Award Specification

SQA

Specification for Personal Development Award (SCQF level 3–6)

Award code: GF2J 43 (SCQF level 3)
Award code: GF2K 44 (SCQF level 4)
Award code: GF2L 45 (SCQF level 5)
Award code: GF2M 46 (SCQF level 6)

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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 Awards in Personal Development at SCQF level 3–6.

This document includes information about 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.*

The Award can be offered to a group of learners who have a mixed range of abilities – they can gain the Award at the SCQF level most suited to their ability. Differentiation is provided by the amount of support the learners receive and the quality of their work. Information about differentiation between the SCQF levels is given in Appendix 1.

Equality and inclusion

This Award Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates should be taken into account when selecting assessment methods or considering alternative evidence, consistent with maintaining the integrity of the qualification. 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 its component Units, there will be an emphasis on skills development and 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 of the four capacities as well as skills for learning, skills for life and skills for work. Progression from experiences and outcomes in Health and Wellbeing and other relevant curriculum areas provides a good foundation for all learners with an interest in personal development to take this qualification.

The Award provides opportunities for experiential learning, which will enable learners to reflect on their progress and may help build confidence, self-reliance and self-esteem. It also provides an opportunity to demonstrate and recognise achievement in a variety of situations. This may also complement and enhance learning in other subjects and contexts. There will be opportunities for working with others on collaborative projects. The insights gained from undertaking the Award may enable learners to progress confidently onto further study or into employment.

The main purpose of the Personal Development Award is to provide an opportunity for learners to develop the skills and self-knowledge to prepare them for successful transitions in life.

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, self-esteem and confidence through supported and independent learning
♦ develop practical abilities
♦ develop task management and interpersonal skills
♦ have an opportunity to maximise their potential
♦ demonstrate and recognise achievement

A key feature of the Award is the potential for personalisation and choice, as learners are able to focus on their own development needs and, with support, to set targets and identify tasks to address these needs. Active learning will be promoted and learners will have the opportunity at times to work collaboratively with others to discuss, plan, implement and present their ideas as part of individual and group projects.

The following skills will be developed in the Personal Development Award:

♦ self-awareness, self-evaluation
♦ interpersonal skills, working with others
♦ task management skills
♦ planning, target setting, reviewing

Target groups

The Award would be useful for learners who want to develop their potential as employable, contributing members of society through the development of life skills related to task management, social interaction and self-evaluation.

The Award provides an opportunity to take skills learned in other subjects and contexts and enhance them in a non-routine situation. It provides the opportunity to develop breadth and depth in areas of interest the learner has discovered in other curriculum areas.

Recommended entry

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

Progression

This Award or its components may provide progression to the Personal Development Award at a higher level, or other Awards such as Steps to Work Award (SCQF levels 3 and 4), Employability Award (SCQF levels 3 and 4), Wellbeing Award (SCQF levels 3–5), Leadership Award (SCQF levels 5 and 6) and other relevant qualifications.

Award structure

This Award receives 18 SCQF credit points at SCQF level 3 and has three mandatory Units. At SCQF levels 4–6, the Award receives 24 SCQF credit points and has four mandatory Units. The Personal Development: Self Awareness Unit is not offered at SCQF level 3.

Table 1: Award Framework

Unit title (component)	Mandatory/ optional	SCQF credit points	SCQF level
Personal Development: Self Awareness	Mandatory	6	4–6
Personal Development: Self in Community	Mandatory	6	3–6
Personal Development: Self and Work	Mandatory	6	3–6
Personal Development: Practical Abilities	Mandatory	6	3–6

The central theme of the Award is to develop self-knowledge and a range of skills and abilities through participation in one or more projects. The wide variety of contexts suitable for the projects within the Units offers learners a flexible approach to their learning and enables them to recognise and demonstrate achievement. Contexts may come from areas within and beyond the formal curriculum and could include citizenship, health, career planning, enterprise, learning styles or other themes.

Flexibility within Units will offer the opportunity for personalisation and choice, as the learner will have opportunities to focus on their own development needs and to set targets and identify tasks to enable them to address these needs.

The Units are designed to stand alone or to be taught in any sequence. It may be possible to integrate the delivery of the Units by using one project to allow learners to produce evidence for more than one Unit.

In the *Personal Development: Self Awareness Unit* (SCQF levels 4–6), learners will aim to build confidence and self-esteem through self-evaluation of their own qualities, feelings, achievements and areas of development, whilst undertaking a group project.

In the *Personal Development: Self and Community* Unit, learners will aim to improve their self-reliance and confidence. They will develop their interpersonal skills as they work with others to participate in a group project in the context of one or more communities.

In the *Personal Development: Self and Work* Unit, learners will aim to improve their self-reliance and confidence by participating in setting targets for the development of task management skills while carrying out a vocational project.

In the *Personal Development: Practical Abilities* Unit, learners will aim to improve their self-reliance and confidence by demonstrating their practical abilities while participating in one or more projects.

To achieve the Personal Development Award at SCQF level 3, learners must achieve all three Units and to achieve the Personal Development Award at SCQF levels 4–6; learners must achieve all four Units.

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

3   Health and wellbeing

3.1   Personal learning

4   Employability, enterprise and citizenship

4.1   Employability
4.3   Working with others
4.6   Citizenship

5   Thinking skills

5.2   Understanding
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 candidate 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. Candidates 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 3–6

The table below shows how the Award is differentiated across SCQF levels 3–6:

SCQF level	3	4	5	6
The learner will work with….	**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 ….	**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
Targets, plans and activities will be ……	**basic**, 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