

**PERSONAL AND SOCIAL EDUCATION**  
**Access 3**

**Third edition – published November 2007**

**Valid until 31/07/2008**

**NOTE OF CHANGES TO ACCESS 3 ARRANGEMENTS  
THIRD EDITION TO BE PUBLISHED NOVEMBER 2007**

**COURSE TITLE:** Personal and Social Education (Access 3)

**COURSE NUMBER:** C067 09

**National Course Specification**

Course Details: Valid until 31/07/2008

**National Unit Specification**

D364 09 Personal Awareness and Development  
(Access 3) Valid until 31/07/2009

D365 09 Social Awareness and Development  
(Access 3) Valid until 31/07/2009

D366 09 Vocational Awareness and Development  
(Access 3) Valid until 31/07/2009

## National Course

### PERSONAL AND SOCIAL EDUCATION (ACCESS 3)

**COURSE NUMBER** C067 09

#### STRUCTURE

This Course covers 120 hours of study time. In the time available, the candidate will undertake three 40-hour units. The additional study time will allow for the use of a variety of learning approaches, additional support, consolidation and assessment. Advice on the use of the overall 160 hours will be found in the Course Details section.

<b>D364 09</b>	<b><i>Personal Awareness and Development (Acc 3)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D365 09</b>	<b><i>Social Awareness and Development (Acc 3)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D366 09</b>	<b><i>Vocational Awareness and Development (Acc 3)</i></b>	<b><i>1 credit (40 hours)</i></b>

The three units may be undertaken sequentially or concurrently, although it is generally recommended that the Personal Awareness and Development unit is taught first. Advice on the organisation of the programme will be found in the section on *Approaches to learning and teaching* in the Course Details section.

Candidates will have the opportunity to work within a particular sub-context to achieve the outcomes of each unit. Three sub contexts have been identified for each unit, and a number of the key learning approaches which are most relevant to that unit have been listed. Further information on programme structure, content and organisation is contained in the Course Details section of this document, and in the Subject Guide.

In undertaking each unit, candidates are required to demonstrate simple skills in planning, organising, carrying out and evaluating activities related to a self-development target. In the Social Awareness and Development unit, candidates will also have to demonstrate simple skills in working appropriately and effectively with others.

It is expected that the 40 hours of time over and above the time for the component units will be used for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning.

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#### Administrative Information

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## National Course: general information (cont)

**COURSE** Personal and Social Education (Access 3)

### RECOMMENDED ENTRY

Entry is at the discretion of the centre. However if a candidate has undertaken a previous course or programme in personal and social education or Social and Vocational Skills, he/she should progress to an appropriate level of the Physical and Social Education course. This Course will provide appropriate progression for candidates who have attained:

- Personal and Social Education units at Access 2
- NC Skillstart modules

### CORE SKILLS

This Course gives automatic certification of the following:

<b>Complete core skills for the Course</b>	Problem Solving	Acc 3
	Working with Others	Acc 3
<b>Additional core skills components for the Course</b>	None	

For information about the automatic certification of core skills for any individual unit in this Course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Course: details

### COURSE            Personal and Social Education (Access 3)

#### RATIONALE

It is now widely accepted that education for personal and social development is an essential part of the educational experience of all candidates. Increasingly, employers and other sections of society are recognising the contribution of education for personal and social development to responsible and effective citizenship. An element of personal and social development is now a mandatory part of school provision, most further education and an increasing number of higher education programmes. The SCCC publication *The Heart of the Matter* (1995) identifies clearly the skills, qualities and dispositions which are at the centre of education for personal and social development, and the importance of personal effectiveness in the upper secondary curriculum was endorsed by the Howie Committee report on *Upper Secondary Education in Scotland* (1992).

The overall aims of education for personal and social development are to assist the individual to develop qualities of self esteem, respect and care for others, positive attitudes, a commitment to learning for life, a sense of belonging to society and confidence in coping with life in a changing world. Often, the ways in which a candidate chooses to enhance self development will not be amenable to formal assessment. Activities which take place outside normal educational settings and times may be very significant to personal and social development. It is important that due recognition is given to **all** the experiences which may be part of education for personal and social development without giving undue significance to those which are amenable to formal assessment. In terms of recognising personal and social development achievements, a Record of Achievement is of great value, whether or not the candidate undertakes a programme or individual units in Personal and Social Education.

The title Personal and Social Education is adopted to describe this course which aims to include the essential skills, knowledge and understanding which contribute to education for personal and social development and which are capable of formal assessment.

The **five key elements** of this course at Access 3 level are:

- **task management skills**, including planning, organising and completing tasks
- **group and interpersonal skills**, including relationships
- **self awareness**, self reliance, self confidence, including rights and responsibilities
- **evaluating skills**, including reviewing, concluding and target-setting
- the **acquisition and application** of appropriate **knowledge and understanding**

The course in Personal and Social Education at Access 3 will enable candidates to enhance self development in these **five key elements**, and will ensure that candidates are able to demonstrate basic skills, knowledge and understanding gained in several contexts. If a candidate undertakes an Access 3 course in Personal and Social Education, she/he will be required to demonstrate attainment in each of the **five key elements**.

The aims of a programme in Personal and Social Education at Access 3 level are to assist candidates to enhance self development by acquiring basic knowledge and understanding of simple situations and practising basic skills, not only in a Personal context, but also in terms of Social contexts, including relationships and working with others, as well as demonstrating some basic understanding of Vocational routes and options. The learning gained through a Personal and Social Education course at Access 3 will enhance learning in other subjects and assist the candidate to become a more effective learner in new and challenging situations.

## National Course: details (cont)

### COURSE Personal and Social Education (Access 3)

The rationale for an Access 3 Personal and Social Education course emphasises a holistic approach. The **five key elements** are distributed across the outcomes of all three units in a way which allows a candidate to apply knowledge and understanding and practise skills in simple settings, as determined by the **three principal contexts**. These contexts are:

- Personal
- Social
- Vocational

These **three principal contexts** provide the basis for the three component units of a Personal and Social Education course at Access 3. Each of these **principal contexts** for the Personal and Social Education (PSE) course will be defined by listing the agreed **sub-contexts** in which a unit can be delivered in order to be accepted as a component unit of an Access 3 PSE Course.

In carrying out the tasks required in order to complete the outcomes of a particular unit, a candidate may choose a variety of learning approaches; a selection of **key approaches to learning** which relate particularly well to each sub-context have been identified to provide a clear basis for the assessment of attainment in each unit. It is particularly true of Personal and Social Education that not all experiences fit into neat organisational boxes. However, it must be remembered that unit descriptors are specifications for the assessment of performance and do not prescribe how the curriculum should be delivered. The table below illustrates the relationships between the **principal contexts, sub-contexts** and **suggested learning approaches** for the Personal and Social Education course at Access 3 and how they relate to each unit:

<b>PRINCIPAL CONTEXTS (120 hours)</b>		
<b>Personal (40 hours)</b>	<b>Social (40 hours)</b>	<b>Vocational (40 hours)</b>
<i>Sub-contexts</i>	<i>Sub-contexts</i>	<i>Sub-contexts</i>
personal management	local community	work place
independent living	distant community	work-related activities
health-related issues	residential experience	vocational options
<i>Suggested learning approaches</i>	<i>Suggested learning approaches</i>	<i>Suggested learning approaches</i>
using personal guidance	participative	using vocational guidance
investigative	collaborative	investigative
reflective	investigative	enterprising

The integration of personal, interpersonal, task management and evaluating skills in simple situations, combined with the knowledge and understanding and self awareness gained, will enhance personal effectiveness.

As well as the automatic certification of Core Skills, it will be straightforward to make a claim for Working with Others when completing either the Personal Awareness and Development unit or the Vocational Awareness and Development unit, if there is appropriate evidence generated in the course of undertaking these units.

## National Course: details (cont)

### COURSE                      Personal and Social Education (Access 3)

In many centres, a programme in personal and social education is closely linked to guidance, so that the development of self awareness, personal and interpersonal skills and relevant knowledge and understanding can be related to decisions being made about future interests and possible vocational options, supported by both guidance and careers service staff.

There is significant potential for an Access 3 Personal and Social Education course to allow candidates to overtake aspects of their guidance entitlement. How much of the entitlement is actually covered will depend on how the course is undertaken. It is not the intention of Access 3 Personal and Social Education to deliver the **whole** of the guidance entitlement, but it is likely that a candidate undertaking a Personal and Social Education programme at Access 3 will overtake significant elements of the entitlement. Advice on the relationship between guidance and Personal and Social Education is contained in the Subject Guide for Personal and Social Education and in the Personal and Social Education handbook.

In the process of completing a course in Personal and Social Education at Access 3 level, it is expected that a candidate will have some basic experience of:

- active, candidate-centred learning
- increased independence and responsibility
- sharing ideas, activities and outcomes with others
- profiling and recording achievement

It is anticipated that the Personal Awareness and Development unit will be of particular interest to centres which offer a Personal and Social Education programme over an extended period, either on the basis of an hour a week, or as a menu of activities which a candidate can opt into.

The unit has been designed to allow for flexible delivery. In particular the Personal Management sub-context allows candidates to choose to meet a personal target by undertaking activities which may range across **all three** principal contexts, or **two out of three** of the principal contexts; the basic requirement is that 20 hours minimum should be spent in the Personal context. Thus, a candidate could choose to meet a personal target by undertaking some group and/or community activities, as well as doing some work on vocational options or job-seeking or work experience/shadowing.

## CONTENT

The 160 hours of programme content comprises three units of 40 hours, with a further 40 hours available for induction, extending the range of teaching and learning approaches, integration, consolidation and support. The additional 40 hours is of particular value to candidates of Personal and Social Education, since it will allow more time to carry out the tasks in completing the units. Whilst the processes outlined in each unit are capable of completion within the notional design length, it will help a candidate to gain a realistic experience, particularly in the Workplace and Work-related activities sub-contexts of the Vocational unit, if additional time can be allocated to allow the tasks to be undertaken according to the time schedule of an external organisation which may be providing a placement or other work-related context.

## National Course: details (cont)

### COURSE            Personal and Social Education (Access 3)

The three units which make up the Personal and Social Education course are mandatory. However, within each unit there are three sub-contexts from which a selection can be made. This allows a choice of sub-context to candidates in some circumstances; it should also allow staff to identify and select activities which have in the past proved popular and successful. The range of choice offered by the total of nine sub-contexts covers the most popular activities available for certification through previous provision and provides appropriate progression opportunities for some candidates.

Personal and Social Education is defined by the **five key elements** described in the subject rationale. Three key elements, (task management, self awareness and evaluating skills) are common to all three units in the course, ensuring that candidates have the opportunity to develop these skills in different contexts. The skills are incorporated into outcomes which appear in all three units. The outcomes are:

- working within a personal/social/vocational sub-context, prepare an action plan, which includes one target and two tasks in order to meet identified development needs and make progress in personal/social/vocational development (Outcome 1)
- undertake the action plan (Outcome 2)
- review and evaluate own progress in terms of the achievement of the identified personal/social/vocational development target (Outcome 4)

The key element, acquisition and application of appropriate knowledge and understanding, will underpin **all** of the actions undertaken by candidates during the course. In particular the Personal Awareness and Development unit specifically targets the acquisition and application of appropriate knowledge and understanding, in the outcome:

- use one recognised awareness and development technique to develop personal awareness (Outcome 3)

In the Social Awareness and Development unit, the key element, group and interpersonal skills, is specifically targeted in the outcome:

- work cooperatively with other individuals during the planning, implementation and review of the action plan (Outcome 3)

In the Vocational Awareness and Development unit there are opportunities to develop group and interpersonal skills, incorporated in an outcome as:

- use feedback from other(s), obtained while undertaking the tasks, to inform own progress in vocational awareness and development (Outcome 3)

In undertaking each unit, candidates may follow one or more of the **suggested learning approaches** associated with that unit. A candidate may adopt an investigative approach in undertaking the Social Awareness and Development unit; this is likely to lead to some sort of community investigation. However, if the candidate also utilises a collaborative approach, it is likely that the investigation will be carried out by a small group of candidates working together. On the other hand, candidates working on their own might utilise a participative approach, by taking part in some community involvement activity.

## National Course: details (cont)

### COURSE            Personal and Social Education (Access 3)

Many centres will already have programmes of social education or personal and social development with which they are happy. It should, therefore, be possible for centres to relate their present programmes to the outcomes of Access 3 Personal and Social Education. Therefore there is no prescribed list of course content for the Access 3 Personal and Social Education course. Different groups of candidates will have different needs; it is therefore not desirable to produce a syllabus for each of the three contexts. The Personal and Social Education Subject Guide and the PSE handbook will provide advice on matching content to units and exemplars of how specific content can be incorporated into particular units.

Whilst the major focus in this course is the process of personal and social development, it is expected that candidates will be able to demonstrate some basic understanding of:

- 1     A recognised technique which underlies our understanding of personal, social and vocational development. This could be a technique such as Forcefield Analysis or Johari Windows or Repertory Grids.
- 2     How this technique can be used as a basis for self assessment schedules/checklists in order to set a target for self development.
- 3     The value of preparing a simple plan when working out how the target set may be achieved.
- 4     The need to take account of aspects such as health and safety and rights and responsibilities when undertaking activities.
- 5     The need to use clear criteria when carrying out an evaluation.

The three mandatory units which make up the Access 3 course in Personal and Social Education are:

#### **Personal Awareness and Development Unit**

This unit focuses on the personal aspect of self development. There are three approved sub-contexts which can be selected:

- personal management
- health-related issues
- independent living

All three sub-contexts offer candidates the opportunity to set a personal development target and follow through a simple action plan.

The personal management sub-context allows the assessment of development across a range of activities which may be relevant to a particular individual's needs and interests; it is an 'open' sub-context, designed to allow certification of a social education programme which includes a variety of topics provided that there is assessment of the individual's self development progress arising from the programme.

The health-related issues sub-context provides candidates with the opportunity to focus on improving personal well-being.

## **National Course: details (cont)**

### **COURSE**            Personal and Social Education (Access 3)

The independent living sub-context provides candidates with the opportunity to participate in a simple investigation into some aspect of living independently and how this aspect impacts on the life of the individual candidate.

In all three sub-contexts, candidates will be expected to use a recognised awareness and development technique and it will be beneficial for candidates to make appropriate use of personal guidance in the course of this unit.

#### **Social Awareness and Development Unit**

This unit focuses on the social aspect of self development. The three approved sub-contexts which can be selected are:

- local community
- distant community
- residential experience

These three sub-contexts all offer candidates the opportunity to set a social development target and follow through a simple action plan.

The local community sub-context allows the assessment of development while the candidate participates in an investigation or involvement activity in the local community (normally with day-to-day contacts or within a radius of approximately 30 miles); this will involve a candidate in dealing with simple social situations and tasks.

The distant community sub-context is more focused on investigation than involvement, and it is expected that most candidates who undertake this sub-context will participate in an investigation of an aspect of life in a locality far from home and, in some cases, in another country.

The residential experience sub-context allows candidates to participate in the planning of a residential experience, to take part in the experience, and to collaborate with others in simple situations.

#### **Vocational Awareness and Development Unit**

This unit focuses on the vocational aspect of self development. There are three approved sub-contexts which can be selected:

- workplace
- work-related activities
- vocational options

These three sub-contexts all offer candidates the opportunity to set a vocational development target and follow through a simple action plan.

The workplace sub-context allows candidates to participate in the planning of a work experience placement and carry out the placement, involving learning in the workplace and the assessment of the vocational development arising from the experience.

## **National Course: details (cont)**

### **COURSE**            Personal and Social Education (Access 3)

The work-related activities sub-context is appropriate for candidates who are participating in enterprise activities related to business or industry and who wish to consider the self development which arises from such activities.

The vocational options sub-context provides a focus for candidates who are involved in examining their self development in relation to the investigation of vocational pathways or job-seeking activities.

In each of these approved sub-contexts it will be beneficial for candidates to make appropriate use of vocational guidance.

### **ASSESSMENT**

Information on the key principles of assessment is provided in the Higher Still paper *Assessment*, published in May 1996. More detail about the development of the National Assessment Bank, which will provide approved instruments for unit assessment, will be published in due course.

For unit assessment it is proposed that a common set of assessment strategies could be used for each unit. Past practice in education for personal and social development has resulted in the development and use of a wide range of assessment approaches. The National Assessment Bank provides a set of clearly defined assessment instruments for the assessment of Personal and Social Education units.

It is suggested that the following set of assessment strategies could be used to assess the attainment of candidates in all three units of the course:

#### ***Planning***

- initial self-evaluation
- resource log
- activity outline
- action plan

#### ***Implementation***

- activity log

#### ***Reviewing and Evaluating***

- review and evaluation matrix
- final self-evaluation
- final review

In addition, the following optional assessment strategies may be of use in particular units:

#### ***Personal Awareness and Development Unit***

Record of recognised awareness and development technique used

## **National Course: details (cont)**

### **COURSE**            Personal and Social Education (Access 3)

#### *Social Awareness and Development Unit*

- peer/supervisor's report
- responsibilities record

#### *Vocational Awareness and Development Unit*

- feedback log

Further details of these assessment strategies and exemplar instruments are provided by the National Assessment Bank and further assessment advice is contained in the Subject Guide for Personal and Social Education.

It will be very important to emphasise to candidates the potential value of a record of achievement for recording experiences and attainments in Personal and Social Education in more detail.

## **APPROACHES TO LEARNING AND TEACHING**

Approaches to learning and teaching should ensure that all candidates for whom an Access 3 course is appropriate will have suitable opportunities to learn and to attain the component unit outcomes. The Access 3 programme in Personal and Social Education is very much a process-based course and it is important that candidates understand this from the outset. Approaches to teaching and learning employed should be well structured and aim to support candidates in gaining the most they can from the activities undertaken.

Candidates should be given a simple introduction to the five key elements of Personal and Social Education. At the beginning of the course all candidates should receive a clear and supportive induction. It is essential that candidates have a simple understanding of the five key elements on which the course is based, how these elements are incorporated in the outcomes, and that the overall aim of the programme is to enhance self development, with each individual having his/her own starting point and priorities.

Candidates should be introduced to the overall concept of education for personal and social development and they should understand that the Personal and Social Education Access 3 course will only cover a number of aspects of education for personal and social development which are amenable to formal assessment. They should also understand that the course allows them opportunities to develop basic skills and knowledge which will assist them in being more effective and responsible members of their community. The induction process will be particularly important for candidates who have not previously undertaken a course in Personal and Social Education.

At the beginning of each unit, candidates should be given a simple introduction to the context of the unit and the outcomes so that candidates can learn something about how to consolidate and transfer skills from one situation to another. The outcomes in Personal and Social Education are mainly the same in each of the three units, candidates need to understand that this design allows them to develop and practise skills and apply basic knowledge in different contexts.

## **National Course: details (cont)**

### **COURSE**            Personal and Social Education (Access 3)

Teachers/lecturers should be aware that the structure of outcomes and performance criteria within a unit descriptor is a specification for assessment only and that it does not prescribe how the units should be taught/learned. Learning does not have to take place in a linear sequence; for example, a candidate may wish to focus some time and effort on completing a simple self evaluation; instead of carrying out a separate self assessment at the start of each unit she/he may undertake the initial self evaluations for all three units in one activity. Wherever possible, a holistic approach should be taken to teaching, learning and assessment, integrating performance criteria across outcomes and across units, when appropriate.

Each of the three units which make up the Access 3 course in Personal and Social Education offers three separate sub-contexts in which the unit may be taken. These sub-contexts cover the range of situations which, in the past, have been the most popular settings for the personal and social education taught in schools and colleges. If possible, the candidate should be involved in deciding on the sub-context in which to undertake the unit. Where this is not possible, teachers/lecturers will need to take care to ensure that each candidate understands the potential value of that sub-context to her/his self development.

Once a choice of sub-context has been made, thought should be given to the learning approaches which are most appropriate to that sub-context and to the candidate's interests and needs. For example, a candidate who feels that he/she wishes to improve his/her group working skills may well be best to choose the local community or residential sub-context of the Social Awareness and Development unit and to select a learning approach which is participative.

At Access 3, the role of the teacher/lecturer is to offer direction and guidance to candidates at each stage in the process. The teacher/lecturer should provide a structure for the completion of each unit in terms of timescale and stages of the process as well as guidelines on how to complete tasks and checklists and completion lists for the recording of evidence. Candidate progress should be monitored and the teacher/lecturer should intervene, whenever necessary, to ensure that the candidate stays on task. Careful checking of candidate progress, along with provision of support materials, should ensure that candidates follow the process determined by the outcomes.

One of the key elements of the Access 3 Personal and Social Education course is the acquisition and application of basic knowledge and understanding. Candidates are likely to need teaching about approaches to assessing self development; and a number of candidates may well benefit from direct teaching at some point in all the units, for example about health issues or potential vocational routes. Further advice on aspects of learning and teaching can be found in the Subject Guide and exemplification of content is provided in the PSE handbook.

At Access 3 candidates will often need guidance and support in taking responsibility for organising and implementing a simple action plan to meet an identified self-development target. The role of the teacher/lecturer is to be pro-active, to provide advice when it is likely to be needed and to monitor the process of target setting, planning, implementation and evaluation, intervening when it is considered that support is required.

A number of common assessment strategies have been proposed to assist the teacher/lecturer in monitoring progress and assessing attainment. These will be incorporated in the assessment instrument for each unit at Access 3 provided by the National Assessment Bank.

## **National Course: details (cont)**

### **COURSE**            Personal and Social Education (Access 3)

It will be important that teachers/lecturers make appropriate use of the additional 40 hours to allocate time for induction. The main aspects of induction are:

- introduction to the aims and structure of the programme
- explanation of sub-contexts and learning approaches
- timelines for unit delivery and assessment
- requirements in terms of the type and format of candidate assessment responses
- arrangements for learning support and re-assessment

### **SPECIAL NEEDS**

This specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

### **SUBJECT GUIDES**

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each Course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

## **National Unit Specification: general information**

<b>UNIT</b>	Personal Awareness and Development (Access 3)
<b>NUMBER</b>	D364 09
<b>COURSE</b>	Personal and Social Education (Access 3)

### **SUMMARY**

This unit is designed to enable the candidate to develop the five key elements of Personal and Social Education in one of the approved personal sub-contexts, personal management, independent living or health-related issues.

The candidate will identify one personal development target relating to the key PSE element, self awareness. The candidate will outline two tasks in order to make progress towards the target. The candidate will undertake the tasks by means of action planning. The effectiveness of the action plan will be reviewed and evaluated.

While engaged in the tasks, the candidate will have an opportunity to develop the other key PSE elements which are not directly targeted: task management skills; interpersonal skills; evaluating skills, and the acquisition and application of knowledge and understanding.

The tasks undertaken by the candidate should include four variables relating to:

- topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources
- location for undertaking tasks

At this level, three of the variables should be familiar. The fourth variable should be unfamiliar, but already identified and understood by the candidate.

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### **Administrative Information**

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## National Unit Specification: general information (cont)

### UNIT Personal Awareness and Development (Access 3)

The role of the teacher/lecturer is to offer candidates advice and support throughout the unit, for example, to advise on the suitability of the action plan, and to offer guidance on methods of investigation, on the recording of activities, and on interaction with others.

This unit is a component unit of Access 3 Personal and Social Education. The unit may be undertaken as a free-standing unit or as part of any other programme of study.

### OUTCOMES

- 1 Working within a personal sub-context, prepare an action plan which includes one target and two tasks in order to meet identified development needs and make progress in personal development.
- 2 Undertake the action plan.
- 3 Use one recognised awareness and development technique to develop personal awareness.
- 4 Review and evaluate own progress in terms of the achievement of the one identified personal development target.

### RECOMMENDED ENTRY

There is no recommended entry level for this unit. Entry is at the discretion of the centre, but candidates may find it beneficial to have attained:

- a PSE unit at the level of Access 2 or
- an NC Skillstart module

### CREDIT VALUE

1 credit at Access 3.

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	Problem Solving	Acc 3
<b>Additional core skills components for the unit</b>	None	

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Unit Specification: statement of standards

### UNIT Personal Awareness and Development (Access 3)

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.

#### NOTE ON RANGE FOR THE UNIT

Key elements mentioned throughout the unit refer to the five Personal and Social Education key elements:

- **task management skills**, including planning, organising and completing tasks
- **group and interpersonal skills**, including relationships
- **self awareness**, self reliance, self confidence, including rights and responsibilities
- **evaluating skills**, including reviewing, concluding and target-setting
- the **acquisition and application** of appropriate **knowledge and understanding**

Whilst there are many variables which may be considered by candidates, the four variables referred to throughout the unit focus on the following aspects of the tasks undertaken by the candidate:

- topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources
- location for undertaking tasks

#### OUTCOME 1

Working within a personal sub-context, prepare an action plan which includes one target and two tasks in order to meet identified development needs and make progress in personal development.

##### Performance criteria

- (a) An initial self evaluation is carried out in order to identify accurately personal strengths and development needs.
- (b) Identified strengths and development needs are used to set one relevant and attainable personal development target addressing the development of self awareness skills.
- (c) Two tasks are outlined clearly in order to meet the identified personal development target.
- (d) An action plan for the tasks is produced, which takes into account advice regarding the feasibility of the plan.

##### Evidence requirements

For all performance criteria there should be written and/or oral evidence:

- PC (a) initial self evaluation, which may use a prepared pro-forma, identifying personal strengths and development needs.
- PC (b) identification of one relevant and attainable personal development target addressing self awareness.
- PC (c) an outline of the tasks identifying:

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

### **UNIT**                      Personal Awareness and Development (Access 3)

- the personal sub-context
- one personal development target
- two tasks which will be undertaken to meet the target
- three familiar variables
- one unfamiliar variable which is already identified and understood
- anticipated use of provided resources
- given timescales
- the recognised awareness and development technique being used to set targets and to evaluate progress

PC (d)            an action plan of the two tasks which explains decisions made about the three familiar variables.

### **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

- (a) Two simple tasks are undertaken efficiently as detailed in the action plan.
- (b) Progress in carrying out the tasks is reviewed regularly.
- (c) Taking account of advice from key individuals, appropriate adjustments are made, as and if required, to allow progress towards the identified personal development target.

#### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence:

PC (a) to (c)    performance in implementing the action plan, which may consist of the completion of an implementation log pro-forma.

Efficiency should be demonstrated with reference to one of the four variables:

- maintaining a focus on topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – evidence of use of provided resources
- location for undertaking the tasks.

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

### **UNIT**                      Personal Awareness and Development (Access 3)

#### **OUTCOME 3**

Use one recognised awareness and development technique to develop personal awareness.

##### **Performance criteria**

- (a) The main stages in using the technique are explained accurately.
- (b) The technique is used, as directed, during the planning and implementation of the action plan.

##### **Evidence requirements**

For both performance criteria, there should be written and/or oral evidence:

- PC (a)            The explanation of the main stages in using one technique.
- PC (b)            The use of the technique during the planning and implementation of the action plan, which may be recorded using an activity log.

#### **OUTCOME 4**

Review and evaluate own progress in terms of the achievement of the one identified personal development target.

##### **Performance criteria**

- (a) A final self evaluation is compared to the initial self evaluation in order to identify clearly any changes in strengths and development needs.
- (b) The planning and implementation of the action plan are reviewed in order to evaluate progress made towards the one identified personal development target.
- (c) The review of personal development clearly makes reference to all five key elements.
- (d) Conclusions are drawn with regard to own self-awareness which clearly identify potential areas for future personal development.

##### **Evidence requirements**

For all performance criteria there should be written and/or oral evidence:

- PC (a)            a final self evaluation, which may use a prepared self-evaluation pro-forma, noting evidence of changes from the initial self-evaluation.
- PC (b) and PC (c) record of progress towards the identified personal target during the planning and undertaking of the action plan, which may consist of a completed review and evaluation matrix.
- PC (c) and PC (d) the identification of potential areas for future personal development, with reference to the key element targeted.

## National Unit Specification: support notes

### UNIT Personal Awareness and Development (Access 3)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is one of the three mandatory units which form the Personal and Social Education course at Access 3. Each mandatory unit is focused on a principal context. The course has three principal contexts: Personal Awareness and Development; Social Awareness and Development; Vocational Awareness and Development.

This unit provides the candidate with an opportunity to use the Personal Awareness and Development principal context in order to experience and develop the five key elements of Personal and Social Education at Access 3 Level.

The **five key elements** of Personal and Social Education:

- **task management skills**, including planning, organising and completing tasks
- **group and interpersonal skills**, including relationships
- **self awareness**, self reliance, self confidence, including rights and responsibilities
- **evaluating skills**, including reviewing, concluding and target-setting
- the **acquisition and application** of appropriate **knowledge** and **understanding**

Further information on key elements, structure, content and organisation is contained in Course Details section of the arrangements document.

This unit provides opportunities for the automatic certification of Problem Solving Core Skills at Access 3 level. The unit also provides opportunities for the integration of assessment with Working with Others Core Skills.

The unit provides opportunities for centres to deliver aspects of any guidance entitlements which may be appropriate.

While undertaking this unit, the candidate will target the key element of PSE relating to the development of **self awareness**. In order to reach this target, the candidate will carry out two tasks.

The tasks will be appropriate to one of following sub-contexts which form the Personal Awareness and Development principal context:

- personal management
- health related issues
- independent living

Each sub-context offers the candidate an opportunity to set a target relating to the development of self awareness and to follow through two tasks planned to meet the target.

## National Unit Specification: support notes (cont)

### UNIT Personal Awareness and Development (Access 3)

The **personal management sub-context** allows the assessment of development across a range of activities relevant to the candidate's personal development needs. The flexibility of the sub-context helps provide opportunities for centres to deliver some or all aspects of the guidance entitlement.

The **health-related issues sub-context** provides the candidate with opportunities to focus on improving personal well-being.

The **independent living sub-context** allows candidates to explore styles of living independently, and to investigate how these impact on the life of the individual.

During the experience of carrying out two tasks in one of these sub-contexts, the candidate should develop self awareness and acknowledge achievements as a natural component of the learning process. At the same time, there should be opportunities for him or her to develop the other key elements of PSE.

The candidate may experience several variables while undertaking the tasks. However, it is important that this includes the following, which are built into all PSE units at Access 3 level:

- topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – at this level the candidate should use provided resources
- location for undertaking tasks

At Access 3 level, features of **one** of the variables listed above should be unfamiliar but already identified and understood by the candidate. Features of the other three recognised variables should be familiar.

While planning and undertaking the two tasks, the candidate is expected to record details about the steps making up each task. At Access 3 level, the steps should be sequential.

Finally, the candidate will review and evaluate the experience of setting a target and planning and implementing tasks to improve self awareness. Opportunities can be provided to contribute information resulting from the review to a candidate's profile. Many organisations will have experience of using a National Record of Achievement or Personal Development Plans.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

At Access 3 level, the candidate is required to demonstrate effective skills in planning simple tasks and implementing the plan, then reviewing and evaluating his or her activities. This process-based strategy in Personal and Social Education is central to the learning and teaching approaches used across all three mandatory units. Teachers/lecturers should note that the layout of outcomes and performance criteria is not intended to prescribe a linear approach to the undertaking of PSE units. In fact, quite the opposite is recommended in that the concurrent and iterative use of outcomes and performance criteria is to be encouraged. This approach to learning and teaching allows some steps in the tasks to overtake performance criteria found in different outcomes, and encourages an integrated approach to the assessment of outcomes and performance criteria.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Personal Awareness and Development (Access 3)

For example, while tasks are being outlined to enable progress towards the identified target (Outcome 1, PC (c)), due attention should be paid to explaining the main stages of one recognised awareness and development technique which the candidate will use to assess and develop personal awareness (Outcome 3, PC (a)).

At Access 3 level, the teacher/lecturer should offer advice and support while monitoring the candidate's activities, for example, advising on the suitability of the activity outline, or providing information and guidance on methods of investigation and the recording of activities. At this level, the candidate may also require assistance with timescales. The candidate should be aware of deadlines for various aspects of the tasks in terms of their timing within his or her educational programme and the curriculum.

It is also important that all tasks involving problem solving undertaken by the candidate are highlighted so that the candidate may practise using core skills in Problem Solving at Access 3 level.

While delivering this unit outwith the school or college setting, teachers/lecturers should take into account authority regulations with regard to supervising candidates when outside the boundaries of the centre.

#### ***Outcome 1***

Induction to the unit is important. A candidate-centred approach should be initiated and sustained by the teacher/lecturer. During induction, a learning environment should be established which inspires a candidate to develop self awareness, evaluate skills and to assess knowledge and understanding effectively.

At this stage, teachers/lecturers should ensure that their candidates understand the purpose of the unit and the processes involved while undertaking the unit. Candidates should be provided with details of the five key PSE elements and should understand that the focal point of this unit is the development of self awareness. The candidate will identify his or her personal strengths and development needs by carrying out an initial self-evaluation. These identified strengths and development needs should be discussed with the teacher/lecturer and used to set a personal development target relating to self awareness.

Candidates should also understand requirements regarding the composition of the tasks, including the four variables and the requirement to prepare a plan which consists of a sequence of steps.

It should be explained to the candidate that the following learning approaches have been suggested for use in any sub-context:

- using personal guidance
- a reflective approach
- an investigative approach

The candidate should be introduced to the range of activities available within the personal sub-contexts.

## National Unit Specification: support notes (cont)

### UNIT Personal Awareness and Development (Access 3)

Here are some examples of candidate activities:

<i>Sub-context</i>	<i>Examples of candidate's activity</i>
personal management	produce a homework diary for first-year candidates at the local high school (this could be done in collaboration with other candidates).
health-related issues	investigate the importance of exercise and healthy eating habits in ensuring the healthiest lifestyle.
independent living	investigate budgeting for shopping for food and other essentials for a group of candidates sharing a flat.

At this early stage in undertaking the unit, emphasis should be placed on identifying the factors involved in the tasks, including the variables, rather than on planning out the details of undertaking the tasks. Critical thinking may be encouraged, for example, through the use of brainstorming sessions recorded as mind maps. Later, these ideas may be elaborated into an activity outline and action plan.

It is important that the candidate identifies a recognised awareness and development technique which will assist her or him to decide on the personal development target and tasks, in anticipation of achieving Outcome 3. A variety of recognised awareness and development techniques are widely used in Personal and Social Education. They are used as personal development tools by the candidate and provide a mechanism for the collection of information about self.

Having established these various aspects of his or her own target and tasks, the candidate should attend to the following practicalities:

- preparing an activity outline to enable the target in self awareness to be met
- deciding how resources may be used
- assessing the feasibility of the activity outline and elaborating it to produce an action plan which he or she can reasonably expect to use in order to meet the target in self awareness

At Access 3 level, the action plan should contain two tasks.

It is important to remind the candidate that the individual tasks could be part of a larger activity involving more than one person, as would be the case with some of the examples of activities given above. Evidence from any such activities should be kept in case the candidate wishes to be given credit for core skills Working with Others.

The action plan should also identify the recognised awareness and development technique adopted by the candidate which he or she has used to determine the personal development target and tasks.

#### ***Outcomes 2 and 3***

The candidate should record experiences as they occur, while undertaking the tasks, and should be encouraged to monitor his or her own progress. Role play, video and observation can be used to help the candidate become more self-aware in the preparing and implementation of the action plan. The record will also be a useful reference during the candidate's on-going review of his or her progress while overtaking these outcomes.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Personal Awareness and Development (Access 3)

Efficiency can be demonstrated by the candidate recording choices and actions taken in relation to one of the following recognised variables:

- maintaining a focus on topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – at this level the candidate should include evidence of use of provided resources
- location for undertaking tasks

The candidate should organise resources and prioritise steps in his or her two tasks, working within a timescale provided by the teacher/lecturer. The candidate should make necessary adjustments to tasks with a view to reaching his or her identified development target in self awareness. The candidate should record regularly his or her progress in implementing the action plan.

#### ***Outcome 3***

Teachers/lecturers may find it helpful to highlight the requirements of this outcome and to emphasise the need for the candidate to record his or her application of problem solving skills in order to develop self awareness at all stages of undertaking this unit. All learning activities should be designed to promote the candidate's personal awareness and an emphasis should be on providing an opportunity to develop self awareness by using one recognised awareness and development technique such as Johari Windows, Vocational Action Planning or Forcefield Analysis. At the level of Access 3, the role of the teacher/lecturer is to guide the candidate by offering a little advice frequently. At the same time the candidate should have the opportunity to make choices and decisions, to ask for assistance from the teacher/lecturer and other participants, and to try out new activities and new roles in a supportive environment in which he or she feels comfortable.

The candidate should retain evidence of using the technique, as well as evidence of explanation of the stages involved in using the technique. The evidence of use will help the candidate to understand why that particular technique was useful in setting targets and tasks.

The evidence gathered for this outcome could be reviewed in outcome 4 and used to support evaluation of progress in the PSE key elements, but it is not required that the candidate reviews the use of the recognised awareness and development technique at this level.

#### ***Outcome 4***

As the implementation of the plan draws to a close, each candidate should reflect on the experience, and review and evaluate progress made towards the personal development target he or she set at the start of the unit.

During the review and evaluation, teachers/lecturers should create an atmosphere within which candidates are encouraged to communicate openly about their progress towards their set target, about individual feelings and reactions in relation to the tasks undertaken, and about the contribution which they think the learning activities have made towards their personal development.

Progress should be evaluated by revisiting the initial self-evaluation in order to establish the starting point for gauging progress made to the target. The candidate may wish to refer back to the use of the recognised awareness and development technique when setting the target, to judge the extent to which the target has been met.

## National Unit Specification: support notes (cont)

### UNIT Personal Awareness and Development (Access 3)

The candidate should realise that by planning and undertaking two tasks she or he has experienced the process of personal development and learned from this experience regardless of whether or not the set target has been met.

Information resulting from the review could be contributed to a candidate's profile.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

This unit has one focal point, the development of self awareness. To this end it is expected that, while undertaking the unit, each candidate will undertake an assignment consisting of assessments in planning, implementing, reviewing and evaluating. He or she will compile a folder of assessment evidence.

Here are examples of assessments which may be used by the candidate while undertaking the assignment.

### ASSESSMENT IN PLANNING

#### *Outcome 1: Recording the planning process*

PC (a) and (b): **Part 1: to undertake an initial self-evaluation**

a prepared proforma may be used identifying:

- personal strengths and development needs
- one personal development target, focusing on self awareness

PC (c): **Part 2: to produce an activity outline**  
outlining:

- personal sub-context
- one personal development target focusing on self awareness
- two tasks to overtake the target
- three familiar variables
- one unfamiliar variable which is already identified and understood
- anticipated use of provided resources
- anticipated use of provided timescales
- recognised awareness and development technique selected to set target and to evaluate progress

PC (d) **Part 3: to prepare an action plan**  
detailing:

- two tasks
- with explanation of decisions made about the three familiar variables

## National Unit Specification: support notes (cont)

**UNIT** Personal Awareness and Development (Access 3)

### ASSESSMENT IN IMPLEMENTATION

*Outcome 2: Start recording progress in a review and evaluation matrix*

- All PCs: **Part 1: to complete an activity log**  
a prepared proforma may be used, recording:
- the undertaking of tasks as detailed in the action plan
  - use and review of the resource log
  - efficiency in undertaking tasks related to one of the four variables:
    - maintaining a focus on topic matter chosen for the personal sub-context
    - sustaining contact with people
    - obtaining resources, including evidence of use of provided resources
    - location for undertaking tasks

### ASSESSMENT IN USE OF PERSONAL AWARENESS AND DEVELOPMENT TECHNIQUE

*Outcome 3: Continue recording progress in the review and evaluation matrix*

- PC (a): **Part 1: to explain use of recognised awareness and development technique**  
detailing:
- the explanation of the use of the technique
- PC (b): **Part 2: to record use of the technique**  
recording how it was used in target setting and planning

### ASSESSMENT IN REVIEWING AND EVALUATING

*Outcome 4: A prepared pro-forma may be used:*

- PC (a): **Part 1: to undertake a final self evaluation**  
comparing it to the initial self-evaluation, in order to identify change. Any change identified should be used to inform the reviewing and evaluating process which will, in turn, identify progress made towards the identified personal development target relating to self awareness.
- PC (b): **Part 2: to complete a review and evaluation matrix**  
in order to identify evidence of progress towards the personal target during the undertaking of the action plan.
- PC (c): **Part 3: to undertake a review**  
in order to evaluate personal development during the undertaking of the action plan across all five key elements.
- PC (d): **Part 4: to identify potential areas for future personal development**
- All PCs: A personal interview may encourage some candidates to draw out the necessary evidence from their experiences of undertaking the unit.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Personal Awareness and Development (Access 3)

An assessment checklist indexing the candidate's evidence to the mandatory requirements of the unit (outcomes, performance criteria and evidence requirements) may be useful to the assessors.

The use of the assessment checklist should ensure that the candidate has generated evidence relating to:

- the five key PSE elements
- Core Skills Problem Solving at Access 3 Level

It is the centre's responsibility to ensure that an accurate record of the candidate's response is retained as evidence of his or her performance.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## **National Unit Specification: general information**

**UNIT** Social Awareness and Development (Access 3)

**NUMBER** D365 09

**COURSE** Personal and Social Education (Access 3)

### **SUMMARY**

This unit is designed to enable the candidate to develop the five key elements of Personal and Social Education in one of the approved social sub-contexts, local community, distant community or residential experience.

The candidate will identify one social development target relating to the key PSE element, interpersonal skills. The candidate will outline two tasks in order to make progress towards the target. The candidate will undertake the tasks by means of action planning. The effectiveness of the action plan will be reviewed and evaluated.

While engaged in the tasks the candidate will have an opportunity to develop the other key elements which are not directly targeted: task management skills; self awareness; evaluating skills, and the acquisition and application of knowledge and understanding.

The tasks undertaken by the candidate should include four variables relating to:

- topic matter chosen for the social sub-context
- sustaining contact with people
- obtaining resources
- location for undertaking tasks

At this level, three of the variables should be familiar. The fourth variable should be unfamiliar, but already identified and understood by the candidate.

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### **Administrative Information**

**Superclass:** HB

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## National Unit Specification: general information (cont)

### UNIT Social Awareness and Development (Access 3)

The role of the teacher/lecturer is to offer candidates advice and support throughout the unit, for example, to advise on the suitability of the action plan and to offer guidance on methods of investigation, on the recording of activities and on interaction with others.

This unit is a component unit of Personal and Social Education at Access 3. The unit may be undertaken as a free standing unit or as part of any other programme of study.

### OUTCOMES

- 1 Working within a social sub-context, prepare an action plan which includes one target and two tasks in order to meet identified development needs and make progress in social development.
- 2 Undertake the action plan.
- 3 Work cooperatively with other individuals during the planning, implementation and review of the action plan.
- 4 Review and evaluate own progress in terms of the achievement of the one identified social development target.

### RECOMMENDED ENTRY

There is no recommended entry level for this unit. Entry is at the discretion of the centre, but candidates may find it beneficial to have attained one of the following:

- a PSE unit at the level of Access 2
- an NC Skillstart module

### CREDIT VALUE

1 credit at Access 3.

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	Problem Solving	Acc 3
	Working with Others	Acc 3
<b>Additional core skills components for the unit</b>	None	

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Unit Specification: statement of standards

### UNIT Social Awareness and Development (Access 3)

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.

#### NOTE ON RANGE FOR THE UNIT

Key elements mentioned throughout the unit refer to the five Personal and Social Education key elements:

- **task management skills**, including planning, organising and completing tasks
- **group and interpersonal skills**, including relationships
- **self awareness**, self reliance, self confidence, including rights and responsibilities
- **evaluating skills**, including reviewing, concluding and target-setting
- the **acquisition and application** of appropriate **knowledge and understanding**

Whilst there are many variables which may be considered by candidates, the four variables referred to throughout the unit focus on the following aspects of the tasks undertaken by the candidate:

- topic matter chosen for the social sub-context
- sustaining contact with people
- obtaining resources
- location for undertaking tasks

#### OUTCOME 1

Working within a social sub-context, prepare an action plan which includes one target and two tasks in order to meet identified development needs and make progress in social development.

##### Performance criteria

- (a) An initial self-evaluation is carried out in order to identify social strengths and development needs.
- (b) Identified strengths and development needs are used to set one relevant and attainable social development target addressing the development of interpersonal skills.
- (c) Two tasks are outlined in order to meet the identified social development target.
- (d) An action plan for the tasks is produced which takes into account advice regarding the feasibility of the plan.

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

### **UNIT**                      Social Awareness and Development (Access 3)

#### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence:

PC (a) and PC (b): initial self-evaluation which may use a prepared pro-forma, identifying social strengths and development needs.

PC (b): identification of one relevant and attainable social development target addressing the development of interpersonal skills.

PC (c): an outline of the tasks, including identification of:

- the social sub-context
- one social development target
- two tasks which will be undertaken to meet the target
- three familiar variables
- one unfamiliar variable which is already identified and understood
- anticipated use of provided resources
- given timescale
- others cooperated with

PC (d): An action plan of the two tasks which explains decisions made about the three familiar variables.

### **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

(a) Two simple tasks are undertaken efficiently as detailed in the action plan.

(b) Progress in carrying out the tasks is reviewed regularly.

(c) Taking account of advice from key individuals, appropriate adjustments are made as and if required, to allow progress towards the identified social development target.

#### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence:

PC (a) to PC (c): performance in implementing the action plan which may consist of the completion of an implementation log pro-forma.

Efficiency should be demonstrated with reference to one of the four variables:

- maintaining a focus on topic matter chosen for the social sub-context
- sustaining contact with people
- obtaining resources – evidence of use of provided resources
- location for undertaking tasks

There should be supplementary evidence provided for all performance criteria in the form of reports from two individuals who play a key role in the implementation of the action plan.

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

### **UNIT**                      Social Awareness and Development (Access 3)

#### **OUTCOME 3**

Work cooperatively with other individuals during the planning, implementation and review of the action plan.

##### **Performance criteria**

- (a) Responsibilities for given tasks are shared with others, taking account of advice regarding the strengths and preferences of other participants.
- (b) Information from others is sought effectively.
- (c) Information is provided to others effectively.
- (d) The effectiveness of cooperation with others is self-monitored.

##### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence:

- PC (a):                      responsibilities record for all participants in the implementation of the action plan.  
PC (b) and PC (c): record of performance in seeking and providing information.  
PC (d):                      record of performance in working cooperatively.

Supplementary evidence should be provided for all performance criteria in the form of reports from the two identified participants on the implementation of the action plan.

#### **OUTCOME 4**

Review and evaluate own progress in terms of the achievement of the one identified social development target.

##### **Performance criteria**

- (a) A final self evaluation is compared to the initial self-evaluation in order to identify clearly any changes in strengths and development needs.
- (b) The planning and implementation of the action plan are reviewed in order to evaluate progress made towards the identified social development target.
- (c) The review of social development clearly makes reference to all five key elements.
- (d) Conclusions are drawn with regard to own cooperation with others which clearly identify potential areas for future social development.

##### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence:

- PC (a):                      a final self evaluation which may use a prepared self evaluation proforma noting evidence of change from the initial self evaluation.  
PC (b) and PC (c): record of development towards the identified social target during the planning and undertaking of the action plan, which may be in the form of a completed review and evaluation matrix.  
PC (c) and PC (d): the identification of potential areas for future social development, with reference to the key element targeted. Identification of strengths and weaknesses of own contribution to team performance.

## National Unit Specification: support notes

### UNIT Social Awareness and Development (Access 3)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is one of the three mandatory units which form the Personal and Social Education course at Access 3 level. Each mandatory unit is focused on a principal context. The course has three principal contexts: Personal Awareness and Development; Social Awareness and Development; Vocational Awareness and Development.

This unit provides the candidate with an opportunity to use the Social Awareness and Development principal context in order to experience and develop the five key elements of Personal and Social Education at Access 3 Level.

The **five key elements** of Personal and Social Education:

- **task management skills**, including planning, organising and completing tasks
- **group and interpersonal skills**, including relationships
- **self awareness**, self reliance, self confidence, including rights and responsibilities
- **evaluating skills**, including reviewing, concluding and target-setting
- the **acquisition and application** of appropriate **knowledge and understanding**

Further information on key elements, course structure, content and organisation is contained in the Course Details section of the arrangements document.

This unit provides opportunities for the automatic certification of Problem Solving and of Working with Others Core Skills at Access 3 level.

The unit provides opportunities for different centres to deliver aspects of any guidance entitlements which may be appropriate.

While undertaking this unit, the candidate will target the key element of PSE relating to the development of **interpersonal** skills. In order to reach his or her individual target for developing these skills, the candidate will carry out two tasks.

The tasks will relate to one of the following sub-contexts which form the Social Awareness and Development principal context:

- local community
- distant community and
- residential experience

Each sub-context offers the candidate an opportunity to set a target relating to the development of interpersonal skills and to follow through two tasks planned to meet the target.

## National Unit Specification: support notes (cont)

### UNIT Social Awareness and Development (Access 3)

The **local community sub-context** allows the assessment of development while the candidate undertakes an investigation or involvement activity in the local community. For the purpose of this unit, the local community is recognised as the area enveloping normal day-to-day contacts. The actual distance will be influenced by several factors, for example, the density of the population, but it is likely to be within a radius of approximately 30 miles.

The **distant community sub-context** is more focused on investigation than involvement. It is expected that most candidates who use this sub-context will carry out an investigation into an aspect or aspects of life in a locality far from home, possibly in another country.

The **residential experience sub-context** allows candidates to participate in a residential experience while cooperating effectively with others.

During the experience of carrying out two tasks in one of these sub-contexts, the candidate should practise interpersonal skills and acknowledge achievements as a natural component of the learning process. At the same time, there should be opportunities for him or her to develop the other key elements of PSE.

The candidate may experience several variables while undertaking the tasks. However, it is important that this includes the following, which are built into all PSE units at Access 3 level:

- topic matter chosen for the social sub-context
- sustaining contact with people
- obtaining resources – at this level the candidate should use provided resources
- location for undertaking tasks

At Access 3 level, features of **one** of the variables listed above should be unfamiliar, but already identified and understood by the candidate. Features of the other three variables should be familiar.

While planning and undertaking the two tasks, the candidate is expected to record some detail about the steps making up each task. At Access 3 level, the steps should be sequential.

Finally, the candidate will review and evaluate the experience of setting a target and planning and implementing tasks in order to improve interpersonal skills. Opportunities can be provided to contribute information resulting from the review to a candidate's profile. Many organisations will have experience of using a National Record of Achievement or Personal Development Plans.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

At Access 3 level, the candidate is required to demonstrate effective skills in planning simple tasks and implementing the plan, then reviewing and evaluating his or her activities. This process-based strategy in Personal and Social Education is central to the learning and teaching approaches used across all three mandatory units. Teachers/lecturers should note that the layout of outcomes and performance criteria is not intended to prescribe a linear approach to the undertaking of PSE units. In fact, quite the opposite is recommended in that the concurrent and iterative use of outcomes and performance criteria is to be encouraged. This approach to learning and teaching allows some steps in the tasks to overtake performance criteria found in different outcomes and encourages an integrated approach to the assessment of outcomes and performance criteria.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Social Awareness and Development (Access 3)

For example:

- while an action plan is being prepared, taking account of advice from others, (Outcome 1, PC (d))
- during both planning and implementing the plan, due attention should be paid to seeking and providing information effectively, (Outcome 3 PC (b) and PC (c))

At Access 3 level, the teacher/lecturer should offer advice and support while monitoring the candidate's activities, for example, advising on the suitability of the activity outline, or providing information and guidance on methods of investigation and the recording of activities. The teacher/lecturer should also offer advice and if necessary prompt the candidate's interaction with others.

At this level, the candidate may also require assistance with timescales. The candidate should be aware of deadlines for various aspects of the tasks in terms of their timing within his or her educational programme and the curriculum.

It is important that all tasks involving problem solving undertaken by the candidate are highlighted so that the candidate may practise using core skills in Problem Solving at Access 3 level.

It is also important that tasks are undertaken by the candidate in cooperation with others in order that the candidate may practise using Core Skills in Working with Others at Access 3 level. Considerable flexibility should be used by the teacher/lecturer to enable the candidate to contact sources of information and meet other people.

While delivering this unit in a community setting, teachers/lecturers should take into account centre and education authority regulations with regard to supervising candidates when outside the boundaries of the centre.

#### ***Outcome 1***

Induction to the unit is important. A candidate-centred approach should be initiated and sustained by the teacher/lecturer. During induction, a learning environment should be established which inspires a candidate with the confidence to contact other people, evaluate skills and to assess knowledge and understanding effectively.

At this stage, teachers/lecturers should ensure that their candidates understand the purpose of the unit and the processes involved while undertaking the unit. Candidates should be provided with details of the five key PSE elements and should understand that the focal point of this unit is the development of interpersonal skills. The candidate will identify his or her social strengths and development needs by carrying out an initial self-evaluation. These identified strengths and needs should be discussed with the teacher/lecturer and used to set a social development target relating to interpersonal skills.

Candidates should also understand requirements regarding the composition of the tasks, including recognition of the four variables and the requirement to prepare a plan which consists of a sequence of steps.

## National Unit Specification: support notes (cont)

### UNIT Social Awareness and Development (Access 3)

It should be explained to the candidate that the following learning approaches have been suggested for use in the social sub-contexts:

- a participative approach
- a collaborative approach
- an investigative approach

The candidate should be introduced to the range of activities available within the social sub-contexts.

Here are some examples of candidate activities:

<i>Sub-context</i>	<i>Examples of candidate's activity</i>
local community	working with others during an investigation into the convenience of using the corner shop
distant community	participating with others in the centre in order to investigate one aspect of life, eg leisure activities in a distant town
residential experience	cooperating with others during the experience of undertaking a residential stay.

At this early stage in undertaking the unit, emphasis should be placed on identifying the factors involved in the tasks, including the variables, rather than on planning out the details of undertaking the tasks. Critical thinking may be encouraged, for example, through the use of brain storming sessions recorded as mind maps. Later on, these ideas may be elaborated into an activity outline and action plan.

It can be helpful for the candidate to identify any recognised awareness and development technique which he or she may use in targeting interpersonal skills development. The candidate's use of the technique could involve other individuals. A variety of awareness and development techniques are widely used in Personal and Social Education. These are used as personal development tools by the candidate and provide a mechanism for the collection of information and feedback about self. A technique could be selected from the following: Johari Windows; SWOT Analysis; Forcefield Analysis; Repertory Grids.

Having established these various aspects of her or his own target and tasks, the candidate should attend to the following practicalities:

- preparing an activity outline to enable the target in interpersonal skills to be met
- deciding how resources may be used
- assessing the feasibility of the activity outline and elaborating it to produce an action plan which he or she can reasonably expect to use in order to meet the target in interpersonal skills

At Access 3 level the action plan should contain two tasks. The individual candidate's tasks may be part of a larger activity involving at least one other person, as would be the case with the examples of activities given above. The action plan should take account of individual and collective strengths of individuals involved in the larger activity. At this level, the candidate may not be aware immediately of the potential contribution from others and may require prompting from the teacher/lecturer.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      **Social Awareness and Development (Access 3)**

The action plan may also identify any recognised awareness and development technique used by the candidate to help set the development target in interpersonal skills and which can be used later to evaluate progress made towards the target.

#### ***Outcomes 2 and 3***

The candidate should record experiences as they occur, while undertaking the tasks and should be encouraged to monitor his or her own progress. Role-play, video and observation can be used to help the candidate become more self-aware in the preparing and implementation of the action plan. The record will also be a useful reference during the candidate's on-going review of his or her progress while overtaking Outcomes 2 and 3.

Efficiency can be demonstrated by the candidate recording choices and actions taken in relation to one of the following four variables:

- maintaining a focus on topic matter chosen for the social sub-context
- sustaining contact with people
- obtaining resources – at this level the candidate should include evidence of use of provided resources
- location for undertaking tasks

The candidate should organise resources and prioritise steps in his or her two tasks, working within a timescale provided by the teacher/lecturer. The candidate should make necessary adjustments to tasks with a view to reaching his or her identified target in developing interpersonal skills, and should record regularly his or her progress in implementing the action plan.

#### ***Outcome 3***

Teachers/lecturers may find it helpful to highlight the requirements of this outcome and to emphasise the need for the candidate to record his or her application of interpersonal skills while undertaking the unit. All learning activities should be designed to promote the candidate's social awareness and to provide opportunities to develop interpersonal skills. At the level of Access 3, the role of the teacher/lecturer is to guide the candidate by offering a little advice frequently. At the same time, the candidate should have the opportunity to make choices and decisions, to ask for assistance from the teacher/lecturer and other participants, and to try out new activities and new roles in a supportive environment in which he or she feels comfortable.

While undertaking his or her tasks, the candidate should be encouraged to discuss steps in the tasks with others involved and to share responsibilities for the tasks with them. It is important that the candidate appreciates the views of other participants regarding his or her effectiveness in undertaking the tasks. The exchange of views and information should be used to underpin the candidate's working with others throughout the unit.

This feedback from other participants will also provide a valuable reference for the candidate in assisting him or her to evaluate the effectiveness of his or her performance. The feedback will inform the candidate of main points used naturally by people while assessing interpersonal skills, and this in turn will assist the candidate to monitor and reassess his or her social strengths and development needs.

## **National Unit Specification: support notes (cont)**

### **UNIT**                      Social Awareness and Development (Access 3)

The feedback gathered for this outcome can be reviewed in Outcome 4 and be used to support evaluation of progress in the PSE key elements.

#### ***Outcome 4***

As the implementation of the plan draws to a close, each candidate should reflect on the experience, and review and evaluate progress made towards the target in interpersonal skills he or she set at the start of the unit.

During this review and evaluation, teachers/lecturers should create an atmosphere within which candidates are encouraged to communicate openly about their progress towards their set target relating to interpersonal skills, about individual feelings and reactions while undertaking the tasks, and about the contribution they think the learning activities have made towards their social development.

Progress should be evaluated by revisiting the initial self-evaluation in order to establish the starting point for gauging progress made towards the target.

The candidate should realise that by planning and undertaking two tasks she or he has experienced the process of social development and learned from this experience regardless of whether or not the set target has been met.

Information resulting from the review could be contributed to a candidate's profile.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

This unit has one focal point, the development of interpersonal skills. To this end, evidence generated by the candidate should be substantiated by supplementary evidence from two other participants, for example, the candidate's teachers/lecturers, other centre staff, members of the community.

It is expected that, while undertaking the unit, each candidate will undertake an assignment consisting of assessments in planning, implementing, reviewing and evaluating. He or she will compile a folder of assessment evidence.

Here are examples of assessments which may be used by the candidate while undertaking the assignment.

## National Unit Specification: support notes (cont)

**UNIT** Social Awareness and Development (Access 3)

### ASSESSMENT IN PLANNING

#### *Outcome 1: Recording the planning process*

PC (a) and (b): **Part 1: to undertake an initial self evaluation**  
a prepared pro-forma may be used identifying:

- social strengths and development needs
- one social development target focusing on interpersonal skills

PC (c): **Part 2: to produce an activity outline**  
outlining:

- social sub-context
- one social development target focusing on interpersonal skills
- two tasks to overtake the target
- three familiar variables
- one unfamiliar variable which is already identified and understood
- anticipated use of provided resources
- anticipated use of provided time scales for implementation of the action plan
- others cooperated with

PC (d): **Part 3: to prepare an action plan**  
detailing:

- two tasks
- with explanation of decisions made about the three familiar variables

### ASSESSMENT IN IMPLEMENTATION

#### *Outcome 2: start recording progress on a review and evaluation matrix*

All PCs **Part 1: to complete an activity log**  
a prepared pro-forma may be used, recording:

- the undertaking of tasks as detailed in the action plan
- use and review of the resource log
- efficiency in undertaking tasks regarding one of the four variables:
  - maintaining a focus on topic matter chosen for the social sub-context
  - sustaining contact with people
  - obtaining resources, including evidence of use of provided resources
  - location for undertaking tasks

Supplementary evidence should be provided for all performance criteria in the form of reports from two other participants on the implementation of the action plan.

## National Unit Specification: support notes (cont)

**UNIT** Social Awareness and Development (Access 3)

### ASSESSMENT IN WORKING COOPERATIVELY WITH OTHERS

#### *Outcome 3: Continue recording progress on the review and evaluation matrix*

All PCs: **Part 1: relating to working cooperatively with others** (included in prepared pro-forma) detail in the activity log working cooperatively with other participants

PC (a): **Part 2: to complete a responsibility record** (included in prepared pro-forma) for all identified participants in the implementation of the action plan.

Supplementary evidence should be provided for all performance criteria in the form of reports from the two identified participants on the implementation of the action plan.

### ASSESSMENT IN REVIEWING AND EVALUATING

#### *Outcome 4: A prepared pro-forma may be used*

PC (a): **Part 1: to undertake a final self evaluation**  
comparing it to the initial self evaluation, in order to identify change. Any change identified should be used to inform the reviewing and evaluating process which will, in turn, identify progress made towards the identified social development target relating to interpersonal skills.

PC (b): **Part 2: to complete a review and evaluation matrix**  
in order to identify evidence of progress towards the social development target during the undertaking of the action plan.

PC (c) and (d): **Part 3: to undertake a review**  
in order to evaluate social development during the undertaking of the action plan across all five key elements and to identify potential areas for future social development.

All PCs: A personal interview may encourage some candidates to draw out the necessary evidence from their experiences of undertaking the unit.

An assessment checklist indexing the candidate's evidence to the mandatory requirements of the unit (outcomes, performance criteria and evidence requirements) may be useful to the assessors.

The use of the assessment checklist should ensure that the candidate has generated evidence relating to:

- the five key PSE elements
- Working with Others Core Skills at Access 3 Level
- Problem Solving Core Skills at Access 3 Level

It is the centre's responsibility to ensure that an accurate record of the candidate's response is retained as evidence of his or her performance.

## **National Unit Specification: support notes (cont)**

**UNIT**                      Social Awareness and Development (Access 3)

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

**Valid until 31/07/2009**



## **National Unit Specification: general information**

<b>UNIT</b>	Vocational Awareness and Development (Access 3)
<b>NUMBER</b>	D366 09
<b>COURSE</b>	Personal and Social Education (Access 3)

### **SUMMARY**

This unit is designed to enable the candidate to develop the five key elements of Personal and Social Education in one of the approved vocational sub-contexts, work place, work-related activities or vocational options.

The candidate will identify one vocational development target relating to the key PSE element, task management skills. The candidate will outline two tasks in order to make progress towards the target. The candidate will undertake the tasks by means of action planning. The effectiveness of the action plan will be reviewed and evaluated.

While engaged in the tasks the candidate will have an opportunity to develop the other key elements which are not directly targeted: interpersonal skills; self awareness; evaluating skills and the acquisition and application of knowledge and understanding.

The tasks undertaken by the candidate should include four variables relating to:

- topic matter chosen for the vocational sub-context
- sustaining contact with people
- obtaining resources
- location for undertaking tasks

At this level, three of the variables should be familiar. The fourth variable should be unfamiliar, but already identified and understood by the candidate.

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### **Administrative Information**

<b>Superclass:</b>	HB
<b>Publication date:</b>	November 1999
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## National Unit Specification: general information (cont)

### UNIT Vocational Awareness and Development (Access 3)

The role of the teacher/lecturer is to offer candidates advice and support throughout the unit, for example, to advise on the suitability of the action plan and to offer guidance on methods of investigation, on the recording of activities and on interaction with others.

This unit is a component unit of Personal and Social Education at Access 3. The unit may be undertaken as a free-standing unit or as part of any other programme of study.

### OUTCOMES

- 1 Working within a vocational sub-context, prepare an action plan which includes one target and two tasks in order to meet identified development needs and make progress in vocational development.
- 2 Undertake the action plan.
- 3 Use feedback from other(s) in undertaking tasks in the action plan, to inform own progress in vocational awareness and development.
- 4 Review and evaluate own progress in terms of the achievement of the one identified vocational development target.

### RECOMMENDED ENTRY

There is no recommended entry level for this unit. Entry is at the discretion of the centre, but candidates may find it beneficial to have attained one of the following:

- a PSE course or unit at the level of Access 2
- an NC Skillstart module

### CREDIT VALUE

1 credit at Access 3.

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	Problem Solving	Acc 3
<b>Additional core skills components for the unit</b>	None	

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## National Unit Specification: statement of standards

### UNIT Vocational Awareness and Development (Access 3)

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.

#### NOTE ON RANGE FOR THE UNIT

Key elements mentioned throughout the unit refer to the five Personal and Social Education key elements:

- **task management skills**, including planning, organising and completing tasks
- **group and interpersonal skills**, including relationships
- **self awareness**, self reliance, self confidence, including rights and responsibilities
- **evaluating skills**, including reviewing, concluding and target-setting
- the **acquisition and application** of appropriate **knowledge and understanding**

Whilst there are many variables which may be considered by candidates, the four variables referred to throughout the unit focus on the following aspects of the tasks undertaken by the candidate:

- topic matter chosen for the vocational sub-context
- sustaining contact with people
- obtaining resources,
- location for undertaking tasks

#### OUTCOME 1

Working within a vocational sub-context, prepare an action plan which includes one target and two tasks in order to meet identified development needs and make progress in vocational development.

##### Performance criteria

- (a) An initial self-evaluation is carried out in order to identify vocational strengths and development needs.
- (b) Identified strengths and development needs are used to set one relevant and attainable vocational development target addressing the development of task management skills.
- (c) Two tasks are outlined in order to meet the identified vocational development target.
- (d) An action plan for the tasks is produced which takes into account advice regarding the feasibility of the plan.

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

### **UNIT** Vocational Awareness and Development (Access 3)

#### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence:

PC (a) and PC (b): initial self-evaluation which may use a prepared pro-forma, identifying vocational strengths and development needs.

PC (b): identification of one relevant and attainable vocational development target addressing the development of task management skills.

PC (c): an outline of the tasks, including identification of:

- the vocational sub-context
- one vocational development target
- two tasks which will be undertaken to meet the target
- three familiar variables
- one unfamiliar variable which is already identified and understood
- anticipated use of provided resources
- given timescale

PC (d): An action plan of the two tasks which explains decisions made about the three familiar variables.

### **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

(a) Two simple tasks are undertaken efficiently as detailed in the action plan.

(b) Progress in carrying out the tasks is reviewed regularly.

(c) Taking account of advice from key individuals, appropriate adjustments are made as and if required, to allow progress towards the identified vocational development target.

#### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence of:

PC (a) to PC (c): performance in implementing the action plan which may consist of the completion of an implementation log pro-forma.

Efficiency should be demonstrated with reference to one of the four variables:

- maintaining a focus on topic matter chosen for the vocational sub-context
- sustaining contact with people
- obtaining resources – evidence of use of provided resources
- location for undertaking tasks

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

### **UNIT Vocational Awareness and Development (Access 3)**

#### **OUTCOME 3**

Use feedback from other(s) in undertaking the tasks in the action plan, to inform own progress in vocational awareness and development.

##### **Performance criteria**

- (a) An appropriate individual is identified to provide feedback on one aspect of performance in undertaking the action plan
- (b) Feedback is sought on one aspect of performance.
- (c) Feedback received is linked appropriately to progress in task management.

##### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence:

- All PCs: implementation of the action plan, which may be in the form of a log, outlining the use of feedback from the identified individual.
- PC (a) name and position of the individual identified to provide feedback.
- PC (b) feedback on one of the following aspects of performance: management of time; use of resources; knowledge gained; working with others.
- PC (c) record of the link made between feedback and the development of task management skills.

#### **OUTCOME 4**

Review and evaluate own progress in terms of the achievement of the one identified vocational development target.

##### **Performance criteria**

- (a) A final self-evaluation is compared to the initial self-evaluation in order to identify clearly any changes in strengths and development needs.
- (b) The planning and implementation of the action plan are reviewed in order to evaluate progress made towards the identified vocational development target.
- (c) The review of vocational development clearly makes reference to all five key elements.
- (d) Conclusions are drawn with regard to own performance in tasks which clearly identify potential areas for future vocational development.

##### **Evidence requirements**

For all performance criteria, there should be written and/or oral evidence:

- PC (a): a final self-evaluation which may use the prepared self-evaluation pro-forma noting evidence of change from the initial self-evaluation.
- PC (b) and PC (c): record of development towards the identified vocational target during the planning and undertaking of the action plan, which may be in the form of a completed review and evaluation matrix
- PC (c) and PC (d): the identification of potential areas for future vocational development, with reference to the key element targeted.

## National Unit Specification: support notes

### UNIT Vocational Awareness and Development (Access 3)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit is one of the three mandatory units which form the Personal and Social Education course at Access 3 level. Each mandatory unit is focused on a principal context. The course has three principal contexts: Personal Awareness and Development; Social Awareness and Development; Vocational Awareness and Development.

This unit provides the candidate with an opportunity to use the Vocational Awareness and Development principal context in order to experience and develop the five key elements of Personal and Social Education at Access 3 Level

The **five key elements** of Personal and Social Education:

- **task management skills**, including planning, organising and completing tasks
- **group and interpersonal skills**, including relationships
- **self awareness**, self reliance, self confidence, including rights and responsibilities
- **evaluating skills**, including reviewing, concluding and target-setting
- the **acquisition and application** of appropriate **knowledge and understanding**

Further information on key elements, course structure, content and organisation is contained in the Course Details section of the arrangements document.

This unit provides opportunities for the automatic certification of Problem Solving Core Skills at Access 3 level. The unit also provides opportunities for the integration of assessment with Working with Others Core Skills may be achieved.

The unit provides opportunities for different centres to deliver aspects of any guidance entitlements which may be appropriate.

While undertaking this unit, the candidate will target the key element relating to the development of **task management skills**. In order to reach his or her individual target for developing these skills, the candidate will carry out two tasks.

The tasks will relate to one of following sub-contexts which form the Vocational Awareness and Development principal context:

- workplace
- work-related activities
- vocational options

Each sub-context offers the candidate an opportunity to set a target relating to the development of task management skills and to follow through two tasks planned to meet the target.

## National Unit Specification: support notes (cont)

### UNIT Vocational Awareness and Development (Access 3)

The **workplace sub-context** – a work experience or work shadowing setting would provide opportunities for candidates to experience learning in a realistic work environment.

The **work-related activities sub-context** – engaging in enterprise activities that relate to business or industry which will provide a suitable setting for developing vocational skills, including enterprise skills.

The **vocational options sub-context** – settings which encourage candidates to examine their skills, abilities and interests in relation to career options or job-seeking activities.

During the experience of carrying out two tasks in one of these sub-contexts, the candidates should practise task management skills and acknowledge achievements as a natural part of the learning process. At the same time, there should be opportunities to develop the other key elements of PSE.

The candidate may experience several variables while undertaking the tasks. However, it is important that this includes the following which are built into all PSE units at Access 3 level:

- topic matter chosen for the vocational sub-context
- sustaining contact with people
- obtaining resources – at this level the candidate should use provided resources
- location for undertaking tasks

At Access 3 level, features of **one** of the variables listed above should be unfamiliar, but already identified and understood by the candidate. Features of the other three variables should be familiar.

While planning and undertaking the two tasks, the candidate is expected to record some detail about the steps making up each task. At Access 3 level, the steps should be sequential.

Finally, the candidate will review and evaluate the experience of setting a target and planning and implementing tasks in order to improve task management skills. Opportunities can be provided to contribute information resulting from the review to a candidate's profile. Many organisations will have experience of using a National Record of Achievement or Personal Development Plans.

### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

At Access 3 level, the candidate is required to demonstrate effective skills in planning simple tasks and implementing the plan, then reviewing and evaluating his or her activities. This process-based strategy in Personal and Social Education is central to the teaching and learning approaches used across all three mandatory units. Teachers/lecturers should note that the layout of outcomes and performance criteria is not intended to prescribe a linear approach to the undertaking of PSE units. In fact, quite the opposite is recommended in that the concurrent and iterative use of outcomes and performance criteria is to be encouraged. This approach to teaching and learning allows some steps in the tasks to overtake performance criteria found in different outcomes and encourages an integrated approach to the assessment of outcomes and performance criteria.

## **National Unit Specification: support notes (cont)**

### **UNIT Vocational Awareness and Development (Access 3)**

At Access 3 level, the teacher/lecturer should offer advice and support while monitoring the candidate's activities, with regard to the suitability of the activity outline, or providing information and guidance on methods of investigation and the recording of activities. The teacher/lecturer should also offer advice and, if necessary, prompt the candidate's interaction with others. At this level, the candidate may also require assistance with timescales. The candidate should be aware of deadlines for various aspects of the tasks in terms of their timing within his or her educational programme and the curriculum.

It is important that all tasks involving problem solving undertaken by the candidate are highlighted so that the candidate may practise using core skills in Problem Solving at Access 3 level.

Considerable flexibility should be used by the teacher/lecturer to enable the candidate to contact sources of information or meet with other people.

While delivering this unit in a workplace, teachers/lecturers should take into account centre and education authority regulations with regard to supervising candidates when outside the boundaries of the centre.

#### ***Outcome 1***

Induction to the unit is important. A candidate-centred approach should be initiated and sustained by the teacher/lecturer. During induction, a learning environment should be established which inspires a candidate with the confidence to evaluate skills and to assess knowledge and understanding effectively.

At this stage, teachers/lecturers should ensure that their candidates understand the purpose of the unit and the processes involved while undertaking the unit. Candidates should be provided with details of the five key PSE elements and should understand that the focal point of this unit is the development of task management skills. The candidate will identify his or her vocational strengths and development needs by carrying out an initial self-evaluation. These identified strengths and needs should be discussed with the teacher/lecturer and used to set a vocational development target relating to task management skills.

Candidates should also understand requirements regarding the composition of the tasks, including the four variables and the requirement to prepare a plan which consists of a sequence of steps.

It should be explained to the candidate that the following learning approaches have been suggested for use in the vocational sub-contexts:

- using investigative techniques
- using enterprising methods
- using vocational guidance

The candidate should be introduced to the range of activities available within the vocational sub-contexts.

#### ***Workplace***

Teachers/lecturers should take into account workplace, centre and education authority regulations with regard to supervision of candidates.

## **National Unit Specification: support notes (cont)**

### **UNIT Vocational Awareness and Development (Access 3)**

Preparation and selection of a work experience or work shadowing placement should be carefully considered. Compromises may have to be made in the final selection, and the candidate's awareness of tact and diplomacy should be emphasised.

#### ***Work-related activities***

An exploration of enterprise activities which relate to business and industry would be helpful in defining the sub-context for the candidate. Some brainstorming of the range of skills needed to develop an enterprise can help form the basis of a match with the candidate's current skills.

#### ***Vocational options***

Through encouraging candidates to examine their skills, interests and abilities they can identify career options or job-seeking activities. Teachers/lecturers could give assistance to develop knowledge of training opportunities, options for temporary, part-time and full-time study or work, both locally and nationally. This may help to provide a useful framework for informing the planning stage of the unit.

At this early stage in undertaking the unit, emphasis should be placed on identifying the factors involved in the tasks, including the variables, rather than on planning out the details of undertaking the tasks. Critical thinking may be encouraged, for example, through the use of brainstorming sessions recorded as mind maps. Later, these ideas may be elaborated into an activity outline and action plan.

It can be helpful for the candidate to identify any recognised awareness and development technique which he or she may use in targeting task management skills development. The candidate's use of the technique could involve other individuals. A variety of awareness and development techniques are widely used in Personal and Social Education. These are used as personal development tools by the candidate and provide a mechanism for the collection of information and feedback about self. A technique could be selected from the following list: Johari Windows; SWOT Analysis; Forcefield Analysis; Repertory Grids.

Having established these various aspects of his or her own target and tasks, the candidate should attend to the following practicalities:

- preparing an activity outline to enable the target in task management skills to be met
- deciding how resources may be used
- assessing the feasibility of the activity outline and elaborating it to produce an action plan which he or she can reasonably expect to use in order to meet the target in task management skills

At Access 3 level the action plan should contain two tasks. The individual candidate's tasks may be part of a larger activity.

The activity outline may also identify any recognised awareness and development technique used by the candidate to help set the development target in task management skills.

## **National Unit Specification: support notes (cont)**

### **UNIT Vocational Awareness and Development (Access 3)**

#### ***Outcomes 2 and 3***

The candidate should record experiences as they occur while undertaking the tasks and should be encouraged to monitor his or her own progress. Role play, video and observation can be used to help the candidate become more self-aware in the preparing and implementation of the action plan. The record will also be a useful reference during the candidate's on-going review of his or her progress while overtaking these outcomes.

Efficiency can be demonstrated by the candidate recording choices and actions taken in relation to one of the following variables:

- maintaining a focus on topic matter chosen for the vocational sub-context
- sustaining contact with people
- obtaining resources – evidence of use of provided resources
- location for undertaking tasks

At Access 3 Level one of these variables is unfamiliar but already identified and understood by the candidate.

The candidate should organise resources and prioritise steps in his or her two tasks, working within a timescale provided by the teacher/lecturer. The candidate should make necessary adjustments to tasks with a view to reaching his or her identified target in developing task management skills, and should record regularly his or her progress in implementing the action plan.

#### ***Workplace***

If a work experience placement is selected then normally this should take place in one location or shadowing one person for a minimum of 10 hours. The teacher/lecturer should visit the candidate during the work experience at agreed times for interim review(s). The work experience placement supervisor should produce a short report to validate the candidate's record of activity and performance in the workplace.

#### ***Work-related activities***

Monitoring and recording activities in the plan which relate well to organising, problem solving and creative skills for industry or business are most appropriate in this unit. Creative approaches to work-related contexts should be encouraged. This may include visits to workplaces or enterprise activities associated with a workplace.

#### ***Vocational options***

Investigations of career options or job-seeking activities will involve work outside the traditional classroom setting. Investigative techniques for exploring vocational options and occupational groupings should be encouraged. Some job-seeking activities may be undertaken by the candidate including: compiling a job-search log; completing application forms and CVs; telephone enquiries; interview skills. For career options, visits may be made to Career Offices. Candidates may use computerised guidance programs as well as investigations of job families and career libraries.

The use of any of the above sub-contexts would benefit from approaches adopted in vocational guidance to provide appropriate on-going or pre-exit guidance for candidates.

## National Unit Specification: support notes (cont)

### UNIT Vocational Awareness and Development (Access 3)

#### *Outcome 3*

Teachers/lecturers may find it helpful to highlight the requirements of this outcome and to emphasise the need for the candidate to record his or her application of task management skills while undertaking the unit. All learning activities should be designed to promote the candidate's vocational awareness and to provide opportunities to develop task management skills. At the level of Access 3, the role of the teacher/lecturer is to guide the candidate by offering a little advice frequently. At the same time, the candidate should have the opportunity to make choices and decisions, to ask for assistance from the teacher/lecturer, and to try out new activities and new roles in a supportive environment in which he or she feels comfortable.

While undertaking the agreed tasks within the sub-context of workplace, work-related activities or vocational options, the candidate should be encouraged to create opportunities to gather feedback from an identified individual. This individual should be in a position to make informed judgements on the candidate's performance in undertaking activities.

This feedback will provide a valuable reference for the candidate in assisting evaluation of the effectiveness of performance. The feedback will inform the candidate of the criteria used by another in assessing their vocational strengths and development needs. This information can provide supporting evidence of competence in task management skills and confirm that the candidate has made progress in vocational awareness and development.

To assist both the candidate and the identified individual providing feedback, the candidate could be provided with feedback response sheets to cover the following one aspect of performance selecting from: management of time; use of resources; knowledge gained; working with others.

The feedback gathered for this outcome can be reviewed in Outcome 4 and used to support evaluation of progress in the key Personal and Social Education elements.

The four aspects of performance are:

- management of time – the effectiveness of completing the tasks in allocated time or the punctuality of the candidate
- use of resources- – demonstrating competence in the use of equipment or materials associated with given tasks
- knowledge gained – providing feedback or applying information acquired in undertaking tasks
- working with other(s) – negotiation and or cooperation with person(s) associated with the tasks

#### *Outcome 4*

As the implementation of the plan draws to a close, each candidate should reflect on the experience and review and evaluate progress made towards the target in task management skills he or she set at the start of the unit.

During this review and evaluation teachers/lecturers should create an atmosphere within which candidates are encouraged to communicate openly about their progress towards their set target relating to task management skills, about individual feelings and reactions while undertaking the tasks and about the contribution they think the learning activities have made towards their vocational development.

## National Unit Specification: support notes (cont)

### UNIT Vocational Awareness and Development (Access 3)

Progress should be evaluated by revisiting the initial self-evaluation in order to establish the starting point for gauging progress made towards the target.

The candidate should realise that by planning and undertaking two tasks he or she has experienced the process of vocational development and learned from this experience regardless of whether or not the set target have been met.

Information resulting from the review could be contributed to a candidate's profile.

#### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

This unit has one focal point, the development of task management skills. To this end, evidence generated by the candidate can be substantiated by supplementary evidence from others for example, the candidate's teachers/lecturers, other centre staff, workplace supervisor.

It is expected that while undertaking the unit, each candidate will undertake an assignment consisting of assessments in planning, implementing, reviewing and evaluating. He or she will compile a folder of assessment evidence.

Here are examples of assessments which may be used by the candidate while undertaking the assignment:

#### ASSESSMENT IN PLANNING

##### *Outcome 1: Recording the planning process*

- PC (a) and (b):     **Part 1: to undertake an initial self-evaluation**  
A prepared pro-forma may be used, identifying:
- vocational strengths and development needs
  - one vocational development target focusing on task management skills
- PC (c):             **Part 2: to produce an activity outline**  
outlining:
- vocational sub-context
  - one vocational development target focusing on task management skills
  - two tasks to overtake the target
  - three familiar variables
  - one unfamiliar variable which is already identified and understood
  - anticipated use of provided resources
  - anticipated use of provided time scales
- PC (d):             **Part 3: to prepare an action plan**  
detailing:
- two tasks
  - with explanation of decisions made about the three familiar variables

## National Unit Specification: support notes (cont)

**UNIT** Vocational Awareness and Development (Access 3)

### ASSESSMENT IN IMPLEMENTATION

*Outcome 2: Start recording progress on the review and evaluation matrix*

- All PCs: **Part 1: to complete an activity log**  
a prepared pro-forma may be used, recording:
- the undertaking of tasks as detailed in the action plan
  - use and review of the resource log
  - efficiency in undertaking tasks regarding one of the four variables:
    - maintaining a focus on topic matter chosen for the vocational sub-context
    - sustaining contact with people
    - obtaining resources, including evidence of use of provided resources
    - location for undertaking tasks

### ASSESSMENT IN USING FEEDBACK FROM OTHERS

*Outcome 3: Continue recording progress on a review and evaluation matrix*

- All PCs: **Part 1: to complete a feedback log**  
recording:
- using feedback from other(s)
  - recording feedback related to task management progress
  - identification of an individual to provide feedback on one aspect of performance in undertaking the action plan selected from:
    - management of time
    - use of resources
    - knowledge gained
    - working with other(s)

### ASSESSMENT IN REVIEWING AND EVALUATING

*Outcome 4: A prepared pro-forma may be used*

PC (a): **Part 1: to undertake a final self-evaluation**  
comparing it to the initial self-evaluation, in order to identify change. Any change identified should be used to inform the reviewing and evaluating process which will in turn, identify progress made towards the identified vocational development target relating to task management skills.

PC (b): **Part 2: to complete the review and evaluation matrix**  
in order to identify evidence of progress towards the vocational development target during the undertaking of the action plan.

## National Unit Specification: support notes (cont)

### UNIT Vocational Awareness and Development (Access 3)

PC (c) and (d): **Part 3: to undertake a review**  
in order to evaluate vocational development during the undertaking of the action plan across all five key elements and to identify potential areas for future vocational development.

All PCs: A personal interview may encourage some candidates to draw out the necessary evidence from their experiences of undertaking the unit.

An assessment checklist indexing the candidate's evidence to the mandatory requirements of the unit (outcomes, performance criteria and evidence requirements) may be useful to the assessors.

The use of the assessment checklist should ensure that the candidate has generated evidence relating to:

- the five key PSE elements
- Problem Solving Core Skills at Access 3 Level

It is the centre's responsibility to ensure that an accurate record of the candidate's response is retained as evidence of his or her performance.

### SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).