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## Specification for Personal Development Award (SCQF level 2)

**Award code: GF0A 42**

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Please refer to the note of changes at the end of this Award Specification for details of changes from previous version (where applicable).

## **Introduction**

This is the specification for the Personal Development Award at SCQF level 2.

It includes the Award structure, details of any assessment requirements and guidance on access. Additional guidance on delivery and assessment can be found in the *Award Support Notes*.

## **Equality and inclusion**

This general Award Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when selecting assessment methods or considering alternative evidence. For further information please refer to the *Award Support Notes*.

## Rationale

All Awards reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Award and in its Units there will be an emphasis on skills development and on the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Award provides learners with opportunities to continue to acquire and develop the attributes and capabilities required to increase their confidence, resilience and responsibility. The Award also provides learners with opportunities to continue to acquire and develop skills for learning, skills for life and skills for work.

The purpose of the Personal Development Award at SCQF level 2 is to provide learners with an opportunity to develop the skills and knowledge necessary to participate in their communities, to consolidate their broader learning and achievements through a range of new and familiar experiences, and to help them to become increasingly independent. Thus the Award seeks to develop learners' potential as contributing and independent members of their societies through the development of basic life skills, including the ability to use information and communicate effectively.

A key feature of the Award is the opportunity for centres to tailor the Award according to their learners' needs and to support their learners in setting targets and identifying tasks to address these needs.

The Award provides opportunities for experiential learning designed to enable learners to reflect on their progress and, by so doing, develop confidence and self-reliance. The Award also provides an opportunity for learners to demonstrate achievement and have this achievement recognised in a variety of settings which may also complement and enhance learning in other subjects and contexts. The insights gained from undertaking the Award may enable learners to progress confidently to further study or into work.

The main aims of the Award are that the learner will be able to:

- ◆ develop knowledge of self and their own development needs through self-evaluation and review
- ◆ develop self-reliance and self-confidence through supported and independent learning
- ◆ demonstrate the ability to obtain and use information
- ◆ develop organisational skills
- ◆ develop interpersonal skills

The Personal Development Award at SCQF level 2 may provide progression from the Personal Achievement Award at [SCQF level 1](#) and [SCQF level 2](#), freestanding Units in the Personal and Social Development area at both these levels, or equivalent qualifications. Experiences and outcomes in health and wellbeing, and other relevant curriculum areas, also provide a good foundation for this qualification.

## Target groups

The Award would be useful for learners who would benefit from practical learning activities which help them to develop skills associated with independent living, taking part in the community, and work. The Award is suitable for those learners who would benefit from a more structured framework for learning which focuses on the development of organisational skills, social interaction and self-reflection.

The Award provides sufficient flexibility to enable learners to achieve in different ways and at a different pace. The learning experiences in the Award are flexible, adaptable, and accessible to suit a diverse range of learners' needs. Learners will receive support to select the most appropriate combination of Units to allow them to complete the Award.

## Recommended entry

Entry to this Award is at the discretion of the centre.

## Progression

This Award or its Units may provide progression to:

- ◆ other Units, Awards and Courses at SCQF level 2
- ◆ Personal Development Award at SCQF level 3
- ◆ Steps to Work, Employability and Wellbeing Awards at SCQF level 3
- ◆ further study, employment and/or training

## Award structure

This Award at SCQF level 2 is part of the Personal Development Award suite offered from SCQF levels 2–6.

This Award receives 18 SCQF credit points at SCQF level 2 and is achieved on the completion of three Units selected from a structured grouping of Units (see below).

The central theme of the Award is to develop self-knowledge and a range of skills and abilities through participation in one or more activities. The wide variety of contexts offers learners a flexible approach to their learning and enables them to recognise and demonstrate achievement. The range of Units will allow learners to develop skills within the contexts of their community, independent living and work.

The Units are structured into three broad groupings to provide flexibility for centres and to offer personalisation and choice for learners. The range of Units also provides breadth for those who may wish to take further Units across the broad groupings.

The *Self in Community* Units provide learners with the opportunity to learn about the community and the wider environment in which they live. Learners will learn about the role of different local agencies and how they can access the services they provide. They will also take part in activities involving communication and interaction with others.

The *Practical Abilities* Units help learners to develop some basic skills for independent living, including accessing public transport, managing basic household finances and bank accounts, and developing basic skills relating to personal hygiene, shopping and making personal appointments.

The *Self and Work* Units help learners develop vocational skills which will be useful in future supported employment. Learners have the chance to be involved in the planning and delivery of a product or service, and/or finding out more about a local company. For learners who gain a work placement there is the opportunity to achieve recognition for what they have gained from their experience.

For some learners the breadth of contexts which are covered by the three groupings may not be appropriate. In such cases learners might not complete the necessary range of Units to achieve the Personal Development Award but instead consolidate skills by studying Units within a single grouping.

## Award framework

To achieve the Personal Development Award at SCQF level 2, learners must achieve one Unit from each of the groupings below:

- ◆ Self in Community
- ◆ Practical Abilities
- ◆ Self and Work

Unit Groupings and titles			SCQF credit points	SCQF level
Grouping	Unit Code	Unit title		
Self in Community  <i>(Choose one Unit)</i>	HIGN 42	Self in Community: Leisure Time Activities	6	2
	HIGP 42	Self in Community: Investigating Service Providers in the Local Community	6	2
	HIGR 42	Self in Community: Environmental Issues	6	2
Practical Abilities  <i>(Choose one Unit)</i>	HIGS 42	Practical Abilities: Making Journeys	6	2
	HIGT 42	Practical Abilities: Independent Living	6	2
	HIGV 42	Practical Abilities: Personal Finance	6	2
Self and Work  <i>(Choose one Unit)</i>	HIGW 42	Self and Work: Investigating the Workplace	6	2
	HIGX 42	Self and Work: Completing a Work Placement	6	2
	HIGY 42	Self and Work: Enterprise Activity	6	2

# Skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Award. The skills that learners will be expected to improve on and develop through the Award are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Award where there are appropriate opportunities.

## **1 Literacy**

1.3 Listening and talking

## **2 Numeracy**

2.3 Information handling

## **3 Health and wellbeing**

3.1 Personal learning

3.5 Relationships

## **4 Employability, enterprise and citizenship**

4.3 Working with others

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Award and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Award Support Notes*.

## Assessment

Assessment for the Award will consist of gathering evidence to show that the learner is able to successfully complete all the Outcomes in the Units. Evidence could be gathered as learners work through the Units in an integrated way. Alternatively evidence can be gathered on a Unit-by-Unit basis.

Assessment evidence can be presented in any form appropriate to the learner and the activity undertaken. Evidence may be paper-based or recorded (oral or visual). Performance or product evidence may be supported by observation checklists and/or oral questions and answers. Learners may also provide evidence through audio recordings, video diaries, blogs or other electronic means.

Specific Evidence Requirements can be found in the *Unit Specifications*.

## Appendix 1: Differentiation of Personal Development Award at SCQF levels 2–6

The table below shows how the Award is differentiated across SCQF levels 2–6.

SCQF level	2	3	4	5	6
The learner will work with...	frequent and directive support, ie the teacher/lecturer will issue explicit instructions/ provide assistance	directive support, ie the teacher/lecturer will issue explicit instructions	support, ie the teacher/lecturer will offer advice	minimum support, ie the teacher/lecturer will respond to specific questions from the learner	non-directive supervision, ie learners will take responsibility for their own learning but the teacher/lecturer may explain and interpret if requested
The learner will...	respond to and participate in, ie agree to ideas, suggestions and plans	participate in, ie agree to ideas, suggestions and plans	contribute to, ie offer some ideas and/or suggestions	negotiate, ie put forward suggestions and ideas and agree a way forward	take some supervisory responsibility, ie take the lead in some aspects of the work
Tasks and activities will be...	very simple, ie routine and familiar and supported/ supervised	simple, ie routine and familiar	straightforward, ie consisting of routine elements	detailed, ie consisting of some routine and non-routine elements	complex, ie consisting of some non-routine elements

# Administrative information

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## History of changes to Award Specification

Award details	Version	Description of change	Authorised by	Date

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