

National Unit Specification: general information

UNIT Creative Thinking and Goal Setting (Intermediate 2)

CODE DV91 11

SUMMARY

This Unit is designed to enable candidates to develop their ideas and to create, implement, review and evaluate the process of setting a creative objective and their own self-directed goal plans. It is suitable for all candidates with an interest in creative thinking techniques and goal setting skills.

OUTCOMES

- 1 Produce a set of goals to achieve a creative objective.
- 2 Carry out activities to achieve a creative objective.
- 3 Review and evaluate the creative objective process.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

Core Skill Communication at Intermediate 1 level.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: AF

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CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills Problem Solving at SCQF level 5
Core Skills Components None

National Unit Specification: statement of standards

UNIT Creative Thinking and Goal Setting (Intermediate 2)

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.

OUTCOME 1

Produce a set of goals to achieve a creative objective.

Performance Criteria

- (a) Demonstrate knowledge of a range of creative thinking techniques.
- (b) Use creative thinking techniques to identify a feasible creative objective.
- (c) Justify the choice of creative objective.
- (d) Set goals to achieve a creative objective.
- (e) Differentiate between performance and outcome goals.

OUTCOME 2

Carry out activities to achieve a creative objective.

Performance Criteria

- (a) Carry out activities to achieve set goals.
- (b) Record achievements of set goals.

OUTCOME 3

Review and evaluate the creative objective and process of setting and achieving goals.

Performance Criteria

- (a) Review and evaluate the feasibility of the objective.
- (b) Review and evaluate the process of setting and achieving goals.

EVIDENCE REQUIREMENTS FOR THIS UNIT

It is envisaged that this Unit will be assessed holistically using a folio of evidence generated by the candidate. The contents of the folio should cover the Outcomes and Performance Criteria as follows:

National Unit Specification: statement of standards (cont)

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Outcome 1

PC (a) and (b) Recorded oral and/or written evidence that the candidate has chosen and used at least two techniques to generate ideas for a feasible creative objective.

PC (c) Recorded oral and/or written evidence in which the candidate explains and justifies their choice of creative objective.

PC (d) and (e) Evidence in the form of a goal plan which outlines goals that are feasible, measurable and linked to performance.

Outcome 2

PC (a) Evidence of actual performance which shows that the candidate has carried out activities to achieve the creative objective.

PC (b) Recorded oral and/or written evidence to show achievement of goals against the plan.

Outcome 3

PC (a) Recorded oral and/or written evidence that the candidate has identified the strengths and weaknesses of his/her creative objective in terms of its feasibility. This should include comments on how realistic and achievable the creative objective was.

PC (b) Recorded oral and/or written evidence that the candidate has evaluated his/her own performance in terms of setting goals and management of time, resources and personal interactions in achieving these goals.

National Unit Specification: support notes

UNIT Creative Thinking and Goal Setting (Intermediate 2)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The content and context of this Unit should be appropriate to the personal and vocational needs of the candidate.

The content and context of the Unit may be any situation or issue that will interest candidates and allow them to demonstrate achievement as specified in the three Outcomes.

The range of contexts in which creative thinking and goal setting can be developed is very wide and may involve:

- ◆ inventing
- ◆ improving a personal situation
- ◆ improving a vocational situation or process
- ◆ organising a social or vocational event
- ◆ developing a plan for a business venture

Outcome 1

The following aspects of creative thinking could be explored:

- ◆ The work of Howard Gardner on multiple intelligences. Gardner believes that intelligence and creativity can take many forms:
 - linguistic
 - logical-mathematical
 - musical
 - bodily-kinaesthetic
 - spatial-visual
 - interpersonal
 - intrapersonal

Candidates can be encouraged to consider their own creative strengths. Questionnaires exist to assess this and some are available freely on the Internet.

- ◆ The work of Edward de Bono:
 - lateral thinking, (including reversal thinking)
 - the ‘Six Thinking Hats’ technique
- ◆ The work of Tony Buzan and others on mind mapping, concept mapping and idea webs.
- ◆ Brainstorming techniques and rules.
- ◆ The ‘Journalistic Six’: using the questions ‘who?, what?, where?, when?, why? and how?’ as a strategy to assess the viability of potential ideas and projects and as an aid to project planning.

National Unit Specification: support notes (cont)

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- ◆ Goal setting rules, ie that goals should be:
 - realistic and achievable (eg not ‘to win the lottery’ as this depends on luck)
 - measurable
 - precise
 - both long term and short term
 - written in positive language (eg not ‘to stop making stupid mistakes’)
 - about performance, not outcome (ie ‘to run the London marathon in 2 hours 30 minutes’, not ‘to win the London marathon’ as this depends on the competition)
 - chosen by the individual — not imposed by others
 - neither too easy, nor too difficult
 - revised as time passes
- ◆ Candidates should identify a project where creative thinking techniques and goal plan could be applied. This could be personal, social, vocational or connected with their studies. They should justify their choice of project in terms of feasibility: this could include comments on the availability of resources required, time available, help expected from third parties and likelihood of a successful outcome.
- ◆ Candidates should outline and justify the two (or more) creative techniques they used to generate ideas for their objective. For example they could explain why they chose reversal thinking and mind mapping to generate and develop ideas to improve a laboratory process.
- ◆ Candidates should explain their goals in terms of aims for performance or performance improvement This should include short term and long term targets.

Outcome 2

Candidates should work on individual creative projects of their own choice supported by the teacher/lecturer. Candidates will keep a log of their progress, noting when stages of the goal plan developed in Outcome 1 are achieved. They will also gather supporting evidence as appropriate, eg drawings, plans, photographs, prototypes, research notes from books, the Internet, interviews and other sources.

Outcome 3

Candidates provide written and/or recorded oral evidence that shows they have reviewed and evaluated their work.

They can be encouraged to comment on:

- ◆ choice of creative techniques: suitability and helpfulness
- ◆ choice of creative objective
- ◆ strengths and weaknesses of their goal plan
- ◆ their own time management
- ◆ their use of resources
- ◆ the quality of the research they carried out
- ◆ their interaction with other people while carrying out their creative objective
- ◆ lessons learned to improve future performance

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

There should be a balance between teacher/lecturer exposition and candidates' experiential learning.

Suitable formative activities include:

- ◆ making mind maps or concept maps on a range of topics
- ◆ brainstorming a range of problems or issues
- ◆ analysing a situation or case study using the 'Journalistic Six' technique
- ◆ suggesting alternative uses for objects using lateral thinking
- ◆ using the 'Six Thinking Hats' technique as role-play to explore all aspects of an issue
- ◆ analysing situations and suggesting improvements using the reversal thinking technique

While a number of the activities suggested may be undertaken in groups, it is expected that all candidates will complete an individual folio of evidence.

While candidates must study a minimum of two creative thinking techniques, it is strongly recommended that a wider range is covered, in order to provide candidates with a broad, balanced educational experience.

Modes of delivery

This Unit is suitable for both traditional face-to-face delivery and online delivery — or a combination of the two.

If the Unit is delivered online, teachers/lecturers should make every effort to ensure the authenticity of candidates' work.

Measures to ensure authenticity can include frequent contact with candidates and progress checks with supplementary questioning carried out by e-mail.

The evaluation (Outcome 3) could be carried out as a structured interview with the opportunity for supplementary questions if required.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Unit should be assessed holistically with all evidence being generated from one creative objective.

An assessor observation checklist should be used where the candidate generates evidence of activities outwith the centre. This checklist may usefully provide supporting evidence for any activities related to Outcomes 1–3 and should be used accordingly.

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Approaches to assessment

Creative objectives are likely to vary widely and therefore the contents of each candidate's folio will also be different.

Here is an example of the likely folio contents from a candidate who organised a Seventies Theme Night for charity. This is provided for guidance only. It is not intended to be prescriptive:

Example — contents of folio of evidence from candidate who organised a 'Seventies Night':

Evidence collected from preparations for the Seventies Night and from the event itself:

- ◆ Internet and book research about Seventies music and fashions.
- ◆ E-mails and letters to book venue and DJ.
- ◆ Posters, leaflets and tickets advertising the event.
- ◆ Receipts and recipes for catering.
- ◆ Evidence of contact with teacher/lecturer and others contacted for advice/help.
- ◆ Video footage and photographs of the event.

Other contents:

- ◆ Notes/recorded evidence from brainstorming exercise to generate ideas for fundraising.
- ◆ Notes/recorded evidence from Journalistic Six exercise to plan the event.
- ◆ Notes/recorded evidence justifying choice of Seventies theme night as fundraising event.
- ◆ Goal plan in the form of a table with target dates outlining tasks to be undertaken to prepare for event.
- ◆ Completed log sheet outlining candidate's activities in the run-up to the Seventies Night which includes dates, actions taken and achievement (or not) of goals.
- ◆ Evaluation notes/recorded evidence covering choice of creative techniques, choice of creative objective, feasibility of goal plan developed and execution of the plan.

Useful internet search terms

The following search engine terms may be helpful in identifying websites about creative thinking and goal setting:

- ◆ multiple intelligences
- ◆ creative thinking
- ◆ creative techniques
- ◆ mind maps
- ◆ brainstorming
- ◆ lateral thinking
- ◆ goal setting

Such websites may contain information that is useful to both teachers and candidates.

National Unit Specification: support notes (cont)

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CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support 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 Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: **www.sqa.org.uk**.