## US0434 **(J86E 45)**

## Developing Meta-Skills and Personal Practice

### Candidate’s statement

I confirm that the evidence detailed in this unit is my own work.

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| Candidate’s name |  |
| Candidate’s signature |  |
| Date |  |

### Assessor’s statement

I confirm that the candidate has achieved all the requirements of this unit.

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| --- | --- |
| Assessor’s name |  |
| Assessor’s signature |  |
| Date |  |
| Countersigning Assessor’s name  (if applicable) |  |
| Countersigning Assessor’s signature  (if applicable) |  |
| Date |  |

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### Internal Verifier’s statement

I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

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| Internal Verifier’s name |  |
| Internal Verifier’s signature |  |
| Date |  |
| Countersigning Internal Verifier’s name (if applicable) |  |
| Countersigning Internal Verifier’s signature (if applicable) |  |
| Date |  |

|  |  |
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| External Verifier’s initials (if sampled) |  |
| Date |  |

#### Unit overview

To develop meta-skills and personal practice through self-evaluation, agreeing objectives, reviewing progress and improving performance in line with organisational requirements.

#### Guidance on Generating Evidence and Assessing Meta-skills

The meta-skills unit should be integrated with other units being undertaken, for example as part of the Diploma for Hospitality Team Member at SCQF level 5 or the Diploma in Professional Cookery at SCQF level 5, rather than being viewed as a standalone unit. Evidence for the performance criteria and knowledge and understanding statements should be generated through the other units and assessed through the performance management process.

There are three categories within this unit, each with four meta-skills:

* **Self management** – focussing, integrity, adapting and initiative
* **Social intelligence** – communicating, feeling, collaborating and leading
* **Innovation** – curiosity, creativity, sense-making and critical thinking

Self-reflection and self-evaluation on performance and on the skills used or developed is central to the development of meta-skills. Therefore regular reflective accounts which demonstrate the meta-skills utilised and / or developed through the candidates’ work activities are a key source of evidence to be assessed.

The reflective accounts must be supported by professional discussion with an assessor, supervisor or work colleague who can:

* observe and offer constructive feedback
* encourage self-reflection by the learner
* encourage and promote professional discussion
* provide challenge for the learner’s learning and development

**In all cases**, it is the assessor who is responsible for judging that appropriate professional discussion has taken place, and that the requirements of the qualification have been met.

Section 3 of the [Overarching Assessment Strategy for Competence-based Qualifications](https://www.sqa.org.uk/sqa/files_ccc/20220316%20Overarching%20Assessment%20Strategy%20for%20CBQs%20v2.docx) and the [Specific Assessment Strategy Appendix for Hospitality and Professional Cookey](https://www.sqa.org.uk/sqa/files_ccc/20240626%20AS%20Dip%20Hospitality&Professional%20Cookery.docx)provide guidance on the assessment of meta-skills. The tools and approaches referred to in the Overarching Assessment Strategy are for guidance, therefore flexible approaches may be used to ensure assessment is relevant to individuals working in different organisations. Further information on meta-skills, including how meta-skills align to the units in the Diploma for Hospitality Team Member at SCQF level 5 and the Diploma in Professional Cookery at SCQF level 5 can be requested from Skills Development Scotland at [apprenticeshipdevelopment@sds.co.uk](mailto:apprenticeshipdevelopment@sds.co.uk).

#### Performance criteria (What you must do)

There must be evidence for all PCs (ie: 1-8).

1. Identifying (with support) meta-skills and role-specific skills for own work and completing self-assessments of own strengths and improvement needs for personal practice.
2. Discussing and agreeing straightforward SMART objectives for personal development and to achieve work plans.
3. Discussing and agreeing straightforward training and development activities required to improve own performance and to achieve work plans.
4. Completing straightforward training and development activities within agreed timescales with support to progress own performance.
5. Acting on feedback and support to improve own performance.
6. Review (with support) progress in meta-skills and role-specific skills to agree future development needs.
7. Completing straightforward mandatory role related training in line with organisational requirements.
8. Completing straightforward documentation required for personal development in line with organisation policy and procedures.

#### Performance criteria evidence

| **Evidence reference** | **Evidence description** | **Date** | **PC 1** | **PC 2** | **PC 3** | **PC 4** | **PC 5** | **PC 6** | **PC 7** | **PC 8** |
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#### Knowledge and understanding (What you must know and understand)

| **Knowledge statement** | **Evidence reference** | **Date** |
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| 1. The purpose and importance of meta-skills including straightforward definitions and how they relate to own work. |  |  |
| 1. The importance of personal development within own role. |  |  |
| 1. Types of training and development required for own role. |  |  |
| 1. How to review own progress and who to get support from to identify gaps in role specific knowledge, skills and meta-skills. |  |  |
| 1. The purpose and importance of performance reviews. |  |  |
| 1. How to discuss and agree SMART objectives – Specific, Measurable, Achievable, Realistic, Time-bound. |  |  |
| 1. Business and personal objectives relating to own development and why these are important. |  |  |
| 1. Where to find and who to ask about information to support own development. |  |  |
| 1. The importance of well-being in own role, types of support available and where to get this. |  |  |
| 1. Types of feedback and how to use this to develop own skills and knowledge. |  |  |
| 1. How to identify own learning preferences and how to use these to support personal development. |  |  |

#### Supplementary evidence

| **Reference** | **Evidence description** | **Date** |
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#### Assessor feedback on completion of the unit: