



National Unit Specification: general information

UNIT Self Awareness: Personal Development Planning (Access 2)

CODE F38M 08

COURSE Personal Development (Access 2)

SUMMARY

This Unit is a free-standing Unit and has been designed for candidates studying in a supported learning environment who wish to develop skills in planning for personal development.

With teacher/lecturer support the candidate will set targets for personal development. They will then plan and carry out tasks which will help them to achieve these targets. In the process of carrying out the tasks candidates will monitor progress and take any appropriate action. Finally, once the tasks have been completed, candidates will review their personal development by identifying the progress they have made towards meeting their targets and learning points for future personal development planning.

OUTCOMES

- 1 Produce a plan that will contribute to meeting own personal development targets.
- 2 Complete the tasks identified in the plan.
- 3 Review own personal development planning on completion of tasks.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: HB

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CREDIT VALUE

1 credit at Access 2 level (6 SCQF credit points at SCQF level 2*).

**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

Achievement of this Unit gives automatic certification of the following Core Skill:

Complete Core Skill Problem Solving at SCQF level 2

Core Skill Component(s) None

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 SQA.

OUTCOME 1

Produce a plan that will contribute to meeting own personal development targets.

Performance Criteria

- (a) Identify own personal development targets.
- (b) Identify tasks that will help to meet targets for the development of own skills.
- (c) Identify steps towards completing each task.
- (d) Identify the resources and timescales required to complete each task.

OUTCOME 2

Complete the tasks identified in the plan.

Performance Criteria

- (a) Follow each step identified in the plan.
- (b) Use resources appropriately while completing each task.

OUTCOME 3

Review own personal development planning on completion of tasks.

Performance Criteria

- (a) Identify progress made towards meeting own targets.
- (b) Identify strengths and areas for improvement in the plan.
- (c) Identify learning points that will be relevant for future personal development planning.

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.

Candidates will receive directive support from their teacher/lecturer throughout the Unit. This means that the teacher/lecturer should issue explicit instructions to candidates to assist them in preparing for their assessment and where appropriate candidates may be prompted during the assessment itself. Prompting should be used to focus the candidate's attention on the activity to allow him/her to remain on task or get him/her back on track.

Each candidate should be allowed to provide evidence using his or her normal mode of communication which may be verbal or non-verbal. If candidates are producing written evidence they will only be expected to write a single word or short phrase responses when completing the tasks.

Evidence in the form of written and/or oral and/or other recorded modes of communication, will be required in relation to all Outcomes. Acceptable forms of candidate evidence may be, for example, in scribed written form or in the form of a video or audio recording.

Performance Evidence will be required for Outcome 2. This evidence can be recorded, for example, on an observation checklist, an audio or video recording or photographic evidence.

In Outcome 1 the candidate will produce a plan for **each** target by identifying at least:

- ◆ **two** targets
- ◆ **two** tasks per target
- ◆ **two** steps per task
- ◆ **one** resource per task
- ◆ **one** timescale for each task

In Outcome 2, for **each** target, candidates must:

- ◆ follow at least **four** steps, ie at least **two** for each task as identified in the plan
- ◆ use **two** resources appropriately, ie **one** for each task while completing each task

In Outcome 3 candidates should identify:

- ◆ progress made towards meeting **both** targets
- ◆ **one** strength and **one** area for improvement in the plan
- ◆ **two** learning points that will be relevant for future personal development planning

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank item available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of 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 a free-standing Unit and it **does not** contribute to the Access 2 Personal Development Course. It is part of a group of free-standing Personal Development Units which focus on helping candidates to develop their self awareness through self evaluation and to help them think about what they want out of life. It therefore offers a broadening option for any candidate working at Access 2 level. This Unit has been designed for candidates studying in a supported learning environment and could be offered as part of an induction programme or a transition programme for candidates going from school to college.

With teacher/lecturer support candidates will set targets for personal development. They will then plan and carry out tasks which will help them to achieve these targets. Once the tasks have been completed, candidates will review their personal development by identifying the progress they have made towards meeting their targets and learning points for future personal development planning.

It is important that the teacher/lecturer focuses on the processes involved in setting targets, planning towards achieving those targets and reviewing the success of the plans. It is the planning process that is being assessed through this Unit rather than the ability to meet given targets.

Teachers/lecturers should select appropriate activities depending on the age and individual abilities of each candidate. All relevant health and safety guidelines should also be taken into account when deciding upon appropriate levels of supervision.

Teachers/lecturers should also take into account relevant guidelines with regard to supervising candidates when outside the boundaries of the centre.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Learning and teaching approaches used should take account of the particular needs of the candidate group and the context in which they are studying. Brainstorming activities, question and answer sessions, role plays, the use of Information Technology and individual, paired or group work may be appropriate strategies to engage individuals or groups.

For Outcome 1, candidates should be encouraged to think carefully about their own personal development needs. These could be in different contexts, for example, in a learning context such as improving literacy or numeracy skills or in a personal and social development context to improve independent living skills. These needs could be in different settings, for example, in the learning environment, in leisure time or at home.

Candidates should set targets for the development of skills with support and direction from the teacher/lecturer. The teacher/lecturer should ensure that the targets are realistic; they should be challenging but also achievable for the candidate.

National Unit Specification: support notes (cont)

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Candidates are required to prepare a plan for how they can meet the targets they have set. This should be done by firstly identifying tasks which will help them achieve the targets. Tasks should then be broken down into steps. Evidence is required that candidates identify at least two steps for each task. However, the number of steps should be appropriate to the task in order that the completion of the steps allows the candidate to complete the task. The table below shows **some examples** of targets, tasks and steps:

Target	Tasks	Steps
Make a simple one course meal for self and another person	Work out the menu for the meal Prepare and serve the meal at the agreed time	<ul style="list-style-type: none"> ◆ Check the other person's food preferences ◆ Plan the menu based on cooking capabilities ◆ Prepare the meal Course to ensure it is ready at the agreed time ◆ Set places at table and serve meal at the agreed time
Have a healthier lifestyle	Stop/reduce smoking Get more exercise	<ul style="list-style-type: none"> ◆ Set a date to stop/reduce smoking ◆ Look into products such as patches which may help ◆ Look at different activities which provide the opportunity to exercise and identify what you might enjoy ◆ Try some activities and consider what you enjoy most
Plan for future career	Work out which jobs might interest you Find out more about these jobs	<ul style="list-style-type: none"> ◆ Think about abilities, strengths and interests ◆ Try to match these to careers/jobs you might like ◆ Make an appointment with a careers adviser ◆ Discuss what is involved in the jobs which interest you with the careers adviser
Complete a form (with name, date of birth and address)	Gather the relevant information required for the form Complete the relevant sections of the form	<ul style="list-style-type: none"> ◆ Check details such as date of birth, house number, post code, etc ◆ Take a note of these details for future reference ◆ Copy the information gathered into the appropriate sections of the form ◆ Check the relevant sections have all been filled in

National Unit Specification: support notes (cont)

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When identifying timescales for each task, candidates could consider how long they might spend on each step. The total timescale should be within the teacher/lecturer's timescale for delivery of the Unit. Candidates could work backwards from this timescale for delivery to allocate a portion of the available time they will dedicate to each step. If using this approach, time required for reviewing own personal development at the end of the Unit must also be considered.

For Outcome 2 candidates are required to follow each step in the plan and use the identified resources appropriately in order to complete each task. Candidates may be able to achieve their targets by completing the tasks but this is not a requirement to complete this Outcome. Having completed the tasks the extent to which the targets have been met will be reviewed in Outcome 3.

In order for candidates to review their own personal development in Outcome 3, they should identify the progress made towards meeting their targets and learning points for future personal development planning. They are also required to identify strengths and areas for improvement of the plan itself. This should be done only after candidates have completed the tasks identified in the plan. The candidate's level of success in meeting their targets should determine the learning points they identify.

The following table provides an **example** of possible targets, progress made, strengths and areas for improvement of the plan and learning points

Target	Progress made	Strength/area for improvement of the plan	Learning points
Make a simple one course meal for self and another person	I was able to decide what to make for the meal and serve it for my friend, but it took longer than I expected	<ul style="list-style-type: none"> ◆ The plan meant I was well prepared and able to gather all the ingredients and equipment before I started ◆ I did not know how long the meal would take to prepare 	<ul style="list-style-type: none"> ◆ I will know how long it takes to prepare the meal next time ◆ I must remember to prepare some of the ingredients in advance
Have a healthier lifestyle	I have been able to get a lot more exercise but have found it difficult to stop smoking	<ul style="list-style-type: none"> ◆ I enjoyed the activities in my plan ◆ I haven't chosen the right products to help me stop smoking 	<ul style="list-style-type: none"> ◆ If you enjoy exercise then it is easier ◆ It is harder than I had expected to give up smoking

National Unit Specification: support notes (cont)

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Target	Progress made	Strength/area for improvement of the plan	Learning points
Plan for a future career	I really understand what my strengths and interest are now	<ul style="list-style-type: none"> ◆ I put a lot of thought into identifying what I liked and what I was good at ◆ The careers adviser told me some of the jobs I had chosen needed a lot of qualifications I don't have 	<ul style="list-style-type: none"> ◆ I have learned a lot more about myself and the kind of jobs I might like ◆ I have a more realistic idea of the types of jobs I could do
Complete a simple form (with name, date of birth and address)	I collected all the details and had them added to a card. I managed to fill in bits of the form with a lot of help	<ul style="list-style-type: none"> ◆ The card was very helpful and allowed me to complete the forms ◆ I could have practised on more forms to increase my confidence 	<ul style="list-style-type: none"> ◆ I should get more practice at filling in forms so that I am more confident in doing this ◆ I can use the details I collected on my card in future if I need to fill in a form

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will have the opportunity to develop aspects of *Working with Others* at Access 2 level while working in pairs and/or in groups to identify their targets, progress, strengths/areas for improvement and the learning points.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

In order to generate evidence for Outcome 1, candidates could be asked to complete a template by filling in the spaces to complete short sentences or phrases relating to their development needs and the skills necessary to meet these. Such a template could be, for example, in written or electronic form. Alternatively the evidence could be generated orally by recording an interview with the teacher/lecturer or a group discussion. This could be a video or audio recording.

National Unit Specification: support notes (cont)

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It is anticipated that targets will be set through a discussion with the teacher/lecturer. A template to be completed by the candidate after the discussion or a teacher/lecturer checklist or notes could be used as evidence.

Candidates are required to produce a plan for meeting their personal targets by identifying tasks, steps, resources and timescales. The identification of these different elements will form the plan. Such a plan could be, for example, on a planning template used to collect the various information the candidate has identified or an illustrated or labelled diagram. The plan could be in written or electronic form and can be used by the candidate as guidance when they are actually carrying out the tasks.

Candidates should identify the resources and timescales required to complete each task. Resources could be identified from a list or display of alternatives. It may be that a particular task requires a variety of resources. In such cases, although only one resource for each task is required to be identified, it may be beneficial for candidates to select all appropriate resources.

Teachers/lecturers could ask candidates to identify the relevant information from a list of alternatives. For example candidates could be presented with a variety of different resources and be asked to identify which particular resource(s) will be most appropriate for the task they are going to be completing. This approach could also be used to identify suitable tasks and timescales.

In order to successfully complete Outcome 2, candidates are required to carry out the tasks in accordance with their plan. Performance evidence for Performance Criteria (a) and (b) could be recorded in video/audio form and/or photographs. An assessor observation checklist could also be completed.

For Outcome 3, candidates are required to review their own personal development by identifying progress made towards meeting own targets and learning points that will be relevant for future personal development planning.

Evidence could be gathered by asking candidates to complete short sentences or phrases relating to the tasks they have carried out. Alternatively if assessed through an interview or discussion with the teacher/lecturers evidence could be recorded in audio or video format or on an assessor checklist.

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).