

**-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- -Superclass-</b>	<b>0091196 HB</b>	<b>-Session-1989-90</b>
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<b>-Title-</b>	<b>PERSONAL EFFECTIVENESS 3</b>
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**-DESCRIPTION-**

Purpose	The purpose of this module, and of Personal Effectiveness 1 and 2 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 1 and 2 which set more demanding targets for students.
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Preferred Level	91195 Personal Effectiveness 2 or an equivalent level of competence.
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Learning Outcomes	The student: <ol style="list-style-type: none"><li>1. specifies goals and prepares a best plan of action;</li><li>2. undertakes and monitors performance in a range of tasks;</li><li>3. fosters and maintains co-operative working relationships in familiar and unfamiliar circumstances</li><li>4. evaluates 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 of 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 of discussion and clarification eg. the student's views on an unfavourable aspect of a supervisor's report. Summative assessment decisions rest with the professional judgement of the tutor responsible for the module; report and observation checklists by supervisors, log books and self-profiles contribute to this judgement.

Acceptable performance in the module is satisfactory achievement of all 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 this descriptor have the meanings indicated below.

Context:

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

Types of context:

educational  
 employment (working or training)  
 community  
 recreational

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 SPECIFIES GOALS AND PREPARES A BEST PLAN OF ACTION

- PC (a) Definition of goals which meet plans are clearly defined.
- (b) Alternative strategies for meeting the goals are outlined.
- (c) Clear and relevant reasons are presented as to why the strategy selected is 'best'.
- (d) Information given in the plans on actions to be taken and, where relevant, resources to be used, is complete, accurate, and relevant to the goals to be attained.
- (e) Nature and sequence of actions to be taken are feasible in the light of time and resources available.
- (f) Likely problems and alternative courses of action in response to these problems are identified

- IA Interview conducted by the tutor at which three plans of action prepared by the student are discussed and reviewed. The plans of action should be presented in written form eg. in a planning sheet or log book, or as a taped oral account. The plans must relate to three different contexts, and at least two different types of context. Each plan of action should be prepared for a different supervisor who must attest that the plan is typical of the student's performance.

The planning activities undertaken should display the following characteristics. While there may have been some general discussion between supervisors and student of the task which is to be planned, the precise goals will not have been defined; the setting of goals is an aspect of the student's independent activity. The task which is being planned will be such that the student is required to consider a range of alternative strategies. The tasks will also pose issues for the student in terms of anticipating problems which might arise and thinking in advance about responses to these 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, he/she will obtain it independently.

Satisfactory performance will be achievement of all the performance criteria.

## LO2 UNDERTAKES AND MONITORS PERFORMANCE IN A RANGE OF TASKS

- PC (a) Full resources required to complete the tasks are obtained from appropriate sources and made ready for use when required.
- (b) Actions required to complete the tasks are undertaken in such a way as to minimise wastage of time and other resources.
- (c) Performance is judged against desired standards and relevant action taken where necessary.
- (d) Irregularities are dealt with according to established conventions/procedures.
- (e) Conflicting demands within and between tasks are resolved in accordance with agreed priorities.

- (f) Problems encountered which cannot readily be solved are reported clearly and promptly to the appropriate person.
- (g) Outcomes of tasks meet fully with the requirements specified by the person who set the tasks.

IA Interview conducted by tutor at which three task organisation events undertaken by a student are discussed and reviewed. A task organisation event is an occasion where a student is given a workload consisting of a range of tasks to be completed within a specified time period, typically one day. Where possible, real life situations such as those available within work experience/employment or in the community should be used, although simulations are an alternative. These considerations should influence the choice of 'type of context'. The task organisation events must relate to three different contexts and be undertaken for three different supervisors.

The task organisation events should display the following characteristics. The workload should pose significant demands in terms of time management and resource organisation. The tasks undertaken will not normally be able to be accomplished through the use of a single routine or procedure ie. irregularities will occur which require the use of sub-routines or discretion. The tasks, either singly, or as a complete workload, will pose conflicting demands for the student to resolve eg. quality vs time or cost, or relative priority of tasks. The workload will require the student to monitor progress and evaluate whether performance is complete.

Satisfactory performance will be achievement of all the performance criteria.

LO3 FOSTERS AND MAINTAINS CO-OPERATIVE WORKING RELATIONSHIPS IN FAMILIAR AND UNFAMILIAR CIRCUMSTANCES

- PC
- (a) Assistance from colleagues is sought through clear polite requests at appropriate opportunities.
  - (b) Instructions 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) Needs of others are frequently identified without their requesting it, and actions taken which satisfy these needs.
- (d) Verbal and non-verbal behaviour promotes a friendly or businesslike atmosphere.
- (e) Appearance and manner are consistent with the impression which the student wishes to create.

\* 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 checklists must be related to three different contexts and at least two different types of context. Each report/observation checklist should be completed by a different supervisor or peer group. At least one of the reports or observation checklists must be prepared by a supervisor and a least one by a peer group. The reports/observation checklists 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. While one report/observation checklist may related to a social setting with which the student has become familiar, two should refer to social settings with which the student is unfamiliar eg. the student is working with people whom he/she does not know well. The circumstances will be such that the student is 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 EVALUATES HIS/HER OWN PERSONAL EFFECTIVENESS

- PC (a) Evaluations made by the student of his/her own planning skills, organising skills, and interpersonal skills are broadly consistent with evidence drawn from the student's own experience and the reaction of others to the student's performance.

(b) Conclusions about future self-development are drawn which flow clearly from the self-evaluation undertaken.

IA Interview conducted by the tutor at which a self-profile prepared by the student is discussed and reviewed in relation to other evidence drawn from the student's own experience and reactions of others to the students performance.

Satisfactory performance will be achievement of all the performance criteria.