



Higher National Unit specification

General information

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

Unit code: H6M7 35

Superclass: HB

Publication date: March 2014

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is designed to enable the learner to develop autonomy and self-direction in their learning and to take personal ownership of the processes of planning and reviewing their own experiences and development. It is also designed to develop skills in reflective practice to monitor and evaluate experience and learning within a given context over an extended period. The learner will be expected to exercise autonomy and initiative in carrying out the Personal Development Planning (PDP) process and demonstrate an understanding of their own development needs.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Assess personal attributes, learning styles, development needs and opportunities.
- 2 Create, implement and evaluate a personal action plan.
- 3 Monitor and evaluate personal development and effectiveness through evidence gathering and critical review.
- 4 Use the Personal Development Planning process to learn through reflective practice.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Higher National Unit specification: General information (cont)

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

Recommended entry to the Unit

A learner should have the ability to think analytically together with well-developed communication skills. Both of these are important to ensure that they are able to reflect on experience, to learn from these experiences and reflections and give an account of this process of experiential/reflective learning. The ability to think analytically and communicate effectively can be evidenced either from the achievement of an SCQF level 7 qualification or relevant work experience.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills Problem Solving at SCQF level 6

Core Skill component(s) None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is designed to be delivered as the overarching Unit of the Diploma in Police Service Leadership and Management. Learners will commence this Unit at the start of the award and will reflect holistically on their experience and development throughout the time they are on the award. It would be equally suitable if delivered as part of another level 8 qualification if the content and context of the award was of a sufficient breadth and length of time.

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.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

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 SQA.

Outcome 1

Assess personal attributes, learning styles, development needs and opportunities.

Knowledge and/or Skills

- ◆ The principles and rationale for self-assessment
- ◆ Methods of self-assessment
- ◆ Self-assessment tools
- ◆ Different learning styles/preferences and study skills
- ◆ Strategies for problem solving
- ◆ The nature and level of personal transferable skills

Outcome 2

Create, implement and evaluate a personal action plan.

Knowledge and/or Skills

- ◆ Principles and stages of action planning
- ◆ Time management and personal organisation
- ◆ Specific, Measurable, Achievable, Realistic, Time-related (SMART) targets
- ◆ Risk analysis and contingency planning
- ◆ Progress and milestone review

Outcome 3

Monitor and evaluate personal development and effectiveness through evidence gathering and critical review.

Knowledge and/or Skills

- ◆ Principles of reviewing progress
- ◆ Identification of evidence
- ◆ Gathering and organisation of evidence
- ◆ Uses of evidence
- ◆ Evaluation of evidence

Higher National Unit specification: Statement of standards (cont)

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

Outcome 4

Use the Personal Development Planning process to learn through reflective practice.

Knowledge and/or Skills

- ◆ Principles and processes of learning from experience
- ◆ Reflective accounts
- ◆ Reprocessing evidence for critical reflective learning
- ◆ Application of learning

Evidence Requirements for this Unit

Learners will need to provide evidence relating to examples of their workplace practice to demonstrate their Knowledge and/or Skills in analysing their own learning styles, abilities and needs; evaluating the implementation of a personal development plan which they have devised; and demonstrating that they can learn from their own personal experience through an on-going process of reflective thinking.

The evidence produced should consist of:

- (a) a portfolio which provides written/oral/witness testimony evidence to cover the following:
- ◆ Using at least two self-assessment technique/tools to analyse own abilities, achievements, interests and aspirations.
 - ◆ A rationale for choice of self-assessment technique(s)/tool(s).
 - ◆ An analysis of own existing learning style(s) and preferences.
 - ◆ An analysis of existing personal transferable skills and those that require development for next stage of learning/career path.
 - ◆ Applying a problem solving strategy to a specific situation encountered during undertaking the award. This should be integrated with the assessments within the other Units of the award.
 - ◆ Prioritising their own learning and development needs.
 - ◆ An action plan, incorporating SMART targets and which relates to organisational, divisional and personal objectives.
 - ◆ Using their own learning preferences, study skills and problem solving abilities to inform the action plan.
 - ◆ Taking responsibility for achieving their own personal action plan over an agreed period, including the effective management of the available time, opportunities and resources.
 - ◆ Undertaking regular progress reviews.
 - ◆ Seeking and using regular feedback to inform the action plan on a continual basis.
 - ◆ Adapting the plan as necessary to meet unforeseen/changing circumstances and feedback.

Higher National Unit specification: Statement of standards (cont)

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

- ◆ Gathering appropriate and sufficient evidence to evaluate the plan and its implementation.
- ◆ Gathering and using evidence that contributes to on-going review, eg feedback from tutors, peers, comments on assessments, evidence from appraisals.

(b) a reflective account which provides evidence of the learner having:

- ◆ an analytical account of their own experiences and learning, which includes review and evaluation.
- ◆ reviewed, analysed and evaluated their personal/developmental experience.
- ◆ reflected on a range of experiences and learning, which must include at least one formal and one informal/experiential learning experience.
- ◆ revisited and reprocessed the activities, reviews and evaluations undertaken earlier in the PDP process.
- ◆ arrived at and justified conclusions from in-depth reflection.
- ◆ recognised and applied lessons learned in, and about, the PDP process, including:
 - lessons regarding strengths
 - lessons related to development needs and priorities
 - lessons about the nature, operation and value of the PDP process.

Satisfactory achievement will consist of:

for (a) The Evidence Portfolio — appropriately referenced, sufficient and relevant evidence, relating to the bullet points above. This will be, where appropriate and relevant, supported by feedback from tutors, peers, comments on assessments and relevant evidence from appraisals. The portfolio should demonstrate the learners' experiences on the award; it should demonstrate their 'learning journey' from where they started and to the end point. It can contain positive and negative aspects but should demonstrate what they have learned/gained/successfully applied. It should relate to other Units on the award. It contains the evidence to support their Reflective Account.

and

for (b) The Reflective Account — the learner's evidence should systematically and critically record and review their experience of the various tasks and activities in the Unit and throughout the qualification, recognising the impact their learning has had on their behaviours and approaches to work related objectives, 'their learning story'. It should contain the narrative to explain the evidence within the Evidence Portfolio.

The reflective account must make **explicit** reference to, and be **supported** by, evidence gathered by the learner in their portfolio at (a).



Higher National Unit Support Notes

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

If this Unit is delivered as part of the Diploma in Police Service Leadership and Management then it will be one of the first Units that learners begin, however it will be continued throughout the award, which should take 18 months to complete. Throughout this time the learner will be developing autonomy in personal development and effectiveness which will be demonstrated within the final reflective account when they will consider the impact their learning has had on their role.

For this Unit, the main tasks are:

- ◆ An assessment of learning styles, abilities and needs. This will require learners to research different models of learning and then apply these appropriately to their own learning over a period of time.
- ◆ Personal development planning. This will require learners to devise a personal development plan, implement the plan and then evaluate the Outcomes of the plan. This will be based on learners' current context including learning and their future aspirations and plans.
- ◆ Reflective thinking. This is a useful skill for learners to acquire, develop and apply. It is also a continuous process, and therefore learners will need time to be able to demonstrate that they are able to think reflectively about their own learning and development and the application of their learning within their own situation.

In this Unit, these tasks have been combined in order to allow learners to take a holistic approach to their personal development and to provide the opportunity to integrate learning, personal development planning and reflective skills rather than build these skills as separate aspects.

The review of learning should be on-going and this review should be the basis for further integrated and holistic reflection. The period of time covering learning and review will need to be substantial enough to generate evidence of on-going review and further reflection; this style of application of learning and reflection is one which is strongly applicable in relation to developing and recognising personal effectiveness. As the DPSLM is delivered over an 18 month period it is expected that learners will regularly revisit this Unit to consider the impact of learning on their behaviours and skills within the workplace.

Higher National Unit Support Notes (cont)

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

At SCQF level 8, learners will be expected to consider and apply key models and techniques to their own learning and development. They will also be expected to exercise autonomy and initiative throughout the PDP process (although tutor support will be required at appropriate stages in the process). In evaluating their own development, learners will need to draw on a range of sources to make judgements about their own achievements and needs and how these relate to future plans for transition — whether this is to further study, promotion or other personal development. This in turn will entail use of routine and specialised skills in communication and ICT, where appropriate. For example, they may use feedback sessions with subject tutors to gather evidence about their development or use software tools to carry out an analysis of core and transferable skills.

Skills for Justice National Occupational Standards

SFJ HA2	Manage your own resources and professional development
SFJ HC6	Implement Change
SFJHA1	Manage your own resources
SFJHD6	Allocate and monitor the progress and quality of work in your area of responsibility
SFJ HC5	Plan Change

Guidance on approaches to delivery of this Unit

Delivery of Outcomes 1 and 2

Outcomes 1 and 2 require learners to be given knowledge, skills and opportunities to review their existing capabilities and to create, implement and evaluate a personal action plan. For the purposes of this Unit a personal action plan is a set of specific aims and Specific, Measurable, Achievable, Realistic and Time-related (SMART) targets; these should relate to the organisational objectives, divisional objectives and personal objectives.

The evidence presented for assessment by each learner in the reflective account should show that he/she has acquired an understanding of the principles underpinning personal development planning and developed the skills/knowledge necessary to undertake a systematic review and analysis of their previous experience, achievements, learning, interests and preferences together with their development needs. It should demonstrate that he/she has seriously considered personal, educational and career aims and opportunities, and has used this analysis to devise a personal development plan based on clear, measurable and achievable targets.

Learners should be given opportunities to examine a range of instruments/frameworks for personal review and analysis such as SWOT (Strengths, Weaknesses, Opportunities, Threats), Forcefield and Learning Styles analyses together with guidance and support in their use. However, the evidence presented by each learner should show that he/she has been able to select and use the instruments that are most appropriate to their particular circumstances. There are a number of free online self-assessment tools and techniques which learners should be encouraged to research and consider.

Higher National Unit Support Notes (cont)

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

Delivery of Outcomes 3 and 4

To satisfy the requirements of Outcomes 3 and 4, the learner needs to be able to show that they have been able to review and reflect on experience and learning throughout the Unit, and their time on the award.

The learner's reflective account should show that they have been able to:

- ◆ systematically and critically record and review their experience of the various tasks and activities in this Unit and throughout the qualification, recognising the impact that their learning has had on their behaviours and approaches to work related objectives.
- ◆ undertake a process of self-evaluation that has provided a well evidenced understanding of their current strengths and development needs in respect of their personal, educational and career aims and aspirations.
- ◆ devise, implement and evaluate a personal development plan and reflect on the experiences, Outcomes and application of learning.
- ◆ identify and record/gather evidence of achievements.
- ◆ take cognisance of feedback received.
- ◆ evaluate the personal, educational and career options available.
- ◆ monitor and amend, as appropriate, activities planned to achieve development objectives.
- ◆ take responsibility for planning and achieving own development objectives.
- ◆ manage the opportunities available to them.

The principal quality that will be looked for in a reflective account will be the ability to learn by reflecting on experience.

Although programme tutors play a significant facilitating and feedback role, the evidence presented must demonstrate that the learner has taken responsibility for their own personal development planning.

The reflective account should demonstrate the learner's understanding of the requirement to plan ahead; to organise; to use time and opportunities effectively; and to review progress.

The account should also describe the use of a formal learning situation, linked to one or more of the other HN Units, and an informal/experiential learning situation, perhaps linked to a non-study context. This could be an operational experience or sporting or personal experience, however it should be related to the organisational context.

Evidence should be provided to show that the learner was able to amend the plan to accommodate changing or unexpected circumstances, and to show that they were able to seek feedback/advice from tutors and other people.

The reflective account should highlight the achievements, learning and development which the learner believes to have arisen from completing the PDP process.

Higher National Unit Support Notes (cont)

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

The objective of promoting self-directed learning is fundamental to the requirement that the learner monitors and evaluates their own experience of devising and implementing an action plan. Under all circumstances, learners must be encouraged to reflect on their own experience and challenged to use their personal reflection to generate insights and understanding of their own strengths and development needs. Specifically, learners should be helped to identify achievements, learning and developments which have arisen from their experience and reflection; and to identify ways in which they might further improve their learning and performance.

The reflective account must make **explicit** reference to, and be **supported** by, evidence gathered by the learner and which meets the evidence for all Evidence Requirements, this evidence should be presented in an appropriately referenced portfolio.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Learners will be assessed on evidence presented through:

- ◆ Self-assessment Tools
- ◆ Personal Action Plan with SMART objectives
- ◆ Personal Development Review and Personal Development Plan (PDR/PDP)
- ◆ Portfolio of Evidence
- ◆ Reflective Account

The Unit will be assessed holistically and, as an overarching Unit, should demonstrate the learning the learner has gained, applied and learned from throughout the award. The final Reflective Account will be supported by the evidence contained within an appropriately referenced Portfolio of Evidence. Wherever possible, relevant work place evidence including appraisal and peer feedback should be included within the portfolio. Assessors should ensure that all evidence is valid, authentic, reliable, current and sufficient.

The learner will be given a specified date for completion of the Portfolio of Evidence and Reflective Account. However, the instructions for this will be distributed to the learner at the commencement of the award. During the time between the distribution of the instructions and the completion date, tutors may answer questions, provide clarification, provide feedback, guidance and reasonable assistance.

Since the Core Skills of Problem Solving at SCQF Level 6 is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model, you should seek prior verification of the assessment instrument(s) you intend to use to ensure that the Core Skill is still covered.

Higher National Unit Support Notes (cont)

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

This Unit has the Core Skills of Problem Solving embedded in it. This means that when the candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Problem Solving at SCQF level 6.

All elements of the Core Skill of *Problem Solving* — Critical Thinking, Planning, Organising, Reviewing and Evaluating — will be naturally enhanced as learners monitor and evaluate their personal workplace experience and learning over an extended period of time. All factors impacting on achievement of goals will require detailed analysis and evaluation of personal transferable skills and strategies. An action plan incorporating organisational and divisional objectives should also take account of identified personal needs that will support health and well-being. On-going reviews, which will include feedback from others, should evaluate progress and also demonstrate the ability to modify planning in response to change.

Although skills in responding to and presenting complex written and oral communication are not formally assessed, learners can be encouraged to enhance their skills as they research, summarise and evaluate in depth information from a range of sources. The formats, verbal and non-verbal techniques that are appropriate to a workplace context should support each appropriately referenced portfolio and reflective account of evidence.

Awareness and use of available *ICT* will enhance and support the process of managing resources and presenting evidence to a professional standard. Efficient systems of storing and collating information for ease of reference will be required and responsible use of equipment and software applications will be routine practice.

Skills for Learning, Life and Work will be further enhanced with particular emphasis on employability, health and wellbeing.

History of changes to Unit

Version	Description of change	Date
02	Core Skills Problem Solving at SCQF level 6 embedded.	31/03/14

© Scottish Qualifications Authority 2014

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Skills for Personal Development and Effectiveness in Policing (SCQF level 8)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit forms part of the Diploma in Police Service Leadership and Management; it is a 2 credit Unit (16 SCQF credit points) at SCQF level 8. It is designed to enable you to develop autonomy and self-direction in your learning and to take personal ownership of the processes of planning and reviewing your own experiences and development. It is also designed to develop skills in reflecting holistically, and on an on-going basis, on experience and learning within a given context over an extended period. You will be expected to exercise autonomy and initiative in carrying out the Personal Development Planning (PDP) process and demonstrate an understanding of your own development needs.

For this Unit, the main tasks are:

- ◆ An analysis of learning styles, abilities and needs. This will require you to research different models of learning and then apply these appropriately to your learning over a period of time.
- ◆ Personal development planning. This will require you to devise a personal development plan, implement the plan and then evaluate the Outcomes of the plan. This will be based your current context including learning and your future aspirations and plans.
- ◆ Reflective thinking. This is a challenging skill for you to acquire, develop and apply. It is a continuous process and therefore you will need time to be able to demonstrate that you are able to think reflectively about your own learning and development and the application of your learning within your own situation.

This is an overarching Unit for the award which will focus on your learning, your development and your application of the skills and knowledge you have gained, how you applied them, what you have learned about yourself and to support you in recognising personal development in the future too.

You will be assessed holistically across the Outcomes, through the presentation of an Evidence Portfolio and a Reflective Account.

The Unit has four Outcomes:

- ◆ Within the first Outcome you will analyse your personal attributes, learning styles, development needs and opportunities.
- ◆ For the second Outcome you will create, implement and evaluate a personal action plan.
- ◆ Throughout the award, you will monitor and evaluate your personal development and effectiveness through evidence gathering and critical review.
- ◆ Finally, you will use the Personal Development Planning process to learn through reflective practice.

During the Unit you will have to record and store evidence of the activities you have undertaken, your reflections on your experiences and your on-going learning. You can do this in a number of ways, including e-portfolio, digital recordings, written records, appraisal evidence.