

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	D3A1 04
-Unit title-	PROVIDE INITIAL INFORMATION AND ADVICE
-Superclass category-	GA
-Date of publication- (month and year)	AUGUST 2000
-Originating centre for unit-	SQA

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Providing information and advice to prospective learners in further education.

This unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

OUTCOMES:

1. provide information which is relevant to the needs of prospective learners;
2. help the prospective learner to choose and access a suitable programme of learning.

CREDIT VALUE: 1 HN Unit

ACCESS STATEMENT: Access to this unit is at the discretion of the centre.

Additional copies of this unit can be obtained from:

The Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ, (Tel: 0141-242 2168).

At the time of publication the cost is £2.50 per unit (minimum order £5.00).

HIGHER NATIONAL UNIT SPECIFICATION**STATEMENT OF STANDARDS**

Unit number: D3A1 04

Unit title: PROVIDE INITIAL INFORMATION AND ADVICE

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. PROVIDE INFORMATION WHICH IS RELEVANT TO THE NEEDS OF PROSPECTIVE LEARNERS

PERFORMANCE CRITERIA

- (a) The initial meeting with the prospective learner is in accordance with college procedures.
- (b) The learning requirements of the individual are identified correctly.
- (c) The individual's current and prior achievement is identified accurately.
- (d) The explanation of the education and training services potentially available takes account of the needs of the individual.
- (e) The meeting is conducted in an appropriately empathetic and welcoming manner.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Documentary and performance evidence that the candidate has carried out interviews with 2 prospective learners covering all the performance criteria.

OUTCOME

2. HELP THE PROSPECTIVE LEARNER TO CHOOSE AND ACCESS A SUITABLE PROGRAMME OF LEARNING

PERFORMANCE CRITERIA

- (a) The information and advice given to the prospective learner is in accordance with the available options.
- (b) The range of learning programmes discussed with the individual is appropriate to his or her requirements.
- (c) The options discussed enable the individual to select a learning programme which takes preferred learning methods and prior learning into account.
- (d) The information given on how to access the preferred programme of learning is detailed and accurate.
- (e) The interactions with the prospective learner are conducted in a positive and encouraging manner.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Documentary and performance evidence that the candidate has advised 2 prospective learners covering all the performance criteria.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external moderation.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external moderator.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

Unit number: D3A1 04

Unit title: PROVIDE INITIAL INFORMATION AND ADVICE

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit has been designed to enable candidates to develop skills in interviewing and advising prospective learners in further education. Colleges' commitment to wider access for all sections of the communities they serve is complemented by increasingly comprehensive guidance and support mechanisms for the individual learner. Tutors now play a key role in helping learners to choose an appropriate programme.

CONTENT/CONTEXT The principal context will be the training/teaching environment. The candidate should have access to a workplace where evidence to meet the performance criteria can be generated. Integration in the delivery and assessment of both Provide Initial Information and Advice and Interview and Select Learners is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- college procedures for admissions
- funding mechanisms and fee arrangements
- students' charter
- guidance database systems
- individual learning requirements e.g. learning objectives, needs, learning styles, personal aspirations.
- the concept of inclusive learning
- the broad range of learning needs of those with learning difficulties and/or disabilities, and the facilities and arrangements that are available to meet those needs
- how to establish rapport
- the accreditation of prior experience and learning, why it is important and the processes and procedures for carrying it out
- the range of post school education and training opportunities e.g. college education and training services, provision in other centres
- college procedures for guidance and support

- interviewing and questioning techniques
- resources available
- how to sequence and pace information and gauge appropriateness of language for individual learners
- equal opportunities and non-discriminatory practice

Outcome 2

- information on available learning opportunities
- available qualifications and progression
- learning programmes and their requirements, including core skills
- how to identify an individual's preferred way of learning
- ways of eliciting and evaluating different information about learners against the requirements of specific learning programmes, including accreditation of prior learning and experience
- funding mechanisms and fee arrangement, the organisation and its facilities and arrangements for obtaining access to learner support procedures
- how to interview different types of learners who have differing abilities
- organisational record-keeping systems and information processing systems

APPROACHES TO GENERATING EVIDENCE The achievement of the skills and underpinning knowledge required for this unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the outcomes. Case studies and role plays would also provide illustrative examples.

Line managers and employers should be encouraged, wherever possible, to assist the candidate in generating real performance evidence from the workplace into a portfolio of evidence. This portfolio should be generated from all available sources and where direct evidence is not available, use should be made of the types of supplementary evidence identified in the assessment procedures.

The evidence in the candidate's portfolio could provide evidence towards a qualification based on occupational competence in lecturing in further education, e.g. TQFE.

ASSESSMENT PROCEDURES Evidence gathered from the workplace, i.e. natural performance, would be the primary method of assessing the candidate's competence although a variety of other methods may be used either to supplement this or to provide evidence across the full range of performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, e.g. reports, information/support materials, audio or video tape.

Direct observation by the assessor of the candidate carrying out interviews.

Evidence given by those who have witnessed the candidate's performance. Witness testimony may be the most appropriate as the interview may be carried out under supervision of a mentor.

The candidate's own description of his/her performance – written or oral – the candidate could keep a reflective diary. This form of record would need to be substantiated by an authorised source.

Oral questioning, where competence cannot be inferred from direct performance evidence and supporting evidence of performance. This could include answers given by the candidate to questions about his/her actual performance and what the candidate would do and why with different prospective learners – particularly appropriate for evidence of the candidate's ability to meet the demands of special situations and for consideration of organisational policy observance.

REFERENCES

1. Guide to unit writing, SQA, 1993 (Code: A018).
2. Guide to assessment, SQA, 1993 (Code: B005).
3. Guide to certification, SQA, 1996 (Code: F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

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