

**Higher National Unit Specification**

**General information**

**Unit title:** Practice

**Unit code:** completed by SQA

**Superclass:** completed by SQA

**Publication date:** completed by SQA

**Source:** Scottish Qualifications Authority

**Version:** completed by SQA

**Unit purpose**

This Unit is designed for candidates who wish to undertake the tutor role within an adult learning group context. The Tutor leads adult learners within a group setting. (language - change to practitioner, is it group or do we accept 1:1's?)

The Unit provides candidates with the knowledge and skills needed to:

* plan learning (with consideration of accreditation or is that complicating it?)
* use a learning designer tool (still up for debate, online v paper- various options)
* support learners who experience specific and multiple barriers
* use effective and appropriate strategies and materials to support the learning and teaching within the adult learning group
* evaluate an adult learning group session (singular or plural?)
* use an appropriate reflective practice tool (not in SALL version but I think it is vital – can discuss)

The target groups for this unit are adults over 16 years, adult returners, college staff and students, volunteers in adult learning, those who might access learning through a widening participation route or through community provision, employees in adult learning organisations and institutions.

Employment opportunities will be within Local Authorities, Colleges and Third Sector organisations, it will also create CPD opportunities for in-work certification.

On successful completion of this Unit, and after gaining considerable practical experience, candidates may wish to consider undertaking Conduct the assessment/ PDA’s Adult tutoring level 8 (need to research this and see what other units are appropriate)

**Outcomes**

On successful completion of the Unit the candidate will be able to:

1. Plan a group adult learning session.
2. Deliver and develop a group adult learning session using a social practice approach. (singular or plural again?)
3. Evaluate a group adult learning session.
4. Reflect on practice

**Credit points and level**

1 HN Credit at SCQF level 6: (8 SCQF credit points at SCQF level 6\*)

**Recommended entry to the unit**

Access to the award requires no formal qualifications but does require:

* Communication skills
* Interest in working with people to develop their learning

**Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification. There is no automatic certification of Core Skills or Core Skill components in this Unit.

**Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is a mandatory Unit in the Introduction to Working in Adult Learning PDA at SCQF level 6. The content of this Unit reflects aspects of the knowledge requirements for working in the field of adult learning.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA’s website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

**Equality and inclusion**

This unit 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 planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [**www.sqa.org.uk/assessmentarrangements**](http://www.sqa.org.uk/assessmentarrangements).

**Higher National Unit Specification: Statement of standards**

**Unit title:** Context of Adult Learning in Scotland

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.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

**Outcome 1**

Plan a group adult learning session.

**Knowledge and/or Skills**

1. Learning design: Utilising the 6 learning types and theories learned in unit 1 &2

2. Online v Face to face: considering online and face to face delivery key differences and approaches in practice

* Open pedagogy / social media use/ community knowledge exchange
* Universal Learning Design Principles – UCL website
* Creating a relationship with your learners
* Creating a relationship between learners on the course (Student to Student Interaction)

Online safety/cyber security – keeping learners safe/ relationships between learners/ use of information/ device security

* Assessment methods – flexible approaches drawing on Covid
* Peer assessment – supportive peers

Appropriate language and level

* ILP/ group ILP for learners and negotiation with learners

3. Designing the outline of a learning session: Using learner designer tool or word version to design learning session

**Outcome 2**

Deliver and develop a group adult learning session using a social practice approach. (singular or plural again?)

**Knowledge and/or Skills**

1. Building on learning designer to fully write an adult learning session
2. Deliver the learning session or sessions if comparison is needed
3. Have learning session plan assessed and practice observed
4. Reflect on learning session using appropriate tools
5. Write up reflective account taking into consideration intial learning plan (what worked, what changes), observed practice feedback and reflective practice

steal SALL/ITALL........................

**Outcome 3**

Evaluate a group adult learning session.

**Knowledge and/or Skills**

**Outcome 4**

Reflect on practice

**Knowledge and/or Skills**

1. What is reflection: reflective practice and critical reflection.
2. Why is it important? (maybe some practical examples of people using it in their work – short videos of people talking about why they use them?).
3. A bit of theory – Dewey, Schon, Kolb
4. Methods including - personal diaries, logs, blogs, interpersonal – supervision, coaching, mentoring, peer mentoring and informal reflective groups, Action Learning sets, networking. Question: what method of reflection are we using throughout the course?
5. Problems, barriers and how to overcome them – ‘fear of failure, fear of success’ etc., who sees them your reflections etc. Is reflection assessed, shared or not?
6. Practical exercises – what is being used in the course so far?
7. Links to CLD Standards council registration – evidence to maintain registration
8. Differentiate between RP of the tutor and learners within their group

**Higher National Unit Specification: Statement of standards (cont.)**

**Unit title:** Practice

**Evidence requirements for this unit**

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Text

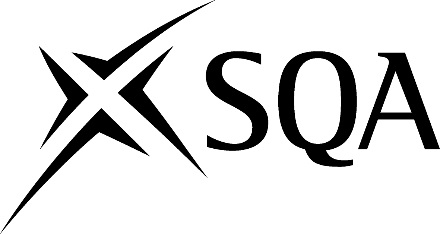
Text

**Note to unit writers:** *You should give details of the most appropriate way of assessing here. Assessment may be carried out:*

*Outcome by outcome*

*Two or more outcomes together*

*All outcomes together — holistic assessment of the unit*



**Higher National Unit Support Notes**

**Unit title:** Practice

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is XX hours.

**Guidance on the content and context for this unit**

Text

**Note to unit writers:** *This section should include information on the following features where appropriate.*

*expand on unit purpose*

*expand on unit outcomes*

*contextualise*

*identify specific vocational/subject knowledge and skills*

*recognition by professional bodies*

*relationship to NOS and/or other industry standards*

*whether the unit provides underpinning knowledge for SVQs or other qualifications*

*progression pathways*

**Guidance on approaches to delivery of this unit**

Text

* ***Note to unit writers:*** *This section should provide the reader with details of any specific delivery* criteria for the unit, e.g. specific teaching qualifications, access to physical/specialist resources, legislation, examination/assessment administered on or behalf of another agency, environmental setting (workplace/simulated). It should also provide readers with suggestions *of how teaching or delivery might be organised, for example:*

*a preferred order of teaching (and assessing) certain topics.*

*ideas about possible delivery methods including classroom activities, field trips, visits and group work, the aim being to encourage the use of learning and teaching approaches that are varied and appropriate to the aims of the unit — so your advice might be to encourage a learner-centred, participative and practical approach.*

**Guidance on approaches to assessment of this unit**

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Text

**Note to unit writers:** *This section should include information on the following features where appropriate:*

*how assessment could be carried out*

*possible instruments of assessment*

*conditions of assessment*

*how to integrate assessment in an outcome and/or across outcomes or as a whole unit*

*details of how sampling should be carried out*

*advice on how a learner’s work can be authenticated*

**Opportunities for 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 Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use  
e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of  
e-assessment to support SQA’s qualifications is available at  
**www.sqa.org.uk/e-assessment**.

**Opportunities for developing Core and other essential skills**

Text

**Note to unit writers:** *This section should be used to signpost where Core Skills are developing naturally. It can also be used to highlight additional opportunities to develop Core Skills through suggested learning and teaching approaches. In addition, broader skills development in the areas of enterprise, employability, sustainable development and citizenship should be recorded here.*

**History of changes to unit**

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| **Version** | **Description of change** | **Date** |
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0303 333 0330.

**General information for learners**

**Unit title:** See unit writer brief

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

Text

**Note to unit writers:** *This section will include information on the following features where appropriate.*

*brief overview on what the unit is about*

*what learners will do/learn while working through the unit*

*the subject specific knowledge and skills they will develop*

*how they will be assessed*

*Core Skills they will develop, how they will be developed and whether they will be certificated*

*other skills development in enterprise, employability, sustainable development, citizenship*

*professional body recognition/exemplification (if applicable)*