

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	D3A4 04
-Unit title-	DEVELOP STANDARDS-BASED UNITS
-Superclass category-	GA
-Date of publication- (month and year)	AUGUST 2000
-Originating centre for unit-	SQA

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing standards-based units to meet the requirements of an awarding body.

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

OUTCOMES:

1. investigate the need for a unit;
2. develop the rationale for a standards-based unit specification;
3. prepare a standards-based unit specification;

CREDIT VALUE: 2 HN Units

ACCESS STATEMENT: Access to this unit is at the discretion of the centre. However it would be beneficial if the candidate has had appropriate experience in lecturing in further education.

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**

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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. INVESTIGATE THE NEED FOR A UNIT

PERFORMANCE CRITERIA

- (a) Market research is conducted to demonstrate the need for the unit.
- (b) Consultation is undertaken with appropriate bodies to identify the need for the unit.
- (c) Findings of research are presented in line with organisational procedures.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Performance and documentary evidence that the candidate has carried out market research and engaged in consultation with at least 2 types of bodies.

OUTCOME

2. DEVELOP THE RATIONALE FOR A STANDARDS-BASED UNIT SPECIFICATION

PERFORMANCE CRITERIA

- (a) The rationale and its components reflect the need for the unit.
- (b) The general competence and title for the unit accurately reflect the outcomes and the rest of the unit specification.
- (c) The access statement is realistic and based on the rationale.
- (d) The purpose of the unit specification is firmly based on the rationale and specifies a suitable target audience.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Performance and documentary evidence of one completed standards-based specification rationale for a unit. The rationale for the unit specification must reflect market needs, and where the unit is being developed as part of an award it must reflect that course rationale.

OUTCOME**3. PREPARE A STANDARDS-BASED UNIT SPECIFICATION****PERFORMANCE CRITERIA**

- (a) The development of outcomes from the unit rationale meets the technical requirements of the awarding body.
- (b) The development of evidence requirements from the unit rationale meets the technical specifications of the awarding body.
- (c) The development of support notes reflects the requirements of the unit specification.
- (d) The validation of standards-based units is described accurately in terms of the college's and/or awarding body's criteria.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Performance criteria (a)-(c): performance and documentary evidence of the development of one standards-based unit specification with a minimum of three outcomes and evidence requirements.

Performance criterion (d) – written with supplementary oral evidence, as appropriate.

RANGE STATEMENT

The range statement for this outcome is specified within 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: D3A4 04

Unit title: DEVELOP STANDARDS-BASED UNITS

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 80 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 writing standards-based units to meet the requirements of an awarding body.

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

- market research techniques
- labour market analysis
- writing questionnaires
- questionnaire analysis
- functional analysis
- appropriate bodies to consult i.e. employers, other organisations, professional bodies
- methods of consulting appropriate local and national bodies including employers
- existing programmes within own vocational area
- current developments within own specialist vocational or academic area of expertise.

Outcome 2

- college quality assurance arrangements
- requirements of awarding body e.g. national, college, other organisation
- different types of rationale
- principles of non-discriminatory language
- equal opportunities and non-discriminatory practice

Outcome 3

- what a standards-based unit specification is
- what makes a good unit specification
- the different parts of a unit specification
- writing outcomes that are structurally correct
- process of disaggregation
- writing performance criteria and range statements that are structurally correct
- different types of evidence (performance evidence, additional evidence, evidence of prior learning)
- writing evidence requirements, derived from the outcome, performance criteria and range statements
- devising a merit statement, if appropriate
- writing the key components of the support notes e.g. content/context, approaches to generating evidence, assessment procedures, exemplars
- determining the notional design length and credit value
- possible progression routes
- writing the progress statement
- validation of unit specifications
- awarding body requirements
- college quality assurance arrangements.

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.

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 or performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, e.g. reports, market research analysis, unit descriptor developed by the candidate.

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, particularly appropriate 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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