**Personal Development**
Intermediate 2

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# National Course Specification

## Personal Development (Intermediate 2)

## COURSE CODE     C255 11

### COURSE STRUCTURE

This Course has four mandatory Units. The mandatory Units are:

| | | |
|---|---|---|
| F2FV 11 *Personal Development: Self Awareness* (Intermediate 2) | *1 credit (40 hours* |
| F37W 11 *Personal Development: Self in Society* (Intermediate 2) | *1 credit (40 hours)* |
| F37X 11 *Personal Development: Self and Work* (Intermediate 2) | *1 credit (40 hours)* |
| F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2) | *1 credit (40 hours)* |

There is no external assessment for this Course. To achieve the Course award the candidate must pass all the Units which make up the Course.

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for Course assessment.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### PROGRESSION

This Course or its Units may provide progression to:

♦ Higher Course or Units in Personal Development
♦ further education
♦ training or employment

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Additional copies of this Specification (including Unit Specifications) can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre, telephone 0845 279 1000.

**National Course Specification: (cont)**

**COURSE**    Personal Development (Intermediate 2)

**CREDIT VALUE**

The Intermediate 2 Course in Personal Development is allocated 24 SCQF credit points at SCQF level 5*.

*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification 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 Course gives automatic certification of the following:

Complete Core Skill          Problem Solving at SCQF level 5
                             Working with Others at SCQF level 5

Core Skill Component         None

# National Course Specification: Course details

## COURSE        Personal Development (Intermediate 2)

### RATIONALE

Scottish education recognises the need to educate the whole person, providing the skills and knowledge to participate fully in society and potentially lead rich, fulfilling lives. The *Personal Development* (Intermediate 2) Course seeks to develop candidates' potential as employable, contributing members of society through the development of life skills related to task management, social interaction and self evaluation. This Course also provides opportunities for candidates to demonstrate the ability to manage information, communicate effectively and deliver a product or a service.

Through the development of these skills and abilities candidates can become reflective learners which will help them to build self confidence and self esteem. This will complement and enhance their learning in other subjects giving them the potential to achieve success in new and challenging situations.

The *Personal Development* (Intermediate 2) Course consists of four Units. These are:

♦   F2FV 11 *Personal Development: Self Awareness* (Intermediate 2) — candidates will aim to increase their knowledge of their own qualities and feelings while undertaking a personal project
♦   F37W 11 *Personal Development: Self and Society* (Intermediate 2) — candidates will aim to develop their interpersonal skills as they work with others to plan and carry out a group project
♦   F37X 11 *Personal Development: Self and Work* (Intermediate 2) — candidates will aim to develop their task management skills while carrying out a vocational project
♦   F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2) — candidates will demonstrate their abilities in handling information, communicating effectively and delivering a product or a service while undertaking one or more projects

The wide variety of contexts suitable for the projects within the Units offers candidates a flexible approach to their learning. Candidates will be able to select a context which may come from many areas within and beyond the formal curriculum. They may, for example, choose a context within their local community such as a peer education programme. Alternatively, they may choose a context from the global community, eg a student exchange programme. Examples of contexts include: enterprise, study skills, health education, citizenship, the world of work, internet use, independent living, career planning, rights and responsibilities and learning styles.

The *Personal Development* (Intermediate 2) Course offers a holistic approach which allows candidates the opportunity to develop, demonstrate and apply a range of skills and abilities in a variety of contexts and settings. By applying these skills and abilities across all Units of the Course candidates have the opportunity to consolidate what has been learned. The *Personal Development* (Intermediate 2) Units and Course will enable candidates to target their own development needs and build the self confidence and self awareness to fulfill their potential both now and in the future.

The *Personal Development* (Intermediate 2) Course may provide a natural progression route for candidates who have undertaken Units or the Course in *Personal Development* at Intermediate 1 level or a Standard Grade in *Social and Vocational Skills* at General level. Achievement in the *Personal Development* Course at Intermediate 2 may prepare candidates who wish to progress to Higher. Candidates will also find that the skills and abilities developed in this Course are relevant when studying in other areas of the curriculum and for training or employment.

# National Course Specification: Course details (cont)

## COURSE     Personal Development (Intermediate 2)

The table below shows how the Course is differentiated across all the levels from Access 3 to Higher:

|  | **Access 3** | **Intermediate 1** | **Intermediate 2** | **Higher** |
|---|---|---|---|---|
| The candidate will work with…. | directive support, ie the teacher/lecturer will issue explicit instructions | support, ie the teacher/lecturer will offer advice | minimum support, ie the teacher/lecturer will respond to specific questions from the candidate | non-directive supervision, ie candidates will take responsibility for their own learning but the teacher/lecturer may explain and interpret if requested |
| The candidate will …. | participate in, ie agree to ideas, suggestions and plans | contribute to, ie offer some ideas and/or suggestions | negotiate, ie put forward suggestions and ideas and agree a way forward | take some supervisory responsibility, ie take the lead in some aspects of the work |
| Tasks and activities will be …… | simple, ie routine and familiar | straightforward, ie consisting of routine elements | detailed, ie consisting of some routine and non-routine elements | complex, ie consisting of some non-routine elements |

A glossary of terms relevant for all *Personal Development* Units and Courses can be found in the Appendix to this Course specification.

**Aims**

The *Personal Development* (Intermediate 2) Course aims to provide candidates with the opportunity
to gain knowledge of and develop the following personal, social and vocational skills and qualities:

♦   task management skills such as planning, organising, prioritising tasks and checking the quality of own work
♦   interpersonal skills such as how to work in a group, being sensitive to the feelings of others and speaking to a group
♦   self awareness, self reliance, self esteem and self confidence
♦   self evaluation skills, including use of appropriate evaluation techniques, reviewing and target setting

The Course also aims to provide candidates with the opportunity to demonstrate the following practical abilities:

♦   gathering and organising information
♦   communicating effectively
♦   delivering an output, ie a product or service which is fit for purpose

Teachers/lecturers may respond to specific questions from candidates to enable progress.

# National Course Specification: Course details (cont)

**COURSE**    Personal Development (Intermediate 2)

## COURSE CONTENT

**Summary of Course content**

This Course is at Intermediate 2 and has four mandatory Units. These are:

♦    F2FV 11 *Personal Development: Self Awareness* (Intermediate 2)
♦    F37W 11 *Personal Development: Self in Society* (Intermediate 2)
♦    F37X 11 *Personal Development: Self and Work* (Intermediate 2)
♦    F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2)

The Course provides candidates with the opportunity to develop transferable skills and abilities in a wide range of contexts. These skills and abilities are:

♦    task management skills such as prioritising tasks
♦    interpersonal skills such as being sensitive to the feelings of others
♦    the ability to increase knowledge of own qualities and feelings
♦    carrying out a self evaluation
♦    planning ahead
♦    reviewing progress
♦    managing information
♦    communicating effectively
♦    delivering an output from own activities

Learning is by experience and through reviewing and evaluating. This will take place through personal development projects within a particular study context. Centres will be able to help candidates select a context which can be linked to many areas within and beyond the formal curriculum. These may be taken from a local, national or global setting. Contexts may include, for example, enterprise, study techniques, health education, citizenship, the world of work, internet use, independent living, career planning, rights and responsibilities and learning styles.

**Summary of Unit content**

**Unit**       F2FV 11 *Personal Development: Self Awareness* (Intermediate 2)

**Content**    This Unit is designed to allow candidates to build self confidence and self esteem by undertaking a project to develop self awareness. The project will be in a specific context. The wide range of suitable contexts and locations for the project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their qualities and feelings in relation to the context, identifying an aim for their project and monitoring and reviewing what they have learned about themselves as a result of completing the project. Candidates will work with minimum support from the teacher/lecturer throughout the Unit.

# National Course Specification: Course details (cont)

## COURSE       Personal Development (Intermediate 2)

**Unit**          F37W 11 *Personal Development: Self in Society* (Intermediate 2)

**Content**       This Unit is designed to allow candidates to improve their self reliance and self esteem by setting targets for the development of interpersonal skills while working in a group to plan and carry out a project. The wide range of suitable contexts and locations for the group project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their own interpersonal skills and reviewing their progress on completion of the group project. Candidates will work with minimum support from the teacher/lecturer throughout the Unit.

**Unit**          F37X 11 *Personal Development: Self and Work* (Intermediate 2)

**Content**       This Unit is designed to allow candidates to improve their self reliance and self esteem by setting targets for the development of task management skills within a vocational project. The vocational project must be related to the world of work and can be carried out individually or in a group. The wide range of contexts and locations suitable for the project allows a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their own task management skills and reviewing their progress on the development of these skills on completion of a vocational project. Candidates will work with minimum support from the teacher/lecturer throughout the Unit.

**Unit**          F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2)

**Content**       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. A wide range of contexts are suitable for the projects. Candidates will work with minimum support from the teacher/lecturer throughout the Unit.

## ASSESSMENT

To achieve the Course award candidates must pass all four Units.

**Throughout the Course candidates will be working with minimum support. This means that the teacher/lecturer can respond to specific questions as candidates make progress through the Units of the Course.**

**Assessment objectives**

Assessment across the Units of this Course allows the candidate to demonstrate the development of self knowledge, interpersonal skills and task management skills. It also allows candidates to demonstrate the ability to:

♦   evaluate, set targets, plan and review

# National Course Specification: Course details (cont)

## COURSE Personal Development (Intermediate 2)

♦ manage information
♦ communicate effectively
♦ deliver an output, ie a product or service which is fit for purpose

**Unit assessment**

Assessment will consist of the gathering of written and/or recorded oral evidence for all Units of the Course which will cover self evaluations, target-setting, planning and reviewing, information gathering and communication. This evidence should be retained in a folio. Performance evidence supported by assessor observation checklists is also required for the F37W11 *Personal Development: Self in Society* and F37X 11 *Personal Development: Self and Work* Units. Product evidence, supported by an assessor checklist, is required for F37Y 11 *Personal Development: Practical Abilities.*

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

**Personal Development: Self Awareness**

Assessment in this Unit requires:

♦ written and/or recorded oral evidence covering:
— self evaluation, using an appropriate technique, of qualities and feelings which includes opinions from one other person
— an aim for a project to develop self awareness
— an explanation justifying this aim
— detailed tasks which will allow progress towards the aim
— monitoring of progress and action taken as a result of monitoring
— completion of tasks
— a review of progress which includes an explanation of what has been learned about self as a result of completing the project
— goals for the future development of self knowledge

**Personal Development: Self in Society**

Assessment in this Unit requires:

♦ written and/or recorded oral evidence covering:
— self evaluation of interpersonal skills using an appropriate technique
— targets for the development of these skills
— detailed tasks which will enable progress towards targets within a group project
— carrying out own role in a group project
— completing own tasks for the development of interpersonal skills
— monitoring the group project
— review of progress which includes feedback on interpersonal skills and an explanation of strengths and weaknesses
— areas for further development of interpersonal skills

# National Course Specification: Course details (cont)

## COURSE        Personal Development (Intermediate 2)

- ♦ performance evidence, supported by an assessor observation checklist, covering:
  - — negotiation of the allocation of roles and responsibilities of members of the group
  - — negotiation of the action taken as a result of monitoring
  - — working cooperatively with others

**Personal Development: Self and Work**

Assessment in this Unit requires:

- ♦ written and/or recorded oral evidence covering:
  - — self evaluation of task management skills using an appropriate technique
  - — targets for the development of these skills
  - — a plan for the development of these skills indicating detailed tasks which will enable progress towards targets, an explanation to justify the choice of tasks, the resources required and realistic timescales
  - — completing own tasks within the timescales indicated in the plan
  - — monitoring of progress and the action taken as a result of monitoring
  - — review of progress towards targets which includes an explanation giving examples of the progress made
  - — areas for further development of task management skills
- ♦ performance evidence, supported by an assessor observation checklist, of using resources appropriately

**Personal Development: Practical Abilities**

Assessment in this Unit requires:

- ♦ written and/or recorded oral evidence covering:
  - — extracting and adapting information
  - — information to be communicated, the recipients of communication, the timing of the communication and methods of communication
  - — an identified output, own detailed activities and the resources required to deliver this output
  - — a review of practical abilities which includes examples to support the review
  - — areas for further development of practical abilities
- ♦ product evidence, supported by an assessor observation checklist, of delivering an output from own activities which is fit for purpose

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank (NAB) materials.

# National Course Specification: Course details (cont)

## COURSE    Personal Development (Intermediate 2)

**QUALITY ASSURANCE**

The Units of all Courses are subject to internal verification and may also be chosen for external verification. This is to ensure that national standards are being applied across all subjects.

To assist centres, Principal Assessor and Senior Verifier reports are published on SQA's website **www.sqa.org.uk**.

**GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE**

The Course has four mandatory Units which offer a range of personal development opportunities.

A glossary of terms relevant for all *Personal Development* Units and Courses can be found in the Appendix to this Course specification.

This Course exists in a hierarchy with other *Personal Development* Courses from Access 3 to Higher. This means that it is possible to deliver this Course to a group of candidates operating at different levels.

# National Course Specification: Course details (cont)

## COURSE    Personal Development (Intermediate 2)

The F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2) Unit could be delivered in an integrative way with the other Units of the Course, allowing candidates ample opportunity to demonstrate and review their practical abilities in a range of projects. There is no prescribed order of delivery for the other Units which may be delivered sequentially or concurrently.

As part of the induction process, time should be devoted to ensuring that candidates have a clear understanding of the expectations for the Course and Units by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and Core Skills. Brainstorming activities which encourage critical thinking and sharing of ideas may be useful for individual and group work.

### Integration of Units: Context

There are many suitable contexts for the projects, for example, enterprise, rights and responsibilities, the world of work and citizenship.It may be possible for one context to be carried through all Units. For example, a candidate studying 'Health' may:

♦    for F2FV 11 *Personal Development: Self Awareness* (Intermediate 2), produce a personal health plan.
♦    for F37W 11 *Personal Development: Self in Society* (Intermediate 2), work with others to produce a health booklet.
♦    for F37X 11 *Personal Development: Self and Work* (Intermediate 2), find out about health and safety for a work placement.
♦    for F37X 11 *Personal Development: Practical Abilities* (Intermediate 2), demonstrate practical abilities through health activities. These will be evident in acquiring health information, communication with others about health issues and the production of the health booklet and the presentation of findings about health and safety at work.

### Integration of Units: Projects

It may be possible for one project to allow evidence to be gathered for more than one Unit. For example, a candidate working in a group to set up an enterprise company may:

♦    for F37W 11 *Personal Development: Self in Society* (Intermediate 2), target their interpersonal skills, whilst working with others in the group to plan, set-up and run the company
♦    for F37X 11 *Personal Development: Self and Work* (Intermediate 2),plan to develop task management skills as they carry out their role for the enterprise company
♦    for F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2)*,* gather information for the company, communicate information to others and deliver an output such as a product for the company

Throughout the Course candidates should be encouraged to:

♦    seek and act upon personal guidance from teacher/lecturers, peers or experts from the community or business
♦    adopt an investigative approach through self evaluation, interviewing, shadowing, questioning and information gathering
♦    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

# National Course Specification: Course details (cont)

**COURSE**     Personal Development (Intermediate 2)

**Approaches to assessment**

Evidence should be gathered at appropriate points as candidates make progress through the Course.

**Whilst gathering the evidence required to achieve the national standard, the teacher/lecturer may respond to specific questions from the candidate to enable progress through each of the Units of the Course.**

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 observation 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 the individual and the learning environment in which they are completing the Course.

## 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 this Course. 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 Intermediate 2 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.*

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**National Unit Specification: general information**

**UNIT**     Personal Development: Self Awareness (Intermediate 2)

**CODE**     F2FV 11

**SUMMARY**

This Unit is a mandatory Unit in the *Personal Development* (Intermediate 2) Course, but it is also available as a free-standing Unit.

This Unit is designed to allow candidates to build self confidence and self esteem by undertaking a project to develop self awareness. The project will be in a specific context. The wide range of suitable contexts and locations for the project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their qualities and feelings in relation to the context, identifying an aim for their project, and monitoring and reviewing what they have learned about themselves as a result of completing the project. Guidance on suitable contexts, projects aims and tasks can be found in the support notes of this specification.

A glossary of terms relevant for all *Personal Development* Units can be found in Appendix 1 of this Unit specification.

**Throughout the Unit candidates will be working with minimum support. This means that the teacher/lecturer may respond to specific questions as candidates make progress through the Unit.**

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 F2FV 10 *Personal Development: Self Awareness* (Intermediate 1) Unit, other *Personal Development* Units or the Course at Intermediate 1 level, or a Standard Grade in *Social and Vocational Skills* at General level.

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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: Self Awareness (Intermediate 2)

## OUTCOMES

1    Evaluate knowledge of self in a specific context to identify an aim for a project to develop self awareness.
2    Carry out a project to develop self awareness.
3    Review knowledge of self on completion of the project.

## RECOMMENDED ENTRY

Entry is at the discretion of the centre.

## CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

*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

## UNIT    Personal Development: Self Awareness (Intermediate 2)

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

Evaluate knowledge of self in a specific context to identify an aim for a project to develop self awareness.

### Performance Criteria

(a) Use an appropriate technique to evaluate own qualities and feelings in a specific context.
(b) Gather opinions from another person on own qualities in this context.
(c) In light of the identified qualities and feelings identify an aim for a project to develop self awareness.
(d) Explain the choice of aim in light of the self evaluation.

## OUTCOME 2

Carry out a project to develop self awareness.

### Performance Criteria

(a) Identify detailed tasks which will enable progress towards this aim.
(b) Monitor progress towards achieving the aim of the project.
(c) Take appropriate action as a result of this monitoring.
(d) Complete own identified tasks.

## OUTCOME 3

Review knowledge of self on completion of the project.

### Performance Criteria

(a) Explain what has been learned about own qualities and feelings as a result of completing the project.
(b) Give examples to support this explanation.
(c) Identify personal goals for the further development of knowledge of own qualities and feelings in light of what has been learned.

# National Unit Specification: statement of standards (cont)

**UNIT**    Personal Development: Self Awareness (Intermediate 2)

## EVIDENCE REQUIREMENTS FOR THIS UNIT

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

**The candidate will receive minimum support whilst generating the evidence required to achieve the national standard through each of the Outcomes for the Unit. This means that the teacher/lecturer may respond to specific questions from the candidate to enable progress.**

The evidence will be generated by the candidate, with minimum support from the teacher/lecturer, 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:

*For Outcome 1*

A candidate evaluation covering:

♦   own qualities and feelings relevant to the context using an appropriate technique such as a SWOT analysis or Johari's Windows. The following qualities must be covered: strengths and weaknesses, for example, in relation to skills and knowledge. The following feelings must be covered: likes, dislikes, interests, fears, and aspirations.
♦   opinions on own qualities from another person. This person will be chosen by the candidate, in consultation with the teacher/lecturer and could be, for example, a teacher/lecturer, a friend, a classmate, or a relative.
♦   an aim for a project to develop self awareness.
♦   an explanation, based on the self evaluation, of why this aim was chosen.

Examples of self awareness questions which may be helpful to the candidate can be found in Appendix 2 of the Unit specification.

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

*For Outcome 2*

A candidate record of:

♦   own detailed tasks. A minimum of **four** tasks consisting of routine and non-routine elements is required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦   monitoring of progress. Although the candidate will be monitoring on an ongoing basis, evidence of monitoring should be gathered at a suitable mid-point and then again towards the end of the project.

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# National Unit Specification: statement of standards (cont)

**UNIT**      Personal Development: Self Awareness (Intermediate 2)

♦     actions taken as a result of monitoring. Appropriate action could be making amendments to the identified tasks or deciding to continue with the tasks as they stand.
♦     all own tasks that have been completed by the candidate. This will be confirmed by the teacher/lecturer.

The candidate will be given a template to enable this information to be recorded. The completed template must be retained in the folio.

*For Outcome 3*

A candidate review covering:

♦     what has been learned about own qualities as a result of completing the project
♦     what the candidate has learned about own feelings as a result of completing the project
♦     examples supporting this explanation of what has been learned
♦     goals for further development of knowledge of self in light of progress

Candidates will be given a suitable template to enable the production of the review. The completed template must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of candidate evaluation and review sheets and candidate templates. 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: Self Awareness (Intermediate 2)

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 the F2FV 10 *Personal Development: Self Awareness* (Intermediate 1) Unit, other *Personal Development* Units or the Course at Intermediate 1 level or a Standard Grade in *Social and Vocational Skills* at General level.

A glossary of terms relevant for all *Personal Development* Units can be found in Appendix 1 to this Unit specification.

Some examples of contexts, projects, aims and tasks 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: Self Awareness (Intermediate 2)

| Context | Some examples of suitable contexts are:<br><br>1    learning skills<br>2    career<br>3    relationships<br>4    independent living |
|---|---|
| Project Aims | Some examples of aims for personal projects relating to the above contexts are:<br><br>1    I want to find out how to improve my study skills<br>2    I want to find out how to produce a good CV<br>3    I want to find out how to become more assertive<br>4    I want find out if I can manage on a budget |
| Tasks | Some examples of suitable tasks in relation to the above aims are:<br><br>1    I will investigate various study techniques. I will try a variety over the next few weeks. At the end of this period I will select some techniques which I feel suit me best. Over the next term I will use these techniques to consolidate my learning and to prepare for end of topic tests. At the end of the term I will compare my test scores with the previous term.<br>2    I will find out about different layouts for CVs. I will read my reports and speak to my teachers, family and friends to find out as much as I can about my skills and qualities for my CV. I will also draw on my experiences to inform my CV. Once it is completed I will ask for feedback from teachers and friends.<br>3    I am easily intimidated by others. I will observe other people who can stand up for themselves. I will try to find out the best ways to do this. I will monitor my own interactions for a period of time and record when I felt intimidated and what I could have done to stand up for myself. When I am ready I will start to make changes to my behaviour by starting to stand up for myself in some situations. I will monitor my progress and record not only what happened but how I felt and how I think others felt.<br>4    my carer buys all my clothes and toiletries. I am going to find out roughly how much this costs. I am going to ask if I can get an allowance to buy these things for myself as a trial over a period of time. I am going to try to manage on a budget for that period of time. I will keep a log of how much money I have, how much I spend and what I spend money on. I will also record if I run out of money and if I borrow any money or items. At the end of the trial I will ask my carer's opinion on how I did and record this in my log. |

# National Unit Specification: support notes (cont)

**UNIT**  Personal Development: Self Awareness (Intermediate 2)

This Unit is designed to allow candidates to develop self awareness through undertaking a project. With minimum support, candidates will evaluate their knowledge of self in relation to the following qualities and feelings:

Qualities:                              Feelings:

♦  strengths                            ♦  likes
♦  weaknesses                           ♦  dislikes
                                        ♦  interests
                                        ♦  fears
                                        ♦  aspirations

These qualities and feelings will be considered in relation to the context for the project. There are many suitable contexts for the project, examples of which can be found in the table above. Having completed their evaluation, candidates will be involved in identifying an aim for their project, carrying out their project, and then reviewing their progress on completion of their project.

## Outcomes

For Outcome 1 candidates are being asked to think about three things:

♦  How do I see myself?
♦  How do others see me?
♦  Where do I go from here?

With minimum support from the teacher/lecturer, candidates should answer these questions by carrying out an evaluation of their qualities and feelings in relation to a specific context using a technique such as a SWOT analysis or Johari's Windows. Candidates will seek opinions on their own personal qualities from another person. It is important that the candidate feels comfortable with this person and they may choose, for example, a teacher/lecturer, a classmate, a relative, or a friend. Candidates should consult with their teacher/lecturer to ensure that they choose someone who is able to provide them with useful feedback. The person offering opinions will be commenting on the qualities which they think a candidate has in relation to the context. It would not be appropriate for this person to comment on a candidate's own evaluation of his/her personal qualities. In light of the self evaluation and opinions, candidates will identify an aim for a project to develop self awareness. Candidates will explain this choice of aim. Guidance on suitable contexts and aims for the project can be found in the table above.

For Outcome 2 candidates need to carry out their project.

With minimum support from their teacher/lecturer, candidates will identify and carry out a minimum of **four** detailed tasks which will enable them to achieve the aim of their project. Guidance on tasks suitable for *Personal Development: Self Awareness* (Intermediate 2) can be found in the table above. Although candidates will be monitoring on an ongoing basis, evidence of monitoring should be gathered at a suitable mid-point and then again towards the end of the project. Candidates should be encouraged to keep records of monitoring progress and the action taken as a result of monitoring.

# National Unit Specification: support notes (cont)

**UNIT**    Personal Development: Self Awareness (Intermediate 2)

Appropriate action could be amendments to the identified tasks or it could be deciding to carry on with the tasks as they stand.

For Outcome 3 candidates need to think about:

♦    Where am I now?
♦    What next?

With minimum support from the teacher/lecturer, candidates will carry out a review of their knowledge of their own qualities and feelings on completion of the project. They should explain what they have learned about themselves as a result of completing the project. Candidates should give examples to support their explanation. It is recommended that candidates make comparisons with the evaluation carried out for Outcome 1. They could use these comparisons to identify personal goals for further personal development.

If candidates are studying the *Personal Development* (Intermediate 2) Course, it may be possible for the chosen context for the personal development project to be used in other Units. For example, candidates studying in the context of 'Health' may:

♦    produce a personal health plan as a personal development project for this Unit
♦    find out about health and safety on a work placement for a vocational project for F37X 11 *Personal Development: Self and Work* (Intermediate 2)
♦    produce a health booklet in a group project for the F37W 11 *Personal Development: Self in Society* (Intermediate 2) Unit
♦    generate evidence for the F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2) Unit from these projects

Thus candidates studying the *Personal Development* (Intermediate 2) Course may be able to adopt an integrated approach to their learning

## 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 the focus is on self awareness. As a starting point for the development of self awareness candidates could complete a self awareness questionnaire. Thinking about themselves in general terms may be suitable preparation for thinking about themselves in relation to the context for a personal development project. Examples of self awareness questions can be found in Appendix 2 to this Unit specification.

In this Unit learning is by doing; the personal development project must allow candidates to develop their knowledge of self through experience and activity. Centres must ensure that the project allows candidates the opportunity to achieve all of the Outcomes and Performance Criteria for the Unit. It is possible that the setting for the project will be outside the centre environment. Centres must ensure that the relevant health and safety guidelines are followed at all times.

# National Unit Specification: support notes (cont)

**UNIT** Personal Development: Self Awareness (Intermediate 2)

Throughout the Unit candidates should be encouraged to:

♦ seek and act upon 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
♦ 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

If candidates intend to complete a *Personal Development: Practical Abilities* Unit they could also be made aware of the expectations of that Unit since it may be possible for them to gather evidence for F37Y 11 *Personal Development: Practical Abilities* whilst gathering information, communicating and delivering an output for a personal development project.

## OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an evaluation, identifying an aim and tasks, and reviewing progress while undertaking a project. This provides good opportunities for developing aspects of *Problem Solving* and, where the project is carried out as a group activity, *Working with Others*.

## GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As stated in the Evidence Requirements, candidates must 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 minimum support from the teacher/lecturer when gathering evidence for their folio. Evidence should be gathered at appropriate points as candidates make progress through the Unit. Records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for verification.

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

# National Unit Specification: support notes (cont)

**UNIT**     Personal Development: Self Awareness (Intermediate 2)

Centres and/or candidates should select the formats most appropriate to the individual and the learning environment in which the Unit is being completed.

If candidates intend to complete a *Personal Development: Practical Abilities* Unit it may be possible to integrate learning, teaching and assessment while undertaking the project.

In addition, it may be possible for candidates studying the *Personal Development* (Intermediate 2) Course to use one project to gather evidence for more than one Unit. For example, a candidate working in a group to set up an enterprise company may:

♦ for F2FV 11 *Personal Development: Self Awareness* (Intermediate 2), increase knowledge of self in preparation for a role in the company
♦ for F37W 11 *Personal Development: Self in Society* (Intermediate 2), target their interpersonal skills, whilst working with others in the group to plan, set-up, and run the company
♦ for F37X 11 *Personal Development: Self and Work* (Intermediate 2), plan to develop task management skills as they carry out their role for the enterprise company
♦ for F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2), gather information for the company, communicate information to others, and deliver an output, such as a product or a service, for the company

## 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 1: Glossary of Terms used in Personal Development Units and Courses**

A glossary of terms particular to *Personal Development* Courses and Units at Intermediate 2 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.*

**Appendix 2: Self Awareness Questions**

- ♦ What are you strengths?
- ♦ What are your weaknesses?
- ♦ How do your friends describe you? Do you agree with their descriptions?
- ♦ List two situations when you are most at ease.
- ♦ What types of activities did you enjoy doing as a child? What about now?
- ♦ What motivates you?
- ♦ What are your dreams for the future?
- ♦ What steps are you going to take to achieve your dreams?
- ♦ What do you fear most in life? Why?
- ♦ What stresses you?
- ♦ How do react when you are stressed?
- ♦ What qualities do you like in people?
- ♦ When you disagree with someone what do you do?

## National Unit Specification: general information

**UNIT**  Personal Development: Self in Society (Intermediate 2)

**CODE**  F37W 11

### SUMMARY

This is a mandatory Unit in the *Personal Development* (Intermediate 2) Course, but it is also available as a free-standing Unit.

This Unit is designed to allow candidates to improve their self reliance and self esteem by setting targets for the development of interpersonal skills while working in a group to plan and carry out a project. The wide range of suitable contexts and locations for the group project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their own interpersonal skills and reviewing their progress on completion of the group project. Guidance on suitable contexts, projects, targets and tasks 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 minimum support. This means that the teacher/lecturer may respond to specific questions as candidates make progress through the Unit.**

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 F37W 10 *Personal Development: Self in Society* (Intermediate1) Unit, other *Personal Development* Units or the Course at Intermediate 1 level or a Standard Grade in *Social and Vocational Skills* at General level.

### OUTCOMES

1 Evaluate own interpersonal skills in preparation for a group project.
2 Plan, with others, a group project which will allow progress towards personal targets.
3 Carry out, with others, the planned group project.
4 Review own interpersonal skills on completion of the group project.

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# National Unit Specification: general information (cont)

**UNIT**       Personal Development: Self in Society (Intermediate 2)

## RECOMMENDED ENTRY

Entry is at the discretion of the centre.

## CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

*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:

Complete Core Skill              Working with Others at SCQF level 5

Core Skill Component(s)          None

# National Unit Specification: statement of standards

## UNIT    Personal Development: Self in Society (Intermediate 2)

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

Evaluate own interpersonal skills in preparation for a group project.

### Performance Criteria

(a)  Use an appropriate technique to evaluate own specific interpersonal skills.
(b)  Identify personal targets for the development of these skills.

## OUTCOME 2

Plan, with others, a group project which will allow progress towards personal targets.

### Performance Criteria

(a)  Negotiate the allocation of roles and responsibilities for the group project, taking account of individuals' strengths and preferences.
(b)  Identify own detailed tasks which will enable progress towards personal targets.
(c)  Work cooperatively with others throughout the planning of the group project.

## OUTCOME 3

Carry out, with others, the planned group project.

### Performance Criteria

(a)  Carry out agreed role in the group project.
(b)  Complete own identified tasks to enable progress towards achieving personal targets.
(c)  Monitor the progress of the group project.
(d)  Negotiate appropriate action as a result of this monitoring.
(e)  Work cooperatively with others to enable progress throughout the group project.

## OUTCOME 4

Review own interpersonal skills on completion of the group project.

### Performance Criteria

(a)  Gather feedback about the effectiveness of own interpersonal skills.
(b)  Identify strengths and weaknesses in own interpersonal skills in light of this feedback.
(c)  Explain progress made towards achieving personal targets on completion of the group project.
(d)  Give examples to support this explanation.
(e)  Identify areas for further development of interpersonal skills in light of this explanation.

# National Unit Specification: statement of standards (cont)

**UNIT**  Personal Development: Self in Society (Intermediate 2)

**EVIDENCE REQUIREMENTS FOR THIS UNIT**

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

**The candidate will receive minimum support whilst generating the evidence required to achieve the national standard through each of the Outcomes for the Unit.**
**This means that the teacher/lecturer may respond to specific questions from the candidate to enable progress.**

The evidence will be generated by the candidate, with minimum support from the teacher/lecturer, 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.
♦  assessor observation checklists to support performance evidence for Outcomes 2 and 3.

*For Outcome 1*

A candidate evaluation covering:

♦  own interpersonal skills using an appropriate technique such as a SWOT analysis. The following interpersonal skills must be covered: accepting criticism positively, addressing a group, the ability to negotiate decisions, being sensitive to the feelings of others.
♦  a minimum of **two** targets for the development of interpersonal skills within a group project. These should be based on the self evaluation.

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

*For Outcomes 2 and 3*

A candidate record of planning and carrying out the group project which covers:

♦  roles and responsibilities of the members of the group.
♦  own detailed tasks which contain some routine and non-routine elements and which will enable progress towards personal targets. A minimum of **two** tasks per target are required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦  monitoring the group project. As a member of the group, and through discussion with the group, the candidate will be involved in monitoring on an ongoing basis. Written and/or recorded oral evidence of this monitoring should be gathered at a suitable mid-point and then again towards the end of the project.
♦  completion of the candidate's own identified tasks. This will be confirmed by the teacher/lecturer.
♦  own role which has been carried out in the group project. This will be confirmed by the teacher/lecturer.

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# National Unit Specification: statement of standards (cont)

## UNIT    Personal Development: Self in Society (Intermediate 2)

The candidate will be given a suitable template to enable the production of the plan. The completed template must be retained in the folio.

Performance evidence, supported by an assessor observation checklist, is required to show that, during the planning and carrying out of the group project, the candidate has:

♦  worked cooperatively with others. This should cover taking account of the views of others, responding appropriately to others, and seeking and providing help and advice as required.
♦  negotiated the allocation of roles and responsibilities taking account of the strengths and preferences of self and others. This should show that roles and responsibilities were agreed through discussion with the other members of the group.
♦  negotiated appropriate action to enable progress of the group project. This should show that action taken was agreed through discussion with the other members of the group.

*For Outcome 4*

A candidate review covering:

♦  feedback from at least one other person. This could be either the teacher/lecturer or a member of the group.
♦  strengths and weaknesses in relation to own interpersonal skills based on this feedback.
♦  an explanation, confirmed as authentic and realistic by the teacher/lecturer, of progress made towards achieving personal targets.
♦  examples to support this explanation.
♦  areas for further development of interpersonal skills taking account of the feedback from others and the progress made towards achieving personal targets.

The candidate will be given a suitable template to enable the production of the review. The completed template must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of candidate evaluation and review sheets, candidate templates, and assessor observation 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: Self in Society (Intermediate 2)

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 the F37W 10 *Personal Development: Self in Society* (Intermediate 1) Unit, other *Personal Development* Units or the Course at Intermediate 1 level or a Standard Grade in *Social and Vocational Skills* at General level.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

Some examples of contexts, projects, targets and tasks 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: Self in Society (Intermediate 2)

| Context | Some examples of suitable contexts are: |
|---|---|
| | 1   local community<br>2   global community<br>3   sustainability<br>4   peer education |
| Projects | Some examples of group projects relating to the above contexts are:<br><br>1   fundraising for a local charity; organising an event for local pensioners; organising a sports day for a local primary school; working with local agencies, such as the police, to organise a youth club<br>2   fundraising for a charity which helps distant communities; organising a pen-pal club; organising the collection of books and other items to send to a distant community; participating in a residential experience in a distant community<br>3   participating in an eco-schools committee; organising a community event to raise awareness about sustainability; organising recycling within the centre; working with local agencies to protect wildlife; organising a competition to raise awareness about global warming<br>4   organising peer education programmes covering topics such as drugs, sexual health, and bullying; setting up a 'buddying' scheme for new students; setting up a peer mediation programme; setting up paired education schemes to support pupils experiencing difficulties; working with staff in the centres to facilitate restorative practice |
| Targets | Some examples of suitable targets are to:<br><br>1   respond better to authority<br>2   respond positively to others<br>3   improve my confidence<br>4   improve listening skills |
| Tasks | Some examples of suitable tasks are:<br><br>1   I have volunteered to speak to the head of centre about fundraising for charity because I want to be less intimidated by people in authority.<br>2   as we work through the project I will try not to 'go in a huff' if other people do not like my ideas, and I will go along with what the group wants, even if I don't agree with everything.<br>3   I will improve my confidence in speaking to others by taking part in a presentation to the other groups in my class about sustainability.<br>4   I will need to speak to some teachers about my involvement in the paired education scheme. I want to be able to do a good job and will need to listen carefully to the information that the teachers will give me. It is important that I let them know if I do not understand what they are saying. |

# National Unit Specification: support notes (cont)

## UNIT        Personal Development: Self in Society (Intermediate 2)

This Unit is designed to allow candidates to develop interpersonal skills while carrying out a group project. The wide range of suitable contexts and locations for the group project will allow a flexible approach to teaching and learning.

With minimum support, candidates will be involved in evaluating their interpersonal skills and setting targets for the development of these skills whilst working with others to plan and carry out a group project. They will review their progress on completion of the group project. The following specific interpersonal skills will be evaluated by the candidate:

♦   accepting criticism positively
♦   addressing a group
♦   being sensitive to the feelings of others
♦   the ability to negotiate decisions

In addition to the skills being evaluated, centres may wish to make candidates aware of additional interpersonal skills, for example:

♦   starting a conversation with a peer
♦   paying attention to others
♦   starting a conversation with an adult
♦   starting and maintain a telephone conversation
♦   expressing own opinion
♦   being tolerant of others
♦   encouraging others
♦   giving criticism sensitively
♦   demonstrating a positive attitude to others
♦   responding positively to others
♦   accepting authority
♦   being aware of impact of body language on others
♦   taking account of others' views
♦   willingness to offer advice
♦   giving instructions to others
♦   taking account of others' feelings
♦   being sensitive to impact on others

### Outcomes

For Outcome 1 candidates need to ask themselves:

♦   Where am I with respect to the interpersonal skills I possess?
♦   Where do I go from here?

# National Unit Specification: support notes (cont)

**UNIT**      Personal Development: Self in Society (Intermediate 2)

With minimum support from the teacher/lecturer candidates will answer these questions by evaluating their own specific interpersonal skills in preparation for undertaking a group project. They will use an appropriate technique such as a SWOT analysis to do this. In their evaluation, candidates may also wish to take account of the additional interpersonal skills stated above. Teachers/lecturers should make candidates aware of what is meant by the specific interpersonal skills and highlight their importance in relation to a group project. Candidates will identify a minimum of **two** personal targets for the development of interpersonal skills. The targets will allow candidates the opportunity to develop specified and/or additional interpersonal skills and must relate to the initial evaluation. A variety of targets which are relevant to F37W 11 *Personal Development: Self in Society* (Intermediate 2) can be found in the table above.

For Outcome 2 candidates need to ask themselves:

♦      How will I develop my interpersonal skills?

With minimum support from the teacher/lecturer candidates will answer this question by being involved in planning a group project. A group will normally consist of more than two people, but in exceptional circumstances, a group size of two would be acceptable. The group may consist of members who are not studying a *Personal Development: Self in Society* Unit. As part of this planning, candidates will identify detailed tasks which will enable them to make progress towards their targets. Candidates will negotiate with others in their group to agree the roles and responsibilities to be carried out as part of the group project and to decide on the responsibilities for each member of the group. Account must be taken of individual strengths and preferences. Teachers/lecturers must ensure that the group project allows candidates to identify detailed tasks with some routine and non-routine elements, and which will enable them to achieve their personal targets. Candidates will work cooperatively with the members of the group throughout the planning process. Examples of tasks appropriate for this Unit can be found in the table above.

For Outcome 3 candidates need to carry out their role in the group project.

With minimum support from the teacher/lecturer, candidates will carry out their role in the group project. During the group project candidates will be required to carry out any activities associated with their own role and responsibilities within the group project. They will also complete their own tasks which will enable progress towards achieving their personal targets for the development of interpersonal skills. Candidates will cooperate with others in their group to monitor the progress of the group project. Although the monitoring will be ongoing, evidence should be gathered at a suitable mid-point and then again towards the end of the project. Any action to be taken such as changes to the plan or deciding to continue with the plan will be done in negotiation with others in the group. Candidates could be encouraged to keep records of their activities, tasks and interactions with others throughout the group project and task completion to help keep them on track. Candidates will work cooperatively with the members of the group to carry out the group project.

For Outcome 4 candidates need to ask themselves:

♦      Where am I now?

# National Unit Specification: support notes (cont)

**UNIT**      Personal Development: Self in Society (Intermediate 2)

To answer this question, candidates, with minimum support from the teacher/lecturer, will carry out a review of their personal development within the group project. Candidates will be required to seek feedback from someone in their group or their teacher/lecturer about their interpersonal skills as they worked with their group. This feedback should be used as a basis for identifying strengths and weaknesses in relation to interpersonal skills. Candidates will also review the progress made towards their personal targets for the development of interpersonal skills and will give examples to explain their progress. It is recommended that candidates make comparisons with the evaluation identified for Outcome 1. They could use this comparison and the feedback to identify areas for the further development of interpersonal skills.

If candidates are studying this Unit as part of the *Personal Development* (Intermediate 2) Course, it may be possible for the chosen context for the group project to be used in other Units. For example, candidates studying within the context of 'Health' may:

♦ produce a health booklet in a group project for this Unit
♦ find out about health and safety in the workplace as part of a vocational project for the F37X 11 *Personal Development: Self and Work* (Intermediate 2) Unit
♦ produce a personal health plan as part of a project for the F2FV 11 *Personal Development: Self Awareness* (Intermediate 2) Unit
♦ generate evidence for the F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2) Unit from these projects

Thus candidates studying the *Personal Development* (Intermediate 2) Course may be able to adopt an integrated approach to their learning.

## 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 doing; the group project must allow candidates to develop their interpersonal skills through experience and activity. There are many suitable contexts for a group project such as a school newspaper, a coffee morning for local pensioners, or a healthy tuck shop. Brainstorming activities which encourage critical thinking and sharing of ideas may also be useful during the planning of the group project.

Centres must ensure that the project allows candidates the opportunity to achieve all Outcomes and Performance Criteria for the Unit. It is possible that the setting for the group project will be outside the centre environment. Centres must ensure that relevant health and safety guidelines are followed at all times.

**UNIT      Personal Development: Self in Society (Intermediate 2)**

Throughout the Unit candidates should be encouraged to:

♦   seek and act upon 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
♦   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

If candidates intend to complete a *Personal Development: Practical Abilities* Unit they could also be
made aware of the expectations of that Unit since it may be possible for them to gather evidence for
F37Y 11 *Personal Development: Practical Abilities* whilst gathering information, communicating and
delivering an output for a group project.

**OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

In this Unit candidates will be involved in carrying out an evaluation, target-setting, planning,
carrying out and monitoring a group project, and reviewing their progress. This covers *Working with
Others* at Intermediate level 2 and provides good opportunities for developing aspects of *Problem
Solving*.

**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 templates for evaluating, recording
their work, and reviewing to ensure that they have the opportunity to achieve all Outcomes and
Performance Criteria.

Candidates will receive minimum support from the teacher/lecturer when gathering evidence for their
folio. Evidence should be gathered at appropriate points as candidates make progress through the
Unit. Since candidates will be working in groups for this Unit, centres must ensure that individual
candidates generate their own evidence to cover all Outcomes and Performance Criteria for this Unit.

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 observation
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

# National Unit Specification: support notes (cont)

**UNIT**     Personal Development: Self in Society (Intermediate 2)

♦    review sheets
♦    electronic presentations
♦    electronic journals
♦    log books
♦    diaries
♦    videos
♦    photographs

Centres and/or candidates should select the formats most appropriate to the individual and the learning environment in which the Unit is being completed.

If candidates intend to complete a *Personal Development: Practical Abilities* Unit it may be possible to integrate learning, teaching, and assessment while undertaking the group project.

In addition, it may be possible for candidates studying the *Personal Development* (Intermediate 2) Course to use one project to gather evidence for more than one Unit. For example, a candidate working in a group to set up an enterprise company may:

♦    for F2FV 11 *Personal Development: Self Awareness* (Intermediate 2), increase knowledge of self in preparation for a role in the company
♦    for F37W 11 *Personal Development: Self in Society* (Intermediate 2), target their interpersonal skills, whilst working with others in the group to plan, set up, and run the company
♦    for F37X 11 *Personal Development: Self and Work* (Intermediate 2), plan to develop task management skills as they carry out their role for the enterprise company
♦    for F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2), gather information for the company, communicate information to others and deliver an output such as a product or a service for the company

## 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 Intermediate 2 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.* |

**National Unit Specification: general information**

**UNIT**     Personal Development: Self and Work (Intermediate 2)

**CODE**     F37X 11

**SUMMARY**

This Unit is mandatory in the *Personal Development* (Intermediate 2) Course but it is also available as a free-standing Unit.

This Unit is designed to allow candidates to improve their self reliance and self esteem by setting targets for the development of task management skills within a vocational project. The vocational project must be related to the world of work and can be carried out individually or in a group. The wide range of contexts and locations suitable for the project allows a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their own task management skills and then reviewing their progress on the development of these skills on completion of the project. Guidance on suitable contexts, projects, targets and tasks 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 minimum support. This means that the teacher/lecturer may respond to specific questions as candidates make progress through the Unit.**

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 F37X 11 *Personal Development: Self and Work* (Intermediate 1) Unit, other *Personal Development* Units or the Course at Intermediate 1 level or a Standard Grade in *Social and Vocational Skills* at General level.

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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: Self and Work (Intermediate 2)

## OUTCOMES

1    Evaluate own task management skills in preparation for a vocational project.
2    Produce a plan for the development of own task management skills within a vocational project.
3    Carry out the plan for the development of own task management skills within a vocational project.
4    Review progress on completion of a vocational project.

## RECOMMENDED ENTRY

Entry is at the discretion of the centre.

## CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

*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:

Complete Core Skill            Problem Solving at SCQF level 5

Core Skill Component(s)         None

# National Unit Specification: statement of standards

## UNIT        Personal Development: Self and Work (Intermediate 2)

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

Evaluate own task management skills in preparation for a vocational project.

### Performance Criteria

(a)   Use an appropriate technique to evaluate own specific task management skills.
(b)   Identify personal targets for the development of these skills.

### OUTCOME 2

Produce a plan for the development of own task management skills within a vocational project.

### Performance Criteria

(a)   Identify own detailed tasks which will enable progress towards achieving personal targets.
(b)   Explain the choice of identified tasks.
(c)   Identify the resources required to complete these tasks.
(d)   Identify timescales to complete these tasks.

### OUTCOME 3

Carry out the plan for the development of own task management skills within a vocational project.

### Performance Criteria

(a)   Use the identified resources to allow progress towards achieving personal targets.
(b)   Monitor progress during the vocational project.
(c)   Take appropriate action as a result of monitoring progress.
(d)   Complete own tasks as identified in the plan.

### OUTCOME 4

Review progress on completion of a vocational project.

### Performance Criteria

(a)   Explain what progress has been made towards achieving personal targets.
(b)   Give examples to support this explanation
(c)   Identify the strengths and weaknesses of the plan used to achieve this progress.

# National Unit Specification: statement of standards (cont)

## UNIT    Personal Development: Self and Work (Intermediate 2)

(d)  Reach and justify conclusions about the effectiveness of the plan in light of the strengths and weaknesses identified.

(e)  Identify areas for further development of own task management skills, in light of progress already made.

## EVIDENCE REQUIREMENTS FOR THIS UNIT

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

**The candidate will receive minimum support whilst generating the evidence required to achieve the national standard through each of the Outcomes for the Unit. This means that the teacher/lecturer may respond to specific questions from the candidate 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.
♦   assessor observation checklists to support Performance Evidence for Outcome 3.

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

*For Outcome 1*

A candidate evaluation covering:

♦   own task management skills using an appropriate technique such as a SWOT analysis. The following task management skills must be covered: checking quality of own work, prioritising tasks, keeping detailed records of work and estimating time for task completion.
♦   a minimum of **two** targets for the development of task management skills. These must be based on the self-evaluation.

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

*For Outcome 2*

The candidate's plan which includes:

♦   own detailed tasks. Detailed tasks will contain some routine and non-routine elements. A minimum of **two** tasks for each target are required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
♦   an explanation of the choice of tasks.
♦   resources required to carry out tasks.
♦   realistic timescales for the completion of each task.

The candidate will be given a suitable template to enable the production of the plan. The completed template must be retained in the folio.

# National Unit Specification: statement of standards (cont)

**UNIT** Personal Development: Self and Work (Intermediate 2)

*For Outcome 3*

A candidate record covering:

♦ monitoring of progress. Although the candidate will be monitoring on an ongoing basis, evidence of monitoring should be gathered at a suitable mid-point and then again towards the end of the process.
♦ action taken as a result of this monitoring. Appropriate action could be an amendment to the plan or deciding to continue with the plan as it stands.
♦ all own tasks which have been completed. This will be confirmed by the teacher/lecturer.

The candidate will be given a template to allow the monitoring of progress and the action taken in light of this monitoring to be recorded. The completed template must be retained in the folio.

Performance Evidence, supported by an assessor observation checklist, is also required to show that the candidate used resources appropriately

*For Outcome 4*

A candidate review which includes:

♦ an explanation of the progress made towards achieving personal targets, confirmed as authentic and realistic by the teacher/lecturer
♦ examples to support this explanation
♦ strengths of the plan in relation to the tasks which have been carried out and the resources used, confirmed as realistic by the teacher/lecturer.
♦ weaknesses of the plan in relation to the tasks which have been carried out and the resources used, confirmed as realistic by the teacher/lecturer.
♦ a justified conclusion about the effectiveness of the plan based on the identified strengths and weaknesses. The conclusion should indicate whether the plan and its implementation could have been improved.
♦ areas for further development of task management skills in light of this progress

The candidate will be given a suitable template to enable the production of the review. The completed template must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of candidate evaluation and review sheets, candidate templates and assessor observation 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: Self and Work (Intermediate 2)

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 F37X 10 *Personal Development: Self and Work* (Intermediate 1), other *Personal Development* Units or the Course at Intermediate 1 level or a Standard Grade in *Social and Vocational Skills* at General level.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix of this Unit specification.

Some examples of contexts, projects, targets and tasks 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: Self and Work (Intermediate 2)

| Contexts | Some examples of suitable contexts are:<br><br>1   workplace<br>2   rights and responsibilities<br>3   enterprise<br>4   health |
|---|---|
| Projects | Some examples of vocational projects relating to the above contexts are:<br><br>1   a work placement; a work shadow; a visit to a workplace; voluntary work; a mock interview<br>2   investigating equal opportunities in the workplace; investigating rights and responsibilities of an employee, an employer, a consumer; an investigation into the role of staff associations and trade unions<br>3   setting up an enterprise company; organising an event such as a school show or coffee morning<br>4   investigating health and safety at work; a work placement in the health industry; shadowing a health worker |
| Targets | Some examples of suitable targets are to improve:<br><br>1   punctuality<br>2   time management<br>3   management of work<br>4   quality of own work |
| Tasks | Some examples of suitable tasks are:<br><br>1   I will improve my punctuality by making sure that I attend any meetings, classes, work and events on time. I will use a diary to help me.<br>2   I will improve my time management by prioritising my activities. I will make sure that I am aware of any deadlines.<br>3   I will manage my work better by breaking activities into smaller more manageable steps.<br>4   I will improve the quality of my work by making sure that I have clear Performance Criteria. I will seek advice from others about the standards required. |

This Unit is designed to allow candidates to develop task management skills within a vocational project. The vocational project must be related to the world of work and can be carried out either individually or in a group.

# National Unit Specification: support notes (cont)

**UNIT**        Personal Development: Self and Work (Intermediate 2)

With minimum support from the teacher/lecturer, candidates will be involved in evaluating their own task management skills, setting targets for the development of these skills and monitoring and reviewing their progress in the development of task management skills whilst undertaking a vocational project. The following task management skills will be evaluated by the candidate:

♦   checking quality of own work
♦   estimating time for task completion
♦   prioritising tasks
♦   keeping detailed records of work

In addition to the skills being evaluated, centres may wish to make candidates aware of additional task management skills, for example:

♦   making effective decisions
♦   punctuality
♦   breaking tasks down into smaller parts
♦   preparing instructions for others
♦   multi-tasking
♦   staying on task
♦   developing a success criteria
♦   seeking advice to enable progress
♦   meeting deadlines
♦   keeping records of task completion

There are many types of vocational project which offer suitable contexts for the development of task management skills, for example, a work placement or being involved in setting up an enterprise company. The vocational project may be undertaken individually or as part of a group, however, individual candidates must do their own evaluating, planning and reviewing to ensure that the Outcomes and Performance Criteria are covered for this Unit.

## Outcomes

For Outcome 1 candidates need to ask themselves:

♦   Where am I in relation to the task management skills I possess?
♦   Where do I go from here?

With minimum support from the teacher/lecturer candidates will answer these questions by evaluating their own task management skills in preparation for undertaking a vocational project. They will use an appropriate technique, such as a SWOT analysis, to carry out the evaluation. Candidates may also wish to take account of the additional task management skills stated above in their evaluation. Teachers/lecturers should make candidates aware of what is meant by task management skills and highlight their importance in relation to a vocational project. Candidates must identify a minimum of **two** personal targets for the development of task management skills. The targets will allow candidates the opportunity to develop specified and/or additional task management skills and must relate to the initial evaluation. A variety of targets which are relevant to F37X 11 *Personal Development: Self and Work* (Intermediate 2) can be found in the table above.

# National Unit Specification: support notes (cont)

**UNIT**    Personal Development: Self and Work (Intermediate 2)

For Outcome 2 candidates need to ask themselves:

♦ How will I develop my task management skills?

With minimum support from the teacher/lecturer candidates will answer this question by planning to meet their targets for the development of task management skills while undertaking a vocational project. They will produce a plan consisting of a minimum of **two** detailed tasks per target. The tasks will contain some routine and some non-routine elements. Candidates will explain their choice of tasks by relating them to their targets. Examples of tasks appropriate for this Unit can be found in the table above. The plan should include realistic timescales and any resources necessary for carrying out tasks.

For Outcome 3 candidates need to carry out their plan within a vocational project.

With minimum support from the teacher/lecturer, candidates will carry out their plan. Candidates should be encouraged to keep records of their work which will provide evidence of monitoring progress and the action taken as a result of monitoring. Although the candidate will be monitoring on an ongoing basis, evidence of monitoring should be gathered at a suitable mid-point and then again towards the end of the project. Appropriate action could be an amendment to the plan or it could be deciding to carry on with the plan as it stands.

For Outcome 4 candidates need to ask themselves:

♦ Where am I now?

With minimum support from the teacher/lecturer candidates will answer this question by carrying out a review of the progress they have made towards achieving their targets for the development of task management skills and giving examples to explain this progress. It is recommended that candidates make comparisons with the evaluation for Outcome 1. They could use this comparison to identify areas for the further development of task management skills.

If candidates are studying the *Personal Development* (Intermediate 2) Course, it may be possible for the chosen context for the vocational project to be used in other Units. For example, candidates studying in the context of 'Health' may:

♦ find out about health and safety on a work placement for a vocational project for this Unit
♦ produce a health booklet in a group project for the F37W 11 *Personal Development: Self in Society* (Intermediate 2) Unit
♦ produce a personal health plan as a personal project for the F2FV 11 *Personal Development: Self Awareness* (Intermediate 2) Unit
♦ generate evidence for the F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2) Unit from these projects

Thus candidates studying the *Personal Development* (Intermediate 2) Course may be able to adopt an integrated approach to their learning.

# National Unit Specification: support notes (cont)

**UNIT**     Personal Development: Self and Work (Intermediate 2)

## 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 doing; the vocational project must allow candidates to develop their task management skills through experience related to the world of work. Centres must ensure that the project allows candidates the opportunity to achieve the Outcomes and Performance Criteria for the Unit. It is possible that the setting for the vocational project will be outside the centre environment. Centres must ensure that the relevant health and safety guidelines are followed at all times.

Throughout the Unit candidates should be encouraged to:

♦    seek and act upon 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
♦    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

If candidates intend to complete a *Personal Development: Practical Abilities* Unit they could also be made aware of the expectations of that Unit since it may be possible for them to gather evidence for F37Y 11 *Personal Development: Practical Abilities* whilst gathering information, communicating and delivering an output for a vocational project.

## OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an evaluation, target-setting and planning and reviewing while undertaking a vocational project. This covers *Problem Solving* at Intermediate level 2 and provides good opportunities for developing aspects of *Working with Others* where the project is carried out as a group activity.

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

Candidates will receive minimum support from the teacher/lecturer when gathering evidence for their folio. Evidence should be gathered at appropriate points as candidates make progress through the Unit. 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 observation checklists may relate to just one candidate, a group of candidates or a whole class.

# National Unit Specification: support notes (cont)

**UNIT**      Personal Development: Self and Work (Intermediate 2)

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 the individual and the learning environment in which the Unit is being completed.

If candidates intend to complete a *Personal Development: Practical Abilities* Unit it may be possible to integrate learning, teaching and assessment while undertaking the vocational project.

In addition, it may be possible for candidates studying the C255 11 *Personal Development* (Intermediate 2) Course to use one project to gather evidence for more than one Unit. For example, a candidate working in a group to set up an enterprise company may:

♦   for F2FV 11 *Personal Development: Self Awareness* (Intermediate 2), increase knowledge of self in preparation for a role in the company
♦   for F37W 11 *Personal Development: Self in Society* (Intermediate 2), target their interpersonal skills, whilst working with others in the group to plan, set-up and run the company
♦   for F37X 11 *Personal Development: Self and Work* (Intermediate 2), plan to develop task management skills as they carry out their role for the enterprise company
♦   for F37Y 11 *Personal Development: Practical Abilities* (Intermediate 2), gather information for the company, communicate information to others and deliver an output such as a product or a service for the company

## 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 Intermediate 2 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.*

**National Unit Specification: general information**

**UNIT**      Personal Development: Practical Abilities (Intermediate 2)

**CODE**      F37Y 11

## SUMMARY

This is a mandatory Unit in the *Personal Development* (Intermediate 2) 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 minimum support. This means that the teacher/lecturer may respond to specific questions as candidates make progress through the Unit.**

This Unit is suitable for candidates who have not previously completed a *Personal Development* Course or Unit but it also offers progressions for candidates who have completed the F37Y 10 *Personal Development: Practical Abilities* (Intermediate 1) Unit, other *Personal Development* Units or the Course at Intermediate 1 level or a Standard Grade in *Social and Vocational Skills* at General level.

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# National Unit Specification: general information (cont)

**UNIT**    Personal Development: Practical Abilities (Intermediate 2)

## 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 Intermediate 2 (6 SCQF credit points at SCQF level 5*).

*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

## UNIT    Personal Development: Practical Abilities (Intermediate 2)

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 straightforward gathering techniques.
(c)  Adapt this information appropriately for use in the project.

### OUTCOME 2

Communicate with others during a specific project.

### Performance Criteria

(a)  Identify detailed 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 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 detailed 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)  Give examples to support the identification of these particular strengths and weaknesses.
(c)  Identify areas for further development of own practical abilities in light of these strengths and weaknesses.

# National Unit Specification: statement of standards (cont)

**UNIT**      Personal Development: Practical Abilities (Intermediate 2)

## EVIDENCE REQUIREMENTS FOR THIS UNIT

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

**The candidate will receive minimum support whilst generating the evidence required to achieve the national standard through each of the Outcomes for the Unit. This means that the teacher/lecturer may respond to specific questions from the candidate to enable progress.**

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 be given a template to allow him/her to 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 sources of information will be suggested to the candidate by the teacher/lecturer. The candidate will need to extract and adapt the information for use in the project. The candidate will use a minimum of **three** different types of source of information. Examples of types of source of information are:

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

Examples of techniques used to gather the information are:

♦ extracting information from text
♦ conducting a detailed interview
♦ using a questionnaire
♦ extracting information from a catalogue
♦ extracting information from a directory
♦ extracting data from a table
♦ extracting data from a graph

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

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# National Unit Specification: statement of standards (cont)

**UNIT**    Personal Development: Practical Abilities (Intermediate 2)

*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 template to enable the production of the evidence required. The completed template must be retained in the 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 detailed, for example, an extended oral or written statement, an extensive list, responses to open questions, detailed numerical data, or detailed 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 appropriate output such as a product or a service.
♦   own activities. Detailed activities will consist of several stages and will involve some non-routine elements.
♦   the resources required.

Possible resources will be suggested to the candidate by the teacher/lecturer.

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

Evidence of appropriate use of resources and the successful delivery of the candidate's own output, supported by an assessor checklist, is also required. The output may be, for example, a product such as an advert for the school magazine, or cakes for a coffee morning. Services might include checking and ordering stock or arranging transportation of people to an event.

# National Unit Specification: statement of standards (cont)

**UNIT**        Personal Development: Practical Abilities (Intermediate 2)

*For Outcome 4*

The candidate will review 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
♦   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 an output
♦   using resources appropriately
♦   delivering an output which is fit for purpose

The candidate will provide examples to support the identified strengths and weaknesses.

The candidate will be given a suitable template to enable him/her to complete the review. The completed 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 candidate review sheets, candidate templates and assessor observation 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 (Intermediate 2)

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 10 *Personal Development: Practical Abilities* (Intermediate 1), other *Personal Development* Units, or the Course at Intermediate 1 level, or a Standard Grade in *Social and Vocational Skills* at General level.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to 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.

**UNIT**    Personal Development: Practical Abilities (Intermediate 2)

| Projects | Some examples of suitable projects are: |
|---|---|
| | 1    a work placement<br>2    an eco-schools committee<br>3    an enterprise company<br>4    a school/college newspaper<br>5    an event |
| Information | Some examples of gathering information are:<br><br>1    from the careers service, leaflets, websites, and other suitable sources, gathering information about the various jobs available for work placements and organising it for presentation to a group.<br>2    from newspapers, archive newspapers, the library, or various other sources gathering information about recycling and conservation. Summarising the important points ready for presentation to the rest of the committee.<br>3    from various sources obtaining information on the cost of advertising the service provided by an enterprise company. Include the type of advert and likely coverage.<br>4    contact local companies to find out if they would be interested in advertising in the school/college newspaper and, if so, how they would want their advert to look.<br>5    from local retailers finding out the cost of items required for a coffee morning. Finding out if there are any discounts available and if it is cheaper to bulk buy. |
| Communication | Some examples of communication are:<br><br>1    completing a detailed job application form.<br>2    producing a detailed report on the visit to the recycling centre for the school/college newspaper.<br>3    producing a value-for-money comparison on materials required to produce an item for sale.<br>4    writing to local companies asking them to advertise in the school newspaper. Detail the types of advert they could have, the tariffs and the likely coverage.<br>5    contacting the local newspaper to give them details for an article they are producing about the success of a coffee morning. |
| Output | Some examples of appropriate outputs are:<br><br>1    a service, such as checking and replenishing stock, by finding out what is required and completing requisition forms.<br>2    a service such as arranging for a speaker for a school event to raise awareness about sustainability.<br>3    a product, such as an item which involves design, assembly,and the preparation of materials.<br>4    a product, such as adverts for inclusion in the school newspaper. These will be clear and fit for purpose.<br>5    a service such as organising the safe transportation of guests to and from a coffee morning. |

**UNIT**      Personal Development: Practical Abilities (Intermediate 2)

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

Gathering and organising information

♦ identifying relevant information
♦ extracting information
♦ 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 Intermediate 2 *Personal Development* Course or projects from other areas within and/or beyond the formal curriculum.

**Outcomes**

For Outcome 1, with minimum support from the teacher/lecturer, candidates will gather information while carrying out a specific project. Sources of information will be suggested to candidates. Candidates must use a minimum of **three** types of source of information and a minimum of **three** techniques to gather the information. Candidates will need to extract and adapt the information from, for example, a text, a catalogue, a table, people, a directory, or a graph, extracting information from a directory. For example, in a vocational project it may be suggested to the candidate that they obtain a map, contact the bus station, and use an information sheet about a work placement to obtain routes, timetable information, and information about their work placement which will enable them to get there on time and prepared. The candidate would then organise this information, possibly recording it in a log book, in preparation for going on the work placement. Candidates wishing to use a questionnaire to gather information will be required to produce their own. Further guidance on information gathering appropriate to this Unit can be found in the table above.

# National Unit Specification: support notes (cont)

**UNIT**     Personal Development: Practical Abilities (Intermediate 2)

For Outcome 2, with minimum support from the teacher/lecturer, candidates will carry out communication for a specific project. The information to be communicated will be detailed, for example, an extended oral or written statement, an extensive list, detailed responses to open questions, detailed numerical data, or detailed graphical data. A candidate involved in a vocational project, for example, may write a report for their teacher/lecturer on completion of a work placement. Evidence of effective communication would be that the report contained the detailed information required by the teacher/lecturer. This communication will take place on a minimum of **two** occasions. Further guidance on effective communication appropriate to this Unit can be found in the table above.

For Outcome 3, with minimum support 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, an advert for the school magazine, cakes for a coffee morning, or a service such as checking and ordering stock, or organising transportation of people to an event. Detailed activities will consist of several stages and will involve some non-routine elements. Further guidance on an output appropriate to this Unit can be found in the table above.

For Outcome 4, with minimum support 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 which is fit for purpose for a specific project

Candidates will provide examples to support their strengths and weaknesses.

## 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 act upon 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
♦     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

# National Unit Specification: support notes (cont)

**UNIT** Personal Development: Practical Abilities (Intermediate 2)

## 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 templates for recording and reviewing their work to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

Candidates will receive minimum support when generating evidence for their folio. Evidence should be gathered at appropriate points throughout the Unit as candidates undertake specific projects. This might be gathered from the demonstration of practical abilities in one or more projects. 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 (Intermediate 2)

If candidates intend to complete the *Personal Development* (Intermediate 2) Course it may be possible for a 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 F37W 11 *Personal Development: Self in Society* (Intermediate 2) 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 11 *Personal Development: Self Awareness* (Intermediate 2)
♦ communication with detailed information for an anti-bullying booklet to be produced as a group project for F37W 11 *Personal Development: Self in Society* (Intermediate 2)
♦ a car washing service (the output) could be provided for an enterprise company as a vocational project for F37X 11 *Personal Development: Self and Work* (Intermediate 2)

Thus candidates studying the *Personal Development* (Intermediate 2) 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 Intermediate 2 and above 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.*