

**PERSONAL AND SOCIAL EDUCATION  
(Higher)**

**Fourth edition – published November 2007**

**Valid until 31/07/2008**

**NOTE OF CHANGES TO ARRANGEMENTS  
FOURTH EDITION PUBLISHED NOVEMBER 2007**

**COURSE TITLE:** Personal and Social Education (Higher)

**COURSE NUMBER:** C067 12

**National Course Specification**

Course Details: Valid until 31/07/2008

**National Unit Specification:**

D364 12 Personal Awareness and Development  
(Access 3) Valid until 31/07/2009

D365 12 Social Awareness and Development  
(Access 3) Valid until 31/07/2009

D366 12 Vocational Awareness and Development  
(Access 3) Valid until 31/07/2009

## National Course Specification

### PERSONAL AND SOCIAL EDUCATION (HIGHER)

**COURSE NUMBER** C067 12

#### COURSE STRUCTURE

This course has three mandatory units as follows:

<i>D364 12</i>	<i>Personal Awareness and Development (H)</i>	<i>1 credit (40 hours)</i>
<i>D365 12</i>	<i>Social Awareness and Development (H)</i>	<i>1 credit (40 hours)</i>
<i>D366 12</i>	<i>Vocational Awareness and Development (H)</i>	<i>1 credit (40 hours)</i>

In taking the course, the candidate must successfully complete each of the component units by demonstrating competence in the skills identified in the outcomes. Completion of the course, rather than just one or more component units, will require that candidates have opportunities to demonstrate knowledge and skills beyond the level of competence described in each unit. This will not involve additional learning outcomes, but will include:

- inter-relating and applying the skills, knowledge and understanding demonstrated in component units
- analysing the cumulative impact on self development of the skills, knowledge and understanding gained
- demonstrating the retention of knowledge, understanding and skills over a longer period of time

The three units may be undertaken sequentially or concurrently, although it is generally recommended that the Personal unit is taught first. Advice on the organisation of the course 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 course structure, content and organisation is contained in the Course Details section of this document, and in the Subject Guide.

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#### Administrative Information

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## National Course Specification: course details

### **COURSE**                      Personal and Social Education (Higher)

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

In common with all courses, this course includes 40 hours over and above the 120 hours for the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for course assessment. This time is an important element of the course and advice on its use is included in the Course Details.

### **RECOMMENDED ENTRY**

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

- Standard Grade Social and Vocational Skills at Credit level
- Personal and Social Education course or units at Intermediate 2 level
- NC PSD modules at level 3

### **CORE SKILLS**

This course gives automatic certification of the following:

<b>Complete core skills for the course</b>	Problem Solving	H
	Working With Others	H
<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 Specification: course details (cont)

**COURSE**                    Personal and Social Education (Higher)

### 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 recording and recognising personal and social development achievements, a Record of Achievement is of great value, whether or not the candidate undertakes a course 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 that contribute to education for personal and social development and which are capable of formal assessment.

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

- task management skills, including planning, organising and completing tasks
- group and interpersonal skills, including relationships
- self awareness, self reliance and 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 Higher will enable candidates to enhance and extend self development in these **five key elements**, and will ensure that candidates are able to demonstrate a significant level of skills, knowledge and understanding gained in several contexts. If a candidate undertakes a Higher course in Personal and Social Education, he/she will be required to demonstrate attainment in each of the five key elements.

## National Course Specification: course details (cont)

### COURSE Personal and Social Education (Higher)

The aims of a course in Personal and Social Education at Higher level are to assist candidates to extend and enhance self development by acquiring knowledge and understanding of complex situations and practising well-developed skills not only in a personal context, but also in terms of social contexts, including relationships and working with others, as well as demonstrating a significant level of understanding about vocational routes and options. The learning gained through a Personal and Social Education course at Higher will complement and enhance learning in other subjects and assist the candidate to become a more effective learner in new and challenging situations.

The rationale for a Higher 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 complex and varied 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 Higher. 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 for it to be accepted as a component unit of a Higher 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 overleaf illustrates the relationships between the **principal contexts, sub-contexts** and **suggested learning approaches** for the Personal and Social Education course at Higher and how they relate to each unit:

#### PRINCIPAL CONTEXTS (120 hours)

<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	workplace
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/entrepreneurial

## National Course Specification: course details (cont)

### COURSE                      Personal and Social Education (Higher)

The application of personal, interpersonal, task management and evaluation skills in complex situations, combined with the knowledge and understanding and self awareness gained, will lead to greater personal effectiveness. As well as the automatic certification of Core Skills, it may be appropriate to integrate the assessment for Working with Others when completing either the Personal Awareness and Development unit or the Vocational Awareness and Development unit.

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

There is significant potential for a Higher 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 a Higher course in 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 course at Higher will overtake significant elements of the entitlement. Advice on the relationship between guidance and PSE 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 Higher level, it is expected that a candidate will experience:

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

The structure and organisation of the Higher course in Personal and Social Education will provide appropriate progression for candidates who have passed Standard Grade Social and Vocational Skills at Credit level; it will, however, be equally appropriate for the wide range of candidates, including adult returners, who may have completed a similar course or programme in personal and social development.

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 Personal Awareness and Development unit has been designed to allow for flexible delivery. In particular the Personal Management sub-context allows candidates to choose to meet personal targets by selecting and 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, for example, to meet personal targets by undertaking some group and/or community activities, as well as doing some work on vocational options or job-seeking or work-shadowing/experience.

## National Course Specification: course details (cont)

**COURSE**                      Personal and Social Education (Higher)

### COURSE CONTENT

The 160 hours of course 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 preparation for external assessment. This additional 40 hours is of particular value to candidates of Personal and Social Education, since it will allow more time to complete tasks in completing the component 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.

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 select or advise on 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 skills, self awareness and evaluating skills, are common to all three units of the course, ensuring that candidates have the opportunity to develop and demonstrate these skills in different contexts. They are incorporated into three outcomes which appear in all three of the course units. These three outcomes are:

- working within a personal/social/vocational sub-context, prepare an action plan which includes two targets 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 two identified personal/social/vocational development targets (Outcome 4)

The key element, the 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:

- demonstrate knowledge and understanding of two recognised awareness and development techniques to assess and 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)

## National Course Specification: course details (cont)

### COURSE                      Personal and Social Education (Higher)

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 team 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.

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 Higher Personal and Social Education. Therefore there is not a prescribed list of course content for the Higher 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 provide advice on matching content to units and exemplars of how specific content can be incorporated into particular units.

Whilst the major focus of the course is the process of personal and social development it is expected that candidates will also be able to demonstrate knowledge and understanding of:

- 1 At least two recognised techniques which underlie our understanding of personal development. This could include models such as Forcefield Analysis, Johari Windows, Repertory Grids and SWOT Analysis.
- 2 How strategies selected from these techniques can be used to assist in self assessment activities in order to set targets for self development.
- 3 The value of comprehensive and detailed planning strategies when dealing with complex tasks and/or situations.
- 4 The need to take account of aspects such as health and safety, and rights and responsibilities when undertaking activities.
- 5 The need for the determination of clear criteria against which to make evaluative judgements.

The three mandatory units which make up the Higher 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

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

### **COURSE**                      Personal and Social Education (Higher)

All three sub-contexts offer candidates the opportunity to set two personal development targets, one related to self awareness, and one related to another of the five key elements. They should then follow through two complex tasks according to a personal action plan.

The personal management sub-context allows the assessment of self 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 personal development progress arising from the programme.

The health-related issues sub-context provides candidates with the opportunity to build on previous personal development experiences by focusing on methods of improving personal well-being, as well as increasing their awareness of the health needs of others.

The independent living sub-context provides candidates with the opportunity to explore and investigate some of the complexities of living independently, and how these issues impact on the life of the individual candidate.

In all three sub-contexts, candidates will be expected to understand at least two recognised awareness and development techniques and use one of them. It will also 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 two social development targets and follow through two complex tasks according to an action plan.

The local community sub-context allows the assessment of development while the candidate undertakes an investigation or involvement activity in the local community (normally day-to-day contacts or within a radius of approximately 30 miles); this will involve a candidate in dealing with complex 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 carry out an investigation of an aspect or aspects of life in a locality far from home and, in some cases, in another country.

The residential experience sub-context allows candidates to undertake the detailed planning of a residential experience, to participate in the experience, and to collaborate effectively with others in a range of complex situations.

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

**COURSE**                      Personal and Social Education (Higher)

### **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 two vocational development targets and follow through two complex tasks according to an action plan.

The workplace sub-context allows candidates to plan and undertake a work experience or work-shadowing placement involving learning in the workplace and the assessment of the vocational development arising from the experience.

The work-related activities sub-context is appropriate for candidates who are engaging in enterprise or entrepreneurial activities related to business or industry, and who wish to chart 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 career options or job-seeking activities.

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

It is expected that, in the process of undertaking the three course units, candidates will demonstrate satisfactory attainment of all outcomes as defined by the performance criteria. To gain a course award, candidates will require to show the ability to inter-relate the skills and knowledge gained, and to analyse in detail the cumulative effect of the learning on their self development. It will thus be beneficial for candidates to have the opportunity to record performance at a level more demanding than the requirements of a unit in terms of detailed analysis and interrelating skills and knowledge. This would provide evidence for course estimates and valuable preparation for the course assessment. Time for the completion of assessment components 2 and 3 will need to be allocated from the 40 hours not dedicated to units.

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

**COURSE**            Personal and Social Education (Higher)

### **ASSESSMENT**

To gain the award of the course, a candidate must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals.

Further information on the key principles of assessment is provided in the Higher Still paper *Assessment*, published in May 1996.

### **DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT**

For unit assessment it is proposed that a common set of assessment strategies should 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 rationalised set of clearly defined assessment instruments for the assessment of Personal and Social Education units.

It is suggested that the following 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 techniques investigated, and the use of one.

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

Peer/supervisor's report

Roles and responsibilities record

## National Course Specification: course details (cont)

**COURSE** Personal and Social Education (Higher)

### *Vocational Awareness and Development Unit*

Roles and responsibilities record

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.

Course assessment must have the following components at Higher level:

#### **Component 1**                      **Written Paper**                      **2 hours**

This component will be externally set and marked, and represents 50% of the course marks.

Candidates will be required to answer, under examination conditions, questions relating to three realistic situations. Their responses should demonstrate the application of previous learning.

Candidates may be required to, for example, set targets, create an action plan/resource schedule/activity list or use a review and evaluation strategy.

#### **Component 2**                      **Folio of evidence**

This component will be externally set, internally marked and externally moderated together with component 3 and represents 20% of the course marks.

Candidates will prepare a folio of evidence collated from evidence across the three units, and demonstrating best performance on each of the five key elements of PSE. Centres will be provided with advance notification of the items which candidates should include in their folio of evidence, and the material to be selected from these items.

Candidates should be familiarised with the standard codes for key PSE elements contained in the following table.

<b>Code</b>	<b>Key PSE Elements</b>
SA	Self Awareness
IP	Interpersonal Skills
TM	Task Management
KU	Knowledge and Understanding
RE	Reviewing and Evaluating

This component will provide opportunities for candidates to cite appropriate evidence of the acquisition of the key PSE elements. The folio of evidence created for Component 2 is then used by the candidate to complete Component 3.

This component should take approximately 2 hours.

## National Course Specification: course details (cont)

### COURSE Personal and Social Education (Higher)

#### Component 3 Personal Statement

This component will be externally set, internally marked and externally moderated together with Component 2 and represents 30% of the course marks. Assessment will take place under controlled conditions.

Candidates will review and evaluate their learning, referring to the folio of evidence prepared for Component 2, and inter-relating and summarising learning across all three units. Conclusions will be drawn, based on the evidence cited from the folio of evidence about the overall impact of the course on self development. This component should take 1½ hours.

#### GRADE DESCRIPTIONS

The descriptions below are of expected performances at Grade C and at Grade A. They are intended to assist candidates, teachers, lecturers and users of the certificate and to help establish standards when question papers and project specifications are being set. The grade of the award will be based on the total score obtained over the three components of the course assessment.

##### *At Grade C*

##### **Demonstrates effective task management skills:**

- *planning*: makes a detailed and valid self-evaluation analysis; sets clear, attainable targets for self development, and constructs plans which take due account of available resources
- *implementing*: undertakes the complex tasks efficiently, as detailed in the plan, responds to unanticipated occurrences by adjusting the tasks

##### **Demonstrates effective interpersonal skills:**

- *working with others*: negotiates and collaborates effectively with others; anticipates and responds to the needs of others

##### **Demonstrates increased self awareness:**

- *self reliance and self confidence*: demonstrates the ability to reflect accurately, to identify a range of strengths and development needs and to integrate the learning from all component units

##### **Demonstrates effective use of knowledge and understanding:**

- *acquisition and application*: demonstrates knowledge and understanding of two recognised techniques relating to self development; demonstrates the ability to apply this knowledge and understanding in planning, implementation and review using one technique effectively

##### **Demonstrates effective evaluating skills:**

- *reviewing*: makes valid appraisal of the effectiveness of plan and tasks in meeting targets
- *concluding*: reflects accurately and makes constructive comment on the effectiveness of own contribution and on collaboration with others
- *target setting*: identifies appropriate potential future self development targets

## National Course Specification: course details (cont)

**COURSE**                      Personal and Social Education (Higher)

### *At Grade A*

#### **Demonstrates highly effective task management skills:**

- *planning*: makes a thorough, detailed and valid analysis of the original personal situation; sets clear, demanding but attainable targets for self development, which accurately reflect the analysis, and constructs plans which take full account of available resources
- *implementing*: follows thoroughly the complex tasks detailed in the plan; responds to unanticipated occurrences by adjusting the tasks appropriately as required

#### **Demonstrates highly effective interpersonal skills:**

- *working with others*: negotiates and collaborates both effectively and consistently with others; accurately anticipates and responds to the needs of others as well as own needs

#### **Demonstrates greatly increased self awareness:**

- *self reliance and self confidence*: demonstrates a highly effective ability to reflect accurately, to identify a wide range of strengths and development needs and to integrate complex learning from all component units

#### **Demonstrates highly effective use of knowledge and understanding:**

- *acquisition and application*: demonstrates detailed knowledge of at least two recognised techniques relating to self development; demonstrates the ability to apply this knowledge and understanding by using one technique highly effectively at all stages

#### **Demonstrates highly effective evaluating skills:**

- *reviewing*: makes a detailed valid appraisal of all aspects of plan and tasks in meeting targets
- *concluding*: reflects in depth and makes detailed constructive comment on the effectiveness of own contribution and collaboration with others
- *target setting*: details appropriate future development targets supported by evidence from original analysis

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

**COURSE**                      Personal and Social Education (Higher)

### **APPROACHES TO LEARNING AND TEACHING**

Approaches to learning and teaching should ensure that all candidates for whom a Higher level course is appropriate will have suitable opportunities to learn and to attain the course outcomes. The Higher course 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 learning and teaching employed should be those which support candidates in choosing particular topics and gaining the most they can from the activities of the course.

Candidates should be introduced to the five key elements of Personal and Social Education. At the beginning of the course all candidates should receive a careful induction. It is essential that candidates understand 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 course 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 course will only cover a number of aspects of education for personal and social development which are amenable to formal assessment. They should understand that the course allows them opportunities to enhance and further develop skills and knowledge that they already have, which will assist them in being effective and responsible members of their community. The induction process will be particularly important for candidates who have not previously taken a course or unit in Personal and Social Education.

At the beginning of each unit, candidates should be introduced to the context of the unit and the outcomes so that candidates can learn something about how to 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 practise and enhance skills, and apply knowledge in different contexts.

Both teachers/lecturers and candidates 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 course and 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 self-evaluation techniques; 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 Higher 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 choice of sub-context in which to undertake the unit should be left to the candidate. 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.

## National Course Specification: course details (cont)

### COURSE Personal and Social Education (Higher)

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 Higher level, the role of the teacher/lecturer is mainly consultative or facilitative as far as the main processes of Personal and Social Education are concerned. However, one of the key elements of the Higher Personal and Social Education course is the acquisition and application of appropriate knowledge and understanding. Candidates are likely to need teaching about the techniques underlying approaches to self development; and a number of candidates may well benefit from direct teaching about health issues or potential career options. 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.

In order to be successful in the outcomes of the course, candidates will require to demonstrate a high level of skills in task management, self assessment, working with others, and evaluation and target-setting, as well as demonstrating detailed knowledge and understanding. It is, therefore, important that, during the course, candidates have the opportunity to develop and practise these skills and the required knowledge and understanding; the course should not just focus on the assessment of performance. However, when assessment data is being gathered for unit assessment, it will be important for the teacher/lecturer to offer opportunities to candidates to demonstrate performance which is beyond that required to achieve unit outcomes. This information can be retained to assist with course estimates and appeals.

At Higher level, candidates must take responsibility for organising and implementing an action plan involving two complex tasks, in order to meet two identified self-development targets. The role of the teacher/lecturer is to provide advice when it is requested and to monitor the process of target-setting, planning, implementation and evaluation, intervening only when it is considered essential.

A number of common assessment strategies have been proposed to assist the teacher/lecturer in monitoring progress and assessing attainment. These are incorporated into the assessment instruments for each unit, which are provided by the National Assessment Bank.

It is important that teachers/lecturers make appropriate use of the additional 40 hours to allocate time for induction, preparation of the folio, and providing opportunities to practise for the course assessment. The main aspects of these stages are listed below:

#### Induction

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

## National Course Specification: course details (cont)

**COURSE**            Personal and Social Education (Higher)

### Written Paper

- practice in responding to situational questions

### Folio of Evidence

- gathering of evidence from across the course for folio preparation
- organising evidence
- folio preparation
- completion of checklist

### Personal Statement

- practice in preparing a response which relates to learning across all units

## SPECIAL NEEDS

This course 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 (Higher)
<b>NUMBER</b>	D364 12
<b>COURSE</b>	Personal and Social Education (Higher)

### **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 two personal development targets taken from the five key elements: task management skills, interpersonal skills, self awareness, evaluating skills and the acquisition and application of knowledge and understanding. One target will address the development of self awareness, the other will address one of the other key elements.

Once the targets are identified, the candidate will prepare two tasks in order to make progress towards these targets. 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.

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 unfamiliar.

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### **Administrative Information**

<b>Superclass:</b>	HB
<b>Publication date:</b>	November 1999
<b>Source:</b>	Scottish Qualifications Authority
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**Valid until 31/07/2009**

## **National Unit Specification: statement of standards**

### **UNIT          Personal Awareness and Development (Higher)**

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 two targets and two tasks in order to meet identified development needs and make progress in personal development.

#### **Performance criteria**

- (a) Valid 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 two relevant and attainable personal development targets selected from the five key elements.
- (c) Two complex tasks are outlined which will enable effective progress to be made towards the identified targets.
- (d) Resources relevant to the tasks are researched, located and selected.
- (e) The feasibility of the determined tasks is assessed in terms of them potentially meeting the identified personal development targets.
- (f) An action plan for the tasks to be undertaken is produced, which is detailed and feasible.

**Valid until 31/07/2009**

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

### **UNIT            Personal Awareness and Development (Higher)**

#### **Evidence requirements**

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

- (a) and (b) Initial self-evaluation which clearly identifies personal strengths and development needs, and which is sufficiently comprehensive to inform the setting of targets.
- (b) Identification of two relevant and attainable personal development targets, one addressing self awareness, the other addressing another key element.
- (c) and (e) An outline of the tasks, including identification of:
  - the personal sub-context
  - two personal development targets
  - two tasks which will be undertaken to meet the targets
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementing the action plan
  - anticipated use of resources.
  - the recognised awareness and development technique used to set targets and evaluate progress
- (d) Identification of resources which have been researched, located and selected.
- (f) Detailed action plan of the two tasks, justifying decisions made about:
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementation of the various steps

## **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

- (a) Two complex tasks are undertaken efficiently as detailed in the action plan.
- (b) Progress in carrying out the tasks is monitored and reviewed regularly.
- (c) Appropriate adjustments are made to tasks, as and if required, to allow progress towards identified personal targets.

#### **Evidence requirements**

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

- (a) to (c) Performance in implementing the action plan. This could be in the form of a log devised by the candidate.

Efficiency should be demonstrated by recorded reference to all four variables:

- maintaining a focus on topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – evidence of researching, locating and selecting resources
- location for undertaking tasks

**Valid until 31/07/2009**

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

**UNIT**        Personal Awareness and Development (Higher)

### **OUTCOME 3**

Demonstrate knowledge and understanding of two recognised awareness and development techniques to assess and develop personal awareness.

#### **Performance criteria**

- (a) Two recognised awareness and development techniques are described accurately.
- (b) The theories underpinning the recognised awareness and development techniques are explained accurately.
- (c) The technique which is likely to be more effective in the context of the determined tasks is identified.
- (d) The chosen technique is used effectively during the planning, implementation and review of the action plan.

#### **Evidence requirements**

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

- (a) An accurate description of the two recognised awareness and development techniques.
- (b) An explanation of the theories underpinning the two recognised awareness and development techniques.
- (c) Identification of the technique most suited to the circumstances.
- (d) Record of the use of the technique during the planning, implementation and review of the action plan, which may be in the form of an activity log.

### **OUTCOME 4**

Review and evaluate own progress in terms of the achievement of the two identified personal development targets.

#### **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 is reviewed in order to evaluate progress made towards the two identified personal development targets.
- (c) The review of personal development clearly makes reference to all five key elements.
- (d) Conclusions are drawn which clearly identify potential areas for future personal development.

#### **Evidence requirements**

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

- (a) A final self-evaluation noting evidence of changes from the initial self-evaluation.
- (b) and (c) Record of progress towards the identified personal targets during the planning and undertaking of the action plan, which may be in the form of a completed review and evaluation matrix. There should also be evidence of the use of the chosen recognised awareness and development technique during the evaluation of progress.
- (c) and (d) Identification of potential areas for future personal development, with reference to targeted key elements and to the other three key elements.

**Valid until 31/07/2009**

## **National Unit Specification: support notes**

### **UNIT          Personal Awareness and Development (Higher)**

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 Higher Personal and Social Education course. 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 context in order to experience and develop the five key elements of Personal and Social Education at Higher Level.

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

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 Higher level. The unit also provides opportunities for the integration of assessment with Working with Others Core Skills provided that additional evidence is gathered by the candidate.

In addition, 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 two key elements of PSE. One target should relate to the development of his or her self awareness, the second target should address another key element. In order to reach these two targets, the candidate will carry out two tasks.

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

- personal management
- health-related issues
- independent living

**Valid until 31/07/2009**

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

### **UNIT          Personal Awareness and Development (Higher)**

Each sub-context offers the candidate an opportunity to set personal development targets and to follow through two planned tasks to meet the targets.

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 as well, as developing awareness of the health needs of others.

The **independent living sub-context** allows candidates to explore some of the complexities of living independently and to investigate how these issues 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 recognised variable which are built into all PSE units at Higher level:

- topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – at this level this should include researching, locating and selecting resources
- location for undertaking tasks

At Higher level, three of the variables listed above should be unfamiliar and one 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 Higher level, the steps may run concurrently, or at other times sequentially, or they may overlap, the candidate starting one before finishing another.

Finally, the candidate will review and evaluate the experience of setting targets and planning and implementing tasks in order 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.

**Valid until 31/07/2009**

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

**UNIT**          Personal Awareness and Development (Higher)

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

At Higher level, the candidate is required to demonstrate a significant level of skill in planning, organising and implementing a plan, and reviewing and evaluating complex 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.

For example, while tasks are being prepared to enable progress towards the identified targets (Outcome 1, PC (c)), attention should be paid to identifying and describing two recognised awareness and development techniques which the candidate will use to assess and develop his or her personal awareness (Outcome 3).

At Higher level, the teacher/lecturer should be available for consultation, for example, regarding the suitability of the activity outline, information and guidance on methods of investigation and the recording of activities. The teacher/lecturer should also offer advice and facilitate the candidate's interaction with others, offering the support and encouragement appropriate to candidates at this level. For example, when considering timescales, the candidate should be aware that the unit has a notional design length of 40 hours.

It is also important that all tasks involving problem solving undertaken by the candidate should be highlighted in order that the candidate may practise using Core Skills in Problem Solving at Higher level.

While delivering this unit outwith the centre, 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 encourages the 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 in undertaking the unit. Candidates should be provided with details of the five key PSE elements and should understand that one of the two focal points of this unit is the development of self awareness and that they may choose one of the other key elements as the second focal point, according to their individual needs.

**Valid until 31/07/2009**

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

### **UNIT            Personal Awareness and Development (Higher)**

The candidate will identify his or her personal strengths and development needs by carrying out an initial self-evaluation. These identified personal strengths and development needs should be used to set two personal development targets, one related to self awareness and the other related to a second key PSE element.

Candidates should also understand requirements regarding the composition of the tasks, including the four variables and the requirement to prepare an action plan which may have steps which are sequential, overlapping or concurrent.

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

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

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

Here are some examples of candidate activities:

<i>Sub-context</i>	<i>Examples of candidate's activity</i>
personal management	investigate styles of study skills during the planning and production of a candidate handbook
health-related issues	assess the health needs of the young mothers in the local community in order to organise a health promoting event in the health centre
independent living	investigate all the financial implications of moving out of the family home

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 at this stage that the candidate identifies two recognised awareness and development techniques which will assist her or him to set targets and evaluate progress made towards the two personal development targets in anticipation of achieving Outcome 3.

A variety of 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 and feedback about self. A technique can be selected from those listed in the notes on Outcome 3.

**Valid until 31/07/2009**

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

### **UNIT          Personal Awareness and Development (Higher)**

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

- preparing an activity outline to enable the targets to be met
- researching resources available within the sub-context
- assessing the feasibility of the activity outline and fine tuning it to produce an action plan which he or she can reasonably expect to use in order to reach the two personal development targets

At Higher level, the action plan should contain two tasks. The individual candidate's tasks may be part of a larger activity involving other people, as could be the case with any of the examples of activities given above. Any negotiations should take account of the interests and abilities of other people involved in the activity, and the expertise they bring to the activity.

The action plan should also identify the recognised awareness and development technique adopted by the candidate which he or she has used to set targets and will use later to evaluate progress made towards the two personal development targets.

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

The candidate should record experiences as they occur 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 devising and implementation of the action plan. The record, which may be in the form of a log, 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/or actions taken in relation to all four of the following 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 researching resources
- location for undertaking tasks

The candidate should organise resources and prioritise tasks, working within the agreed timescale. The candidate should monitor progress and make necessary adjustments to tasks with a view to reaching his or her identified development targets. The candidate should record his or her progress in implementing the plan on a regular basis.

**Valid until 31/07/2009**

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

### **UNIT          Personal Awareness and Development (Higher)**

#### ***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 in undertaking the unit. Emphasis should be placed on the need for the candidate to keep a record of having demonstrated the knowledge, understanding and application of the two recognised awareness and development techniques such as Johari Windows, SWOT Analysis, Vocational Action Planning, Forcefield Analysis, and Repertory Grids. All learning activities should be designed to promote the development of the candidate's personal awareness. Opportunities to develop problem solving skills should be highlighted. Lectures and activities which unpack the underpinning theories associated with the techniques will help inform candidates of the conceptual frameworks upon which the techniques are based. The knowledge and understanding of the techniques and the development of skills in the application of a technique are central to the learning and teaching approaches in all three personal sub-contexts.

At Higher level, the role of the teacher/lecturer is to offer advice to the candidate when requested. The candidate needs to record his or her experiences of using the recognised awareness and development technique. The candidate should show initiative and independence when making choices and decisions, asking for assistance from the teacher/lecturer and other candidates only when it is essential.

Evidence from the use of the techniques can provide a valuable reference for the candidate in assisting him or her to monitor and reassess his or her personal strengths and development needs.

Evidence 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 personal development targets 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 the set targets, and also about individual feelings and reactions in relation to the tasks undertaken and the contribution which the learning activities have made towards their personal development.

Progress should be evaluated by revisiting the initial self-evaluation, including the use of the recognised awareness and development technique, in order to establish the starting point for gauging development.

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

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

**Valid until 31/07/2009**

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

**UNIT**        Personal Awareness and Development (Higher)

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

This unit has two focal points, one being the development of self awareness, the other being the development of another key element chosen by the candidate.

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.

### **ASSESSMENT IN PLANNING**

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

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

- personal strengths and development needs
- two personal development targets, one focusing on self awareness, the other one of the other key elements, ie task management, interpersonal skills, evaluating skills, the acquisition and application of appropriate knowledge and understanding

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

- personal sub-context
- two personal development targets
- two tasks to overtake the targets
- one familiar variable
- three unfamiliar variables
- anticipated use of resources
- time-scales for implementation of the action plan
- recognised awareness and development technique selected to help set targets and evaluate progress

(d)            **Part 3: to prepare a resource log**  
identifying:

- researched items potentially relevant to the action plan
- their location and availability

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

**UNIT**      Personal Awareness and Development (Higher)

(e)      **Part 4: to prepare an action plan**  
detailing:

- two tasks
- with justified decisions about:
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementation of the various steps

**ASSESSMENT IN IMPLEMENTATION**

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

All PCs      **Part 1: to devise and complete an activity log**  
recording:

- the undertaking of tasks as detailed in the action plan
- use and review of the resource log
- efficiency in understanding tasks regarding all four variables:
  - maintaining a focus on topic matter chosen for the personal sub-context
  - sustaining contact with people
  - obtaining resources including researching, locating and selecting resources
  - location for undertaking tasks

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

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

(a) to (c)      **Part 1: to demonstrate knowledge and understanding of two personal awareness and development techniques**  
detailing:

- the description of two personal awareness and development techniques
- the explanation of the theories underpinning the two techniques
- the identification of the more effective technique

(d)      **Part 2: to record use of the more effective technique**  
recording how it was used for planning and evaluation.

**Valid until 31/07/2009**

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

**UNIT**          Personal Awareness and Development (Higher)

### **ASSESSMENT IN REVIEWING AND EVALUATING**

#### ***Outcome 4: Recording evaluation data***

- (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 targets.
- (b)          **Part 2: to complete a review and evaluation matrix**  
to identify evidence of progress towards the personal development targets during the undertaking of the action plan.
- (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.
- (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.

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. 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**

<b>UNIT</b>	Social Awareness and Development (Higher)
<b>NUMBER</b>	D365 12
<b>COURSE</b>	Personal and Social Education (Higher)

### **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 two social development targets taken from the five key elements: task management skills, interpersonal skills, self awareness, evaluating skills and the acquisition and application of knowledge and understanding. One target will address the development of interpersonal skills, the other will address one of the other key elements.

Once the targets are identified, the candidate will prepare two tasks in order to make progress towards these targets. 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.

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

- the 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 unfamiliar.

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### **Administrative Information**

<b>Superclass:</b>	HB
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## **National Unit Specification: general information (cont)**

**UNIT**          Social Awareness and Development (Higher)

The role of the teacher/lecturer is to offer candidates advice when requested and to facilitate their interaction with others.

This unit is a component unit of Higher 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 social sub-context, prepare an action plan which includes two targets 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 achievement of the two identified social development targets.

### **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 course or units at the level of Intermediate 2 or NC PSD modules at level 3 or Standard Grade Social and Vocational Skills at Credit level.

### **CREDIT VALUE**

1 credit at Higher.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	Problem Solving	H
	Working With Others	H

<b>Additional core skills components for the unit</b>	None
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Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

**Valid until 31/07/2009**

## **National Unit Specification: statement of standards**

### **UNIT          Social Awareness and Development (Higher)**

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 two targets and two tasks in order to meet identified development needs and make progress in social development.

#### **Performance criteria**

- (a) A valid initial self-evaluation is carried out in order to identify accurately social strengths and development needs.
- (b) Identified strengths and development needs are used to set two relevant and attainable social development targets selected from the five key elements.
- (c) Two complex tasks which will enable effective progress to be made towards identified targets, are outlined and negotiated with others.
- (d) Resources relevant to the plan are researched, located and selected.
- (e) The feasibility of the prepared tasks is assessed in terms of them potentially meeting the identified social development targets.
- (f) An action plan for the tasks to be undertaken is produced which is detailed and feasible.

**Valid until 31/07/2009**

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

### **UNIT            Social Awareness and Development (Higher)**

#### **Evidence requirements**

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

- (a) and (b) Initial self-evaluation identifying social strengths and development needs, which is sufficiently comprehensive to inform the setting of targets.
- (b) Identification of two relevant and attainable social development targets, one addressing interpersonal skills, the other addressing another key element.
- (c) and (e) An outline of the tasks, including identification of:
  - the social sub-context
  - two social development targets
  - two tasks which will be undertaken to meet the targets
  - one familiar variable
  - three unfamiliar variables
  - anticipated use of resources
  - time-scales for implementation of the action plan
  - awareness and development technique used to evaluate progress
  - others negotiated with
- (d) Identification of resources which have been researched, located and selected.
- (e) Detailed action plan of the two tasks justifying decisions made about:
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementation of the various steps

#### **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

- (a) Two complex tasks are undertaken efficiently as detailed in the action plan.
- (b) Progress in carrying out the tasks is monitored and reviewed regularly.
- (c) Appropriate adjustments are made to tasks, as and if required, to allow progress towards identified social development targets.

#### **Evidence requirements**

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

- (a) to (c) Performance in implementation of the action plan. This may take the form of a log devised by the candidate.

**Valid until 31/07/2009**

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

### **UNIT            Social Awareness and Development (Higher)**

Efficiency should be demonstrated by recorded reference to all four of the recognised variables:

- maintaining a focus on topic matter chosen for the social sub-context
- sustaining contact with people
- obtaining resources – evidence of researching, locating and selecting resources
- location for undertaking tasks

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

### **OUTCOME 3**

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

#### **Performance criteria**

- (a) Operational roles and responsibilities of others involved in the tasks are agreed following effective negotiation.
- (b) Own role and responsibilities are negotiated effectively with others involved in the tasks.
- (c) Following negotiation with others, own working methods are established which are consistent with available resources.
- (d) Cooperation with others is self monitored in order to identify effective ways of enhancing cooperative work.
- (e) The cooperation of others is recognised and acknowledged in an appropriate manner.

#### **Note on range for the outcome**

Cooperative action: anticipating and responding accurately to the needs of others; negotiating own role on an ongoing basis; proposing and contributing to group decisions.

#### **Evidence requirements**

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

- (a) and (b) Roles and responsibility record for all participants in the implementation of the action plan. The record should include evidence of negotiations undertaken in order to agree on the roles and responsibilities of all those involved in the tasks. Evidence should be provided that these negotiations take account of the interests, abilities and expertise of other participants, as well as candidates' strengths and interests.

All PCs      Record of performance in implementation of the action plan detailing working cooperatively with other participants, including ongoing negotiation.

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.

**Valid until 31/07/2009**

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

**UNIT**        Social Awareness and Development (Higher)

**OUTCOME 4**

Review and evaluate own progress in terms of achievement of the two identified social development targets.

**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 is reviewed in order to evaluate progress made towards the two identified social development targets.
- (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:

- (a) A final self-evaluation noting evidence of change from the initial self-evaluation.
- (b) Record of progress towards the identified social development targets during the planning and undertaking of the action plan.
- (c) and (d) Reference should be made mainly to the targeted key elements, but should include the remaining three elements, in order to identify potential areas for future social development.

**Valid until 31/07/2009**

## **National Unit Specification: support notes**

### **UNIT            Social Awareness and Development (Higher)**

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 Higher Personal and Social Education course. 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 context in order to experience and develop the five key elements of Personal and Social Education at Higher level.

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

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 Higher level.

In addition 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 two key elements of PSE. One target should relate to the development of his or her interpersonal skills, the second target should address another key element. In order to reach these targets, the candidate will carry out two tasks.

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

- local community
- distant community
- residential experience

These three sub-contexts all offer the candidate an opportunity to set social development targets and to follow through two planned tasks to meet the targets.

**Valid until 31/07/2009**

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

### **UNIT            Social Awareness and Development (Higher)**

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 normally will be within a radius of not more than 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 undertake the detailed planning of a residential experience and to participate in the experience while collaborating 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 variables which are built into all PSE units at Higher level:

- topic matter chosen for the social sub-context
- sustaining contact with people
- obtaining resources, at this level the candidate should research, locate and select resources
- location for undertaking tasks

At Higher level, three of the variables listed above should be unfamiliar and one 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 Higher level, the steps may run concurrently, or at other times sequentially, or they may overlap, the candidate starting one before finishing another.

Finally, the candidate will review and evaluate the experience of setting targets, 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.

**Valid until 31/07/2009**

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

**UNIT**          Social Awareness and Development (Higher)

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

At Higher level, the candidate is required to demonstrate a significant level of skill in planning, organising and implementing a plan, and reviewing and evaluating complex 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.

For example, while tasks are being prepared in negotiation with others, (Outcome 1, PC (c)), attention should be paid to negotiating the operational roles and responsibilities of others involved in the tasks (Outcome 3, PC (a)).

At Higher level, the teacher/lecturer should be available for consultation, for example, regarding the suitability of the activity outline, or concerning information and guidance on methods of investigation and the recording of activities. The teacher/lecturer should also facilitate the candidate's interaction with others, offering the support and encouragement appropriate to candidates at this level. For example, when considering timescales, the candidate should be aware that the unit has a notional design length of 40 hours.

It is important that all tasks involving problem solving undertaken by the candidate should be highlighted in order that the candidate may practise using Core Skills in Problem Solving at Higher level.

It is also important that all tasks are undertaken by the candidate in negotiation with others in order that the candidate may practise using core skills in Working with Others at Higher level. Considerable flexibility should be used by the teacher/lecturer to enable the candidate, for example, to contact sources of information and set up meetings in order to negotiate the kind of participation required from other individuals.

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.

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

**UNIT**      Social Awareness and Development (Higher)

***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 encourages the candidate to negotiate with 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 in undertaking the unit. Candidates should be provided with details of the five key PSE elements and should understand that one of the two focal points of the unit is the development of interpersonal skills, and that they may choose another key element as the second focal point, according to their individual needs.

The candidate will identify his or her social strengths and development needs by carrying out an initial self-evaluation. These identified social strengths and development needs should be used to set two social development targets, one related to interpersonal skills and the other related to another key PSE element.

Candidates should also understand requirements regarding the composition of the tasks, including recognition of the four variables and the requirement to prepare an action plan which is not simply a sequence of steps, but may have steps which are sequential, overlapping or concurrent.

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

Here are some examples of candidate activities.

<b><i>Sub-context</i></b>	<b><i>Examples of candidate's activity</i></b>
local community	collaborate with others during the planning and undertaking of an enterprise activity in the local community, for example, an entertainment in a home for the elderly
distant community	collaborate with others and investigate a major industry in a foreign town
undertaking a residential experience	collaborate/participate with others regarding all aspects of planning and organising a residential experience

**Valid until 31/07/2009**

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

### **UNIT            Social Awareness and Development (Higher)**

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, during the planning stage, these ideas may be elaborated into an activity outline and action plan.

It can be helpful for the candidate to identify a recognised awareness and development technique which may assist her or him to set targets and evaluate progress made towards the two social development targets. 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 targets and tasks, the candidate should attend to the following practicalities:

- preparing an activity outline to enable the targets to be met
- researching, locating and selecting resources available within the sub-context
- assessing the feasibility of the activity outline and fine tuning it to produce an action plan which he or she can reasonably expect to use in order to reach the two social development targets

At Higher level the action plan should contain two tasks. The individual candidate's tasks may be part of a larger activity involving other people, as would be the case with the examples of activities given above. The action plan should include evidence of negotiations undertaken in order to agree roles and responsibilities for those involved in the larger activity. Negotiations should take account of the interests and abilities of other people involved in the activity, and the expertise they bring to the activity.

The action plan may also identify any recognised awareness and development technique has been used by the candidate to help set targets and which can be used later to evaluate progress made towards the two social development targets.

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

The candidate should record experiences as they occur 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 devising and implementation of the final action plan. The record of experiences, which may be in the form of a log will also be a useful reference during the candidate's on-going review of his or her progress while overtaking these outcomes.

**Valid until 31/07/2009**

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

### **UNIT            Social Awareness and Development (Higher)**

Efficiency can be demonstrated by the candidate recording choices and or actions taken in relation to all four of the following 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 researching, locating and selecting resources
- location for undertaking tasks

The candidate should organise resources and prioritise tasks, working within the agreed timescale. The candidate should monitor progress and make necessary adjustments to tasks with a view to reaching his or her identified development targets. The candidate should record his or her progress in implementing the plan on a regular basis.

#### ***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 at all stages in 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 Higher level, the role of the teacher/lecturer is to offer advice to the candidate on request. The candidate should have the opportunity to show initiative and independence when making choices and decisions, asking for assistance from the teacher/lecturer and other participants as required, and trying out new activities and new roles.

While undertaking the agreed tasks within the sub-context of local community, distant community, or residential experience, the candidate should be encouraged to create opportunities to negotiate roles and responsibilities, and working methods with other people involved. It is important that the candidate appreciates the views of other participants regarding his or her undertaking of the tasks. This exchange of views and information underpins the negotiations with others undertaken by the candidate 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.

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

**Valid until 31/07/2009**

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

**UNIT**        Social Awareness and Development (Higher)

### ***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 social development targets 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 the set targets, and also about individual feelings and reactions in relation to the tasks undertaken and the contribution which 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 development. The candidate may wish to refer to any recognised awareness and development technique, used when setting targets, to judge the extent to which the targets have been met.

The candidate should realise that by planning and undertaking two tasks he or she has experienced the process of social development and learned from this experience, regardless of whether or not the set targets 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 two focal points, one being the development of interpersonal skills, the other being the development of another key element chosen by the candidate. 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.

**Valid until 31/07/2009**

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

**UNIT**        Social Awareness and Development (Higher)

**ASSESSMENT IN PLANNING**

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

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

- social strengths and development needs
- two social development targets, one focusing on interpersonal skills, the other on one of the other key elements, ie task management, self awareness, evaluating skills, the acquisition and application of appropriate knowledge and understanding

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

- social sub-context
- two social development targets
- two tasks to overtake the targets
- one familiar variable
- three unfamiliar variables
- anticipated use of resources
- time-scales for implementation of the action plan
- others negotiated with

(d) **Part 3: to prepare a resource log**  
identifying:

- researched items potentially relevant to the action plan
- their location and selection

(f) **Part 4: to prepare an action plan**  
detailing:

- two tasks
- with justified decisions about:
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementation of the various steps

**Valid until 31/07/2009**

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

**UNIT**        Social Awareness and Development (Higher)

### **ASSESSMENT IN IMPLEMENTATION**

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

All PCs        **Part 1: to devise and complete an activity log**  
recording:

- the undertaking of tasks as detailed in the action plan
- use and review of the resource log
- efficiency in understanding tasks regarding all four variables:
  - maintaining a focus on topic matter chosen for the social sub-context
  - sustaining contact with people
  - obtaining resources including researching, locating and selecting 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.

### **ASSESSMENT IN WORKING COOPERATIVELY WITH OTHERS**

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

All PCs        **Part 1: to devise and complete an activity log**  
recording:

- working cooperatively with other participants

(a) and (b) **Part 2: to complete roles and responsibility record**  
for all participants in the implementation of the action plan.

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.

**Valid until 31/07/2009**

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

**UNIT**        Social Awareness and Development (Higher)

### **ASSESSMENT IN REVIEWING AND EVALUATING**

#### ***Outcome 4: Recording evaluation data***

- (a)        **Part 1: to undertake a final self-evaluation**  
to compare 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 targets.
- (b)        **Part 2: to complete a review and evaluation matrix**  
to identify evidence of progress towards the social targets during the undertaking of the action plan.
- (c)        **Part 3: to undertake a review**  
in order to evaluate social development during the undertaking of the final action plan across all five key elements.
- (d)        **Part 4: 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 Higher level
- Problem Solving Core Skills at Higher 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**

<b>UNIT</b>	Vocational Awareness and Development (Higher)
<b>NUMBER</b>	D366 12
<b>COURSE</b>	Personal and Social Education (Higher)

### **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 two vocational development targets taken from the five key elements: task management skills, interpersonal skills, self awareness, evaluating skills and the acquisition and application of knowledge and understanding. One target will address the development of task management skills, the other will address one of the other key elements.

Once the targets are identified, the candidate will prepare two tasks in order to make progress towards these targets. 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.

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 unfamiliar.

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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>	03

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**Valid until 31/07/2009**

## **National Unit Specification: general information (cont)**

**UNIT** Vocational Awareness and Development (Higher)

The role of the teacher/lecturer is to offer candidates advice on their activities and facilitate their interaction with others.

This unit is a component unit of Higher 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 vocational sub-context, prepare an action plan which includes two targets 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) obtained while undertaking tasks to inform own progress in vocational awareness and development.
- 4 Review and evaluate own progress in terms of achievement of two identified vocational development targets.

### **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 course or units at Intermediate 2 or NC PSD modules at level 3 or Standard Grade Social and Vocational Skills at Credit level.

### **CREDIT VALUE**

1 credit at Higher.

### **CORE SKILLS**

This unit gives automatic certification of the following:

**Complete core skills for the unit** Problem Solving H

**Additional core skills components for the unit** None

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

**Valid until 31/07/2009**

## **National Unit Specification: statement of standards**

### **UNIT Vocational Awareness and Development (Higher)**

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 two targets and two tasks in order to meet identified development needs and make progress in vocational development.

#### **Performance criteria**

- (a) A valid initial self-evaluation is carried out in order to identify accurately vocational strengths and development needs.
- (b) Identified strengths and development needs are used to set two relevant and attainable vocational development targets selected from the five key elements.
- (c) Two complex tasks are outlined which will enable effective progress to be made towards the identified targets.
- (d) Resources relevant to the plan are researched, located and selected.
- (e) The feasibility of the prepared tasks is assessed in terms of them potentially meeting the identified vocational development targets.
- (f) An action plan for the tasks to be undertaken is produced which is detailed and feasible.

**Valid until 31/07/2009**

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

### **UNIT Vocational Awareness and Development (Higher)**

#### **Evidence requirements**

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

- (a) and (b) Initial self-evaluation identifying vocational strengths and development needs, which are sufficiently comprehensive to inform the setting of targets.
- (b) Identification of two relevant and attainable vocational development targets, one addressing task management skills, the other addressing another key element.
- (c) and (e) An outline of the tasks, including identification of:
  - the vocational sub-context
  - two vocational development targets
  - two tasks which will be undertaken to meet the targets
  - one familiar variable
  - three unfamiliar variables
  - anticipated use of resources
  - time-scales for implementation of the action plan
- (d) Identification of resources which have been researched, located and selected.
- (e) Detailed action plan of the two tasks justifying decisions made about:
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementation of the various steps

## **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

- (a) Two complex tasks are undertaken efficiently as detailed in the action plan.
- (b) Progress in carrying out the tasks is monitored and reviewed regularly.
- (c) Appropriate adjustments are made to tasks, as and if required, to allow progress towards identified vocational development targets.

#### **Evidence requirements**

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

- (a) to (c) Performance in implementing the action plan. This could be in the form of a log devised by the candidate.

Efficiency should be demonstrated by reference to all four variables:

- maintaining a focus on topic matter chosen for the vocational sub-context
- sustaining contact with people
- obtaining resources – evidence of researching, locating and selecting resources
- location for undertaking tasks

**Valid until 31/07/2009**

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

**UNIT** Vocational Awareness and Development (Higher)

### **OUTCOME 3**

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

#### **Performance criteria**

- (a) An appropriate individual is identified to provide feedback on four aspects of performance in undertaking the action plan.
- (b) Responsibility for roles in providing and gathering feedback is negotiated successfully with the identified individual.
- (c) Feedback is requested appropriately on four aspects of performance.
- (d) The identified individual is prompted, at an appropriate time, to give supplementary evidence to support feedback on two aspects of performance.
- (e) The feedback is used effectively to assess progress in task management and the other chosen key element.

#### **Evidence requirements**

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

All PCs Performance in implementation of the action plan detailing the use of feedback from the identified individual.

- (a) Name and position of the individual identified to provide feedback.
- (b) Record of negotiated roles and responsibilities for self and the identified individual in relation to feedback.
- (c) and (d) Record of feedback on each of the following aspects of performance:
  - management of time
  - use of resources
  - knowledge gained
  - working with other(s)

The record should include evidence of prompting by the candidate to obtain supplementary feedback on two aspects of performance.

- (e) Record linking feedback to progress in development of task management, the other chosen key element.

**Valid until 31/07/2009**

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

**UNIT** Vocational Awareness and Development (Higher)

### **OUTCOME 4**

Review and evaluate own progress in terms of achievement of two identified vocational development targets.

#### **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 is reviewed and justified in order to evaluate progress made towards the two identified vocational development targets.
- (c) The review of vocational development makes clear 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:

- (a) A final self-evaluation noting evidence of change from the initial self-evaluation.
- (b) and (c) Record of progress towards the identified vocational development targets during the planning and undertaking of the action plan.
- (c) and (d) Identification of potential areas for future vocational development, with reference to the targeted key elements and to the other three key elements.

**Valid until 31/07/2009**

## **National Unit Specification: support notes**

### **UNIT Vocational Awareness and Development (Higher)**

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 THE UNIT**

This unit is one of the three mandatory units which form the Higher Personal and Social Education course. 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 context in order to experience and develop the five key elements of Personal and Social Education at Higher level.

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

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 Higher level. The unit also provides opportunities for the integration of assessment with Working with Others Core Skills.

In addition, 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 two key elements of PSE. One target should relate to the development of his or her task management skills, the second target should address another key element. In order to reach these targets, the candidate will carry out two tasks.

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

- workplace
- work-related activities
- vocational options

**Valid until 31/07/2009**

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

### **UNIT** Vocational Awareness and Development (Higher)

Each sub-context offers the candidate an opportunity to set vocational development targets and to follow through two planned tasks to meet the targets.

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 entrepreneurship

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 candidate should practise task management 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 recognised variables which are built into all PSE units at Higher level:

- topic matter chosen for the vocational sub-context
- sustaining contact with people
- obtaining resources – at this level the candidate should research, locate and select resources
- location for undertaking tasks

At Higher level, three of the variables listed above should be unfamiliar and one 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 Higher level, the steps may run concurrently, or at other times sequentially, or they may overlap, the candidate starting one before finishing another.

Finally, the candidate will review and evaluate the experience of setting targets 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.

**Valid until 31/07/2009**

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

**UNIT** Vocational Awareness and Development (Higher)

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

At Higher level, the candidate is required to demonstrate a significant level of skill in planning, organising and implementing a plan, and reviewing and evaluating complex 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.

At Higher level, the teacher/lecturer should be available for consultation, for example, regarding the suitability of the activity outline, information and guidance on methods of investigation and the recording of activities. The teacher/lecturer should also facilitate, offering the support and encouragement appropriate to candidates at this level. When considering timescales, the candidate should be aware that the unit has a notional design length of 40 hours.

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 Higher level.

Considerable flexibility should be used by the teacher/lecturer to enable the candidate, for example, to contact sources of information or set up meetings.

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 encourages the candidate to negotiate with 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 in undertaking the unit. Candidates should be provided with details of the key PSE elements and should understand that one of the two focal points of the unit is the development of task management skills and that they may choose one of the other key elements as the second focal point, according to their individual needs.

The candidate will identify his or her vocational strengths and development needs by carrying out an initial self-evaluation. These identified vocational strengths and development needs should be used to set two vocational targets, one related to task management skills and the other related to a second PSE key element.

**Valid until 31/07/2009**

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

### **UNIT Vocational Awareness and Development (Higher)**

Candidates should also understand requirements regarding the composition of the tasks, including the four variables and the requirement to prepare an action plan which may have steps which are sequential, overlapping or concurrent.

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

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

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

#### ***Workplace***

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

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***

Encouraging candidates to examine their skills, interests and abilities can identify career options or job-seeking activities. Teachers/lecturers could give measured assistance to develop knowledge of career or 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.

At this early stage in undertaking the unit, emphasis should be placed on identifying the factors involved in the tasks, including the recognised 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 a recognised awareness and development technique which may assist her or him to set targets and evaluate progress made towards the two vocational development targets. 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, Vocational Action Planning.

**Valid until 31/07/2009**

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

### **UNIT Vocational Awareness and Development (Higher)**

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

- preparing an activity outline to enable the targets to be met
- researching resources available within the sub-context
- assessing the feasibility of the activity outline and fine tuning it to produce an action plan which he or she can reasonably expect to use in order to reach the two vocational development targets

At Higher 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 could be the case in any of the examples listed.

The action plan may also identify any recognised awareness and development technique used by the candidate to help set the two vocational development targets, which can be used later to evaluate the progress made.

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

The candidate should record experiences as they occur 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 devising and implementation of the action plan. The record, which may be in the form of a log, 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 or actions taken in relation to all four variables:

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

The candidate should organise resources and prioritise tasks, working within the agreed time-scale. The candidate should monitor progress and make necessary adjustments to tasks with a view to reaching his or her identified development targets. The candidate should record his or her progress in implementing the plan on a regular basis.

#### ***Workplace***

If a work experience or work-shadowing placement is selected, then normally this should take place in one location or shadowing one person with a suggested duration of 25 hours. This should provide opportunity for a realistic experience with a sense of continuity. The teacher/lecturer should visit the candidate during the work experience placement at an agreed time for an interim review. The work placement supervisor or person being work shadowed should produce a short report to validate the candidate's record of activity and performance in the workplace.

**Valid until 31/07/2009**

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

### **UNIT Vocational Awareness and Development (Higher)**

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

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

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

Investigations of career options or job-seeking activities will involve work outside the traditional classroom setting. A variety of investigative techniques should be encouraged for exploring career options and occupational groupings. Many job-seeking activities may be undertaken by the candidate, including: devising a job-search log; creating application forms; speculative letters and CVs; telephone enquiries; interview skills. For career options, visits may be made to Careers 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.

#### ***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 at all stages in 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 Higher level, the role of the teacher/lecturer is to offer advice to the candidate. The candidate should have the opportunity to show initiative and independence when making choices and decisions, asking for assistance from the teacher/lecturer, and to try out new activities and new roles.

In understanding 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 the evaluation of the effectiveness of performance. The feedback will inform the candidate of the criteria used by another in assessing 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 should create feedback response sheets to cover the following four aspects of performance: management of time; use of resources; knowledge gained; working with others.

At this level the candidate should agree with the identified individual when and how feedback should be gathered. At Higher level the candidate should also prompt the individual to provide further information than that gathered from the initial feedback on at least two of the aspects of performance.

**Valid until 31/07/2009**

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

### **UNIT Vocational Awareness and Development (Higher)**

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 tasks in the 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 – feeding back or application of 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 vocational development targets 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 the set targets, and also about individual feelings and reactions in relation to the tasks undertaken and the contribution which the learning activities have made towards their vocational development.

Progress should be evaluated by revisiting the initial self-evaluation in order to establish the starting point for gauging development. The candidate may wish to refer to any recognised awareness and development technique used when setting targets, to judge the extent to which the set targets have been met.

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 targets 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 two focal points, one being the development of task management skills, the other being the development of another key element chosen by the candidate. 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.

**Valid until 31/07/2009**

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

**UNIT** Vocational Awareness and Development (Higher)

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

### **ASSESSMENT IN PLANNING**

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

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

identifying:

- vocational strengths and development needs
- two vocational development targets, one focusing on task management skills, the other on one of the other key elements, ie interpersonal skills, self awareness, evaluating skills, the acquisition and application of appropriate knowledge and understanding

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

outlining:

- vocational sub-context
- two vocational development targets
- two tasks to overtake the targets
- one familiar variable
- three unfamiliar variables
- anticipated use of resources
- time-scales for implementation of the action plan

(d) **Part 3: to prepare a resource log**

identifying:

- researched items potentially relevant to the action plan
- their location and availability

(e) **Part 4: to prepare an action plan**

detailing:

- two tasks
- with justified decisions about:
  - one familiar variable
  - three unfamiliar variables
  - time-scales for implementation of the various steps

**Valid until 31/07/2009**

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

**UNIT** Vocational Awareness and Development (Higher)

### **ASSESSMENT IN IMPLEMENTATION**

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

All PCs **Part 1: to devise and complete an activity log**  
recording:

- the undertaking of tasks as detailed in the action plan
- use and review of the resource log
- efficiency in understanding tasks regarding all variables:
  - maintaining a focus on topic matter chosen for the vocational sub-context
  - sustaining contact with people
  - obtaining resources including researching, locating and selecting
  - location for undertaking tasks

### **ASSESSMENT IN USING FEEDBACK FROM OTHERS**

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

All PCs **Part 1: to complete a feedback log**  
recording:

- using feedback from other(s)
- name and position of the individual identified to provide feedback

(a) and (b) **Part 2: to complete a roles and responsibility record**

(c) to (e) **Part 3: to record feedback and assess progress**  
recording:

- feedback from the identified individual on all four of the following aspects of performance, as detailed in the action plan\*:
  - management of time
  - use of resources
  - knowledge gained
  - working with other(s)

\* This record includes evidence of prompting by the candidate to obtain supplementary feedback on two of the above aspects of performance.

**Valid until 31/07/2009**

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

**UNIT** Vocational Awareness and Development (Higher)

### **ASSESSMENT IN REVIEWING AND EVALUATING**

#### ***Outcome 4: Recording evaluation data***

- (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 targets.
- (b) **Part 2: to complete the review and evaluation matrix**  
to identify evidence of progress towards the vocational development targets during the undertaking of the action plan.
- (c) **Part 3: to undertake a review**  
in order to evaluate vocational development during the undertaking of the action plan across all five key elements.
- (d) **Part 4: 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 Higher 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).