National Unit specification: general information

Unit title: Guidance: On-Going

Unit code: H0EY 09

Superclass:	HC
Publication date:	January 2012
Source:	Scottish Qualifications Authority
Version:	01

Summary

The Unit is designed to allow candidates to identify existing strengths and weaknesses while undertaking an educational programme of study or training and to plan for improvement.

The Unit may be suitable for those engaged in studying or training, in school, further education, community education or other training organisations.

Candidates will have the opportunity to improve their self awareness by evaluating their own interests, strengths and areas for improvement. Candidates will also be able to develop planning skills.

This Unit may provide a useful framework for those involved in pre-exit guidance.

Outcomes

1 Evaluate own performance in relation to a current educational programme.
2 Plan a course of action to enable strengths and areas for improvement to be built on.
3 Carry out the planned course of action.
4 Review performance on completion of the planned course of action.

Recommended entry

Entry is at the discretion of the centre.

General information (cont)

Credit points and level

0.5 National Unit credit at SCQF level 3: (3 SCQF credit points at SCQF level 3*)

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 Course gives automatic certification of the following:

Complete Core Skill   Problem Solving at SCQF level 3

Core Skill component   None

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

National Unit specification: statement of standards

Unit title: Guidance: On-Going

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

Evaluate own performance in relation to a current educational programme.

Performance Criteria

(a)   Identify strengths in own performance.
(b)   Identify areas for improvement in relation to own performance.

Outcome 2

Plan a course of action to enable strengths and areas for improvement to be built on.

Performance Criteria

(a)   Identify the simple tasks to build on strengths and areas for improvement.
(b)   Identify the resources required to complete these tasks.

Outcome 3

Carry out the planned course of action.

Performance Criteria

(a)   Carry out the simple tasks identified.
(b)   Use resources appropriately.

Outcome 4

Review performance on completion of the planned course of action.

Performance Criteria

(a)   Identify any progress made in relation to initial evaluation on completion of the planned course of action.
(b)   Identify areas for further development in light of progress already made.

National Unit specification: statement of standards (cont)

Unit title: Guidance: On-Going

Evidence Requirements for this Unit

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

The candidate will receive directive support throughout the Unit whilst generating the evidence required to achieve the national standard through each of the Outcomes for the Unit. This means that the teacher/lecturer will issue explicit instructions to candidates to enable progress.

The evidence will be generated by the candidate, with directive support from the teacher/lecturer, 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.
♦ Performance evidence for Outcome 3.

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

Outcome 1

A candidate evaluation identifying:

♦ a minimum of one strength in relation to own performance.
♦ a minimum of one area for improvement in relation to own performance.

Outcome 2

A candidate record covering:

♦ a minimum of two simple tasks to be carried out.
♦ a minimum of two suitable resources required to carry out the task.

Outcome 3

Performance evidence confirmed by the teacher/lecturer that:

♦ the tasks were carried out successfully.
♦ resources were used appropriately.

National Unit specification: statement of standards (cont)

Unit title: Guidance: On-Going

Outcome 4

A candidate review of progress identifying:

- ♦ any progress made in relation to the evaluation carried out for Outcome 1.
- ♦ any areas for improvement identified.

The candidate review should be confirmed as authentic by the teacher/lecturer.

National Unit specification: support notes

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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 20 hours.

Guidance on the content and context for this Unit

This Unit is suitable for candidates who have no previous experience of Units within the Personal and Social Development suite of Units but it also offers progression for candidates who have completed other Units such as: Induction, Guidance: Options and Choices and Guidance: Pre-Exit or any other Units.

Outcomes

For Outcome 1 it may be helpful for candidates to think about their:

♦   Likes and dislikes
♦   Strengths and weaknesses
♦   Skills and areas for development
♦   Interests and preferences

Candidates should reflect on their current performance as they undertake a programme of study or training. They will do this with directive support from their teacher/lecturer. A personal interview could be a means of encouraging the candidate to reflect and identify their interest, strengths and areas for improvement.

For Outcome 2 to identify suitable tasks and resource, candidates need to ask themselves:

♦   What can I do to improve my performance?
♦   What resources will I need?

Resources could include advice from a tutor or peers.

For Outcome 3, teachers/lecturers could use a checklist to record performance. This could be supported by candidate's own log book or record of task completion.

For Outcome 4 candidates need to ask themselves:

♦   Where am I now?
♦   What have I achieved?
♦   Have I been able to overcome my weaknesses and build on my strengths?
♦   What areas do I need to improve now?

National Unit specification: support notes (cont)

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To answer these questions, candidates should carry out an accurate review of any progress they have made in relation to their identified areas of improvement, highlighting key elements of learning gained. This should be compared to initial evaluation (Outcome 1) to identify areas for future development.

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 Outcomes, Performance Criteria, Evidence Requirements and Core Skills of the Unit.

This Unit is part of the individual personal development journey that has the development of the candidate at the centre of the Outcomes, it may enable learners to become confident individuals, successful learners, responsible citizens and effective contributors; the four areas employers have highlighted as particularly important when entering a workplace. Centres must ensure that activities undertaken allow the candidate the opportunity to achieve the Outcomes and Performance Criteria for the Unit. Centres must make available resources needed to successfully complete the Unit.

This Unit will encourage candidates to examine all aspects of their current performance in relation to their educational/training attainment.

Centres may wish to make candidates aware of the many skills and qualities they have gained from their experiences that would be transferable to their future plans and that are important in education and employment, such as:

♦ Self confidence
♦ Good timekeeping
♦ Completing tasks to an appropriate standard
♦ Seeking advice to enable progress
♦ Asking for help to improve understanding of instructions

This Unit allows candidates the opportunity to develop their self awareness by evaluating their own interests, strengths and areas for improvement; develop task management skills, including planning, organising, decision making skills and interpersonal skills which will enable candidates to become effective contributors and the ability to source and use appropriate knowledge.

Throughout this Unit candidates should be encouraged to:

♦ act on personal guidance from teachers/lectures, peers and professionals in their field.
♦ become a reflective learner through the review process undertaken, including feedback from observations from peers, teachers/lectures to set realistic achievable next steps for the future.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

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

Candidates should receive directed support in selecting evidence for the folio. Evidence should be gathered at appropriate points as candidates make progress through the Unit. Records of assessment should be maintained and kept up-to-date in order to track candidate progress and to provide evidence for internal and external verification.

Instruments of assessment must be in line with the Evidence Requirements for the Unit. Centres should choose instruments of assessment best suited to their individual candidates and resources. This could include:

♦ Candidate written records
♦ Personal Interview
♦ Assessor record of candidate responses
♦ Review sheets
♦ Log books
♦ Blogs
♦ Diaries
♦ Videos
♦ Photographs

Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence.

Written and/or oral evidence for this Unit can be produced in a variety formats, for example:

♦ Digital sound recordings
♦ E-mails
♦ Blogs
♦ Electronic presentations
♦ Electronic journals

Centre should select the format most appropriate for the individual's needs and the learning environment which the Unit is being completed.

Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003), SQA Guidelines on e-assessment for Schools (BD2625, June 2005).*

National Unit specification: support notes (cont)

Unit title: Guidance: On-Going

Opportunities for developing Core Skills

In this Unit candidates will be involved in carrying out an evaluation, planning a course of action and reviewing progress. This provides good opportunities for developing aspects of *Problem Solving*.

This Unit has the Core Skill of Problem Solving embedded in it, so when candidates achieve this Unit their Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF Level 3.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date