

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	D3A3 04
-Unit title-	PROVIDE ADVICE AND SUPPORT TO LEARNERS
-Superclass category-	GA
-Date of publication- (month and year)	AUGUST 2000
-Originating centre for unit-	SQA

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Helping learners in further education to adapt to the learning environment through contributing to learners' induction, providing ongoing support to learners and facilitating access to learner support.

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

OUTCOMES:

1. contribute to the induction of learners;
2. support learners during their programme;
3. identify and organise learner support for individuals.

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: D3A3 04

Unit title: PROVIDE ADVICE AND SUPPORT TO LEARNERS

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. CONTRIBUTE TO THE INDUCTION OF LEARNERS

PERFORMANCE CRITERIA

- (a) The explanation of the induction process, procedures and content is consistent with college policy and procedures.
- (b) The induction of learners to a programme is carried out as specified in college procedures.
- (c) The introduction of learners to the learning environment is appropriate to the requirements of the programme.
- (d) The interaction with learners during induction is welcoming and takes account of their needs.

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 induction to one course or programme with at least 2 learners covering all the performance criteria.

OUTCOME**2. SUPPORT LEARNERS DURING THEIR PROGRAMME****PERFORMANCE CRITERIA**

- (a) The support which is given to learners is set within the context of the college guidance structure.
- (b) The on-going guidance given to learners encourages them to take responsibility for their own development.
- (c) The on-going guidance given meets the standards specified in college policies and procedures.
- (d) The pre-exit information and advice provided to learners is accurate and specifically focused on other sources of guidance.
- (e) The guidance which learners receive takes their individual needs into consideration.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Documentary and performance evidence that the candidate has provided support for two learners from different learning contexts.

OUTCOME**3. IDENTIFY AND ORGANISE LEARNER SUPPORT FOR INDIVIDUALS****PERFORMANCE CRITERIA**

- (a) Identification of learner support requirements is based on valid and reliable assessment of all relevant information.
- (b) Learner support requirements are clearly and accurately identified.
- (c) Selected options for learner support meet learner's specific learning needs and styles.
- (d) The learner support plan is agreed with the learner.
- (e) The support is arranged in accordance with college policy and procedures and maintains confidentiality.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Documentary and performance evidence that the candidate has organised support for one learner.

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: D3A3 04

Unit title: PROVIDE ADVICE AND SUPPORT TO LEARNERS

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 carrying out effective induction and providing advice and support to learners in further education.

Tutors in further education play a key role in helping learners to adapt to the learning environment as quickly as possible. The tutor is responsible for providing initial induction and ongoing support to learners and facilitating access to learner support. This direct link with learner support is an integral component of the first-line guidance which tutors provide on an ongoing basis.

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.

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 induction
- funding mechanisms and fee arrangements, the organisation and its facilities and arrangements for obtaining access to learner support services
- how to deal with different types of learners
- how to establish rapport.

Outcome 2

- counselling skills
- college guidance structure
- college guidance procedures, including referral
- sources of additional learner support, guidance and counselling.
- support of learners in different learning contexts i.e. full-time, part-time, day release, flexible/distance learning

- distinctions between learner support and pastoral care functions
- the potential to do harm if tutors exceed their own levels of competence
- sources for specialist counselling and other professional support and how to access them
- college information facilities and resources and how to find and use them
- study skills and how to foster these
- how to encourage learners to work effectively on their own
- ways of seeking, responding to and giving feedback
- IT systems and how to use them to access information on guidance and support
- career advice provision and how to access it
- career-planning techniques
- opportunities for employment and work in the community and their potential for learning and personal development
- progression routes and further learning opportunities
- maintenance of confidentiality
- equal opportunities and non-discriminatory practice.

Outcome 3

- college policy and procedures for learner support
- types of learning need and support available
- appropriate sources of information and learner support for learners and how to access them
- learners' entitlements
- how to met the support needs of different types of learners
- the specific communication needs of individual students, including those with learning difficulties and disabilities
- how to discuss learner requirements
- maintenance of confidentiality
- equal opportunity and non-discriminatory practice.

APPROACHES TO GENERATING EVIDENCE The achievement of the 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, where 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, support materials, audio or video tape.

Direct observation by the assessor of the candidate as he/she performs his/her own work.

Evidence given by those who have witnessed the candidate's performance.

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 learners – particularly appropriate for evidence for 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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