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## Specification for Personal Achievement Award (SCQF level 1)

**Bronze Award code: GF26 41**

**Silver Award code: GF28 41**

**Gold Award code: GF29 41**

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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).

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## **Introduction**

This is the specification for the Award at SCQF level Personal Achievement (SCQF level 1).

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, consistent with maintaining the integrity of the qualification.

## Rationale

The *Personal Achievement Award* reflects the philosophy, principles and aims of Curriculum for Excellence, and is designed to enable learners to develop confidence, independence, and their ability to communicate and respond to others in their own way. Learners will also have the opportunity to participate in a range of new and familiar activities, and to experience and contribute to their community across a range of social contexts.

The Award has been developed to meet the diverse needs of learners at SCQF level 1 by providing a framework that offers opportunities for personalisation and choice, and which recognises relatively small but significant pieces of learning. The framework for the Award is based around two themes, *Developing Independence* and *Taking Part in the Community*. The framework is sufficiently flexible to allow centres to develop relevant and engaging teaching and learning approaches within practical and interdisciplinary learning contexts, and to adopt an open and flexible approach to assessment.

The *Personal Achievement Award* (SCQF 1) has three different stages of achievement — Bronze, Silver and Gold. The Award provides both lateral and horizontal progression opportunities. Learners can progress from Bronze to Silver to Gold, building on their achievements at each stage.

For some learners, the most appropriate approach to their learning may be to focus on their personal development rather than on their relationship with the community. Where this is the case, a wide range of contexts for developing independence can be used as a method of building up achievement, thereby providing an alternative to *the Personal Achievement Award* itself. This alternative also exists for contexts which focus on the theme of *Taking Part in the Community*.

The main aims of the Award are to enable learners to develop:

- ◆ skills to support them to work towards independence
- ◆ an ability to work with others
- ◆ communication skills
- ◆ thinking skills
- ◆ knowledge and understanding of the context chosen for study

The Award also provides a framework for learners to develop knowledge as well as skills for learning, skills for life and skills for work.

## **Target groups**

The Award would be useful for learners who enjoy practical learning activities that can be tailored to meet their own individual needs and interests, and for whom achievement is best recognised in small steps.

The Award structure allows learners to undertake Units at a pace suitable to them and to use the Units within the Award to build an individualised learning plan. It also provides an opportunity to recognise and certificate what may be a significant achievement.

## **Recommended entry**

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

In terms of prior learning and experience, relevant experiences and outcomes may provide an appropriate basis for undertaking this Award

## **Progression**

This Award or its components may provide progression to:

- ◆ Personal Achievement Award at SCQF level 2
- ◆ Personal Development Award at SCQF level 2
- ◆ other Units, Awards and Courses at SCQF level 2
- ◆ further study, employment and/or training

## Award structure

The structure of the *Personal Achievement Award* at SCQF level 1 recognises relatively small but significant pieces of learning in incremental steps. It provides certification for combinations of different Units successfully completed by learners.

## Award framework

The structure of for the Award is outlined in the table below.

Type of award	Number of Units required (Total SCQF credit points)	Combination of Units required
Bronze (Access 1)	2 Units (6 SCQF credit points)	One from each theme*
Silver (Access 1)	4 Units (12 SCQF credit points)	At least one from each theme*
Gold (Access 1)	6 Units (18 SCQF credit points)	At least two from each theme*

\*This refers to the themes of *Developing Independence* and *Taking Part in the Community*. See the Appendix for list of Units in each theme.

Silver and Gold Awards can include Units previously obtained as part of the Bronze or Silver Awards respectively.

Units that contribute to this Award are listed below. All Units are 3 SCQF credit points in size and are grouped under two themes, namely *Developing Independence* and *Taking Part in the Community*.

Units must be selected from the following two themes:

- ◆ Developing Independence
- ◆ Taking Part in the Community

Learners will be able to provide evidence for Units using their usual means of communication.

## Theme 1: Developing Independence

Unit Code	Unit titles	Examples of contexts	SCQF level	SCQF credit points
HIG8 41	Personal Achievement: Having your Say	Personal assertiveness, self-advocacy, making choices.	1	3
HIG5 41	Personal Achievement: Healthy Eating	Basic cookery and healthy eating.	1	3
HIG6 41	Personal Achievement: Hobbies and Interests	Famous places, gardening, personal hobbies, art work, craft work, photography.	1	3
HIG7 41	Personal Achievement: Looking after Animals	Looking after a pet at home or animals within a centre.	1	3
HIG9 41	Personal Achievement: Looking after your Home	Looking after furniture, soft furnishings, basic repairs, cleaning, and generally caring for the home, interior decoration and interior design.	1	3
HIG2 41	Personal Achievement: Performing Arts - Individual Activity	Dancing, singing, recital, playing a musical instrument, making music using technology, comedy, drama.	1	3
HIG3 41	Personal Achievement: Personal Health	Personal fitness and exercise, lifestyle choices, relaxation, stress management.	1	3
HIGA 41	Personal Achievement: Personal Presentation	Personal grooming — hair, clothes (including basic repairs and cleaning), personal hygiene, choosing appropriate clothes for context.	1	3
HIGB 41	Personal Achievement: Personal Relationships	Developing relationships, eg with family, friends, and others.	1	3
HIG4 41	Personal Achievement: Safety and Security	Home safety and security, computing safety and security, social networking, first aid, road safety, bicycle safety, personal safety.	1	3

## Theme 2: Taking Part in the Community

Unit Codes	Unit titles	Examples of contexts	SCQF level	SCQF credit points
HIGK 41	Personal Achievement: Community Activity	This could include activities associated with the wider school, college and/or centre.	1	3
HIGD 41	Personal Achievement: Eco-awareness	Recycling in the home, saving energy in the home or wider community, making items from recycled materials, national campaigns, global issues	1	3
HIGM 41	Personal Achievement: Enterprise	Taking part in organised events in the centre or community such as coffee mornings, tuck shops, fairs. Could include selling tickets, helping at stalls, preparing items for sale at events.	1	3
HIGJ 41	Personal Achievement: Exploring a Local Area	Local heroes, local history in home town or in a town visiting. Photography: themed study (eg birds in garden, local wildlife, zoo).	1	3
HIHN 41	Personal Achievement: Financial Awareness	Using money, opening a bank account, using bank services, simple transactions which could include buying online/in store/by telephone.	1	3
HIGE 41	Personal Achievement: Fundraising	Individual activity or participating in organised event with others	1	3
HIGC 41	Personal Achievement: Performing Arts: Group Activity	Dancing, singing, recital, playing a musical instrument, making music using technology, comedy, drama in collaboration with others.	1	3
HIGL 41	Personal Achievement: Promoting Health	Taking part in a centre project relating to promoting health and exercise.	1	3
HIGF 41	Personal Achievement: Social Events	Personal visitors, visitors to the centre. Could include preparing invitations, meeting and greeting, preparing food, serving food.	1	3
HIGG 41	Personal Achievement: Travel in the Community	Could be an individual activity or participation as part of a group — collaboration with others. Could include personal mobility, travelling by taxi, bus, train, car.	1	3

# 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

3.2 Emotional wellbeing

3.5 Relationships

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

4.6 Citizenship

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 relevant *Unit Specifications*.

# 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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Note: You are advised to check SQA's website [www.sqa.org.uk](http://www.sqa.org.uk) to ensure you are using the most up-to-date version of the Award Specification.

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