



## **National Unit specification: general information**

**Unit title:** Guidance: Pre-exit

**Unit code:** H0F1 09

**Superclass:** HC

**Publication date:** January 2012

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

This Unit is a free-standing Unit.

The Unit is designed to allow candidates coming to the end of an educational programme of study or training to review their experience and performance, and to investigate, plan and review an action plan as part of a pre-exit guidance activity.

The Unit may be suitable for those engaged in studying or training in school, further education, community education or other training organisations, they may have little or no knowledge of the world of work or be seeking employment.

Candidates will have the opportunity to improve their self awareness by evaluating their own interests, strengths and areas for improvement. Candidates will also be able to develop planning skills.

This Unit may provide a useful framework for those involved in pre-exit guidance.

### **Outcomes**

- 1 Evaluate own interests, strengths and areas for development based on experience of an educational programme.
- 2 Evaluate the choices available in relation to own interests, strengths and areas for development
- 3 Plan a course of action based on the suitable choices available.
- 4 Review the planned course of action to ensure that it is achievable.

### **Recommended entry**

Entry is at the discretion of the centre.

## **General information (cont)**

### **Credit points and level**

0.5 National Unit credit at SCQF level 3: (3 SCQF credit points at SCQF level 3\*)

*\*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 Core Skills component:

- ◆ Critical Thinking at SCQF level 3

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

## **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 SQA.

### **Outcome 1**

Evaluate own interests, strengths and areas for development based on experience of an educational programme.

#### **Performance Criteria**

- (a) Identify own interests in relation to the educational experience.
- (b) Identify own strengths in relation to skills and qualities developed during the educational experience.
- (c) Identify own areas for development in relation to skills and qualities.

### **Outcome 2**

Evaluate the choices available in relation to own interests, strengths and areas for development.

#### **Performance Criteria**

- (a) Identify sources of information to find out the choices available.
- (b) Gather information from these sources.
- (c) Identify any suitable choices available in relation to own interests, strengths and areas for development.
- (d) Give reasons to support the choices identified.

### **Outcome 3**

Plan a course of action based on the suitable choices available.

#### **Performance Criteria**

- (a) Identify an appropriate aim(s) for the course of action based on a suitable choice(s).
- (b) Give the reasons for choosing this aim.
- (c) Identify the simple steps required to achieve this aim(s).
- (c) Identify the resources required to complete these steps.

## National Unit specification: statement of standards (cont)

**Unit title:** Guidance: Pre-exit

### Outcome 4

Review the planned course of action to ensure that it is achievable.

#### Performance Criteria

- (a) Identify any risks and opportunities that may affect the planned course of action.
- (b) Identify appropriate action in relation to the risks and opportunities identified.

#### Evidence Requirements for this Unit

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

**The candidate will receive directive support throughout the Unit whilst generating the evidence required to achieve the national standard through each of the Outcomes for the Unit. This means that the teacher/lecturer will issue explicit instructions to candidates to enable progress.**

The evidence will be generated by the candidate 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:

#### Outcome 1

An evaluation identifying candidate's own:

- ◆ strengths in relation to the skills and qualities developed during their educational programme.
- ◆ interests and areas for development in skills and qualities based on their experience of an educational programme.

#### Outcome 2

A candidate record covering:

- ◆ the sources of information and the information gathered.
- ◆ a list of suitable choices.
- ◆ reasons supporting the choices identified in relation to own interests, strengths and areas for development.

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

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### **Outcome 3**

A candidate record of action planning covering:

- ◆ an appropriate aim(s) for the course of action based on a suitable choice(s).
- ◆ reasons supporting the choice of aim.
- ◆ the simple steps required to achieve this aim(s).
- ◆ the resources required to complete these steps.

### **Outcome 4**

A candidate review of the achievability of the plan covering:

- ◆ any risk and opportunities in relation to the planned course of action.
- ◆ appropriate action, as confirmed by the teacher/lecturer, to minimise any risks and build on any opportunities.

## National Unit specification: support notes

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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 20 hours.

### Guidance on the content and context for this Unit

This Unit is suitable for candidates who have no previous experience of Units within the Personal and Social Development suite of Units but it also offers progression for candidates who have completed other Units such as: Induction, Guidance: Options and Choices and Guidance: Ongoing or any other Units from the Personal and Social Development area.

#### Outcomes

For Outcome 1 candidates need to ask themselves about their:

- ◆ Strengths and weaknesses
- ◆ Skills and areas for development
- ◆ Interests and preferences

To answer these questions the candidate should reflect on their experience throughout their programme of study or training. They will do this with directive support from their teacher/lecturer. A personal interview could be a means of encouraging the candidate to reflect and identify their interest, strengths and areas for development.

For Outcome 2 candidates need to ask themselves:

- ◆ What appropriate information sources are available to help meet their needs?
- ◆ From the information sources available what is the preferred options to use to meet the identified personal and performance needs?
- ◆ Is the choice practicable?

To answer these questions the candidate should investigate appropriate choices and resources available to them that will help develop the performance and personal needs identified for self development. They will do this with directive support from their teacher/lecturer. The teacher/lecturer will be help the candidate understand the suitability of their choices.

For Outcome 3 candidates need to formulate a course of action (plan):

- ◆ Does my aim suit my needs ie my interests, strengths and areas for development?
- ◆ What are my reasons for choosing my aim?
- ◆ Will the activities planned address these needs?
- ◆ Does the outline plan demonstrate clearly the main aims and objectives?

## National Unit specification: support notes (cont)

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To answer these questions the candidate should examine whether planned activities will help develop the performance and personal needs identified for self development. They will do this with directive support from their teacher/lecturer.

For Outcome 4 candidates need to ask themselves:

- ◆ What might prevent me from accomplishing my plan?
- ◆ Where am I now?
- ◆ What delayed my achievement?
- ◆ What assisted my achievement?
- ◆ What modifications could I make to plan as a result of constraints and opportunities?

To answer these questions the candidate should examine the course of action they have taken detailing accurately the Outcome and whether the course of action (plan) could help to develop the performance and personal needs identified for self development.

### 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 Outcomes, Performance Criteria, Evidence Requirements and Core Skills of the Unit.

This Unit is part of the individual personal development journey that has the development of the candidate at the centre of the Outcomes, it will enable learners to become confident individuals, successful learners, responsible citizens and effective contributors; the four areas employers have highlighted as particularly important when entering a workplace. Centres must ensure that activities undertaken allow the candidate the opportunity to achieve the Outcomes and Performance Criteria for the Unit. Centres must make available resources needed to successfully complete the Unit.

This Unit will encourage candidates to examine all aspects of their previous experience and not only concentrate on their educational experience; they should widen their view to include their life experience gained from hobbies and leisure pursuits as well as their educational/training attainment.

Centres may wish to make candidates aware of the many skills and qualities they have gained from their experiences that would be transferable to their future plans and that are important in education and employment, such as:

- ◆ Good timekeeping
- ◆ Completing tasks to an appropriate standard
- ◆ Keeping accurate records of task completion
- ◆ Seeking advice to enable progress
- ◆ Asking for help to improve understanding of instructions
- ◆ Keeping simple records of work

Candidates skills will be developed through working towards the goals outlined in their personal action plan.

## National Unit specification: support notes (cont)

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Throughout this Unit candidates should be encouraged to:

- ◆ act on personal guidance from teachers/lectures, peers and professionals in their field.
- ◆ become a reflective learner through the review process undertaken, including feedback from observations from peers, teachers/lectures to set realistic achievable next steps for the future.

### 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 will be given templates for evaluating, planning, monitoring and reviewing to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

Candidates should receive directed support in selecting evidence for the folio. Evidence should be gathered at appropriate points as candidates make progress through the Unit. Interview and 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 internal and external verification.

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

- ◆ Candidate written records
- ◆ Digital sound recordings
- ◆ E-mails
- ◆ Blogs
- ◆ Assessor record of candidate responses
- ◆ Review sheets
- ◆ Electronic presentations
- ◆ Electronic journals
- ◆ Log books
- ◆ Diaries
- ◆ Videos
- ◆ Photographs

Centre should select the format most appropriate for the individual's needs and the learning environment which the Unit is being completed.



## National Unit specification: support notes (cont)

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### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Opportunities for developing Core Skills

In this Unit candidates will be involved in carrying out an evaluation, planning a course of action and reviewing the feasibility of a course of action. This provides good opportunities for developing aspects of *Problem Solving*.

This Unit has the Problem Solving component of Critical Thinking embedded in it, so when the candidate achieves this Unit their Core Skills profile will be updated to show they have achieved Critical Thinking at SCQF level 3.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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