



National Unit Specification: general information

UNIT Personal Development: Self and Work (Higher)

CODE F37X 12

SUMMARY

This is a mandatory Unit in the *Personal Development* (Higher) Course, but it is also available as a free-standing Unit.

This Unit is designed to allow candidates to improve their self reliance and self esteem by setting targets for the development of task management skills within a vocational project. The vocational project must be related to the world of work and can be carried out individually or in a group. The wide range of contexts and locations suitable for the project allows a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their own task management skills and then reviewing their progress on the development of these skills on completion of the project. Guidance on suitable contexts, projects, targets and tasks can be found in the support notes of this specification.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

Throughout the Unit candidates will be working with non-directive supervision. This means that candidates will take responsibility for their own progress through the Unit, although, teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

This Unit is suitable for candidates who have not previously completed a *Personal Development* Course or Unit but it also offers progression for candidates who have completed the F37X 11 *Personal Development: Self and Work* (Intermediate 2) Unit, other *Personal Development* Units or the Course at Intermediate 2 level or a Standard Grade in *Social and Vocational Skills* at Credit level.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Personal Development: Self and Work (Higher)

OUTCOMES

- 1 Evaluate own task management skills in preparation for a vocational project.
- 2 Produce a plan for the development of own task management skills within a vocational project.
- 3 Carry out the plan for the development of own task management skills within a vocational project.
- 4 Review progress on completion of a vocational project.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Higher level (6 SCQF credit points at SCQF level 6*).

**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.*

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	Problem Solving at SCQF level 6
Core Skill Component(s)	None

National Unit Specification: statement of standards

UNIT Personal Development: Self and Work (Higher)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Evaluate own task management skills in preparation for a vocational project.

Performance Criteria

- (a) Select and use an appropriate technique to evaluate own specific task management skills.
- (b) Explain the reasons for choosing that technique.
- (c) Identify personal targets for the development of these skills.
- (d) Explain the reasons for choosing these personal targets.

OUTCOME 2

Produce a plan for the development of own task management skills within a vocational project.

Performance Criteria

- (a) Identify own complex tasks which will enable progress towards achieving personal targets.
- (b) Give reasons to explain the choice of identified tasks.
- (c) Identify the resources required to complete these tasks.
- (d) Identify timescales to complete these tasks.

OUTCOME 3

Carry out the plan for the development of own task management skills within a vocational project.

Performance Criteria

- (a) Use identified resources to allow progress towards achieving personal targets.
- (b) Monitor progress during the vocational project.
- (c) Take appropriate action as a result of monitoring progress.
- (d) Explain why this action has been taken.
- (e) Complete own tasks as identified in the plan.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self and Work (Higher)

OUTCOME 4

Review progress on completion of a vocational project.

Performance Criteria

- (a) Analyse the progress made towards achieving personal targets.
- (b) Reach conclusions about areas for further development of own task management skills based on this analysis.
- (c) Give reasons to support these conclusions.
- (d) Identify the strengths and weaknesses of the plan used to achieve this progress.
- (e) Reach and justify a conclusion about the effectiveness of the plan in light of the strengths and weaknesses identified.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

The candidate will work with non-directive supervision whilst generating the evidence required to achieve the national standard through each of the Outcomes for this Unit. This means that the candidate will take responsibility for his/her own progress through the Unit, although, teachers/lecturers may provide explanation and interpretation if asked to do so by the candidate.

The evidence will be generated by the candidate at appropriate points throughout the Unit. The evidence will consist of:

- ◆ written and/or recorded oral evidence generated by the candidate for all Outcomes. This evidence must be retained in a folio.
- ◆ assessor observation checklists to support performance evidence for Outcome 3.

The specific evidence required to demonstrate the achievement of each Outcome is listed below:

For Outcome 1

A candidate evaluation covering:

- ◆ own task management skills using an appropriate technique such as a SWOT analysis or Johari's Windows. The following task management skills should be covered: developing success criteria, making effective decisions, preparing instructions for others, multi-tasking.
- ◆ an explanation of the choice of technique. This must include a comparison with at least one other appropriate technique which has not been chosen.
- ◆ a minimum of **two** targets for the development of task management skills within a vocational project. These must be based on the initial self evaluation.
- ◆ an explanation giving reasons for the choice of identified targets.

The candidate will be given a checklist to allow the evaluation to be produced. The candidate evaluation must be retained in the folio.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self and Work (Higher)

For Outcome 2

The candidate's plan which includes:

- ◆ own complex tasks related to each target. Complex tasks will contain non-routine elements. A minimum of **two** tasks for each target are required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
- ◆ an explanation of the choice of identified tasks.
- ◆ realistic timescales for the completion of each task.
- ◆ the resources required to carry out tasks.

The candidate will be given a suitable checklist to enable the production of the plan. The candidate plan must be retained in the folio.

For Outcome 3

A candidate record of:

- ◆ monitoring of progress. Although the candidate will be monitoring on an ongoing basis, evidence of monitoring should be gathered at a suitable mid-point and then again towards the end of the project.
- ◆ actions taken as a result of this monitoring. Appropriate action could be an amendment to the plan or it could be deciding to continue with the plan as it stands.
- ◆ an explanation of why this action has been taken.
- ◆ all own tasks which have been completed. This will be confirmed by the teacher/lecturer.

The candidate will be given a checklist to allow a record to be produced. The candidate record must be retained in the folio.

Performance evidence, supported by an assessor observation checklist, is also required to show that the candidate used resources appropriately.

For Outcome 4

A candidate review covering:

- ◆ analysis of progress made towards achieving personal targets on completion of a vocational project, confirmed as authentic and realistic by the teacher/lecturer.
- ◆ examples to support this explanation.
- ◆ strengths of the plan in relation to the tasks which have been carried out and the resources used, confirmed as realistic by the teacher/lecturer.
- ◆ weaknesses of the plan in relation to the tasks which have been carried out and the resources used, confirmed as realistic by the teacher/lecturer.
- ◆ a justified conclusion about the effectiveness of the plan based on the identified strengths and weaknesses. The conclusion should indicate in what ways the plan and its implementation could have been improved.
- ◆ areas for further development of task management skills in light of this progress.
- ◆ why these areas for further development have been chosen.

National Unit Specification: statement of standards (cont)

UNIT Personal Development: Self and Work (Higher)

The candidate will be given a checklist to allow a review to be produced. The candidate review must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of checklists for candidate evaluations, records and reviews and assessor observation checklists. Centres wishing to design their own assessments should refer to the National Assessment Bank to ensure a comparable standard.

National Unit Specification: support notes

UNIT Personal Development: Self and Work (Higher)

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

This Unit is suitable for candidates who have no previous experience of *Personal Development* Units and Courses but it also offers progression for candidates who have completed F37X 11 *Personal Development: Self and Work* (Intermediate 2), other *Personal Development* Units or the Course at Intermediate 2 level or a Standard Grade in *Social and Vocational Skills* at Credit level.

A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix of this Unit specification.

Some examples of contexts, projects, targets and tasks can be found in the table below. Centres may choose contexts and projects suitable for their candidates and are not restricted to the examples in the table.

National Unit Specification: support notes (cont)

UNIT Personal Development: Self and Work (Higher)

Context	<p>Some examples of suitable contexts are:</p> <ol style="list-style-type: none"> 1 workplace 2 rights and responsibilities 3 enterprise 4 health
Projects	<p>Some examples of vocational projects relating to the above contexts are:</p> <ol style="list-style-type: none"> 1 a work placement; work shadow; a visit to a work place; voluntary work; a mock interview 2 investigating equal opportunities in the work place; investigating rights and responsibilities of an employee, an employer, a consumer; an investigation into the role of staff associations and trade unions 3 setting up an enterprise company; organising an event such as a school show or coffee morning 4 investigating health and safety at work; a work placement in the health industry; shadowing a health worker
Targets	<p>Some examples of suitable targets are to:</p> <ol style="list-style-type: none"> 1 improve decision making 2 be able to multi-task 3 be able to delegate activities to others 4 improve my organisation
Tasks	<p>Some examples of suitable tasks are:</p> <ol style="list-style-type: none"> 1 I will improve my decision making by ensuring that I have as much information and advice as possible to inform my decisions while working for a voluntary organisation. 2 I will improve my ability to multi-task by gathering, adapting and organising information on the rights and responsibilities of an employee from a wide range of sources. 3 I will improve my ability to instruct others by taking a leading role in an enterprise company. I will need to make sure that the instructions to others are clear and achievable. 4 I will keep detailed records of work throughout my experience of shadowing a health worker so that I can improve my organisational skills.

This Unit is designed to allow candidates to develop task management skills within a vocational project. The vocational project must be related to the world of work and be carried out either individually or in a group.

National Unit Specification: support notes (cont)

UNIT Personal Development: Self and Work (Higher)

With non-directive supervision from the teacher/lecturer, candidates will be involved in evaluating their own task management skills, setting targets for the development of these skills and monitoring and reviewing their progress in the development of task management skills whilst undertaking a vocational project. The following task management skills will be evaluated by the candidate:

- ◆ developing success criteria
- ◆ making effective decisions
- ◆ preparing instructions for others
- ◆ multi-tasking

In addition to the skills being evaluated, centres may wish to make candidates aware of additional task management skills, for example:

- ◆ prioritising tasks
- ◆ breaking tasks down into smaller parts
- ◆ checking quality of own work
- ◆ punctuality
- ◆ keeping detailed records of work
- ◆ estimating time for task completion
- ◆ keeping to deadlines
- ◆ checking quality of own work
- ◆ keeping records of task completion

There are many types of vocational project which offer suitable contexts for the development of task management skills, for example, an investigation into employment law or setting up an enterprise company. The vocational project may be undertaken individually or as part of a group, however, individual candidates must do their own evaluating, planning and reviewing to ensure that the Outcomes and Performance Criteria are covered for this Unit.

Outcomes

For Outcome 1 candidates need to ask themselves:

- ◆ Where am I in relation to the task management skills I possess?
- ◆ Where do I go from here?

To answer these questions candidates, with non-directive supervision from the teacher/lecturer, will evaluate their task management skills in preparation for a vocational project using an appropriate technique such as a SWOT analysis or Johari's Windows. Candidates must explain their choice of technique by comparing it with at least one other. They should show clearly why the chosen technique is more suitable than the other. Candidates may also wish to take account of the additional task management skills stated above, in their evaluation. Teachers/lecturers should make candidates aware of what is meant by task management skills and highlight their importance in relation to a vocational project. Candidates must identify a minimum of **two** personal targets for the development of task management skills and give reasons to explain why they have chosen their particular targets. The targets will allow candidates the opportunity to develop specified and/or additional task management skills and must relate to the initial evaluation. A variety of targets which are relevant to F37X 12 *Personal Development: Self and Work (Higher)* can be found in the table above.

National Unit Specification: support notes (cont)

UNIT Personal Development: Self and Work (Higher)

For Outcome 2 candidates need to ask themselves:

- ◆ How will I develop my task management skills?

To answer this question, candidates, with non-directive supervision from the teacher/lecturer, will plan to meet their targets for the development of task management skills within a vocational project. Candidates will produce a plan consisting of a minimum of **two** complex tasks per target, for the development of their own task management skills during the project. The tasks will contain non-routine elements. Candidates will explain their choice of tasks and will relate each task to a specific target. Examples of tasks appropriate for this Unit can be found in the table above. The plan must include reasonable timescales and any resources necessary for carrying out tasks.

For Outcome 3 candidates need to carry out their plan within a vocational project.

With non-directive supervision from the teacher/lecturer, candidates will carry out their plan. Candidates should be encouraged to keep records of their work which will provide evidence of monitoring progress and the action taken as a result of monitoring. Appropriate action could be an amendment to the plan or it could be deciding to carry on with the plan as it stands. Candidates must explain why the action was taken.

For Outcome 4 candidates need to ask themselves:

- ◆ Where am I now?

To answer this question, candidates, with non-directive supervision from the teacher/lecturer, will carry out a review of the progress they have made towards achieving their targets for the development of task management skills. It is recommended that candidates make comparisons with the evaluation for Outcome 1 as they analyse their progress. They will use this analysis to reach conclusions about their progress and to identify areas for the further development of task management skills. Candidates must give reasons to explain their choice of areas for further development.

If candidates are studying the *Personal Development* (Higher) Course, it may be possible for the chosen context for the vocational project to be used in other Units. For example, candidates studying in the context of 'Health' may:

- ◆ find out about health and safety on a work placement for a vocational project for this Unit
- ◆ produce a health booklet in a group project for the F37W 12 *Personal Development: Self in Society* (Higher) Unit
- ◆ produce a personal health plan as a personal project for the F2FV 12 *Personal Development: Self Awareness* (Higher) Unit
- ◆ generate evidence for the F37Y 12 *Personal Development: Practical Abilities* (Higher) Unit from these projects.

Thus candidates studying the *Personal Development* (Higher) Course may be able to adopt an integrated approach to their learning.

National Unit Specification: support notes (cont)

UNIT Personal Development: Self and Work (Higher)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

As part of the induction process, time should be devoted to ensuring that candidates have a clear understanding of the expectations for the Unit by explaining and discussing Outcomes, Performance Criteria, Evidence Requirements and Core Skills. A glossary of terms relevant for all *Personal Development* Units can be found in the Appendix to this Unit specification.

In this Unit learning is by doing; the vocational project must allow candidates to develop their task management skills through experience related to the world of work. Centres must ensure that the project allows candidates the opportunity to achieve the Outcomes and Performance Criteria for the Unit. It is possible that the setting for the vocational project will be outside the school/college environment. Centres must ensure that the relevant health and safety guidelines are followed at all times.

Throughout the Unit candidates should be encouraged to:

- ◆ seek and decide how to use personal guidance from teachers/lecturers, peers or experts from the community or business
- ◆ adopt an investigative approach through self evaluation, interviewing, shadowing, questioning and information gathering
- ◆ become reflective learners through the review of personal development and knowledge of self and through the use of feedback from teachers/lecturers and others to set goals and make plans for the future

If candidates intend to complete a *Personal Development: Practical Abilities* Unit they could also be made aware of the expectations of that Unit since it may be possible for them to gather evidence for *Personal Development: Practical Abilities* whilst gathering information, communicating and delivering an output for a vocational project.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an evaluation, target-setting and planning and reviewing while undertaking a vocational project. This covers *Problem Solving* at Higher level and provides good opportunities for developing aspects of *Working with Others* where the project is carried out as a group activity.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The Evidence Requirements are fully expressed in the mandatory section of this Unit specification.

As stated in the Evidence Requirements, candidates must be given checklists for evaluating, planning, monitoring and reviewing to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

National Unit Specification: support notes (cont)

UNIT Personal Development: Self and Work (Higher)

Candidates will receive non-directive supervision from the teacher/lecturer when gathering evidence for their folio. Evidence should be gathered at appropriate points as candidates make progress through the Unit. Observation checklists and other records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for verification. Assessor observation checklists may relate to just one candidate, a group of candidates or a whole class.

Written and/or recorded oral evidence may be produced in a variety of formats, for example:

- ◆ candidate written records
- ◆ recordings of interviews
- ◆ e-mails
- ◆ blogs
- ◆ assessor record of candidate responses
- ◆ review sheets
- ◆ electronic presentations
- ◆ electronic journals
- ◆ log books
- ◆ diaries
- ◆ videos
- ◆ photographs

Centres and/or candidates should select the formats most appropriate to the individual and the learning environment in which the Unit is being completed.

If candidates intend to complete a *Personal Development: Practical Abilities* Unit it may be possible to integrate learning, teaching and assessment while undertaking the vocational project.

In addition, it may be possible for candidates studying the *Personal Development (Higher)* Course to use one project to gather evidence for more than one Unit. For example, a candidate working in a group to set up an enterprise company may:

- ◆ for F2FV 12 *Personal Development: Self Awareness (Higher)*, increase knowledge of self in preparation for a role in the company
- ◆ for F37W 12 *Personal Development: Self in Society (Higher)*, target their interpersonal skills, whilst working with others in the group to plan, set up and run the company
- ◆ for F37X 12 *Personal Development: Self and Work (Higher)*, plan to develop task management skills as they carry out their role for the enterprise company
- ◆ for F37Y 12 *Personal Development: Practical Abilities (Higher)*, gather information for the company, communicate information to others and deliver an output such as a product or a service for the company

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

Appendix: Glossary of Terms used in Personal Development Units and Courses

A glossary of terms particular to *Personal Development* Courses and Units at Higher and other levels is given here:

Activities:	<i>Work to be carried out by the candidate for the group, personal, or vocational project which is not directly aimed at progress in the development of personal targets.</i>
Areas for Further Development:	<i>Goals for the future development of skills, abilities and self knowledge.</i>
Complex:	<i>This refers to tasks and activities and means that the activities and tasks will comprise of several stages and will contain non-routine (see non-routine in the glossary) elements and will be in an unfamiliar setting or situation.</i>
Context:	<i>Topic of study, for example, local community.</i>
Contribute:	<i>Offer some ideas and/or suggestions.</i>
Core Skills:	<i>These are: Communication; Numeracy; Problem Solving; Information Technology and Working with Others.</i>
Detailed:	<i>This refers to tasks and activities and means that the tasks and activities will comprise of several stages and will contain some routine and some non-routine elements (see routine and non-routine in the glossary).</i>
Directive Support:	<i>This means that the teacher/lecturer will issue explicit instructions to enable progress.</i>
Evaluation:	<i>A self assessment of strengths, weaknesses and personal qualities.</i>
Folio:	<i>Pieces of work selected to meet the Evidence Requirements.</i>
Interpersonal Skills:	<i>The skills required to interact and work harmoniously and effectively with others.</i>
Non-directive Supervision:	<i>This means that the candidate should take responsibility for their own progress although teachers/lecturers may explain and interpret if asked to do so by the candidate.</i>
Minimum Support:	<i>This means that the teacher/lecturer may respond to specific questions from the candidates to enable progress.</i>
Non-routine:	<i>This refers to tasks and means that the task, or part of the task, will be new to the candidate, ie it will take them out of their comfort zone.</i>
Negotiate:	<i>Put forward ideas and suggestions and work with others to agree a way forward.</i>

Participate:	<i>Agree to ideas, plans and suggestions.</i>
Personal Development:	<i>The development of personal skills, abilities and self awareness.</i>
Personal Targets:	<i>An objective for the development of personal skills.</i>
Practical Abilities:	<i>The ability to obtain and organise information to communicate effectively and to deliver an output, such as a product or a service, which is fit for purpose.</i>
Progress Made Towards Personal Targets:	<i>Was the target achieved? Was it partially achieved?</i>
Project:	<i>The vehicle for the development of skills and self awareness and the demonstration of practical abilities. For example, a vocational project, such as a work placement, through which task management skills can be developed.</i>
Review:	<i>To carry out an assessment of progress made by comparisons with an initial evaluation and/or an assessment of what was done well and what could have been done better.</i>
Routine:	<i>This refers to tasks and means that the task, or part of the task, would require an everyday action, ie an action which is the norm for the candidate.</i>
Self awareness:	<i>Recognition of one's own personality, ie knowledge of self. The Personal Development Courses and Units address self awareness by providing opportunities to explore qualities, ie strengths and weaknesses, skills and knowledge and feelings, ie likes, dislikes, interests, fears and aspirations.</i>
Self evaluation Technique:	<i>A tool for carrying out a self assessment of strengths, weaknesses, qualities and feelings which could include a SWOT analysis, force field analysis, Johari's windows or a self devised self assessment tool. These are relevant to Intermediate 2 and Higher Units.</i>
Simple:	<i>This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) and in a familiar setting or situation.</i>
Straightforward:	<i>This refers to activities and tasks and means that the activities and tasks will consist of a few stages and will be routine (see 'routine' in the glossary) in nature.</i>
Support:	<i>This means that the teacher/lecturer should issue advice to candidates to enable progress.</i>
Tasks:	<i>Work carried out by the candidate towards the identified personal targets.</i>
Task Management Skills:	<i>The skills required to work in an effective and organised manner.</i>