

## Higher National Unit Specification

### General information for centres

**Unit title:** Learning and Development: Supporting Learner Development

**Unit code:** DN3R 34

**Unit purpose:** This Unit is designed to enable candidates to develop the skills and knowledge necessary to provide support for learners within an organisation

On completion of the Unit the candidate should be able to:

1. Devise a strategy for learner support within an organisation.
2. Conduct a support interview.

**Credit points and level:** 1 HN Credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in communication skills at Intermediate 2 (SCQF Level 5) or similar qualifications or experience and some knowledge of the training cycle and the trainer's role within it.

**Core skills:** There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

**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 included as mandatory in the framework of the HNC Learning and Development.

**Assessment:** This Unit will be assessed by a report and performance evidence generated by the conduct of a support interview.

## **Higher National Unit specification: statement of standards**

**Unit title:** Learning and Development: Supporting Learner Development

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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**

Devise a strategy for learner support within an organisation

#### **Knowledge and/or skills**

- ◆ Form and function of learner support
- ◆ Process of learner support
- ◆ The guidance cycle
- ◆ Types of support
- ◆ Support activities

#### **Evidence requirements**

Candidates will need evidence to demonstrate their knowledge and/or skills by producing a strategy for learner support for an organisation. The candidate will produce a report of approximately 750 words, based on a case study, demonstrating their knowledge and understanding of the support function within an organisation. The report will include provision for one to one and group support. It should also discuss the seven types of support that may be provided and all four phases of the guidance cycle.

The report should be produced in open book conditions, with arrangements in place to ensure the authenticity of the work produced.

#### **Assessment guidelines**

Assessment can be generated by means of a response to case study of an organisation. In some cases it may be possible for candidates to use their workplace as a basis for developing the strategy.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Learning and Development: Supporting Learner Development

### **Outcome 2**

Conduct a support interview

#### **Knowledge and/or skills**

- ◆ Skills for effective support
- ◆ Qualities for effective support
- ◆ Interview timing and pacing

#### **Evidence requirements**

Candidates will need performance evidence (observed or recorded) to demonstrate their skills and/or knowledge by showing that they can provide effective guidance and support to a learner via a role-play support interview. During this interview, of 15-20 minutes the candidate will demonstrate a minimum of three skills and two qualities for effective support.

#### **Assessment guidelines**

This Outcome can be assessed by observation of candidate performance in a role-play support interview or video tape recording of a role-play support interview measured by an observation checklist.

## **Administrative Information**

<b>Unit code:</b>	DN3R 34
<b>Unit title:</b>	Learning and Development: Supporting Learner Development
<b>Superclass category:</b>	GE
<b>Date of publication:</b>	August 2004
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## **Higher National Unit specification: support notes**

### **Unit title:** Learning and Development: Supporting Learner Development

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit is a core Unit in the HNC Learning and Development framework and should provide the candidate with the skill, knowledge and understanding required to provide learner support.

The principal context will be the training environment, with evidence generated through a case study. It may also be appropriate for evidence to be generated in the workplace if the tutor is satisfied with the safeguards to ensure reliability, authenticity, confidentiality and validity.

**For Outcome 1** candidates will need detailed knowledge of the definitions and parameters of learner support and the activities through which learner support is offered. They will also need to know the four phases of the guidance cycle (pre entry, induction, ongoing and exit), the seven types of support, (taking action on behalf of someone and with their consent, informing, counselling, advising, coaching, changing systems and teaching), the benefits of learner support to both the organisation and the individual and the roles and responsibilities of those providing learner support.

**For Outcome 2** candidates will need knowledge of the three-stage model of helping (Gerard Egan). They will also need the practical skills of establishing rapport, attending and listening, challenging and confronting, paraphrasing and responding and timing and pacing of a support interview. They will also need an understanding of warmth, empathy and acceptance and the skills to demonstrate these qualities in a role-play support interview.

### **Guidance on the delivery and assessment of this Unit**

This Unit is a core Unit in the HNC Learning and Development Framework and should be delivered as part of this group award. It is also possible to deliver this Unit as a stand alone Unit as well, eg as part of a CPD programme. Evidence for Outcome 1 can be provided by a report based on a case study. Evidence for Outcome 2 may be generated through direct observation or through video taped observation of a role-play learner support interview.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Learning and Development: Supporting Learner Development

### **Open learning**

This Unit could be delivered by open learning. However it would require planning by the centre to ensure the authenticity of candidate evidence.

Difficulties in authenticating evidence will have to be addressed by the centre. For further information and advice please refer to *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 – publication code A1030).

### **Candidates with additional support needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website [www.sqa.org.uk](http://www.sqa.org.uk).

## **General information for candidates**

### **Unit title:** Learning and Development: Supporting Learner Development

This Unit introduces you to the specific skills, knowledge and understanding needed to provide trainees with guidance, advice and support in their training programmes. It shows you the benefits to the trainees and to the organisation of having a system of support which allows trainees to maximise their training opportunities. This Unit also develops the practical skills required to enable you to conduct a support interview.