

National Unit Specification: general information

UNIT Personal Profiling: An Introduction (Access 1)

NUMBER D9EY 07

SUMMARY

The unit is designed principally for candidates developing basic skills in a supported learning environment. The purpose of the unit is to give the candidate an opportunity to experience some of the key aspects of personal and social development at a basic level and to gain recognition for this development. During the course of the unit the candidate will contribute to the identification of a personal learning target, carry out activities planned to reach this target and finally, comment on progress he/she has made towards reaching the target. While undertaking these activities the candidate will gain some appreciation of managing a task, relating to other people, self-awareness and evaluating an activity. Candidates should be allowed to use their normal mode of communication while undertaking the unit.

OUTCOME

Demonstrate, with support, positive steps towards achieving a personal learning target.

RECOMMENDED ENTRY

Entry is at the discretion of the centre and, as this is intended as an introductory unit, no prior knowledge or experience is required.

CREDIT VALUE

1 credit at Access 1. (6 SCOTCAT points* at SCQF level 1).

**SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: HB

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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

Demonstrate, with support, positive steps towards achieving a personal learning target.

Performance criteria

- (a) Identifies, with advice, a personal learning target.
- (b) Contributes to planning steps towards achieving the target.
- (c) Carries out three steps towards achieving the target with assistance.
- (d) Makes a valid observation on progress made towards achieving the target.

Evidence requirements

Oral and/or written and/or performance evidence that the candidate can:

PC (a) identify one learning target with advice from a responsible person familiar to the candidate who should advise on setting a realistic target which is relevant to the candidate.

PC (b) make an identified contribution to planning at least three steps towards achieving the target.

PC (c) carry out three steps with assistance.

PC (d) comment on one aspect of progress made towards achieving the target.

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 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This unit recognises that aiming for and achieving targets is an essential part of learning and is particularly effective when the learner is involved in the target setting process.

The unit may be delivered in any context which provides opportunities for a responsible person to work with the candidate while identifying and achieving a realistic target. The setting could be a class in a school, college or other educational centre, where the context could be a subject area within the candidate's learning programme. Equally acceptable would be a leisure setting in an educational centre where the context might be taking part in a leisure activity such as swimming or improving interpersonal skills in an informal setting, such as a coffee bar.

Whatever the context selected by the teacher/lecturer, the content should involve real-life situations in which the candidate consolidates the skills he/she has learned.

A candidate who successfully completes this unit may wish to progress to one or more of the following units:

- D2SV 07 Personal Awareness and Development: Personal Profiling for Independent Living – Target Setting (Access 1)*
- D2SW 07 Personal Awareness and Development: Personal Profiling for Independent Living – Planning Tasks (Access 1)*
- D2SX 07 Personal Awareness and Development: Personal Profiling for Independent Living – Carrying Out Tasks (Access 1)*
- D2SY 07 Personal Awareness and Development: Personal Profiling for Independent Living – Reviewing (Access 1)*

OR in some cases to:

- D0EL 08 Personal Awareness and Development: Personal Profiling for Independent Living (Access 2).*

For further information on progression please see Appendix 1.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The role of the teacher/lecturer is to offer advice and support throughout the unit.

The teacher/lecturer should provide a familiar learning environment in which the candidate feels secure. He/she should advise on the suitability of both the target and steps which should be taken towards achieving the target. The teacher/lecturer should also provide resources while the candidate is working through the steps. It may well be that adjustments need to be made to the steps once the candidate starts working on them. Adjustments should be discussed with the candidate who should

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understand any changes made. Finally, the teacher/lecturer should encourage the candidate to reflect on progress made.

While it is not necessary for the candidate to achieve the target, some progress has to be made in order that all the performance criteria can be met.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during formative assessment in order to prepare them for the formal unit assessment.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Candidates should be allowed to use their normal mode of communication while undertaking the assessment.

The unit may be assessed using a candidate's personal log. It is not necessary for the candidate to record the log as this can be done by a responsible person. The personal log should include the candidate's name and the unit title and number.

Oral and/or written and/or performance evidence is acceptable for this unit. This means that the teacher/lecturer may record the candidate's oral and/or written responses as assessment evidence in the log. The candidate may also be observed carrying out activities while undertaking the unit and these activities may be recorded in the log.

An example of a personal log is provided in Appendix 2 to these support notes. The example of a personal log is offered as a guide to teachers/lecturers who will wish to prepare their own versions customised to their candidates' targets and activities.

Records of all assessment instruments used and evidence produced by each candidate should be retained for moderation purposes. As candidate evidence may be generated by oral and/or written and/or performance evidence for this unit, records should be kept of candidate performance. These could be in the form of a log or checklist completed by a responsible person observing the performance or recording the answers to questions, or they may also be in the form of video or audio recordings of candidate performance. All checklists/logs must be signed and dated by the teacher/lecturer who assesses the evidence and authenticates the record as an accurate record of the work of the named candidate.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

Curriculum Descriptors (not certificated)	<p>Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 unit is not appropriate. They use performance criteria from Access 1 units as <i>Learning Targets</i>. Progress within the Curriculum Descriptor framework may be recorded by means of Progress File or by a centre's own systems for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA.</p> <p>Some candidates may progress from Curriculum Descriptors to free-standing Access 1 units.</p>
Independent Access 1 units	<p>Independent Access 1 units are designed principally for candidates who are developing basic skills in a supported learning environment. Candidates are not required to have completed any other units prior to undertaking these units. Independent Access 1 units are not derived from the outcomes of Access 2 units. They may provide progression from Curriculum Descriptors for some candidates or be delivered within an integrated programme comprising a mixture of units and Curriculum Descriptors according to the needs of the candidate. On completion of an independent Access 1 unit, candidates may progress to other independent units at Access 1, such as:</p> <p>D9ER 07 Sampling Work: An Introduction D9ET 07 Handling Money D9EV 07 Recognising Time D9EW 07 Basic Communication in a Familiar Setting D9EX 07 Using Basic Computer Skills D9F0 07 Working with Others on a Group Activity.</p> <p>Alternatively, progression may be to Access 1 units which are derived from Access 2 outcomes or to Access 2 units.</p>
Access 1 units derived from Access 2 outcomes	<p>These Access 1 units are based on outcomes of Access 2 units. This allows candidates to build up to an Access 2 unit in a step by step approach as they achieve the appropriate component outcomes. Access 1 units derived from Access 2 outcomes may be a starting point for some candidates or may provide progression from the above independent Access 1 units.</p>
Access 2 units	<p>Access 2 units enable progression from Access 1 units although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 unit may progress to other Access 2 units or to Access 3 units. They may also progress laterally to a Scottish Group Award at Access 2 (single, double or triple) or to the more vocational Skillstart Group Award at Access 2.</p>

EXAMPLE OF A CANDIDATE'S PERSONAL LOG**Notes**

1. This example of a personal log is offered as a guide and illustrates one model of assessment of this unit. Teachers/lecturers are advised to devise their own assessment in the format most appropriate to the needs of their candidates.
2. The candidate should use his/her normal mode of communication while undertaking the assessment.

Name of Candidate *Fiona Macintosh*

PC (a) Identifies, with advice, a personal learning target

My target is to finish a piece of work correctly which takes about 20 minutes to do. I will not wander around the classroom or interrupt other people while I am doing this work. I want to reach my target in 2 weeks.

The person who helped me choose my target was Mr Smith my class teacher.

PC (b) Contributes to planning steps towards achieving the target

We decided I should do three things to help me reach my target

Step 1 make sure I know what I have to do and have everything I need to do it

Step 2 stay in my place and do my work, keep quiet and not disturb other people, ask Mr Smith when I need help

Step 3 do my best to finish the work on time.

I helped a lot with Step 1. I thought I should make sure I knew what to do and had all I needed.

PC (c) Carries out three steps towards achieving the target with assistance

This is how I am getting on

Step 1

What I did and anything we changed

Finish date

Step 2

Step 3

(This table would need to be enlarged to record the candidate's evidence)

Name of Candidate

Fiona Macintosh

PC (d) Makes a valid observation on progress made towards achieving the target

Today (*date*) I reached my target.

One thing I think I did really well is

.....
.....

OR

I have nearly reached my target.

One important thing which I have still to do is

.....
.....

OR

I have not yet reached my target.

The reason for this is

.....
.....

The named candidate has successfully achieved this unit. The proforma completed above is an accurate record of the assessment undertaken by the candidate.

Teacher/lecturer signature..... **Date**