

Unit Support Notes — Personal Development: Self and Work (SCQF levels 3–6)



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

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Personal Development: Self and Work* Unit (SCQF levels 3–6). They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Award Specification*
- ◆ the *Award Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The aim of this unit is to allow learners to improve their self-reliance, self-esteem and confidence by developing task-management skills within a vocational project. The vocational project, related to the world of work, can be carried out individually or in a group. The wide range of contexts and locations suitable for the project allows a flexible approach to teaching and learning. Learners will increase their self-awareness by evaluating their own task-management skills and then reviewing their progress on the development of these skills on completion of the project.

Progression into this Unit

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

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the Personal Development (SCQF levels 3–6) *Award Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts that are most appropriate for delivery in their centres.

Progression from this Unit

Learners may progress onto other Units at the same SCQF level at which they are awarded this Unit, such as *Personal Development: Self in Community*, *Personal Development: Self Awareness* or *Personal Development: Practical Abilities*. They may also progress onto *Personal Development: Self and Work* or other relevant Units at a higher SCQF level.

Approaches to learning and teaching

A wide variety of learning and teaching approaches could be used to deliver this Unit. This section of the *Unit Support Notes* provides advice and guidance, and some examples of approaches that could be used. At all times, teachers/lecturers should provide opportunities for personalisation and choice to ensure that learning is relevant and motivating. Learning should be linked to contexts that are relevant for the learners.

Throughout the Unit, learners will have the opportunity to:

- ◆ seek and decide how to use personal guidance from teachers/lecturers, peers or others such as those 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

Task-management skills

During this Unit, learners will have the opportunity to improve their self-reliance, self-esteem and confidence by developing task-management skills within a vocational project. The vocational project can be carried out individually or in a group. A group will normally consist of more than two people, but in exceptional circumstances a group size of two would be acceptable. The group may consist of members who are not studying a *Personal Development: Self and Work* Unit.

When beginning to look at their task management skills, it might be useful for learners could think about:

- ◆ What strengths and weaknesses do I have in my task management skills?
- ◆ Where do I go from here?
- ◆ How will I develop my task-management skills?

Examples of task-management skills

Many task management skills are appropriate for all SCQF levels: it will be the amount of support/guidance learners receive and the complexity/depth with which they demonstrate the skill that will influence the SCQF level at which they achieve the Unit.

Some examples of task-management skills include:

- ◆ asking for help to improve understanding of instructions
- ◆ keeping records of work
- ◆ punctuality
- ◆ breaking down tasks into smaller parts
- ◆ staying on task
- ◆ completing tasks to an appropriate standard

- ◆ seeking advice to enable progress
- ◆ prioritising tasks
- ◆ checking quality of own work
- ◆ making effective decisions
- ◆ forward planning of tasks

In some cases, there are extensions of a task management skill that would show a higher SCQF level competence:

- ◆ Estimating time for task completion is a more advanced skill than completing tasks on time.
- ◆ Preparing instructions is a more advanced skill than completing tasks on time.

In other cases, there are task management skills that are likely to be demonstrated only at the higher SCQF levels:

- ◆ developing a success criterion
- ◆ multi-tasking

Contexts, targets and tasks for the project

Learners will have the opportunity to discuss possible contexts and targets with their teacher/lecturer. They will also have the opportunity to identify and carry out a number of tasks that will enable them to achieve their targets.

Guidance on possible contexts, targets and tasks for the project can be found in Tables 1–3 below.

Learners may choose any context or project, with guidance from their teacher/lecturer, and are not restricted to the examples in the table. It is possible that the setting for the project will be outside the centre environment. If this is the case, centres must ensure that the relevant health and safety guidelines are followed at all times.

Table 1: Possible context — workplace

Potential projects: a work placement, a work shadow, a visit to a workplace, voluntary work or a mock interview		
SCQF level	Targets	Tasks
3	Improve my ability to follow instructions	I will carry out the preparation as instructed for a work placement.
4	Improve my punctuality	I will improve my punctuality by making sure that I attend any meetings, classes and events on time. I will set myself reminders on my phone so that I give myself enough time to get to meetings and events on time.

5	Complete tasks to an acceptable standard	I will find out what is expected of me on placement and gain a clear idea of what standard is expected. I will ask if there is any training or background reading I could do to improve my work. I will ask to shadow a more experienced member of staff to see how they complete their work to standard and ask for advice on how to improve. I will ask for regular feedback to ensure that I achieve any improvements that are required.
6	Improve my decision making	While working for a voluntary organisation, I will ensure that I have as much information and advice as possible before I make any decisions. I will read all the information available to me and ask more experienced volunteers and staff questions before I make any decisions. I will be able to explain the reasons behind any decisions I make.

Table 2: Possible context — rights and responsibilities

Potential projects: investigating equal opportunities in the workplace; investigating rights and responsibilities of an employee, an employer or a consumer; or investigating the role of staff associations and trade unions		
SCQF level	Targets	Tasks
3	Stay on task more often	While investigating equal opportunities, I will remain focussed as I work in class. I will sit beside people I don't normally sit beside. I will not distract other people that I sit beside. I will make sure I know what I am meant to do and ask for help from the teacher if I am not sure what to do.
4	Ask for advice when needed	I will try and find out as much as possible on my own. I will ask for advice from my teacher/lecturer and my fellow students on how or where to find any other information I need.
5	Improve my time management	I will improve my time management by prioritising my activities. I will make sure that I am aware of any deadlines and work out the order in which I need to complete my tasks. I will adjust my plan in the light of any unexpected barriers or obstacles I encounter.
6	Be able to multi-task	I will improve my ability to multi-task by gathering, adapting and organising information on the rights and responsibilities of an employee

		from a wide range of sources, such as the internet, leaflets and speaking to people from trades unions, advice organisations and human resources departments. I will devise ways of managing and recording the information I get and the progress of each source of information.
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Table 3: Possible context — enterprise

Potential projects: setting up an enterprise company or organising an event such as a school show or coffee morning		
SCQF level	Targets	Tasks
3	Complete my tasks on time	I will complete my activities for a coffee morning within the agreed deadlines.
4	Complete tasks to a better standard	I will improve the quality of my work by making sure that I have clear objectives. I will seek advice from others about the standards required. I will keep records of work throughout so that I can see where I have made improvements.
5	Improve the management of work	I will manage my work better by breaking activities into smaller, more manageable steps. I will check that the activities are realistic and achievable, and amend them if necessary in the light of feedback and unforeseen circumstances.
6	Be able to delegate activities to others	I will improve my ability to instruct others by taking a leading role in an enterprise company. I will ask others for their ideas on how we can best achieve our goal and what roles and responsibilities they could take on. I will need to make sure that any instructions I give to others are clear and achievable. I will ask others to report back to me in order to ensure that the work is completed.

Reviewing the project

When reviewing their project, learners could think about:

- ◆ Where am I now?
- ◆ What have I learned?
- ◆ What next?

Learners will have the opportunity to carry out a review of their knowledge of their own task-management skills on completion of the project. They could identify what they have learned about themselves as a result of completing the project. This could involve comparisons with the evaluation carried out at the start of the

project and with any mid-term review undertaken. Learners could use these comparisons to identify personal goals for further personal development.

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work in this Unit is given in the relevant *Award Support Notes*.

Approaches to assessment and gathering evidence

The SCQF level at which the Unit is awarded will depend on the amount of support the learner requires from the teacher/lecturer to complete the Unit, the skills and abilities they demonstrate, the complexity of the tasks and activities they undertake and the quality of the evidence produced by the learner to meet the Assessment Standards. See Appendix 1 for details.

Teachers/lecturers are encouraged to record naturally occurring evidence as a way of meeting either completely or partially the Outcomes. Naturally occurring evidence is evidence that occurs within and as part of the learning and teaching situation. Naturally occurring evidence can be recorded in a variety of ways:

- ◆ observation during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ peer review during and after preparing for an activity
- ◆ oral questioning during and on completion of an activity (for example using a recording or transcript as evidence)
- ◆ learning and teaching activities that provide naturally occurring opportunities for assessment (for example demonstration of skills, knowledge and understanding during the learning process)
- ◆ visually recording or photographing the learner's activities
- ◆ written notes, logs or records
- ◆ testimonies of others involved, eg manager/senior staff/experienced staff in the workplace
- ◆ evidence from out-of-centre activities

Learners should be given templates to ensure they have the opportunity to achieve all Outcomes and Assessment Standards. Observation checklists and other records of assessment should be maintained and kept up to date in order to track learner progress and to provide evidence for verification. Assessor observation checklists may relate to just one learner, a group of learners or a whole class. Learners could present their work in a folio or other relevant format.

Assessment in this Unit could include evidence covering:

Learner evaluation, which could include:

- ◆ information about strengths and limitations of learner's own task-management skills in preparation for undertaking a vocational project. At SCQF levels 5 and 6 this will involve using an appropriate technique such as a SWOT analysis (strength, weakness, opportunity, threat)
- ◆ targets for the development of task-management skills within a vocational project, which should allow learners the opportunity to develop the skills — these should be based on the identified evaluation
- ◆ tasks that will enable progress towards meeting the targets

Learner record of planning and carrying out the vocational project, which could include:

- ◆ indication of any resources necessary for carrying out the tasks
- ◆ identification of realistic timescales for the completion of each task
- ◆ evidence of monitoring progress and the actions taken as a result of monitoring, on an ongoing basis throughout the Unit — appropriate action could be an amendment to the plan or it could be deciding to carry on with the plan as it stands
- ◆ information about all the learner's identified tasks that have been completed, confirmed by the teacher/lecturer

Learner review, which could include:

- ◆ progress made towards achieving personal targets, and why they have/have not been partially/completely achieved, confirmed as authentic and realistic by the teacher/lecturer
- ◆ strengths and weaknesses of the plan in relation to the tasks that have been carried out and the resources used, confirmed as realistic by the teacher/lecturer
- ◆ areas for further development of task management skills in light of the progress made towards achieving personal targets

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Assessment evidence can be drawn from a variety of sources and presented in a variety of formats. The evidence does not need to be achieved in one activity, but can be assembled from a variety of tasks and assessments carried out throughout the Award. Evidence may be presented for individual Outcomes or gathered for the Unit or Award as a whole by combining assessment holistically in one single activity.

Centres should select the formats most appropriate for individual learners and the learning environment in which they are completing the Award. Written and/or recorded oral evidence may be produced and presented in a variety of formats, for example:

- ◆ learner written records
- ◆ e-mails
- ◆ blogs
- ◆ assessor record of learner responses
- ◆ review sheets
- ◆ electronic presentations
- ◆ electronic journals
- ◆ log books
- ◆ diaries
- ◆ videos
- ◆ photographs

Holistic assessment within Units

The Outcomes for this Unit are part of a prepare-carry-out-review process, so it is likely that learners will carry out the outcomes holistically, whilst working on a vocational project.

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre should be satisfied that the validity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Differentiation between SCQF levels 3–6 of Personal Development: Self and Work Unit

Self and Work (SCQF level 3)	Self and Work (SCQF level 4)	Self and Work (SCQF level 5)	Self and Work (SCQF level 6)
<p>1. Prepare to develop task management skills within a vocational project by:</p> <ul style="list-style-type: none"> ◆ identifying strengths and limitations in own task management skills ◆ identifying personal targets for the development of these skills ◆ producing a plan for the development of these skills ◆ identifying their own basic tasks, which will enable progress towards achieving personal targets 	<p>1. Prepare to develop task management skills within a vocational project by:</p> <ul style="list-style-type: none"> ◆ describing strengths and limitations in their own task management skills ◆ identifying personal targets for the development of these skills ◆ producing a plan for the development of these skills ◆ identifying their own straightforward tasks, which will enable progress towards achieving personal targets 	<p>1. Prepare to develop task management skills within a vocational project by:</p> <ul style="list-style-type: none"> ◆ explaining strengths and limitations in their own task management skills, using an appropriate technique ◆ identifying personal targets for the development of these skills ◆ producing a plan for the development of these skills ◆ identifying their own detailed tasks, which will enable progress towards achieving personal targets 	<p>1. Prepare to develop task management skills within a vocational project by:</p> <ul style="list-style-type: none"> ◆ evaluating strengths and limitations in their own task management skills, using an appropriate technique ◆ identifying personal targets for the development of these skills ◆ producing a plan for the development of these skills ◆ identifying their own complex tasks, which will enable progress towards achieving personal targets

<p>2. Carry out the project by:</p> <ul style="list-style-type: none"> ◆ monitoring the progress of the plan and taking appropriate action ◆ completing own tasks 	<p>2. Carry out the project by:</p> <ul style="list-style-type: none"> ◆ monitoring the progress of the plan and taking appropriate action ◆ completing their own tasks 	<p>2. Carry out the project by:</p> <ul style="list-style-type: none"> ◆ monitoring the progress of the plan and taking appropriate action ◆ completing their own tasks 	<p>2. Carry out the project by:</p> <ul style="list-style-type: none"> ◆ monitoring the progress of the plan and explaining appropriate action taken ◆ completing their own tasks
<p>3. Review their own task management skills by:</p> <ul style="list-style-type: none"> ◆ identifying progress made towards achieving personal targets ◆ identifying strength and weaknesses of the plan ◆ identifying areas for further development of own task management skills 	<p>3. Review their own task management skills by:</p> <ul style="list-style-type: none"> ◆ describing progress made towards achieving personal targets ◆ reaching conclusions about the effectiveness of the plan ◆ describing areas for further development of own task management skills 	<p>3. Review their own task management skills by:</p> <ul style="list-style-type: none"> ◆ explaining progress made towards achieving personal targets, giving examples ◆ reaching and justifying conclusions about the effectiveness of the plan ◆ explaining areas for further development of own task management skills 	<p>3. Review their own task management skills by:</p> <ul style="list-style-type: none"> ◆ analysing progress made towards achieving personal targets ◆ reaching and justifying conclusions about the effectiveness of the plan ◆ reaching and explaining conclusions about areas for further development of their own task management skills

Administrative information

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Superclass: to be advised

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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