



Higher National Unit specification

General information for centres

Unit title: Leadership for Learning

Unit code: F1WH 37

Unit purpose: This Unit is designed to enable candidates to demonstrate appropriate leadership skills for supporting learners within practice settings. Successful candidates will provide leadership and expertise in the application and critical evaluation of practice learning.

On completion of the Unit candidates should be able to:

- 1 Demonstrate practice leadership and expertise.
- 2 Apply and critically evaluate appropriate leadership skills to enable provision of comprehensive learning programmes in practice.
- 3 Manage learner needs and learning requirements in the context of professional practice.

Credit points and level: 1 HN credit at SCQF level 10: (8 SCQF credit points at SCQF level 10*)

**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: Candidates should have well developed communication and inter-personal skills and be able to demonstrate their ability to critically review and consolidate knowledge, skills, practices and thinking in their disciplines. This may be demonstrated by relevant professional qualifications at SCQF level 9 (or equivalent) or above with relevant experience in a social services or other related setting. Acceptance of relevant equivalent qualifications and experience will be at the discretion of the centre.

Core Skills: Although there is no automatic certification of Core Skills or Core Skills components in this Unit, there are opportunities to develop the Core Skills of Working with Others, Problem Solving and Communication at SCQF level 6. Additionally, there may be opportunities to develop the Core Skill of Information Technology.

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.

General information for centres (cont)

Assessment: The focus of this Unit is on the development of competence to use a wide range of principal skills, some specialised skills and advanced applications to demonstrate leadership for supporting learners in practice settings. Assessment mechanisms should gather evidence from a range of sources.

This collection of evidence approach allows candidates flexibility in relation to evidence gathering and scope to present their evidence in a way that best fits with their learning needs and styles. The evidence gathered to demonstrate that candidates have achieved the Unit Outcomes should be naturally occurring during the course of their day to day activity, therefore encouraging them to critically reflect on the nature of what they do on a daily basis.

Candidates' practice evidence of their ability to demonstrate leadership for supporting learners in practice settings can be taken from a variety of sources including feedback from peers, managers, learners, service users, carers and other professionals. This will be collated alongside evidence of the candidate's knowledge and understanding of the topics covered by the Unit. Candidates should also provide a critically reflective narrative identifying their learning for the Unit, critically reflecting on what they have done well, what they might have done differently and what they need to work on in the future.

Higher National Unit specification: statement of standards

Unit title: Leadership for Learning

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Please see specific knowledge and/or skills required in relation to each Outcome and Evidence Requirements for the Unit after the Outcomes.

The whole of the content listed in the knowledge and skills sections must be taught and available for assessment.

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

Demonstrate practice leadership and expertise

Knowledge and/or Skills

- ◆ Theories of leadership
- ◆ Difference between management and leadership
- ◆ Models of good practice in own area of expertise
- ◆ Current issues in leadership in own professional setting and in the wider organisational and structural context
- ◆ Models for managing conflict resolution
- ◆ Ethical and non-oppressive practice issues for leaders

Outcome 2

Apply and critically evaluate appropriate leadership skills to enable provision of comprehensive learning programmes in practice

Knowledge and/or Skills

- ◆ Implications for practice of different leadership models
- ◆ Skills, attributes and behaviours of effective leaders
- ◆ Methods and resources for providing learning opportunities in practice
- ◆ Characteristics of a learning organisation
- ◆ Approaches to developing a learning culture which promote the contribution of others, including service users and carers, to a comprehensive learning programme

Higher National Unit specification: statement of standards (cont)

Unit title: Leadership for Learning

Outcome 3

Manage learner needs and learning requirements in the context of professional practice

Knowledge and/or Skills

- ◆ Methods of analysing learner needs in the context of learning requirements and the practice setting
- ◆ Policies and procedures relating to learners in the workplace
- ◆ Range of resources to support learning needs
- ◆ Barriers to learning, including discrimination and disadvantage

Evidence Requirements for the Unit

Candidates must provide evidence to cover all Knowledge and Skills in the Outcomes above by demonstrating their ability to apply appropriate leadership skills for supporting learners within practice settings. The evidence will demonstrate application of knowledge, sources of knowledge and a critical understanding of principal theories and concepts relevant to this Unit.

Candidates will provide evidence of:

- ◆ a witness statement from learners or others of candidates' leadership capacity
- ◆ apply leadership skills to the promotion, encouragement and facilitation of good practice in own area of work
- ◆ critically compare and contrast leadership styles and behaviours and utilise appropriate methods to enhance practice development in self and others
- ◆ develop a positive learning culture through modelling good practice in the learning process
- ◆ critically evaluate the management of difference and diversity in learning styles and learning needs
- ◆ engage collaboratively to ensure learning will meet learner needs and learning requirements in the context of professional practice
- ◆ co-ordinate the critical review and critical evaluation of progress in meeting learner needs in relation to leadership skills

Assessment guidelines

This Unit stands alone and can be assessed in its own right. However when delivered as part of a Group Award it may be appropriate for candidate evidence to span more than one Unit.

Appropriate methods for candidates to demonstrate knowledge and understanding of appropriate leadership skills for supporting learners within practice settings include witness statements, formal and informal feedback, learning material, self-evaluation, direct observation and critical analysis of own practice.

Administrative Information

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Unit title: Leadership for Learning
Superclass category: PM
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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Leadership for Learning

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 has been designed as a stand alone Unit. It can be delivered as a stand-alone Unit if a centre has determined that the knowledge and skills developed within this Unit are all that are required to enhance the capability of candidates. Alternatively, the Unit can be delivered as part of an SQA Group Award such as a Professional Development Award (PDA). For example, it is one of eight Units that comprise the:

- ◆ PDA in Practice Learning at SCQF level 10
- ◆ PDA in Practice Learning (Social Services) at SCQF level 10

Where this Unit is delivered as part of the PDA in Practice Learning (Social Services) at SCQF level 10, the centre should be aware that there may be additional entry requirements for candidates in line with Scottish Social Services Council (SSSC) policy.

This Unit is intended for candidates from a range of occupational and professional situations within social services, education or health settings. Examples include first line managers supervising staff, people in a variety of posts delivering training courses to staff, those supervising learners in practice learning and workplace assessors. This list is not exhaustive, but provides a flavour of the diversity of people who might wish to access this Unit from a social services or other relevant setting. The Unit is designed to enable candidates to develop the leadership skills that will promote and enhance good practice in own area of expertise and in the management of learners in the workplace. Successful candidates will have developed collaborative approaches to learning and will be able to co-ordinate critical evaluation of the learning experience.

The knowledge and skills obtained from the Outcomes of this Unit will enable candidates to apply leadership theories (eg those of DM McGregor; J Adair; M Belbin; J Harvey Jones; P Senge) and models to the task of supporting learners in the workplace. Candidates should be encouraged to consider how they might apply leadership skills such as modelling good practice in own area of expertise; working collaboratively; developing partnerships; demonstrating anti-discriminatory and non-oppressive practice and critical evaluation; assessing and critically analysing learners' needs; initiating and managing challenge and change and initiating new projects designed to enhance learning experiences.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Learning

The overall purpose of the Unit is to provide candidates with a theoretical and practical foundation for applying leadership skills to their own role and responsibilities within the practice setting. It will develop knowledge and understanding of the principles and practices of leadership and will support the development of a range of methods (eg embracing continuous improvement; providing opportunities for discussion and debate; capitalising on the cross-fertilisation arising from joint working) to promote a positive learning culture. Candidates will have developed strategies for responding to individual learners' needs within the requirements of the practice setting and will have considered approaches to managing conflict associated with balancing learner needs with agency requirements. In addition, candidates will be able to critically evaluate the learning experience, co-ordinating the contribution of others to this process.

On successful completion of the Unit, candidates will be able to critically evaluate and apply a range of leadership theories, methods and skills to the task of supporting and facilitating learning in the professional setting. This will be demonstrated by modelling good practice in their own area of expertise, promoting a positive learning culture, developing partnerships with colleagues and teams and promoting the involvement of service users and carers in the learning process. Furthermore, candidates will show that they can take appropriate action in response to individual learner needs and can use leadership skills to ensure a balance between learners' needs and agency requirements.

Guidance on the delivery and assessment of this Unit

Delivery

This Unit involves candidates in a significant amount of experiential learning. Candidates are required to critically analyse and critically reflect on this experience and to be able to make conclusions for their future behaviour and development.

It is expected that the facilitation of learning for this Unit will be through a range of approaches including face-to-face inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. An outcomes-based approach, centred round the learning needs of the individual, may best meet the requirement for flexible delivery. The delivery of the Unit must take account of its practical nature and of the occupational and professional backgrounds of candidates.

At the outset, centres should make candidates aware of the requirements of the Unit, including the need to gather evidence, critically analyse and report on their experiences. They should also inform candidates at the outset about the type of evidence they will have to provide in order to complete the Unit successfully. It is likely that delivery will consist of some initial orientation and briefing sessions after which candidates will manage their learning independently to a significant extent. Centres should make suitable arrangements to support and guide candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through e-learning.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Learning

Assessment

Centres should advise candidates about assessment requirements. The Unit takes a holistic approach to assessment and all three Outcomes are closely and systematically connected. Candidates should be encouraged to seek opportunities to generate evidence that would span more than one of the outcomes. For example, candidates could agenda an item at a staff or team meeting that would focus on promotion of a learning culture. Candidates would take a lead in preparing relevant materials and facilitating an exploration of every member's role in facilitating learning. This could lead to candidates working with others to plan a learning programme and manage the arrival of a new learner in the workplace. In doing this, candidates would generate evidence of the application of leadership skills, the promotion of a learning culture and a collaborative approach to meeting learners' needs in the context of professional practice therefore linking to all three learning Outcomes.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Learning

Candidates should demonstrate that they have achieved the Unit Outcomes by gathering evidence from a range of sources. As far as possible for most candidates the evidence should be ‘naturally occurring’ during the course of their day to day activity. Some candidates will not be able to rely solely on naturally occurring evidence, in which case supplementary assessment activity such as role play or simulation will need to be developed by centres. This approach aims to reduce the need for contrived assessed activity in circumstances where Outcomes are effectively being evidenced in the candidate’s work. The approach aims to encourage candidates to reflect on the nature of what they do on a daily basis. An example of this holistic approach to gathering evidence for all eight Units of the Award can be found in the Arrangements document.

Centres will provide advice and guidance to candidates on the creation of a collection of evidence and on typical contents. The collection of evidence should be presented as a coherent and logical whole rather than a collection of disparate items. Essentially, the collection of evidence is a record of the learning journey undertaken by candidates.

Whilst it is recognised that the collection of evidence method will be suitable for most candidates undertaking this award the individual Unit specifications do not require this as a mandatory approach. It is important to recognise that dependant on individual candidate need other methods may be equally applicable.

Overall, this should encompass a demonstration of:

- ◆ professional performance improvements that candidates have achieved as a result of participating in this learning and related practical activities
- ◆ candidates’ ability to critically analyse and review their own and their learners’ experience
- ◆ candidates’ application of relevant theories, methodologies and standards

There may be opportunities to combine evidence for this Unit with evidence from other Units, especially where candidates are undertaking a relevant Group Award or a number of Units as part of a programme of Continuous Professional Development.

Combining evidence from several Units should be encouraged wherever possible. It will give candidates the opportunity to develop a more comprehensive record of their learning, but will also highlight the close connections and relationships between the different strands involved in professional development. It may also enable candidates to make use of the same piece of evidence in different contexts.

Collection of Evidence

Assessment mechanisms should offer candidates flexibility in relation to evidence gathering against the Outcomes. Each candidate’s evidence will be unique and will be expected to meet a set of minimum required content criteria as advised by the centre. Candidates are encouraged to offer fewer rather than more pieces of work to evidence several Outcomes. This is not intended to deter candidates from taking a rigorous approach to their assessment tasks, but rather to allow them scope to focus their evidence. The statement of standards for the Unit lists the mandatory Evidence Requirements, but the type of evidence candidates present for assessment is not prescribed unless specifically stated.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Learning

It is likely that content will include items covering both product and process. Evidence of support for learning can be drawn from any context across health, education and social services and involve work with individual learners and/or groups, such as through the facilitation of group supervision, or planning, delivering and/or evaluating training events. Evidence can come in a variety of forms including assignment, video, audio, presentations, witness statements etc.

Centres will advise on specific requirements but candidates will need to provide evidence of knowledge, values and skills and may include some of the following, for example:

- 1 Critically reflective narrative of the learning from the Unit as a whole. This is candidates' summary of how the evidence they have provided meets the Outcomes. It can include a clear map indicating where the evidence provided links to the Outcomes. It is likely that this will also describe what they have done well, what they might have done differently and what they need to work on in the future
- 2 Candidates' critically reflective accounts of how they have met each of the Outcomes
- 3 Evidence of direct observation of candidates' current practice with a learner or learners
- 4 Witness statements from, for example, managers, colleagues, service users, the learners themselves or practitioners in other related disciplines
- 5 Formal and informal feedback on practice from a learner or learners with whom candidates have been working
- 6 Formal and informal feedback on practice from, as appropriate, mentor, assessor, a service user, carer, peers, managers, and other professionals
- 7 A self-assessment, including critical reflection by candidates on feedback received
- 8 Product evidence to specifically demonstrate knowledge gained in relation to the purposes, design and choice of evaluation strategies and collaboration in this regard. For example, assignments, reports, extracts of minutes, supervision notes and practice documents etc

Opportunities for developing Core Skills

All elements of the Core Skill of Problem Solving at SCQF level 6, namely planning and organising, critical thinking, and reviewing and evaluating could be developed and enhanced.

Support in developing an effective research strategy for accessing and critically evaluating paper based and electronic sources of complex information will be of value. The production and discussion of initial draft documents for the completed range of evidence is a useful way to ensure the development of skills in presentation and collation of relevant materials. Although communication skills are not formally assessed, candidates should be expected to produce and present written work to a professional standard, and to communicate essential ideas and concepts effectively. Terminology and spelling used in annotation should be technically accurate. As such, opportunities exist to develop Communication at SCQF level 6. The availability of suitable software to support an effective professional presentation could further assist the development of Core Skills Information Technology.

Higher National Unit specification: support notes (cont)

Unit title: Leadership for Learning

Candidates may have the opportunity to develop the Core Skill of Working with Others as they undertake group work, and one to one supervision with their candidate. Candidates should be made aware of techniques to put subjects at ease, or to create appropriate environments, using reflective listening and non-verbal communication, including making eye contact and relaxed body language. They should know how to initiate actions confidently and in a way that progresses communication and they should continually modify and adapt their approach to produce desired effects.

Open learning

This Unit requires candidates to take responsibility for their own learning. If it is to be delivered by means of open learning it will be necessary to ensure candidates have access to relevant material to enable them to assimilate the underpinning concepts and knowledge. Candidates will also need access to guidance and support throughout the learning and development process.

Candidates with disabilities and/or additional support needs

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Leadership for Learning

The Unit is designed to enable you to apply leadership skills to supporting learners within practice settings and to the critical evaluation of the learning experience.

In this Unit you have to achieve three Outcomes. Collectively, these Outcomes cover a range of effective relationship building skills to support learning as part of a wider inter-professional context for a range of learners in practice learning environments. They will involve you in demonstrating underpinning knowledge of leadership models and methods and applying these in the promotion of good practice, both within the context of your own service delivery, and in respect of learning in the practice setting. You will analyse learner needs and take appropriate actions to address these, including managing any conflicts associated with balancing learner needs with agency requirements. You will engage with a range of colleagues and partners, including service users and carers, to co-ordinate contributions to a comprehensive programme for the learner and you will take a collaborative approach to critically evaluate its effectiveness. Within these leadership roles, you will be promoting and demonstrating anti-discriminatory and non-oppressive practice.

The overall purpose of the Unit is to provide you with a theoretical and evidence base for leadership practices applicable to supporting learners within practice settings.

On successful completion of this Unit, you will be able to make skilled judgments, based on theory and evidence based practice, about appropriate leadership practices relevant to your role. You will be able to apply these effectively and take a leadership role in the initiation, promotion and facilitation of a learning culture and the provision of a learning programme. Your approach will be collaborative, seeking contributions from others, including service users and carers. You will also be able to respond appropriately to individual learner's needs, taking into account diversity and discrimination. You will also be able to critically evaluate the learning experience and co-ordinate contributions to the review of learning opportunities.

The assessment for the Unit requires you to produce evidence that you can demonstrate the application of leadership models, methods and theories in practice. You will be required to show that you have critically compared and contrasted leadership styles and behaviours and chosen appropriate methods for your practice. Evidence that you have promoted a learning culture and taken a leadership role in developing partnerships to enhance the learning experience will also be important. You will also need to show that you can manage learner needs in the context of the practice setting and that you have critically evaluated the effectiveness of the learning experience. Evidence of ethical practice will be required in relation to all aspects of this Unit. It is important that you gather this evidence from your ongoing practice with learners and build a collection of evidence of your work. This tool should offer you flexibility in relation to evidence gathering against the Outcomes. Your collection of evidence will be unique, although it will be expected to meet a set of minimum required content criteria as advised by the centre and will include evidence of knowledge, values and skills. You can use evidence from any context across health, education and social services and involve work with individual learners and/or groups, such as through the facilitation of group supervision, or planning, delivering and/or evaluating training events.

General information for candidates (cont)

Unit title: Leadership for Learning

Your evidence collection is likely to consist of several different types of item covering both product and process. Centres will advise you about any specific requirements. Some examples of items of evidence you might provide are:

- ◆ critically reflective accounts of how you have met each of the Outcomes
- ◆ witness testimony from others involved in the learning process (learners, colleagues, service users, assessors, other professionals, university or college tutors etc)
- ◆ product evidence to specifically demonstrate knowledge gained eg exercises used to assist learners to critically appraise good practice in a variety of practice specific contexts. For example, assignments/exercises, reports, extracts of minutes, supervision notes and practice documents etc
- ◆ a critically reflective narrative of learning from the Unit as a whole
- ◆ video, audio, presentations

If you take this Unit in conjunction with one or more other Units, you may be able to present evidence for more than one Unit at the same time. In this way, you can provide a much fuller record of several interconnected aspects of your personal development. It is possible, therefore, to use evidence generated as part of this Unit to gain credit for more than one Unit.