened or intimidated. I hope then that they will be more confident in putting forward suggestions and opinions during the discussion. 3 The committee that I am in is useless at making decisions about who does what. I am going to try and improve this by asking people for their preferences and by taking account of their skills and talents. I will put forward suggestions and ask others for their suggestions so that we can agree a way forward. 4 I have volunteered to contact local primary schools about organising a sport day for their pupils. I will make initial telephone contact to set up meetings with staff in the schools.

UNIT   Personal Development: Self in Society (Higher)

This Unit is designed to allow candidates to develop interpersonal skills while carrying out a group project. The wide range of suitable contexts and locations for the group project will allow a flexible approach to teaching and learning.

With non-directive supervision, candidates will be involved in evaluating their own interpersonal skills and setting targets for the development of these skills whilst working with others to plan and carry out a group project. They will review their progress on completion of the group project. The following interpersonal skills will be evaluated by the candidate:

♦   giving instructions to others
♦   giving criticism sensitively
♦   taking account of others' feelings
♦   being sensitive to impact on others

In addition to the skills being evaluated, centres may wish to make candidates aware of additional interpersonal skills, for example:

♦   addressing a group
♦   paying attention to others
♦   encouraging others
♦   demonstrating a positive attitude to others
♦   being aware of impact of body language on others
♦   accepting authority
♦   negotiating decisions
♦   starting and maintaining a conversation with a peer
♦   starting and maintaining a conversation with an adult
♦   starting and maintaining a telephone conversation
♦   expressing own opinion
♦   being tolerant of others
♦   taking account of others' views
♦   being willing to offer advice
♦   accepting criticism positively
♦   assuming responsibility if required

Outcomes

For Outcome 1 candidates need to ask themselves:

♦   Where am I with respect to the interpersonal skills I possess?
♦   Where do I go from here?

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Higher)

With non-directive supervision from the teacher/lecturer, candidates will answer these questions by evaluating their interpersonal skills using an appropriate 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 show clearly why the chosen technique is more suitable than the other. In their evaluation, candidates may also wish to take account of the additional interpersonal skills stated above. Teachers/lecturers should make candidates aware of what is meant by the specific interpersonal skills and highlight their importance in relation to a group project. Candidates will identify a minimum of **two** personal targets for the development of interpersonal skills and will give reasons to explain their choice of targets. The targets will allow candidates the opportunity to develop specified and/or additional interpersonal skills and must relate to the initial evaluation. A variety of targets which are relevant to F 37W 12 *Personal Development: Self in Society* (Higher) can be found in the table above.

For Outcome 2 candidates need to ask themselves:

♦   How will I develop my interpersonal skills?

To answer this question candidates, with non-directive supervision from the teacher/lecturer, will be involved in planning a group project. A group will normally consist of more than two people, but in exceptional circumstances, a group size of two would be acceptable. The group may consist of members who are not studying a *Personal Development: Self in Society* Unit. As part of this planning, candidates will identify tasks which will enable them to make progress towards their targets. Candidates will work with others to agree the nature of the group project. They will then analyse the requirements of the group activity with respect to relevant roles and activities. This information should be exchanged with others in the group and the relevant roles and activities agreed. This could be done as part of a group discussion.

Candidates will negotiate with others in their group to agree the roles and responsibilities for each member of the group and negotiate procedures for managing and monitoring the work of the group. Account must be taken of individual strengths and preferences. Teachers/lecturers must ensure that the group project allows candidates to identify complex tasks with non-routine elements and which will enable them to achieve their personal targets. Candidates will work cooperatively with the members of the group throughout the planning process. Examples of tasks appropriate for this Unit can be found in the table above.

For this Outcome 3 candidates need to carry out their role in the group project.

With non-directive supervision from the teacher/lecturer, candidates will carry out their role in the group project. During the group project candidates will be required to carry out any activities associated with their own role and responsibilities within the group project. They will also complete their own tasks which will enable progress towards achieving their personal targets for the development of interpersonal skills. Monitoring of the group project will be ongoing, however, evidence should be gathered at a suitable mid-point and then again towards the end of the project. Any action to be taken, such as changes to the plan or deciding to continue with the plan, will be done in negotiation with others in the group. Candidates should be encouraged to keep records of their activities, tasks and interactions with others throughout the group project to help keep them on track. Candidates will work cooperatively with the members of the group to carry out the group project.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Higher)

For Outcome 4 candidates need to ask themselves:

♦   Where am I now?

To answer this question candidates, with non-directive supervision from the teacher/lecturer, will carry out a review of their personal development within the group project. Candidates will be required to seek feedback from someone in their group or their teacher/lecturer about their interpersonal skills as they worked with their group. Candidates will analyse this feedback to identify strengths and weaknesses in relation to interpersonal skills. It is recommended that candidates make comparisons with the evaluation for Outcome 1 as they analyse their progress. They will reach conclusions about areas for the further development of interpersonal skills and give reasons to support these conclusions.

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

♦   produce a health booklet in a group project for this Unit
♦   find out about health and safety in the workplace as part of a vocational project for the F37X 12 *Personal Development: Self and Work* (Higher) Unit
♦   produce a personal health plan as part of a project for the F2FV 12 *Personal Development: Self Awareness* (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.

In this Unit learning is by doing; the group project must allow candidates to develop their interpersonal skills through experience and activity. There are many suitable contexts for a group project such as a school newspaper, a coffee morning for local pensioners or a healthy tuck shop. Brainstorming activities which encourage critical thinking and sharing of ideas may also be useful during the planning of the group project.

Centres must ensure that the project allows candidates the opportunity to achieve all Outcomes and Performance Criteria for the Unit. It is possible that the setting for the group project will be outside the centre environment. Centres must ensure that relevant health and safety guidelines are followed at all times.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Higher)

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 11 *Personal Development: Practical Abilities* whilst gathering information, communicating and delivering an output for a group project.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an evaluation, target-setting, planning, carrying out and monitoring a group project and reviewing their progress. This covers *Working with Others* at Higher level and provides good opportunities for developing aspects of *Problem Solving*.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit specification.

As stated in the Evidence Requirements, candidates must be given checklists for evaluating, recording their work 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. Since candidates will be working in groups for this Unit, centres must ensure that individual candidates generate their own evidence to cover all the Outcomes and Performance Criteria for this Unit.

Observation 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. Assessor observation checklists may relate to just one candidate, a group of candidates or a whole class.

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

National Unit Specification: support notes (cont)

UNIT   Personal Development: Self in Society (Higher)

- 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 group 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: 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.*