

Case Study



Personal Achievement Award (SCQF level 1) — Isobel Mair School

Background

In 2012/13 I delivered the *Personal Achievement Award* at SCQF level 1 to students aged 17–18. These students had a range of additional support needs including severe learning disabilities, hearing impairments and Down's Syndrome. The students were both verbal and non-verbal — using electronic communication aids and other forms of visual communication.

Why did we choose to deliver the *Personal Achievement Award*?

We decided to deliver the Award because it met the ability stage of the pupils and allowed for the types of activities which these pupils were likely to engage in and learn from. It also gave the pupils the opportunity to be formally certificated for activities and tasks which they would probably have been participating in anyway throughout the year.

Two sixth-year pupils completed the *Personal Achievement Award* at SCQF level 1 in 2012/13. Although they were guided to do this specific Award, they were able to agree to certain activities involved. The Award was set at a level which suited their abilities and could also be tailored to any specific additional support need which they had. It included Units and activities in which they were likely to engage well. In this respect, it was perfect for them.

Delivering and assessing the *Personal Achievement Award*

The Award allowed me to have a specific focus for the pupils' targets for the year and the broad range of Units available meant that there were very few restrictions in terms of delivery and content — this is essential for ASN pupils.

The Award and Unit Support Notes provided me with good ideas on how I might deliver each Unit, while still being flexible enough to suit each individual pupil. This gave me more freedom in terms of delivery, allowing for many cross-curricular projects while still remaining focused on the required Outcomes. I was able to deliver several of the Units simultaneously and collaboratively with some *Personal Development* Units at SCQF level 2 which were being delivered to other pupils in the group. For example:

- ◆ delivery of the *Personal Development: Enterprise* (SCQF level 2) Unit was integrated with delivery of the *Personal Achievement: Social Events* (SCQF level 1) and *Personal Achievement: Healthy Eating* (SCQF level 1) Units

We also took advantage of an opportunity that was presented to the class halfway through the year. A senior student from the local high school took the whole class for a block of drama workshops which culminated in a performance. We were able to use this as a context for the *Personal Achievement: Performing Arts — Group Performance* (SCQF level 1) Unit.

Many Units presented inclusion opportunities and group working which benefited all the pupils involved in undertaking either the *Personal Development* (SCQF level 2) or the *Personal Achievement* (SCQF level 1) Awards.

Due to the nature of the needs of the pupils, assessment was completed using observation, and documenting through videos and pictures. The pupils were able to evaluate tasks and activities as well as their own work, using visual aids. This again highlights how appropriate the Award was for those pupils who are non-verbal and/or are not able to carry out writing activities.

Both pupils who completed the Award have now left school and moved on to Resource Centres. The Award itself did not affect the pupils' entry to further education; however, they both very much enjoyed completing it. The broad range of activities allowed them to work both as a pair and also join in with class/group projects so they benefited from the inclusion opportunities available. The Units covered a multitude of experiences and outcomes from CfE and so the cross-curricular nature of each one gave rise to many other learning opportunities for the pupils.