National Unit Specification: general information

UNIT   Personal Development: Practical Abilities (Higher)

CODE   F37Y 12

SUMMARY

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

This Unit is designed to allow candidates to improve their self reliance and self esteem by demonstrating their practical abilities through participation in one or more projects. Candidates will gather and organise information, learn to communicate effectively and deliver an output, ie a product or a service which is fit for purpose for the project(s). This Unit offers candidates a flexible approach to their learning in that their abilities can be demonstrated in relation to the personal development projects from other Units in the Course or from other areas within and/or beyond the formal curriculum. There is a wide range of suitable contexts for projects offering candidates a flexible approach to their learning. Guidance on suitable projects 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, however, 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 F37Y 11 *Personal Development: Practical Abilities* (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: Practical Abilities (Higher)

OUTCOMES

1   Gather and organise information as part of a specific project.
2   Communicate with others during a specific project.
3   Deliver own output for a specific project.
4   Review own practical abilities used in projects.

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

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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

Gather and organise information as part of a specific project.

Performance Criteria

(a) Identify information relevant to a specific project.
(b) Extract this information from a variety of sources using complex gathering techniques.
(c) Interpret and adapt this information appropriately for use in the project.

OUTCOME 2

Communicate with others during a specific project.

Performance Criteria

(a) Identify complex relevant information to be communicated during a specific project.
(b) Communicate with the relevant people at appropriate times during the project.
(c) Use appropriate methods to communicate effectively with these people.

OUTCOME 3

Deliver own output for a specific project.

Performance Criteria

(a) Identify an appropriate output for a specific project.
(b) Identify own complex activities.
(c) Identify the resources needed to deliver this output.
(d) Use these resources appropriately to complete the identified activities.
(e) Deliver own output which is fit for purpose.

OUTCOME 4

Review own practical abilities used in projects.

Performance Criteria

(a) Identify strengths and weaknesses in own practical abilities.
(b) Explain the reasons for the identification of these particular strengths and weaknesses.
(c) Identify areas for further development of own practical abilities in light of the strengths and weaknesses identified.
(d) Explain the reasons choosing these areas for further development.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Practical Abilities (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 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.
♦   product evidence for Outcome 3 supported by an assessor checklist.

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

For Outcome 1

The candidate will list the type of information required for a project and the techniques used to gather this information. These lists, along with the information gathered, which will be organised in a way appropriate for the project, must be retained in the folio.

The candidate will carry out research using a variety of sources to gather the information required. The candidate will need to extract, interpret and adapt the information for use in the project. The candidate will use a minimum of **four** different types of source of information. Examples of types of source of information are:

♦   text
♦   catalogue
♦   table
♦   person
♦   directory
♦   graph
♦   chart

Examples of techniques used to gather the information are:

♦   extracting and interpreting information from text
♦   conducting an in-depth interview
♦   using an in-depth questionnaire
♦   extracting and interpreting information from a catalogue
♦   extracting and interpreting data from a table

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- ♦   extracting and interpreting data from a graph
- ♦   extracting and interpreting information from a directory
- ♦   extracting and interpreting information from a chart

The candidate will use a minimum of four techniques to gather the information.

For Outcome 2

Written and/or recorded oral evidence from the candidate which covers:

- ♦   the information to be communicated
- ♦   who is to receive a communication and when
- ♦   the methods of communication

The candidate will be given a suitable checklist to enable the production of the evidence required. This evidence must be retained in a folio. Evidence to show that the communication has been successfully transmitted is also required. This could take the form of, for example, a postal receipt, a reply to an e-mail, an attendee list at an event, a thank you letter, a receipt for ticket sales for an event or confirmation that a request has been actioned.

The information to be communicated will be complex, for example, an extended oral or written statement, complex information in tabular form, extended responses to open questions, complex numerical data or complex graphical data.

The candidate will communicate with others on a minimum of **two** occasions.

For Outcome 3

Written and/or recorded oral evidence from the candidate which covers:

- ♦   an identified appropriate output such as a product or a service.
- ♦   own activities. Complex activities will consist of several stages and will contain non-routine and unfamiliar elements.
- ♦   the resources required.

The candidate will be given a suitable checklist to enable the production of the evidence required. This evidence must be retained in a folio.

Evidence of appropriate use of resources and the successful delivery of candidate's own output, supported by an assessor checklist, is also required. The output may be, for example, a product such as a handbook or a leaflet. Services might include taking a leading role in organising an event or coordinating the programme for a concert party.

National Unit Specification: statement of standards (cont)

UNIT   Personal Development: Practical Abilities (Higher)

For Outcome 4

A candidate review of his/her own practical abilities as used in one or more projects. This must cover strengths and weaknesses and areas for further development. The following practical abilities must be reviewed:

Gathering and organising information by:

♦   identifying relevant information
♦   extracting the information
♦   interpreting and adapting the information

Communicating by:

♦   identifying relevant information to be communicated
♦   identifying the relevant people to be communicated with
♦   communicating with relevant people at appropriate times
♦   using appropriate methods of communication
♦   communicating information effectively

Delivering an output by:

♦   identifying an appropriate output
♦   identifying the activities to be carried out to deliver output
♦   using resources appropriately
♦   delivering an output which is fit for purpose

The candidate will provide an explanation providing reasons for choosing the identified strengths and weaknesses and the identified areas for further development.

The candidate will be given a checklist to allow the review to be produced. The candidate review must be retained in the folio. The candidate review must be confirmed as authentic and realistic by the teacher/lecturer.

The National Assessment Bank (NAB) item for this Unit contains examples of checklists for candidate records and reviews and assessor 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: Practical Abilities (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 F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2), 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 of this Unit specification.

Some examples of projects and the practical abilities which could be associated with these projects 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: Practical Abilities (Higher)

Projects	Some examples of suitable projects are: 1 a work placement 2 an eco-schools committee 3 an enterprise company 4 a school/college newspaper 5 an event
Information	Some examples of gathering information are: 1 interviewing fellow students to ascertain their preferences for a work placement; gathering information about the various placements available, comparing the preferences to the job types available and matching students to a suitable job. 2 carrying out in-depth research into re-cycling. This should include information on potential financial savings, impact on the environment and how recycling could be carried out in schools. 3 seeking advice about carrying out market research and acting on this advice to decide on a product or service for an enterprise company using a variety of techniques such as surveys, questionnaires and interviews. 4 carrying out in-depth research from a variety of sources to find out information about layout, number of pages, printing costs, content and purchase price in relation to producing a school/college newspaper. 5 finding out information about cost, accessibility, mobility of guests, capacity, type of seating, food preparation areas, toilets and so on with the view to choosing suitable venues for a coffee morning.
Communication	Some examples of communication are: 1 taking part in a job interview, answering in depth questions about self 2 giving a presentation containing in-depth information about recycling to staff and students 3 producing a detailed marketing plan for the service provided by an enterprise company 4 interviewing a local celebrity for the college newspaper 5 acting as master of ceremonies at a coffee morning
Output	Some examples of appropriate outputs are: 1 producing a *Guide to Going on a Work Placement* containing advice and essential information for students. 2 taking the lead in organising a series of small events to raise awareness about sustainability. 3 producing an item for sale in the production company which involves design, the preparation of materials and several stages of production. 4 editing the school/college newspaper. 5 coordinating the preparation of the venue for a coffee morning ensuring that it is pleasant and welcoming. Arranging the best layout for accessibility, socialising and ease of serving. Making sure that toilets and fire exits are clearly indicated.

UNIT   Personal Development: Practical Abilities (Higher)

This Unit is designed to allow candidates to demonstrate and review practical abilities through participation in one or more specified projects. With non-directive supervision from the teacher/lecturer, candidates will demonstrate the following practical abilities:

Gathering and organising information

♦   identifying relevant information
♦   extracting information
♦   interpreting and adapting information

Communicating

♦   identifying relevant information to be communicated
♦   identifying people to be communicated with
♦   communicating at appropriate times
♦   using appropriate methods of communication
♦   communicating information successfully

Delivering an output

♦   identifying an appropriate output
♦   identifying the activities to be carried out to deliver the output
♦   using resources appropriately
♦   delivering an output which is fit for purpose

This Unit offers candidates a flexible approach to their learning in that their abilities can be demonstrated in relation to the personal development projects from other Units in the Higher *Personal Development* Course or projects from other areas within and/or beyond the formal curriculum.

Outcomes

For Outcome 1, with non-directive supervision from the teacher/lecturer, candidates will carry out research using a variety of sources to gather the information required. Candidates will produce their own surveys and questionnaires if they choose to use these techniques. Candidates will need to extract, interpret and adapt the information to suit the requirements of the specific project. Candidates will use a minimum of **four** types of source of information and a minimum of **four** techniques to gather the information. For example, in a vocational project the candidate may use various internet sites, the telephone, an information booklet and e-mail to gather all the information they require to arrange a work placement. The candidate would then organise this information, possibly recording it in a log book, in preparation for going on the work placement. Further guidance on information gathering appropriate to this Unit can be found in the table above.

UNIT   Personal Development: Practical Abilities (Higher)

For Outcome 2, with non-directive supervision from the teacher/lecturer, candidates will carry out communication for a specific project. The information to be communicated will be complex, for example, an extended oral or written statement, complex information in tabular form, extended responses to open questions, complex numerical data or complex graphical data. A candidate involved in a vocational project, for example, may write an in-depth report for their teacher/lecturer on completion of a work placement. Evidence of effective communication would be that the report contained the complex information required by the teacher/lecturer. Further guidance on effective communication appropriate to this Unit can be found in the table above.

For Outcome 3, with non-directive supervision from the teacher/lecturer, candidates will demonstrate the ability to deliver an output from their own activities. This could be, for example, a product such as a handbook, a leaflet or a service such as taking a leading role in organising an event. Complex activities will consist of several stages and will contain non-routine and unfamiliar elements. For example, in a group project to organise a coffee morning for local pensioners a candidate may make cakes to be served at the party. In the example given, candidates would select new recipes, gather the resources, ingredients and equipment and make a variety of cakes. Further guidance on an output appropriate to this Unit can be found in table above.

For Outcome 4, with non-directive supervision from the teacher/lecturer, candidates should identify their strengths and weakness in:

♦   gathering and organising information in a specific project
♦   communicating effectively in a specific project
♦   delivering an output for a specific project which is fit for purpose

Candidates will provide reasons to explain the choice of identified strengths and weaknesses and the identified areas for the further development of practical abilities.

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 experience and through reviewing performance with evidence being drawn from the demonstration of practical abilities in one or more specific projects. Centres must ensure that the projects allow candidates the opportunity to achieve all the Outcomes and Performance Criteria for the Unit. It is possible that the setting for a specific project will be outside the centre environment. Centres must ensure that 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

National Unit Specification: support notes (cont)

UNIT Personal Development: Practical Abilities (Higher)

♦ 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

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in selecting and organising information, communicating with others and using resources to deliver a product or a service. This provides good opportunities for developing aspects of *Communication*. If projects are carried out by candidates working in groups there may be opportunities for development of *Working with Others*. Depending on the nature of the project and sources of information being used it may be possible to develop *Numeracy* and *Information Technology* Core Skills.

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 recording and reviewing their work 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 throughout the Unit as candidates undertake specific projects. This can be gathered from the demonstration of practical abilities in one or more projects. 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 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
♦ electronic journals
♦ log books
♦ diaries
♦ videos
♦ photographs

Centres and/or candidates should select the formats most appropriate to individual candidates and the learning environment in which they are completing the Unit.

National Unit Specification: support notes (cont)

UNIT   Personal Development: Practical Abilities (Higher)

If candidates intend to complete the *Personal Development* (Higher) Course it may be possible for one personal development project from one of the other Units to generate evidence for this Unit. For example, a candidate working in a group to produce a school newspaper for *Personal Development: Self in Society* (Higher) may gather evidence in the following ways for this Unit:

- ♦   gather and organise information to be included in the newspaper
- ♦   communicate information to other pupils and staff about the newspaper
- ♦   produce articles to be included in the newspaper

It may also be possible for a candidate to use personal development projects in the other Units of the Course to gather evidence for this Unit. For example:

- ♦   health information could be gathered and organised for a personal health plan for F2FV 12 *Personal Development: Self Awareness* (Higher)
- ♦   communication could be a statistical analysis of bullying incidents for an anti-bullying booklet being produced as a group project for F37W 12 *Personal Development: Self in Society* (Higher)
- ♦   a car washing service (the output) could be provided for an enterprise company as a vocational project for F37X 12 *Personal Development: Self and Work* (Higher)

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

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.*