
Specification for Personal Achievement Award (SCQF level 2)

Bronze Award code: GF2A 42

Silver Award code: GF2C 42

Gold Award code: GF2D 42

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Please refer to the note of changes at the end of this Award Specification for details of changes from previous version (where applicable).

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Introduction

This is the specification for the Award at SCQF level 2 Personal Achievement

It includes the Award structure, details of any assessment requirements and guidance on access. Additional guidance on delivery and assessment can be found in the *Award Support Notes*.

Equality and inclusion

This general Award Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when selecting assessment methods or considering alternative evidence, consistent with maintaining the integrity of the qualification.

Rationale

The *Personal Achievement Award* reflects the philosophy, principles and aims of Curriculum for Excellence, and is designed to enable learners to develop confidence, to develop their independence, and their ability to communicate and respond to others in their own way. Learners will also have the opportunity to participate in a range of new and familiar activities, and to experience and contribute to their community across a range of social contexts.

The Award has been developed to meet the diverse needs of learners at SCQF level 2 by providing a framework that offers opportunities for personalisation and choice, and which recognises relatively small but significant pieces of learning. The framework for the Award is based around two themes, *Developing Independence* and *Taking Part in the Community*. The framework is sufficiently flexible to allow centres to develop relevant and engaging teaching and learning approaches within practical and interdisciplinary learning contexts, and to adopt an open and flexible approach to assessment.

The *Personal Achievement Award (SCQF level 2)* has three different stages of achievement: Bronze, Silver and Gold. The Award provides both lateral and horizontal progression opportunities. Learners can progress through the Bronze, Silver and Gold stages, building on their achievements at each stage.

For some learners, the most appropriate approach to their learning may be to focus on their personal development rather than on their relationship with the community. Where this is the case, a wide range of contexts for developing independence can be used as a method of building up achievement, thereby providing an alternative to the *Personal Achievement Award* itself. This alternative also exists for contexts which focus on the theme of *Taking Part in the Community*.

The main aims of the Award are to enable learners to develop:

- ◆ skills to support them to work towards independence
- ◆ an ability to work with others
- ◆ communication skills
- ◆ thinking skills
- ◆ knowledge and understanding of the context chosen for study

The Award also provides a framework for learners to develop knowledge as well as skills for learning, skills for life and skills for work.

Target groups

The Award would be useful for learners who enjoy practical learning activities that can be tailored to meet their own individual needs and interests, and for whom achievement is best recognised in small steps.

The Award structure allows learners to undertake Units at a pace suitable to them and to use the Units within the Award to build an individualised learning plan. It also provides an opportunity to recognise and certificate what may be a significant achievement.

Recommended entry

Entry to this Award is at the discretion of the centre.

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for undertaking this Award.

This Award may also be suitable for learners who have completed the *Personal Achievement Award at (SCQF level 1)*.

Progression

This Award or its components may provide progression to:

- ◆ Personal Development Award at SCQF level 2
- ◆ other Units, Awards and Courses at SCQF levels 2 and/or 3
- ◆ further study, employment and/or training

Award structure

The structure of the Personal Achievement Award at SCQF level 2 recognises relatively small but significant pieces of learning in incremental steps. It provides certification for combinations of different Units successfully completed by learners.

Units which contribute to these Awards are listed below this Award Specification. All Units are 3 SCQF credit points in size and are grouped under two themes, namely *Developing Independence* and *Taking Part in the Community*.

Units must be selected from the following two themes:

- ◆ Developing Independence
- ◆ Taking Part in the Community

Learners will be able to provide evidence for Units using their usual means of communication.

Theme 1: Developing Independence

Unit Codes	Unit titles	Examples of contexts	SCQF level	SCQF credit points
H1G8 42	Personal Achievement: Having your Say	Personal assertiveness, self-advocacy, making choices.	2	3
H1G5 42	Personal Achievement: Healthy Eating	Basic cookery and healthy eating.	2	3
H1G6 42	Personal Achievement: Hobbies and Interests	Famous places, gardening, personal hobbies, art work, craft work, photography.	2	3
H1G7 42	Personal Achievement: Looking after Animals	Looking after a pet at home or animals within a centre.	2	3
H1G9 42	Personal Achievement: Looking after your Home	Looking after furniture, soft furnishings, basic repairs, cleaning, and generally caring for the home, interior decoration and interior design.	2	3
H1G2 42	Personal Achievement: Performing Arts: Individual Activity	Dancing, singing, recital, playing a musical instrument, making music using technology, comedy, drama.	2	3
H1G3 42	Personal Achievement: Personal Health	Personal fitness and exercise, lifestyle choices, relaxation, stress management.	2	3
H1GA 42	Personal Achievement: Personal Presentation	Personal grooming — hair, clothes (including basic repairs and cleaning), personal hygiene, choosing appropriate clothes for context.	2	3
H1GB 42	Personal Achievement:	Developing relationships, eg with family, friends, and others.	2	3

	Personal Relationships			
H1G4 42	Personal Achievement: Safety and Security	Home safety and security, computing safety and security, social networking, first aid, road safety, bicycle safety, personal safety.	2	3

Theme 2: Taking Part in the Community

Unit Codes	Unit titles	Examples of contexts	SCQF level	SCQF credit points
H1GK 42	Personal Achievement: Community Activity	This would include activities associated with the wider school, college and/or centre.	2	3
H1GD 42	Personal Achievement: Eco-Awareness	Recycling in the home, saving energy in the home or wider community, making items from recycled materials, national campaigns, global issues.	2	3
H1GM 42	Personal Achievement: Enterprise	Taking part in organised events in the centre or community such as coffee mornings, tuck shops, fairs. Could include selling tickets, helping at stalls, preparing items for sale at events.	2	3
H1GJ 42	Personal Achievement: Exploring a Local Area	Local heroes, local history in home town or in a town visiting. Photography: themed study (eg birds in garden, local wildlife, zoo).	2	3
H1HN 42	Personal Achievement: Financial Awareness	Using money, opening a bank account, using bank services, simple transactions, which could include buying online/in store/by telephone.	2	3
H1GE 42	Personal Achievement: Fundraising	Individual activity or participating in organised event with others	2	3
H1GC 42	Personal Achievement: Performing Arts: Group Activity	Dancing, singing, recital, playing a musical instrument, making music using technology, comedy, drama in collaboration with others.	2	3
H1GL 42	Personal Achievement: Promoting Health	Taking part in a centre project relating to promoting health and exercise.	2	3
H1GF 42	Personal Achievement: Social Events	Personal visitors, visitors to the centre. Could include preparing invitations, meeting and greeting, preparing food, serving food.	2	3
H1GG 42	Personal Achievement: Travel in the Community	Could be an individual activity or participation as part of a group — collaboration with others. Could include personal mobility, travelling by taxi, bus, train, car.	2	3

Award framework

The structure of the Award at SCQF level is outlined in the table below.

Personal Achievement Award at SCQF level 2

Type of Award	Number of Units required (Total SCQF points)	SCQF level 2 Award
		Combination of Units
Bronze (SCQF level 2)	2 Units (6 SCQF credit points)	One from each theme*
Silver(SCQF level 2)	4 Units (12 SCQF credit points)	At least one from each theme*
Gold (SCQF level 2)	6 Units (18 SCQF credit points)	At least two from each theme*

*This refers to the themes of *Developing Independence* and *Taking Part in the Community*. See the Appendix for list of Units in each theme.

Silver and Gold Awards can include Units previously obtained as part of the Bronze or Silver Awards respectively.

Skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Award. The skills that learners will be expected to improve on and develop through the Award are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Award where there are appropriate opportunities.

1 Literacy

1.3 Listening and talking

3 Health and wellbeing

3.1 Personal learning

3.2 Emotional wellbeing

3.5 Relationships

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Award and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Award Support Notes*.

Assessment

Assessment for the Award will consist of gathering evidence to show that the learner is able to successfully complete all the Outcomes in the Units. Evidence could be gathered as learners work through the Units in an integrated way. Alternatively evidence can be gathered on a Unit by Unit basis.

Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Evidence may be paper-based or recorded (oral or visual). Performance or product evidence may be supported by observation checklists and/or oral questions and answers. Learners may also provide evidence through audio recordings, video diaries, blogs or other electronic means.

Specific Evidence Requirements can be found in the relevant *Unit Specifications*.

Administrative information

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History of changes to Award Specification

Award details	Version	Description of change	Authorised by	Date

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