Unit title:	Developing Meta-Skills and Personal Professionalism
SQA code:	J6V0 48
SCQF level:	8
SCQF credit points:	16

History of changes

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Unit template: January 2022

Unit title:	Developing Meta-Skills and Personal Professionalism (SCQF level 8)

Unit purpose

This is about taking responsibility for the development of own meta-skills and personal professionalism. This involves reflecting on and learning from practice; seeking and acting on feedback; agreeing and working towards own goals for continuous professional development (CPD); and managing own wellbeing.

Learning outcome

To develop meta-skills and personal professionalism through reflective practice, goal setting and active learning to improve own performance in line with organisational requirements.

Performance requirements	**Knowledge and understanding**
1. Self-evaluating meta-skills regularly to identify own strengths and improvement needs for development. 2. Identifying own strengths and improvement needs for professional development. 3. Setting and agreeing SMART objectives for personal development and to achieve business objectives. 4. Planning development activities to improve own performance and to achieve business objectives. 5. Completing formal and informal activities to support and progress own development. 6. Seeking and acting on feedback to improve own performance. 7. Critically reflecting on own performance and involvement in activities to support own development and achievement. 8. Critically evaluating the development and application of meta-skills in own work to identify future development needs. 9. Completing and maintaining records and documents in line with organisational policy and procedures.	1. The purpose and importance of meta-skills including their definitions and how they relate to own work. 2. The importance and impact of personal professionalism within the organisation and own role. 3. How to use critical reflection and reflective practice to identify gaps in role specific knowledge, skills and meta-skills and the purpose and importance of this. 4. How to participate effectively in performance reviews. 5. How to set and agree SMART goals – Specific, Measurable, Achievable, Realistic, Time-bound. 6. How to prepare development plans, including their content and duration. 7. The importance of career and personal goals, including collective organisational learning, when planning own development. 8. Sources of up-to-date and appropriate information to support own CPD activities. 9. The impact and benefits of CPD including the organisation's key performance indicators (KPIs) and how they are measured and recorded. 10. The importance of managing well-being for success in own role and where to get support.

Performance requirements (continued)	Knowledge and understanding (continued)
	11. Appropriate ways to seek and act on feedback to develop own skills and knowledge including the process of 360-degree feedback. 12. Different learning models and styles and how to use these for own development.

Additional information about the unit

Assessment (evidence) requirements:

There should be a mix of **product**, **performance** and **knowledge** evidence for this unit.

Evidence should be sourced from routine work activities. **Simulation is not permissible in this unit.**

The evidence should be produced as a by-product of normal work activities. The evidence should relate to the learner's work role. For example, when identifying strengths and improvement needs, learners should relate their strengths and improvement needs to their job role.

Examples of product evidence include: self-evaluation of meta-skills and SMART objectives. An example of performance evidence is observation of the learner acting on feedback to improve performance. An example of knowledge evidence is written evidence that the learner knows sources of up-to-date and appropriate information to support their CPD activities.

Further guidance on the assessment (evidence) requirements for this unit, and other units, can be found in the Assessment Guidance document.

Guidance on instruments of assessment:

It is anticipated that most evidence will be generated as a by-product of routine workplace activities carried out as part of the learner's job role. However, there may be occasions when specific activities have to be undertaken to satisfy specific performance requirements or demonstrate specific knowledge and understanding. For example, a workplace may use a specific learning approach and the learner will have to produce evidence that she / he is aware of other approaches.

It may be possible for one type of evidence to imply another. For example, a list of personalised SMART objectives (product evidence) may provide evidence of under-pinning knowledge of how to create SMART objectives (knowledge evidence). Combining assessment (evidence) in this way is encouraged. However, it is vital that each piece of evidence is clearly related to performance requirements and knowledge and understanding.

Professional recorded discussion and / or personal reflective statements can be used to demonstrate knowledge and understanding.

Observation or witness testimony, which provides performance evidence of the candidate demonstrating meta-skills and professional development, should be carried out within their organisation by the learner's assessor or witness. These methods of assessment are encouraged.

Additional information about the unit (continued)

Details of the relationship between the unit and relevant National Occupational Standards (if appropriate):

Details of the relationship between the unit and other standards or curricula (if appropriate):

Assessment requirements specified by a sector or regulatory body (if appropriate):

Please refer to the Overarching Assessment Strategy for Competence-based Qualification and the associated sector-specific guidance relating to Digital Technology (Diploma in Digital Technology at SCQF Level 8) produced by SQA Accreditation (2022).

Simulation is not permissible in this unit.

Meta-skills signposting:

This unit aligns to the following meta-skills:

- Adapting
- Collaborating
- Communication
- Creativity
- Critical thinking
- Curiosity
- Feeling
- Focusing
- Initiative
- Integrity
- Leading
- Sense making