

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**Hanover House  
24 Douglas Street  
GLASGOW G2 7NQ**

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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

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<b>-Module Number-</b>	<b>0091194</b>	<b>-Session-1989-90</b>
<b>-Superclass-</b>	<b>HB</b>	

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<b>-Title-</b>	<b>PERSONAL EFFECTIVENESS 1</b>
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**-DESCRIPTION-**

Purpose	The purpose of this module, and of Personal Effectiveness 2 and 3 is to help students develop task management skills, interpersonal skills, and a practical awareness of self and social contexts. The module shares the common aims of all PSD modules and the descriptor should be read in conjunction with the Guidelines on Personal and Social Development Modules. The distinctive purpose of the Personal Effectiveness modules is that they are concerned with PSD competences in a range of contexts, both vocational and personal, thus emphasising the student's ability to transfer the competences. This descriptor should be read in conjunction with Personal Effectiveness 2 and 3 which set more demanding targets for students.
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Preferred Entry Level	No formal entry requirements.
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Learning Outcomes	The student: <ol style="list-style-type: none"><li>1. prepares plans of action based on given goals specified by another;</li><li>2. undertakes allocated routine tasks;</li><li>3. maintains co-operative working relationships in familiar circumstances;</li><li>4. identifies his/her own personal effectiveness.</li></ol>
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Content/ Context	The general contexts for the module as a whole include working and learning within National Certificate modules; employment or work experience, community or residential experience; and participation in voluntary organisations.
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Suggested  Learning and Teaching Approaches	As the aim of the module is to develop competences which must be demonstrated wholly or largely outside the PSD classroom, it is unlikely that this module will be delivered by timetabling a whole group for 40 hours in the conventional way.
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While some of the learning activities in the module may be carried out in a whole group eg. the induction to the module, most of the tutor's activity is likely to consist of support and reviewing activities for students on an individual or small group basis.

The activities through which the students learn and demonstrate competence may include:

activities from other modules in the students' programme;

activities within employment or work experience;

activities in which the student normally engages in his/her personal time or activities which he/she agrees to undertake to fulfil the Learning Outcomes in his/her own time.

The first phase of the module, induction and negotiation may be conducted largely on a whole group basis with conventional timetabling arrangements. It could begin with the tutor and students exploring the learning outcomes and discussing their significance in work and other aspects of life. Videos, role plays, games and simulations may be helpful in providing a clear focus on the qualities and skills which the module seeks to develop. The real-life experience of students should also be drawn upon. Students could complete a self-profile during this phase.

This phase should conclude with the negotiation of definite targets associated with the learning outcomes and performance criteria at one of the 3 levels.

The targets may be achieved through any of the kinds of learning activities outlined above, but note must be taken of the requirement about range of contexts (see Assessment Procedures).

Following induction and negotiation of a programme of activities and targets, the role of the tutor is to provide support through individual or small group discussions.

The purpose of support activity is to assist the student in reviewing his/her own progress towards the attainment of the learning outcomes and in identifying and overcoming problems in meeting his/her targets. The tutor should seek to create a climate in which the student perceives review meetings as having a serious purpose. Adequate preparation by students should be encouraged, and some form of recording of issues arising from meetings should be adopted.

The performance of students is assessed by Personal Interview (see Assessment Procedures). These summative assessment procedures may be integrated with the support and reviewing activities suggested above.

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Assessment  
Procedures

Note on Assessment Procedures

The interview between tutor and student is the assessment instrument for all learning outcomes. A series of interviews focusing on discrete learning outcomes may be used, although there are clear advantages in conducting a holistic interview for summative assessment purposes. In relation to LO4, the interview is the direct means of assessing the student's self-knowledge. In relation to the other learning outcomes, prior to the interview, the tutor should review the range of specified assessment evidence and identify areas for discussion and clarification, eg. the student's views on an unfavourable aspect of supervisor's report. Summative assessment decisions rest with the professional judgement of the tutor responsible for the module; reports and observation checklists by supervisors, log books and self-profiles contribute to this judgement.

Acceptable performance in the module is satisfactory achievement of the performance criteria specified for each Learning outcome.

The following abbreviations are used below:

- LO Learning Outcome
- IA Instrument of Assessment
- PC Performance Criteria

The following terms used in the Assessment Procedures have the meaning indicated below:

Content:

any well-defined sphere of activity, with characteristic roles and activities

Types of context:

educational  
employment (working or training)  
recreational  
community

Supervisor:

any responsible adult in a leading or supervisory role within a context

All Los: The activities undertaken by students for assessment purposes especially in regard to LO3 must be in relation to goals which the student values. Assessment of the student in regard to goals which are not valued is invalid.

LO1 PREPARES PLANS OF ACTION BASED ON GIVEN GOALS SPECIFIED BY ANOTHER

- PC (a) Information given in the plans of action is accurate.  
(b) Information given in the plans of action is relevant to goals to be attained.  
(c) Information given in the plans of action is complete.  
(d) The nature and sequence of actions to be taken are feasible in light of the time and resources available.
- IA Interview conducted by tutor at which three plans of action prepared by a student are discussed and reviewed. The plans of action should be presented either in written form eg. on a planning sheet or log book, or as a taped oral account. There will be 3 plans. At least one plan will be vocational and one non-vocational. Each plan of action should be prepared for a different supervisor who must attest that the plan presented is typical of the student's performance.

The planning activities undertaken should display the following characteristics. The goal(s) will have been specified by the supervisor or agreed between supervisor and student before the student begins independent activity. The task which is being planned will be such that the student is not required to consider alternative strategies; one strategy will be obvious. The task will be relatively confined ie. there will be no real need to anticipate problems which might arise and think about responses to problems. The task will involve a number of steps and actions which have to be planned and sequenced and will normally involve the use of resources, the availability and deployment of which must be planned. Where information is required by the student, it will be supplied by the supervisor.

Satisfactory performance will be achievement of all the performance criteria.

## LO2 UNDERTAKES ALLOCATED ROUTINE TASKS

- PC (a) Full resources required to complete the task are obtained from appropriate source(s) and made ready for use when required.
- (b) Actions required to complete the task are undertaken in such a sequence as to minimise wastage of time and other resources.
- (c) Problems encountered which cannot readily be solved are reported clearly and promptly to the appropriate person.
- (d) Outcomes of the task meet fully with the requirements specified by the person who set the task.
- IA Interview conducted by tutor at which three tasks undertaken by the student are discussed and reviewed. Evidence of the tasks undertaken will be provided through reports from supervisors and the students' log book. The tasks should be undertaken for a different supervisor who must attest that the task presented is typical of the student's performance. The three tasks may be these which were planned for LO1 or may be separate.

The tasks undertaken should display the following characteristics. There will be well-defined tasks which involve the use of resources and a number of steps or actions to be taken. They will be such that they can normally be accomplished through the use of a single routine or procedure. The need to use sub-routines or discretion, or to deal with conflicting demands within the task will be non-existent or insignificant.

Satisfactory performance will be achievement of all the performance criteria.

LO3 MAINTAINS CO-OPERATIVE WORKING RELATIONSHIPS IN FAMILIAR CIRCUMSTANCES

- PC
- (a) Assistance from others is sought through clear, \*polite requests at appropriate opportunities.
  - (b) Instruction or advice are responded to by an indication of understanding or a seeking of clarification as appropriate, and an indication of acceptance or \*tactful disagreement as appropriate.
  - (c) Verbal responses are offered and/or actions taken in such a way as to satisfy requests for assistance.
  - (d) Efforts of others to establish a friendly or businesslike atmosphere receive a supportive response.
  - (e) Appearance and manner are consistent with the impression which the candidate wishes to create.

\*N.B. The terms 'polite' and 'tactful' should be interpreted in relation to the particular social context in which the student is operating.

- IA Interview conducted by the tutor at which three reports or observation checklists completed by supervisors or peer groups are discussed and reviewed. The reports/observation checklist must relate to three different contexts, and at least two different types of context. Each report/observation checklists should be completed by a different supervisor or peer group. At least one of the reports/observations checklists must be prepared by a supervisor and at least one by a peer group. The reports/observations checklist should focus on the student's general performance, rather than on single 'events'.

The circumstances in which the student is expected to meet the performance criteria should display the following characteristics. The social setting should be one with which the students has become familiar, and in which the student is not expected to play a leading role in creating or maintaining group cohesion or working relationships.

Satisfactory performance will be achievement of all the performance criteria.

LO4 IDENTIFIES HIS/HER OWN PERSONAL EFFECTIVENESS

- PC (a) Identification of key elements in relation to personal effectiveness is clear and accurate.  
(b) Identification of strengths and weaknesses in a chosen context is clear and accurate.  
(c) A statement in relation to improving personal effectiveness is realistic.

- IA Interview conducted by the tutor at which a review sheet prepared by the student is discussed and reviewed in relation to other evidence including that which has been presented in relation to other Learning Outcomes.

Satisfactory performance will be achievement of all the performance criteria.

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