



National Unit Specification: general information

UNIT Personal Development: Self Awareness (Access 3)

CODE F2FV 09

SUMMARY

This Unit is a free-standing Unit. It is designed to allow candidates to build self confidence and self esteem by undertaking a project to develop self awareness. The project will be in a specific context. The wide range of suitable contexts and locations for the project will allow a flexible approach to teaching and learning. Candidates will increase their self awareness by evaluating their qualities and feelings in relation to the context, identifying an aim for their project and monitoring and reviewing what they have learned about themselves as a result of completing the project. Guidance on suitable contexts, projects aims 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 Appendix 1 of this Unit specification.

Throughout the Unit candidates will be working with directive support. This means that explicit instructions will be given by the teacher/lecturer as candidates make progress through the Unit.

This Unit is suitable for candidates who have not previously completed a Personal Development Unit, but it offers progression for candidates who have completed Personal Development Units or the Course at Access 2 level.

OUTCOMES

- 1 Evaluate knowledge of self in a specific context to identify an aim for a project to develop self awareness.
- 2 Carry out a project to develop self awareness.
- 3 Review knowledge of self on completion of the project.

Administrative Information

Superclass: HB

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RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Intermediate 1 (6 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

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

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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 knowledge of self in a specific context to identify an aim for a project to develop self awareness.

Performance Criteria

- (a) Identify own qualities and feelings in a specific context.
- (b) Gather opinions from another person about own qualities in this context.
- (c) In light of the identified qualities and feelings identify an aim for a project to develop self awareness.

OUTCOME 2

Carry out a project to develop self awareness.

Performance Criteria

- (a) Identify own simple tasks which will enable progress towards the identified aim.
- (b) Monitor progress towards achieving the aim of the project.
- (c) Take appropriate action as a result of this monitoring.
- (d) Complete own identified tasks.

OUTCOME 3

Review knowledge of self on completion of the project.

Performance Criteria

- (a) Identify what has been learned about own qualities and feelings as a result of completing the project.
- (b) Identify personal goals for further development of knowledge of own qualities and feelings in light of what has been learned.

National Unit Specification: statement of standards (cont)

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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 this 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.

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

For Outcome 1

A candidate evaluation covering:

- ◆ own qualities relevant to the context. The following qualities must be covered: strengths and weaknesses, for example, in relation to skills and knowledge. A minimum of **two** qualities must be identified.
- ◆ own feelings relevant to the context. The following feelings must be covered: likes, dislikes, interests, fears and aspirations. A minimum of **two** feelings selected from the previous list must be identified.
- ◆ opinions on the candidate's qualities in relation to the context from another person. This person will be chosen by the candidate, in consultation with the teacher/lecturer, and could be, for example, a teacher/lecturer, a friend, a classmate or a relative.
- ◆ an aim for a project to develop self awareness.

Examples of self awareness questions which may be helpful to the candidate can be found in Appendix 2 of the Unit specification.

The candidate will be given a suitable template to enable the production of the evidence required. The completed template must be retained in the folio.

For Outcome 2

A candidate record of:

- ◆ own simple tasks. A minimum of **four** tasks which are routine and familiar is required. Examples of appropriate tasks can be found in the support notes of this Unit specification.
- ◆ 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.

National Unit Specification: statement of standards (cont)

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- ◆ action taken as a result of monitoring. Appropriate action could be making amendments to the identified tasks or deciding to continue with the tasks as they stand.
- ◆ all tasks that have been completed by the candidate. This will be confirmed by the teacher/lecturer.

The candidate will be given a template to enable this information to be recorded. The completed template must be retained in the folio.

For Outcome 3

A candidate review covering:

- ◆ what the candidate has learned about own qualities as a result of completing the project
- ◆ what the candidate has learned about own feelings as a result of completing the project
- ◆ goals for further development of knowledge of own qualities and feelings in light of what has been learned

Candidates will be given a suitable template to enable the production of the review. The completed template must be retained in the folio.

The National Assessment Bank (NAB) item for this Unit contains examples of candidate evaluation and review sheets, candidate templates 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

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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 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 or Courses but it also offers progression for candidates who have completed Personal Development Units or the Course at Access 2 level.

A glossary of terms relevant for all Personal Development Units can be found in Appendix 1 to this Unit specification.

Some examples of contexts, projects, aims 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.

Contexts	Some examples of suitable contexts are: <ol style="list-style-type: none">1 learning skills2 career3 relationships4 independent living
Project Aims	Some examples of aims for personal projects relating to the above contexts are: <ol style="list-style-type: none">1 I want to improve how I learn in English2 I want to find out what kind of job would suit me in future3 I want to find out how to get on better with my friend4 I want find out if I can look after myself
Tasks	Some examples of suitable tasks in relation to the above aims are: <ol style="list-style-type: none">1 I am going to focus on improving my grades in English. I will listen better in class and work harder at my homework to find out if I am able to improve my learning. I will do this for a term.2 I do not know what I would be good at. I am going to go to work with my mum one day to find out what she does and to think about whether I would like this kind of work.3 I keep falling out with my friend and we say nasty things to one another. I am going to speak to a teacher about how to improve my relationship with my friend and what to do when he says hurtful things to me. I will try to follow the advice and see if things get better.4 At home I am going to do some chores for myself such as washing and ironing my clothes and keeping my room tidy. I will do this for a month. At the end of the month I will find out if I have been able to look after myself.

National Unit Specification: support notes (cont)

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This Unit is designed to allow candidates to develop self awareness through undertaking a project.

With directive support, candidates will evaluate their knowledge of self in relation to the following qualities and feelings:

Qualities:

- ◆ strengths
- ◆ weaknesses

Feelings:

- ◆ likes
- ◆ dislikes
- ◆ interests
- ◆ fears
- ◆ aspirations

These qualities and feelings will be considered in relation to the context for the project. There are many suitable contexts for the project examples of which can be found in the table above. Having completed their evaluation, candidates will be involved in identifying an aim for their project, carrying out their project and then reviewing their progress on completion of their project.

Outcomes

For Outcome 1 candidates are being asked to think about three things:

- ◆ How do I see myself?
- ◆ How do others see me?
- ◆ Where do I go from here?

With directive support from their teacher/lecturer, candidates should answer these questions by carrying out an evaluation of their qualities and feelings in relation to a specific context. Candidates will also seek opinions on their qualities from another person. It is important that the candidate feels comfortable with this person and they may choose, for example, a teacher/lecturer, a classmate, a relative or a friend. The candidate should consult with their teacher/lecturer to ensure that they choose someone who is able to provide them with useful feedback. The person offering opinions will be commenting on the qualities which they think the candidate has in relation to the context. It would not be appropriate for this person to comment on the candidate's own evaluation of their qualities. In light of the self evaluation and opinions, candidates will identify an aim for a project to develop self awareness. Guidance on suitable contexts and aims for the project can be found in the table above.

For Outcome 2 candidates need to carry out their personal development project.

With directive support from their teacher/lecturer, candidates will identify and carry out a minimum of **four** simple tasks which will enable them to achieve the aim of their project. Guidance on tasks suitable for this Unit can be found in the table above. Although candidates 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. Candidates should be encouraged to keep records of monitoring progress and the action taken as a result of monitoring. Appropriate action could be amendments to the identified tasks or it could be deciding to carry on with the tasks as they stand. It is possible and acceptable that any amendments may be initiated by the teacher/lecturer.

National Unit Specification: support notes (cont)

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For Outcome 3 candidates need to think about:

- ◆ Where am I now?
- ◆ What next?

With directive support from their teacher/lecturer, candidates will carry out a review of their knowledge of their own qualities and feelings on completion of the project. They will identify what they have learned about themselves as a result of completing the project. It is recommended that candidates make comparisons with the evaluation carried out for Outcome 1. Candidates could use these comparisons to identify personal goals for further personal development.

Candidates may wish to undertake this Unit at the same time as the *Personal Development (Access 3)* Course. If they do so, they may wish to choose the same context in this Unit. They may be able to use evidence generated for the project in this Unit in the Unit *Personal Development: Practical Abilities (Access 3)*. Thus, candidates studying the *Personal Development (Access 3)* Course may be able to adopt an integrated approach to their learning

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 the focus is on self awareness. As a starting point for the development of self awareness, candidates could complete a self awareness questionnaire. Thinking about themselves in general terms may be suitable preparation for thinking about themselves in relation to the context for a project. Some examples of self awareness questions can be found in the Appendix 2 to this Unit specification.

In this Unit learning is by doing; the project must allow candidates to develop their knowledge of self through experience and activity. Centres must ensure that the project allows candidates the opportunity to achieve all of the Outcomes and Performance Criteria for the Unit. It is possible that the setting for the project will be outside the centre environment. Centres must ensure that the relevant health and safety guidelines are followed at all times.

Throughout the Unit candidates should be encouraged to:

- ◆ take and 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

National Unit Specification: support notes (cont)

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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 personal development project.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in carrying out an evaluation, identifying an aim and tasks and reviewing progress while undertaking a project. This provides good opportunities for developing aspects of Problem Solving and, where the project is carried out as a group activity, Working with Others.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

As stated in the Evidence Requirements, candidates should be given templates for evaluating, identifying tasks, monitoring and reviewing to ensure that they have the opportunity to achieve all Outcomes and Performance Criteria.

Candidates will receive directive support in selecting evidence for their 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 verification.

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 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 project.

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. 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 Access 3 and above 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>

Appendix 2: Self Awareness Questions

- ◆ What are your strengths?
- ◆ What are your weaknesses?
- ◆ How do your friends describe you?
- ◆ List two situations when you are most at ease.
- ◆ List two situations which scare you
- ◆ What types of activities did you enjoy doing as a child?
- ◆ What activities do you enjoy now?
- ◆ What are your dreams for the future?
- ◆ What makes you angry or upset?
- ◆ How do you react when you get angry or upset?
- ◆ What qualities do you like in people?
- ◆ When you disagree with someone what do you do?