Award Unit Specification

XSQA

Personal Development: Self and Work (SCQF level 3) Unit

SCQF: level 3 (6 SCQF credit points)

Unit code: H18P 43

Unit outline

The general aim of this Unit is to allow learners to improve their self-reliance and confidence by developing task management skills while carrying out a vocational project, with directive support.

Learners who complete this Unit will be able to:

1   Prepare to develop task management skills within a vocational project
2   Carry out the project
3   Review their own task management skills

This Unit is a mandatory Unit of the Personal Development Award at SCQF level 3 and is also available as a free-standing Unit. The *Unit Specification* should be read in conjunction with the *Unit Support Notes*, which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life, and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support.*

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge, and understanding required by one or more of the following or equivalent qualifications and/or experience:

♦ Personal Development Award at SCQF level 2 or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skill components for the Unit: Critical Thinking at SCQF level 3

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence. For further information please refer to the *Unit Support Notes.*

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1   Prepare to develop task management skills within a vocational project by:

1.1   identifying strengths and limitations in own task management skills
1.2   identifying personal targets for the development of these skills
1.3   producing a plan for the development of these skills
1.4   identifying their own basic tasks which will enable progress towards achieving personal targets

Outcome 2

The learner will:

2   Carry out the project by:

2.1   monitoring the progress of the plan and taking appropriate action
2.2   completing own tasks

Outcome 3

The learner will:

3   Review their own task management skills by:

3.1   identifying progress made towards achieving personal targets
3.2   identifying strength and weaknesses of the plan
3.3   identifying areas for further development of own task management skills

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments undertaken throughout the Award. Evidence may be presented for individual Outcomes or gathered for the Unit or Award as a whole by combining assessment holistically in one single activity.

♦   Learners should be given templates to ensure they have the opportunity to record achievement for all Outcomes and Assessment Standards.
♦   Learners should keep records of their activities and tasks throughout the project.
♦   Learner work should be confirmed by the teacher/lecturer as meeting the relevant Assessment Standard.

Exemplification of assessment will be provided in *Unit Assessment Support.* Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes.*

Development of skills for learning, skills for life, and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1   Literacy

1.3 Listening and talking

3   Health and wellbeing

3.1 Personal learning

4   Employability, enterprise and citizenship

4.1 Employability
4.3 Working with others

5   Thinking skills

5.2 Understanding
5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life, and skills for work is given in the *Unit Support Notes.*

Thinking skills shown in this Unit provide automatic certification of the Core Skill component: Critical Thinking at SCQF level 3

Administrative information

Published: April 2012 (version 1.0)

Superclass: HB

History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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