

**PERSONAL AND SOCIAL EDUCATION**  
**(Intermediate 1)**

**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 (Intermediate 1)

**COURSE NUMBER:** C067 10

**National Course Specification**

Course Details: Valid until 31/07/2008

**National Unit Specification:**

D364 10 Personal Awareness and Development  
(Access 3) Valid until 31/07/2009

D365 10 Social Awareness and Development  
(Access 3) Valid until 31/07/2009

D366 10 Vocational Awareness and Development  
(Access 3) Valid until 31/07/2009

## National Course Specification

### PERSONAL AND SOCIAL EDUCATION (INTERMEDIATE 1)

**COURSE NUMBER** C067 10

#### COURSE STRUCTURE

This course has three mandatory units as follows:

<b>D364 10</b>	<b><i>Personal Awareness and Development (Int 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D365 10</b>	<b><i>Social Awareness and Development (Int 1)</i></b>	<b><i>1 credit (40 hours)</i></b>
<b>D366 10</b>	<b><i>Vocational Awareness and Development (Int 1)</i></b>	<b><i>1 credit (40 hours)</i></b>

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 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 Awareness and Development 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 (Intermediate 1)

In undertaking each unit, candidates are required to demonstrate basic skills in planning, organising, carrying out and evaluating activities related to two self development targets. In the Social Awareness and Development unit, candidates will also have to demonstrate basic 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 Foundation level
- Personal and Social Education units at Access 3
- NC PSD modules at level 1
- NC Skillstart modules

### CORE SKILLS

This course gives automatic certification of the following:

<b>Complete core skills for the course</b>	Problem Solving	Int 1
	Working With Others	Int 1
<b>Additional core skills 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 (Intermediate 1)

### 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 Intermediate 1 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 Intermediate 1 will enable candidates to enhance self development in these **five key elements**, and will ensure that candidates are able to demonstrate skills, knowledge and understanding gained in several contexts. If a candidate undertakes an Intermediate 1 course in Personal and Social Education, he or 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 (Intermediate 1)

The aims of a course in Personal and Social Education at Intermediate 1 level are to assist candidates to enhance self development by acquiring knowledge and understanding of straightforward situations and practising skills not only in a Personal context, but also in terms of Social contexts, including relationships and working with others, as well as demonstrating straightforward understanding of Vocational routes and options. The learning gained through a Personal and Social Education course at Intermediate 1 will enhance learning in other subjects and assist the candidate to become a more effective learner in new and challenging situations.

The rationale for an Intermediate 1 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 straightforward 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 Intermediate 1. 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 an Intermediate 1 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 Intermediate 1 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

## National Course Specification: course details (cont)

### COURSE                      Personal and Social Education (Intermediate 1)

The application of personal, interpersonal, task management and evaluating skills in straightforward situations, combined with the knowledge and understanding and self awareness gained, will enhance personal effectiveness. As well as the automatic certification of Core Skills, it will be straightforward to make a claim for Working with Others when completing either the Personal Awareness and Development unit or the Vocational Awareness and Development unit, if there is appropriate evidence generated in the course of undertaking these units.

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

There is significant potential for an Intermediate 1 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 an Intermediate 1 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 Intermediate 1 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 Intermediate 1 level, it is expected that a candidate will experience:

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

The structure and organisation of the Intermediate 1 course in Personal and Social Education will provide appropriate progression for candidates who have passed Standard Grade Social and Vocational Skills at Foundation level; it will, however, be equally appropriate for the wide range of candidates, including adult returners, who may have completed other personal and social development programmes or courses.

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

The unit has been designed to allow for flexible delivery. In particular the Personal Management sub-context allows candidates to choose to meet 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 experience/shadowing.

## National Course Specification: course details (cont)

### COURSE                      Personal and Social Education (Intermediate 1)

#### 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, support 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 carry out the tasks in completing the units. Whilst the processes outlined in each unit are capable of completion within the notional design length, it will help a candidate to gain a realistic experience, particularly in the Workplace and Work-related activities sub-contexts of the Vocational unit, if additional time can be allocated to allow the tasks to be undertaken according to the time schedule of an external organisation which may be providing a placement or other work-related context.

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

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

- working within a personal/social/vocational sub-context, prepare an action plan, which includes 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 the 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:

- describe and use a recognised awareness and development technique 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 (Intermediate 1)

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 Intermediate 1 Personal and Social Education. Therefore there is not a prescribed list of course content for the Intermediate 1 Personal and Social Education course. Different groups of candidates will have different needs; it is therefore not desirable to produce a syllabus for each of the three contexts. The Personal and Social Education Subject Guide and the PSE handbook will provide advice on matching content to units and exemplars of how specific content can be incorporated into particular units.

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

- 1 A recognised technique which underlies our understanding of personal, social and vocational development. This could be a technique such as Forcefield Analysis, Johari Windows, SWOT Analysis, Repertory Grids.
- 2 How this technique can be used as a basis for self assessment schedules/checklists in order to set targets for self development.
- 3 The value of preparing a clear plan when working out how the targets set may be achieved in a straightforward way.
- 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 use of selected criteria when carrying out an evaluation.

The three mandatory units which make up the Intermediate 1 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 (Intermediate 1)

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

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

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

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

In all three sub-contexts, candidates will be expected to understand and use one recognised awareness and development technique, and it will be beneficial for candidates to make appropriate use of personal guidance.

#### **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 to a straightforward 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 with day-to-day contacts or within a radius of approximately 30 miles); this will involve a candidate in dealing with straightforward 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 of life in a locality far from home and, in some cases, in another country.

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

## National Course Specification: course details (cont)

### COURSE                      Personal and Social Education (Intermediate 1)

#### **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 to a straightforward action plan.

The workplace sub-context allows candidates to participate in the planning of a work experience or work-shadowing placement and carry out the 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 participating in enterprise activities related to business or industry and who wish to consider the self development which arises from such activities.

The vocational options sub-context provides a focus for candidates who are involved in examining their self development in relation to the investigation of 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 be required to show the ability to interrelate the skills and knowledge gained and to analyse 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 analysis and interrelating skills and knowledge. This would provide evidence for course estimates and valuable preparation for the course assessment. Time for completion of assessment components 1 and 2 will need to be allocated from the 40 hours not dedicated to units.

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

**COURSE**                      Personal and Social Education (Intermediate 1)

### **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. Additional details are provided, where appropriate, with the exemplar assessment materials.

Further information on the key principles of assessment are provided in the paper *Assessment*, published by HSDU in May 1996.

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

For unit assessment it is proposed that a common set of assessment strategies could be used for each unit. Past practice in education for personal and social development has resulted in the development and use of a wide range of assessment approaches. The National Assessment Bank provides a rationalised set of 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 technique investigated and/or used.

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

Peer/supervisor's report  
Responsibilities record

## National Course Specification: course details (cont)

### COURSE Personal and Social Education (Intermediate 1)

#### *Vocational Awareness and Development Unit*

Feedback log

Further details of these assessment strategies and exemplar instruments are provided by the National Assessment Bank and further assessment advice is contained in the Subject Guide for Personal and Social Education. It will be very important to emphasise to candidates the potential value of a record of achievement for recording experiences and attainments in Personal and Social Education in more detail.

Course assessment must have the following components at Intermediate 1 level:

#### **Component 1 Folio of evidence**

This component will be externally set, internally marked and externally moderated together with component 2 and represents 40% 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 1 is then used by the candidate to complete Component 2.

This component should take approximately 2 hours.

#### **Component 2 Personal Statement**

This component will be externally set, internally marked and externally moderated together with Component 1 and represents 60% 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 1, 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.

## National Course Specification: course details (cont)

**COURSE** Personal and Social Education (Intermediate 1)

### 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 two components of the course assessment.

#### *At Grade C*

##### **Demonstrates straightforward task management skills:**

- *planning*: completes a self-evaluation; sets targets for self development, based on tasks in familiar contexts which link to agreed resources
- *implementing*: mainly keeps to the straightforward tasks outlined in the plan; (with advice from key individuals, monitors progress and makes some adjustments)

##### **Demonstrates appropriate interpersonal skills:**

- *working with others*: interacts with others in a straightforward way; shows some appreciation of the roles and responsibilities of others; makes some use of advice and instruction from others

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

- *self reliance and self confidence*: demonstrates an ability to identify at least one straightforward strength and one development need

##### **Demonstrates straightforward knowledge and understanding:**

- *acquisition and application*: demonstrates understanding of the straightforward use of a recognised technique relating to self development, and uses the technique according to instruction

##### **Demonstrates straightforward evaluating skills:**

- *reviewing*: makes a straightforward review of the plan and tasks in meeting self development targets
- *concluding*: comments straightforwardly on own contribution to tasks and on cooperation with others
- *target setting*: identifies one potential area for a future self development target, which is relevant to the original self-evaluation

## National Course Specification: course details (cont)

**COURSE** Personal and Social Education (Intermediate 1)

*At Grade A*

### **Demonstrates straightforward task management skills in less familiar contexts:**

- *planning*: completes a self-evaluation; sets clear targets for self development which make good use of agreed resources
- *implementing*: keeps to the straightforward tasks outlined in the plan; (monitors progress and, with advice, makes adjustments as required)

### **Demonstrates highly appropriate interpersonal skills:**

- *working with others*: interacts with others in different situations; shows appreciation of the roles and responsibilities of others; acts following advice and instruction from others

### **Demonstrates greater self awareness:**

- *self reliance and self confidence*: demonstrates an ability to identify some straightforward strengths and development needs

### **Demonstrates knowledge and understanding:**

- *acquisition and application*: demonstrates clear understanding of a recognised technique relating to self development and uses the technique to set self development targets and tasks

### **Demonstrates evaluating skills:**

- *reviewing*: makes a well organised review of the plan and tasks in meeting self development targets
- *concluding*: makes full but straightforward comments on own contribution to tasks and on cooperation with others
- *target setting*: identifies at least one potential area for a future self development target referring to the original self-evaluation

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

**COURSE**                      Personal and Social Education (Intermediate 1)

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

Approaches to learning and teaching should ensure that all candidates for whom an Intermediate 1 level of course is appropriate will have suitable opportunities to learn and to attain the course outcomes. The Intermediate 1 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 well structured and provide support for candidates in choosing particular topics and gaining the most they can from the activities of the course.

Candidates should be given a straightforward introduction 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 have a basic understanding of the five key elements on which the course is based, how these elements are incorporated in the outcomes, and that the overall aim of the 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 also understand that the course allows them opportunities to develop straightforward skills and knowledge which will assist them in being more effective and responsible members of their community. The induction process will be particularly important for candidates who have not previously 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 consolidate and transfer skills from one situation to another. The outcomes in Personal and Social Education are mainly the same in each of the three units, candidates need to understand that this design allows them to develop and practise skills and apply 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 learned/taught. Learning does not have to take place in a linear sequence; for example, a candidate may wish to focus some time and effort on completing a self-evaluation questionnaire; instead of carrying out a separate self assessment at the start of each unit he or she 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 Intermediate 1 course in Personal and Social Education offers three separate sub-contexts in which the unit may be taken. These sub-contexts cover the range of situations which, in the past, have been the most popular settings for the personal and social education taught in schools and colleges. If possible, the candidate should be involved in deciding on the sub-context in which to undertake the unit. Where this is not possible, teachers/lecturers will need to take care to ensure that each candidate understands the potential value of that sub-context to her/his self development.

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

### **COURSE**                      Personal and Social Education (Intermediate 1)

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 Intermediate 1 level, the role of the teacher/lecturer is to offer clear guidance to candidates at each stage in the process. The teacher/lecturer should provide a structure for the completion of each unit in terms of timescale and stages of the process. Candidate progress should be monitored and the teacher/lecturer should intervene whenever necessary to ensure that the candidate stays on task. Careful checking of candidate progress along with provision of support materials should ensure that candidates follow the process determined by the outcomes.

One of the key elements of the Intermediate 1 Personal and Social Education course is the acquisition and application of appropriate knowledge and understanding. Candidates are likely to need teaching about techniques underlying approaches to self development; and a number of candidates may well benefit from direct teaching about health issues or potential vocational routes. Further advice on aspects of learning and teaching can be found in the Subject Guide and exemplification of content is provided in the PSE handbook.

In order to be successful in the outcomes of the course, candidates will require to demonstrate some skills in task management, self assessment, working with others, and evaluation and target setting, as well as demonstrating straightforward 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 assessing 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 Intermediate 1 level, candidates will need guidance and support in taking responsibility for organising and implementing a straightforward action plan to meet two identified self development targets. The role of the teacher/lecturer is to provide advice when it is needed and to monitor the process of target setting, planning, implementation and evaluation, intervening when it is considered that support is required.

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

It will be 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:

## National Course Specification: course details (cont)

### COURSE                      Personal and Social Education (Intermediate 1)

#### 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

#### 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 (Intermediate 1)
<b>NUMBER</b>	D364 10
<b>COURSE</b>	Personal and Social Education (Intermediate 1)

### **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, one 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: general information (cont)**

### **UNIT          Personal Awareness and Development (Intermediate 1)**

The role of the teacher/lecturer is to offer candidates advice and support, to monitor their activities, and to offer guidance on methods of investigation, of activities and interaction with others.

This unit is a component unit of Intermediate 1 Personal and Social Education. The unit may be undertaken as a free standing unit or as part of any other programme of study.

### **OUTCOMES**

- 1      Working within a personal sub-context, prepare an action plan which includes two targets and two tasks in order to meet identified development needs and make progress in personal development.
- 2      Undertake the action plan.
- 3      Describe and use a recognised awareness and development technique to assess and develop personal awareness.
- 4      Review and evaluate own progress in terms of the achievement of the two identified personal 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 Access 3 or NC PSD modules at level 1 or Standard Grade Social and Vocational Skills at Foundation level.

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	Problem Solving   Int 1
<b>Additional core skills components for the unit</b>	None

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

**Valid until 31/07/2009**

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

### **UNIT          Personal Awareness and Development (Intermediate 1)**

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) An initial self-evaluation is carried out in order to identify accurately personal strengths and development needs.
- (b) Identified strengths and development needs are used to set two relevant and attainable personal development targets selected from the five key elements.
- (c) Two straightforward tasks which will enable progress to be made towards identified targets are outlined.
- (d) Resources relevant to the tasks are selected from a set of provided resources.
- (e) An appropriate action plan for the tasks is produced, which takes into account advice regarding the feasibility of the plan.

**Valid until 31/07/2009**

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

### **UNIT          Personal Awareness and Development (Intermediate 1)**

#### **Evidence requirements**

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

- (a) Initial self-evaluation, which may use a prepared pro-forma, identifying personal strengths and development needs.
- (b) Identification of two relevant and attainable personal development targets, one addressing self awareness, the other addressing another key element.
- (c) An outline of two tasks identifying:
  - the personal sub-context
  - two personal development targets
  - two tasks which will be undertaken to meet the targets
  - three familiar variables
  - one unfamiliar variable
  - anticipated use of resources
  - given time-scale
  - the recognised awareness and development techniques being used to set targets and to evaluate progress
- (d) Identification of items located and selected from a set of provided resources, which may be listed in a resource log.
- (e) An action plan of the two tasks, explaining decisions made about:
  - three familiar variables
  - one unfamiliar variable

## **OUTCOME 2**

Undertake the action plan.

#### **Performance criteria**

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

#### **Evidence requirements**

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

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

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

- maintaining a focus on topic matter chosen for the personal sub-context
- sustaining contact with people
- obtaining resources – evidence of selecting resources from a familiar range

## **Valid until 31/07/2009**

- location for undertaking tasks

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

**OUTCOME 3**

Describe and use a recognised awareness and development technique to assess and develop personal awareness.

**Performance criteria**

- (a) One recognised awareness and development technique is described accurately.
- (b) The main stages involved in using the technique are explained accurately.
- (c) The technique is used appropriately during the planning and implementation of the action plan.

**Evidence requirements**

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

- (a) Description of one technique.
- (b) Explanation of the main stages of one technique.
- (c) Record of the use of the technique during the planning and implementation 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 are reviewed in order to identify and 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 which may use a prepared self-evaluation pro-forma, 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 take the form of a review and evaluation matrix.
- (c) and (d) The identification of potential areas for future personal development, with reference to the key elements targeted.

**Valid until 31/07/2009**

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

### **UNIT          Personal Awareness and Development (Intermediate 1)**

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

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

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

This unit is one of the three mandatory units which form the Personal and Social Education course at Intermediate 1 level. Each mandatory unit is focused on a principal context. The course has three principal contexts: Personal Awareness and Development, Social Awareness and Development, Vocational Awareness and Development.

This unit provides the candidate with an opportunity to use the Personal Awareness and Development principal context in order to experience and develop the five key elements of Personal and Social Education at Intermediate 1 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 Intermediate 1 level. The unit also provides opportunities for the integration of assessment with Working with Others Core Skills.

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

While undertaking this unit, the candidate will target 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

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

### **UNIT          Personal Awareness and Development (Intermediate 1)**

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 some 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 which are built into all PSE units at Intermediate 1 level and are referred to as the variables:

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

At Intermediate 1 level, one of the variables listed above should be unfamiliar and three 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 Intermediate 1 level, the steps should be sequential.

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.

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

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

At Intermediate 1 level, the candidate is required to demonstrate effective skills in planning and organising, implementing a plan, and reviewing and evaluating his or her activities. This process-based strategy in Personal and Social Education is central to the learning and teaching approaches used across all three mandatory units. Teachers/lecturers should note that the layout of outcomes and performance criteria is not intended to prescribe a linear approach to the undertaking of PSE units. In fact, quite the opposite is recommended in that the concurrent and iterative use of outcomes and performance criteria is to be encouraged. This approach to learning and teaching allows some steps in the tasks to overtake performance criteria found in different outcomes and encourages an integrated approach to the assessment of outcomes and performance criteria.

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

At Intermediate 1 level, the teacher/lecturer should offer advice and support, monitoring the candidate's activities with regard to the suitability of the activity outline, or providing information and guidance on methods of investigation and the recording of activities. At this level, the candidate may also require some assistance with time scales. The candidate should be aware of deadlines for various aspects of the tasks in terms of their timing within his or her educational programme and the curriculum.

It is also important that all tasks involving problem solving undertaken by the candidate should be highlighted in order that the candidate may practise using Core Skills in Problem Solving at Intermediate 1 level.

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

***Outcome 1***

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

At this stage, teachers/lecturers should ensure that their candidates understand the purpose of the unit and the processes involved while undertaking the unit. Candidates should be provided with details of the five key PSE elements and should understand that 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.

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

**UNIT          Personal Awareness and Development (Intermediate 1)**

The candidate will identify his or her personal strengths and development needs by carrying out an initial self-evaluation. These identified strengths and development needs should be used to set two personal development targets, one related to self awareness and another 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 a plan which consists of a sequence of steps.

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

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

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

Here are some examples of candidate activities:

<i>Sub-context</i>	<i>Examples of candidate's activity</i>
personal management	investigate the importance of leisure activities to the development of self awareness, self reliance and self confidence
health-related issues	contact health board personnel in order to identify how increased self awareness impinges on general well-being
independent living	investigate budgeting for the single person living independently and design a booklet for people just about to leave home for the first time

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

It is important that the candidate identifies a recognised awareness and development technique which will assist in setting and planning progress towards the two personal development targets in anticipation of achieving Outcome 3. A variety of recognised awareness and development techniques are widely used in Personal and Social Education. They are used as personal development tools by the candidate and provide a mechanism for the collection of information about self. A technique could be selected from the following: Johari Windows, SWOT Analysis, Forcefield Analysis, Repertory Grids.

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

### **UNIT          Personal Awareness and Development (Intermediate 1)**

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
- selecting resources from a range of provided resources
- assessing the feasibility of the activity outline and elaborating it to produce an action plan which he or she can reasonably expect to use in order to reach the two personal development targets

At Intermediate 1 level the action plan should contain two tasks. The purpose of these tasks is to make progress towards the personal development targets by developing the key elements of PSE. One of the targets must address the development of self awareness.

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

The action plan should also identify the recognised awareness and development technique adopted by the candidate which he or she used in setting the two personal development targets and tasks.

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

The candidate should record experiences as they occur, while undertaking the tasks, and should be encouraged to monitor his or her own progress. Role play, video and observation can be used to help the candidate become more self aware in the 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 two of the four 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 selecting resources from a range of provided resources
- location for undertaking tasks

The candidate should organise resources and prioritise tasks, working within a timescale provided by the teacher/lecturer. 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.

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

***Outcome 3***

Teachers/lecturers may find it helpful to highlight the requirements of this outcome and to emphasise the need for the candidate to record his or her application of problem solving skills in order to develop self awareness at all stages of undertaking this unit. All learning activities should be designed to promote the candidate's personal awareness and an emphasis should be placed on providing an opportunity to develop self awareness by using one recognised awareness and development technique such as Johari Windows, SWOT Analysis, Vocational Action Planning, Forcefield Analysis, and Repertory Grids. At the level of Intermediate 1, the role of the teacher/lecturer is to guide the candidates by offering advice as required while allowing each candidate the opportunity to make choices and decisions, to ask for assistance from the teacher/lecturer and other participants, and to try out new activities and new roles in a supportive environment in which he or she feels comfortable.

Evidence from the use of the technique can provide a valuable reference for the candidate and will help the candidate to understand why it was useful in setting targets and tasks.

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

***Outcome 4***

As the implementation of the plan draws to a close, each candidate should reflect on the experience and review and evaluate progress made towards the personal development 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 their set targets, about individual feelings and reactions in relation to the tasks undertaken and about the contribution which the learning activities have made towards their personal development.

Progress should be evaluated by revisiting the initial self-evaluation in order to establish the starting point for gauging development. The candidate may wish to refer to the 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 she or he 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.

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

**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 while undertaking the assignment.

**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 second focusing on one of the other key elements, ie task management, interpersonal skills, evaluating skills, the acquisition and application of appropriate knowledge and understanding

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

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

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

- selected items from a set of provided resources which are potentially relevant to the action plan

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

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

- two tasks
- with explanations of decisions made about:
  - the three familiar variables
  - one unfamiliar variable

**ASSESSMENT IN IMPLEMENTATION**

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

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

- the undertaking of tasks as detailed in the action plan
- use and review of the resource log
- efficiency in understanding tasks regarding two of the four variables:
  - maintaining a focus on topic matter chosen for the personal sub-context
  - sustaining contact with people
  - obtaining resources, including the selection of resources from a familiar range of 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) and (b)      **Part 1: to describe and explain the recognised awareness and development technique**  
detailing:

- the description of the technique
- the explanation of the basic steps necessary to use the technique

(c)      **Part 2: to record use of the technique**  
recording how it was used in target setting and planning.

**Valid until 31/07/2009**

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

**UNIT**      Personal Awareness and Development (Intermediate 1)

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

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

- (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**  
in order to identify evidence of progress towards the personal 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, and to identify 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
- Core Skills Problem Solving at Intermediate 1 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>	Social Awareness and Development (Intermediate 1)
<b>NUMBER</b>	D365 10
<b>COURSE</b>	Personal and Social Education (Intermediate 1)

### **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:

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

At this level, one of the variables should be unfamiliar.

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### **Administrative Information**

<b>Superclass:</b>	HB
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**Valid until 31/07/2009**

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

### **UNIT            Social Awareness and Development (Intermediate 1)**

The role of the teacher/lecturer is to offer candidates advice and support, to monitor their activities and to offer guidance on methods of investigation, on the recording of activities and on interaction with others.

This unit is a component unit of Intermediate 1 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 it would be beneficial to have attained a Personal and Social Education course or units at the level of Access 3 or NC PSD modules at level 1 or Standard Grade Social and Vocational Skills at Foundation level.

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	Problem Solving	Int 1
	Working With Others	Int 1

<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 (Intermediate 1)**

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
- **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 appropriate 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) An 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 straightforward tasks negotiated with others, which will enable progress to be made towards the identified targets are clearly outlined.
- (d) Resources relevant to the tasks are selected from a set of provided resources.
- (e) An appropriate action plan for the tasks is produced, which takes into account advice regarding the feasibility of the plan.

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

**UNIT Social Awareness and Development (Intermediate 1)**

**Evidence requirements**

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

- (a) and (b) Initial self-evaluation which may use a prepared pro-forma, identifying social strengths and development needs.
- (b) Identification of two relevant and attainable social development targets, the first addressing interpersonal skills, the second addressing one of the other four key elements.
- (c) 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
  - three familiar variables
  - one unfamiliar variable
  - anticipated use of resources
  - given time-scale
  - others cooperated with
- (d) Identification of items located and selected from a set of provided resources, which may be recorded in a resource log.
- (e) An action plan of the two tasks which explains decisions made about:
  - three familiar variables
  - one unfamiliar variable

**OUTCOME 2**

Undertake the action plan.

**Performance criteria**

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

**Evidence requirements**

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

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

**Valid until 31/07/2009**

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

### **UNIT            Social Awareness and Development (Intermediate 1)**

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

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

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

### **OUTCOME 3**

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

#### **Performance criteria**

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

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

Support can include encouragement; sharing of resources; demonstrating and explaining; thinking together.

#### **Evidence requirements**

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

- (a) Record of responsibilities for all participants in the implementation of the action plan.
- (b) and (c) Record of performance in seeking and providing support.
- (d) Record of performance in cooperating effectively with others.

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 (Intermediate 1)

**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 are 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 which may use a prepared self-evaluation pro-forma noting evidence of change from the initial self-evaluation.
- (b) and (c) Record of progress towards the identified social targets during the planning and undertaking of the action plan, which may be in the form of a review and evaluation matrix.
- (d) Strengths and weaknesses of own contribution are clearly identified and justified by referring to supporting evidence, eg log, supplementary evidence from other participants, responsibilities record. Evidence should also be provided of the identification of potential areas for future social development, with reference to the two elements targeted.

**Valid until 31/07/2009**

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

### **UNIT            Social Awareness and Development (Intermediate 1)**

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

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

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

This unit is one of the three mandatory units which form the Personal and Social Education course at Intermediate 1 level. Each mandatory unit is focused on a principal context. The course has three principal contexts, Personal Awareness and Development, Social Awareness and Development, Vocational Awareness and Development.

This unit provides the candidate with an opportunity to use the Social Awareness and Development principal context in order to experience and develop the five key elements of Personal and Social Education at Intermediate 1 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 document.

This unit provides opportunities for the automatic certification of Problem Solving and of Working with Others Core Skills at Intermediate 1 level.

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

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

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

### **UNIT            Social Awareness and Development (Intermediate 1)**

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 will normally 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 planning, organising and undertaking of a residential experience while cooperating effectively with others.

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

The candidate may experience several variables while undertaking the tasks. However, it is important that this includes the following variables which are built into all PSE units at Intermediate 1 level:

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

At Intermediate 1 level, one of the variables listed above should be unfamiliar and three 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 Intermediate 1 level, the steps should be sequential.

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 (Intermediate 1)

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

At Intermediate 1 level, the candidate is required to demonstrate effective skills in planning, organising, implementing a plan, and reviewing and evaluating straightforward 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 teaching and learning allows some steps in the tasks to overtake performance criteria found in different outcomes and encourages an integrated approach to the assessment of outcomes and performance criteria.

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

At Intermediate 1 level, the teacher/lecturer should offer advice and support, monitoring the candidate's activities, with regard to the suitability of the activity outline, or providing information and guidance on methods of investigation and the recording of activities. The teacher/lecturer should also offer advice and, if necessary, prompt the candidate's interaction with others. At this level, the candidate may also require some assistance with timescales. The candidate should be aware of deadlines for various aspects of the tasks in terms of their timing within his or her educational programme and the curriculum.

It is important that all tasks involving problem solving undertaken by the candidate should be highlighted in order that the candidate may practice using Core Skills in Problem Solving at Intermediate 1 level.

It is also important that all tasks are undertaken by the candidate in cooperation with others in order that the candidate may practise using Core Skills in Working with Others at Intermediate 1 level. Considerable flexibility should be used by the teacher/lecturer to enable the candidate to contact sources of information and meet other people.

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

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

**UNIT Social Awareness and Development (Intermediate 1)**

***Outcome 1***

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

At this stage, teachers/lecturers should ensure that their candidates understand the purpose of the unit and the processes involved while undertaking the unit. Candidates should be provided with details of the five key PSE elements and should understand that one of the two focal points of the unit is the development of interpersonal 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 social strengths and development needs by carrying out an initial self-evaluation. These identified strengths and development needs should be used to set two social development targets, one related to interpersonal skills and the other related to a second key PSE element.

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

It should be explained to the candidate that the following key 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-contexts.

Here are some examples of candidate activities.

<b><i>Sub-context</i></b>	<b><i>Examples of candidate's activity</i></b>
local community	working with others during the planning and undertaking of a local community activity or event, possibly in the education centre
distant community	collaborating with a person in a distant community in order to investigate one aspect of life held in common
residential experience	collaborating with others during the planning, organising and undertaking of one aspect of a residential stay

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

### **UNIT            Social Awareness and Development (Intermediate 1)**

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 brain storming 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 he or she may use in setting 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: 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
- selecting resources from a provided range of resources
- assessing the feasibility of the activity outline and elaborating it to produce an action plan which he or she can reasonably expect to use in order to reach the two social development targets

At Intermediate 1 level the action plan should contain two tasks. The individual candidate's tasks may be part of a larger activity involving at least one other person, as would be the case with examples of activities given above. The action plan should take account of individual and collective strengths of individuals involved in the larger activity. At this level the candidate may not be immediately aware of the potential contribution from others and may require prompting from the teacher/lecturer.

The action plan may also identify any recognised awareness and development technique used by the candidate to help set social development 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, while undertaking the tasks and should be encouraged to monitor his or her own progress. Role play, video and observation can be used to help the candidate become more self aware in the 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.

**Valid until 31/07/2009**

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

### **UNIT            Social Awareness and Development (Intermediate 1)**

Efficiency can be demonstrated by the candidate recording choices and/or actions taken in relation to two of the four variables:

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

The candidate should organise resources and prioritise tasks, working within a timescale provided by the teacher/trainer. 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 useful to highlight the requirements of this outcome and to emphasise the need for the candidate to record his or her application of interpersonal skills while undertaking the unit. All learning activities should be designed to promote the candidate's social awareness and to provide opportunities to develop interpersonal skills. At the level of Intermediate 1, the role of the teacher/lecturer is to guide the candidates by offering advice as required while allowing each candidate the opportunity to make choices and decisions, to ask for assistance from the teacher/lecturer and other participants, and to try out new activities and new roles in a supportive environment in which he or she feels comfortable.

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

Evidence 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. This 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 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 (Intermediate 1)**

#### ***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 their set targets, about individual feelings and reactions in relation to the tasks undertaken, and about 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 she or he 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.

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

**UNIT**      Social Awareness and Development (Intermediate 1)

**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 second focusing on one of the other key elements, ie task management, self awareness, evaluating skills, the acquisition and application of appropriate knowledge and understanding

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

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

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

- selected items from a set of provided resources which are potentially relevant to the action plan

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

- two tasks
- with explanations of decisions made about:
  - the three familiar variables
  - one unfamiliar variable

**Valid until 31/07/2009**

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

**UNIT**      Social Awareness and Development (Intermediate 1)

### **ASSESSMENT IN IMPLEMENTATION**

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

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

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

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

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

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

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

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

All PCs      **Part 3: to record own perception of two other identified participants' views on the implementation of the action plan** (included in prepared pro-forma).

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: support notes (cont)**

**UNIT**      Social Awareness and Development (Intermediate 1)

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

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

- (a)      **Part 1: to undertake a final self-evaluation**  
comparing it to the initial self-evaluation, in order to identify change. Any change identified should be used to inform the reviewing and evaluating process which will, in turn, identify progress made towards the identified social development targets.
- (b)      **Part 2: to complete review and evaluation matrix**  
in order to identify evidence of progress towards the social development targets during the undertaking of the action plan.
- (c) and (d) **Part 3: to undertake a review**  
in order to evaluate social development during the undertaking of the action plan across all five key elements, and to identify potential areas for future social development.

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

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

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

- the five key PSE elements
- Working with Others Core Skills at Intermediate 1 level
- Problem Solving Core Skills at Intermediate 1 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 (Intermediate 1)
<b>NUMBER</b>	D366 10
<b>COURSE</b>	Personal and Social Education (Intermediate 1)

### **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, one 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 (Intermediate 1)**

The role of the teacher/lecturer is to offer candidates advice and support, to monitor their activities and to offer guidance on methods of investigation, activities and interaction with others.

This unit is a component unit of Intermediate 1 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 identify development needs and make progress in vocational development.
- 2 Undertake the action plan.
- 3 Use feedback from other(s) in undertaking the tasks in the action plan, to inform own progress in vocational awareness and development.
- 4 Review and evaluate own progress in terms of achievement of the 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 Personal and Social Education course or units at the level of Access 3 or NC PSD module at level 1 or Standard Grade Social and Vocational Skills at Foundation level.

### **CREDIT VALUE**

1 credit at Intermediate 1.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	Problem Solving Int 1
<b>Additional core skills components for the unit</b>	None

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

**Valid until 31/07/2009**

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

### **UNIT Vocational Awareness and Development (Intermediate 1)**

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
- **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) An 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 straightforward tasks which will enable progress to be made towards the identified targets are outlined.
- (d) Resources relevant to the tasks are selected from a range of provided resources.
- (e) An appropriate action plan for the tasks is produced, which takes into account advice regarding the feasibility of the plan.

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

**UNIT** Vocational Awareness and Development (Intermediate 1)

**Evidence requirements**

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

- (a) and (b) Initial self-evaluation which may use a prepared pro-forma, identifying vocational strengths and development needs.
- (b) Identification of two relevant and attainable vocational development targets, one addressing time management skills, the other addressing another key element.
- (c) An outline of the tasks identifying:
  - the vocational sub-context
  - two vocational development targets
  - two tasks which will be undertaken to meet the targets
  - three familiar variables
  - one unfamiliar variable
  - anticipated use of resources
  - given time-scale
- (d) Identification of items located and selected from a range of provided resources, which may be listed in a resource log.
- (e) An action plan for the two tasks explaining decisions made about:
  - three familiar variables
  - one unfamiliar variable

**OUTCOME 2**

Undertake the action plan.

**Performance criteria**

- (a) Two straightforward tasks are undertaken efficiently as detailed in the action plan.
- (b) Progress in carrying out the tasks is reviewed regularly.
- (c) Taking into account advice from key individuals, appropriate adjustments are made, as and if required, to allow progress towards the 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, which may consist of the completion of an implementation log pro-forma.

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

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

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

**UNIT** Vocational Awareness and Development (Intermediate 1)

**OUTCOME 3**

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

**Performance criteria**

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

**Evidence requirements**

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

All PCs Implementation of the action plan detailing the use of feedback from the individual. This could be in the form of an implementation log.

- (a) The name and position of key individual identified to provide feedback.
- (b) Record of feedback on two of the following aspects of performance:
  - management of time
  - use of resources
  - knowledge gained
  - working with other(s)
- (c) Record of the link made between feedback and the development of task management skills and the other chosen key element.

**OUTCOME 4**

Review and evaluate own progress in terms of achievement of the 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 change in strengths and development needs.
- (b) The planning and implementation of the action plan are reviewed and identified in order to evaluate progress made towards the two identified vocational development targets.
- (c) The review of vocational development clearly makes reference to all five key elements.
- (d) Conclusions are drawn with regard to own performance in tasks in order to identify clearly potential areas for future vocational development.

**Valid until 31/07/2009**

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

**UNIT** Vocational Awareness and Development (Intermediate 1)

**Evidence requirements**

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

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

**Valid until 31/07/2009**

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

### **UNIT Vocational Awareness and Development (Intermediate 1)**

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 Personal and Social Education course at Intermediate 1 level. Each mandatory unit is focused on a principal context. The course has three principal contexts, Personal Awareness and Development, Social Awareness and Development, Vocational Awareness and Development.

This unit provides the candidate with an opportunity to use the Vocational Awareness and Development principal context in order to experience and develop the five key elements of Personal and Social Education at Intermediate 1 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 Intermediate 1 level. The unit also provides opportunities for the integration of assessment with Working with Others Core Skills.

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

While undertaking this unit, the candidate will target 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 (Intermediate 1)**

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 enterprise skills

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

During the experience of carrying out two tasks in one of these sub-contexts, the candidate should practise task management skills and acknowledge achievement 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 Intermediate 1 level:

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

At Intermediate 1 level, one of the variables listed above should be unfamiliar and three 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 Intermediate 1 level, the steps should be sequential.

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 (Intermediate 1)**

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

At Intermediate 1 level, the candidate is required to demonstrate effective skills in planning, organising, implementing a plan, and reviewing and evaluating his or her activities. This process-based strategy in Personal and Social Education is central to the learning and teaching approaches used across all three mandatory units. Teachers/lecturers should note that the layout of outcomes and performance criteria is not intended to prescribe a linear approach to the undertaking of PSE units. In fact, quite the opposite is recommended in that the concurrent and iterative use of outcomes and performance criteria is to be encouraged. This approach to learning and teaching allows some steps in the tasks to overtake performance criteria found in different outcomes and encourages an integrated approach to the assessment of outcomes and performance criteria.

At Intermediate 1 level, the teacher/lecturer should offer advice and support, monitoring the candidate's activities, with regard to the suitability of the activity outline, or providing information and guidance on methods of investigation and the recording of activities. The teacher/lecturer should also offer advice and, if necessary, prompt the candidate's interaction with others. At this level, the candidate may also require some assistance with time-scales. The candidate should be aware of deadlines for various aspects of the tasks in terms of their timing within his or her educational programme and the curriculum.

It is important that all tasks involving problem solving undertaken by the candidate are highlighted so that the candidate may practise using core skills in Problem Solving at Intermediate 1 level.

Considerable flexibility should be used by the teacher/lecturer to enable the candidate to contact sources of information or meet other people who may be able to provide feedback.

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

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

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

At this stage, teachers/lecturers should ensure that their candidates understand the purpose of the unit and the processes involved while undertaking the unit. Candidates should be provided with details of the 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 strengths and development needs should be used to set two vocational development targets, one related to task management, and the other related to a second key PSE element.

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

### **UNIT Vocational Awareness and Development (Intermediate 1)**

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

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

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

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

#### ***Workplace***

Teachers/lecturers should take into account workplace, centre and education authority regulations with regard to 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 brain storming of the range of skills needed to develop an enterprise can help form the basis of a match with the candidate's current skills.

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

Through encouraging candidates to examine their skills, interests and abilities they can help to 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 variables, rather than on planning out the details of undertaking the tasks. Critical thinking may be encouraged, for example, through the use of brain storming sessions recorded as mind maps. Later, these ideas may be elaborated into an activity outline and action plan.

It can be helpful for the candidate to identify any recognised awareness and development technique which he or she may use in setting 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.

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

### **UNIT Vocational Awareness and Development (Intermediate 1)**

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
- selecting from a provided range of resources
- assessing the feasibility of the activity outline and elaborating it to produce an action plan which he or she can reasonably expect to use in order to reach the two vocational development targets

At Intermediate 1 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.

The action plan may also identify any recognised awareness and development technique used by the candidate to help set the two vocational development targets.

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

The candidate should use a log to record experiences as they occur while undertaking the tasks, and should be encouraged to monitor his or her own progress. Role play, video and observation can be used to help the candidate become more self-aware in the devising and implementation of the action plan. The 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 two of the following variables:

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

The candidate should organise resources and prioritise tasks, working within a time scale provided by the teacher/trainer. 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 15 hours. This should provide the opportunity for a realistic experience with a sense of continuity. The teacher/lecturer should visit the candidate during the work experience at agreed times for interim review(s). 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.

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

### **UNIT Vocational Awareness and Development (Intermediate 1)**

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

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

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

Investigations of career options or job-seeking activities will involve work outside the traditional classroom setting. 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 while undertaking the unit. All learning activities should be designed to promote the candidate's vocational awareness and to provide opportunities to develop task management skills. At the level of Intermediate 1 the role of the teacher/lecturer is to guide the candidates by offering advice as required while allowing each candidate the opportunity to make choices and decisions, to ask for assistance from the teacher/lecturer, and to try out new activities and new roles in a supportive environment in which he or she feels comfortable.

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 in the evaluation of the effectiveness of performance. The feedback will inform the candidate of the criteria used by another in assessing his or her 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 use feedback response sheets to cover two aspects of performance selected from: management of time; use of resources; knowledge gained; working with others.

Evidence 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.

**Valid until 31/07/2009**

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

### **UNIT Vocational Awareness and Development (Intermediate 1)**

The four aspects of performance are:

- management of time – the effectiveness of completing the tasks in allocated time of 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 their set targets, about individual feelings and reactions in relation to the tasks undertaken and about 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 a 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 she or he 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 or 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 (Intermediate 1)**

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 second focusing on one of the other key elements, ie interpersonal skills, self awareness, evaluating skills, the acquisition and application of appropriate knowledge and understanding

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

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

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

- selected items from a set of provided resources which are potentially relevant to the action plan

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

- two tasks
- with explanations of decisions made about:
  - the three familiar variables
  - one unfamiliar variable

**Valid until 31/07/2009**

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

**UNIT** Vocational Awareness and Development (Intermediate 1)

### **ASSESSMENT IN IMPLEMENTATION**

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

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

- the undertaking of tasks as detailed in the action plan
- use and review of the resource log
- efficiency in understanding tasks regarding two of the four variables:
  - maintaining a focus on topic matter chosen for the vocational sub-context
  - sustaining contact with people
  - obtaining resources – at this level the candidate should select resources from a provided range of resources
  - 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

All PCs **Part 2: to record feedback and assess progress**  
recording:

- feedback from the identified individual on two aspects of performance in undertaking the action plan. These are selected from:
  - management of time
  - use of resources
  - knowledge gained
  - working with other(s)

**Valid until 31/07/2009**

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

**UNIT** Vocational Awareness and Development (Intermediate 1)

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

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

- (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 review and evaluation matrix**  
in order 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 and to identify potential areas for future social development.

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

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

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

- the five key PSE elements
- Problem Solving Core Skills at Intermediate 1 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).