



Higher National Unit specification

General information for centres

Unit title: Assess and Evaluate Learning

Unit code: F2VF 36

Unit purpose: To enable candidates to develop knowledge and skills in the equitable assessment of learners through the use of a range of methods, and to monitor learners' practice to ensure safeguarding the rights of service users; also, to enable candidates to contribute to the evaluation of the overall learning experience of learners and use evaluation to facilitate own and others professional development.

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

- 1 Provide on-going feedback as a contribution to the assessment of learners.
- 2 Monitor learners' practice.
- 3 Contribute to the evaluation of the overall learning experience and take appropriate action.
- 4 Participate in self and peer evaluation to facilitate own peer development in relation to working with learners.

Credit points and level: 2 HN credits at SCQF level 9: (16 SCQF credit points at SCQF level 9*)

**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 the ability to think analytically and systematically. They should be able to use these skills to give an account of their experiences, reflect on them, make valid conclusions and express strengths and development needs, both personal and organisational. These may be evidenced by the achievement of a qualification at SCQF level 8 (or equivalent) or above. Candidates will be expected to have relevant experience in a social services, education or health setting.

Acceptance of candidates' competence 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 will be 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 selection of principal skills, techniques and practices to assess and evaluate learning. It is suitable for holistic assessment and the recommended assessment mechanism is a collection of practice evidence gathered from a range of sources.

The 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 a candidate has achieved the Outcomes should be naturally occurring during their day to day activity, therefore encouraging candidates to reflect on the nature of what they do on a daily basis.

Candidates' practice evidence of their ability to assess and evaluate learning can be drawn 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. Also within their collections of evidence candidates should provide a critically reflective narrative identifying their learning for the Unit, critically reflecting on what they might have done differently and what they need to work on in the future.

It is a requirement that there is evidence of direct observation of the candidate's current practice with a learner or learners eg these may be in the form of witness statements from, for example, managers, colleagues, service users, the learners themselves or practitioners in other related disciplines. There is also an expectation that there must be direct observation by an occupationally competent assessor.

Higher National Unit specification: statement of standards

Unit title: Assess and Evaluate Learning

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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

Provide on-going feedback as a contribution to the assessment of learners

Knowledge and/or Skills

- ◆ Recognition and interpretation of roles and responsibilities in assessment of learners
- ◆ Assessment strategies and frameworks
- ◆ Principles of giving and receiving feedback
- ◆ Processes to bring together evidence

Outcome 2

Monitor learners' practice

Knowledge and/or Skills

- ◆ Different methods of monitoring practice
- ◆ Issues of equity, fairness and ethical practice in monitoring practice
- ◆ How to support learners to be accountable for standards of practice
- ◆ Responsibility for safeguarding rights of service users

Outcome 3

Contribute to the evaluation of the overall learning experience and take appropriate action

Knowledge and/or Skills

- ◆ Contributors to the overall evaluation process
- ◆ Purposes of evaluation
- ◆ Criteria for evaluating effectiveness of learning for practice
- ◆ Mechanisms for providing evaluative material to relevant others
- ◆ Methods of changing/adapting learning experiences

Higher National Unit specification: statement of standards (cont)

Unit title: Assess and Evaluate Learning

Outcome 4

Participate in self and peer evaluation to facilitate own and peer development in relation to working with learners

Knowledge and/or Skills

- ◆ Trends relating to continuous professional development
- ◆ Own responsibility for continuous professional development in relation to Codes of Practice and regulatory body
- ◆ Purpose, methods and criteria relating to self evaluation
- ◆ Purpose, methods and criteria relating to peer evaluation
- ◆ Professional boundaries and ethical dimensions of participating in self and peer evaluation

Evidence Requirements for the Unit

Candidates will need to demonstrate their Knowledge and/or Skills for all four Outcomes by providing evidence of:

- ◆ analysis of the methods used to monitor learners' practice and provision of feedback to learners
- ◆ contribution to overall assessment and critical analysis of the impact of the learners' performance
- ◆ critical analysis of how issues of equity, fairness and ethical practice were addressed in the monitoring of learners' practice and in the evaluation of the learning experience
- ◆ critical analysis of own practice in the evaluation of the overall learning experience and explanation of actions taken as a result of evaluation
- ◆ undertaking reflective evaluation of learning and development in the context of trends in continuous professional development
- ◆ critical analysis of own learning needs and action plan for addressing these
- ◆ critical reflection on the evaluation of own practice by peers, and explanation of use made of this evaluation
- ◆ critical analysis of own contribution to the development of peers

Direct observation of candidate interaction with the learner is mandatory

Assessment Guidelines for the Unit

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 including observation to span more than one Unit.

Appropriate methods for a candidate to demonstrate knowledge and understanding of assessment and evaluation of learning include witness statements, formal and informal feedback, learning material devised, self-evaluation, direct observation and analysis of own practice.

Higher National Unit specification: statement of standards (cont)

Unit title: Assess and Evaluate Learning

Combining evidence from more than one Unit should be encouraged wherever possible. It will give candidates the chance 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.

Administrative Information

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Unit title: Assess and Evaluate Learning
Superclass category: PM
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Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Assess and Evaluate 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 80 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 three Units that comprise the:

- ◆ PDA in Practice Learning (Social Services) at SCQF level 9
- ◆ PDA in Practice Learning at SCQF level 9

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

This Unit is intended for candidates from a range of situations relating to social services, education or health settings. Examples include people whose role involves supporting learners, such as staff members (eg link supervisors, first line managers, residential care officers, housing support workers), those who use human services (service users), people who are carers for others who use human services and volunteers in human service settings. This list is not exhaustive but provides a flavour of the diversity of people who might wish to access this Unit from a social service or other relevant setting.

The knowledge and skills obtained from the Outcomes of this Unit will inform candidates about the assessment strategies that can be used with learners and the different ways in which learners' practice can be monitored, taking account of issues of equity and fairness for learners and issues of safeguarding service users. Candidates will learn how to contribute to the overall assessment of learners, including how to give and receive feedback and draw evidence together. Candidates will learn about the purposes of, and methods for evaluating the effectiveness of practice-based learning, how to make their contribution to this evaluation and how to plan for necessary change. Candidates will learn also how to reflect on their own practice in relation to learners, use feedback from peers, and how to develop an action plan to address their continuous professional development.

Higher National Unit specification: support notes (cont)

Unit title: Assess and Evaluate Learning

In Outcome 1 candidates will develop their understanding of their own role and that of others in the process of using a variety of methods of assessment with learners (eg naturalistic observation, simulation, oral questioning, assessment of products, testimony, self-assessment, assessment by service users). Candidates will develop their understanding of the standards, objectives and/or criteria of the learners' programme against which the learners' practice is being assessed (eg examples of programme criteria in health, social services, and education settings). In terms of techniques and skills candidates will need to learn how to provide on-going feedback in a constructive way (eg principles of giving and receiving feedback; role play to practice specific skills). They will need to develop skills in bringing evidence together in a format that can make a contribution to the overall assessment of learners (eg report writing that distinguishes statements and evidence; concepts of formative and summative assessment) which can be communicated directly to learners and to others involved in the overall assessment process.

In Outcome 2 candidates will develop a critical understanding of how to use specific methods for monitoring different aspects of learners' practice (eg direct observation for communication/relationship skills, monitoring record keeping for agency accountability). Candidates will develop a critical understanding of how different forms of monitoring learners' practice can disadvantage learners and to demonstrate critical thinking around how to ensure equity for learners (eg Equalities legislation and ideas of 'reasonable adjustment', methods of information provision eg learners with dyslexia). They will need knowledge of service Codes of Practice in order to ensure that learners safeguard service users (eg Codes of Practice relating to issues of Health & Safety for service users; agency guidelines in relation to communicating concerns about service user well-being).

In Outcome 3 candidates will develop knowledge of the purpose underpinning the evaluation of practice learning and the uses to which evaluation can be put. They will need to understand the importance of clear criteria against which evaluation takes place. They will need to consider how to identify contributors to the evaluation process. Then, they will need to develop skills in undertaking evaluation and drawing conclusions, from which they can develop ideas for action/change. They will need to understand the roles of others involved in practice learning and the way to communicate their own evaluation against standards (eg systems theory, formats for communicating evaluative material).

In Outcome 4 candidates will need knowledge of the current context of continuous professional development (eg Scottish Government policy; professional and regulatory bodies' guidance; relevant Codes of Practice/Ethics). They will need knowledge about techniques for self and peer evaluation and they will need to demonstrate skills in self and peer evaluation paying attention to ethical considerations eg professional boundaries.

On successful completion of the Unit, candidates will be able to apply a range of methods to monitor learners' practice and contribute to the on-going and overall assessment of learners' through the provision of feedback to both learners and others involved in the assessment of learners. They will understand purposes and methods of evaluation, be able to contribute to the evaluation of the effectiveness of the learning experience and make necessary changes to practice-based learning on the basis of evaluation. They will be able to evaluate their learning as part of a process of continuous professional development plus make use of and contribute to peer evaluation.

Higher National Unit specification: support notes (cont)

Unit title: Assess and Evaluate Learning

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 their experiences and to be able to make conclusions for their future behaviour and development.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. A holistic 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 will 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.

Assessment

Centres should advise candidates about assessment requirements. The Unit takes a holistic approach to assessment and all four Outcomes are closely and systematically connected. Candidates can be encouraged to seek opportunities to generate evidence that would span more than one of the Outcomes. For example, demonstrating the use of varying assessment strategies for different aspects of practice (Outcome 1) is likely to be linked to issues of equity for learners and safeguarding for service users (Outcome 2). Demonstrating an understanding of the purposes of evaluation and the use of specific criteria in relation to the effectiveness of practice learning (Outcome 3) is likely to be linked to demonstrating skills in self and peer evaluation (Outcome 4). Also, developing knowledge and skills in relation to providing constructive feedback to learners (Outcome 1) is likely to be relevant for self-assessment of development and contributing to the development of peers (Outcome 4).

Candidates should demonstrate that they have achieved the Unit Outcomes by gathering evidence from a range of sources eg assignments, video, audio, oral presentation, witness statements etc. 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. The approach aims to encourage candidates to critically analyse what they do on a daily basis.

Higher National Unit specification: support notes (cont)

Unit title: Assess and Evaluate Learning

Centres should provide advice and guidance to candidates on gathering evidence. The evidence should be presented as a coherent and logical whole rather than a collection of disparate items. Essentially, it 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 needs other methods may be equally applicable.

The evidence produced by candidates should demonstrate their knowledge, understanding and skills in relation to each Outcome. Overall, this should encompass a demonstration of:

- ◆ the 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' experiences
- ◆ candidates' application of relevant theories, methodologies and standards

There may be opportunities to combine evidence including observation 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 more than one Unit should be encouraged wherever possible. It will give candidates the chance 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

The collection of evidence should offer candidates flexibility in relation to evidence gathering against the Unit Outcomes. Each candidate's collection of evidence will be unique. Although unique, all collections of evidence 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. Each Unit contains mandatory Evidence Requirements but the type of evidence candidates present for assessment is not prescribed unless listed as an additional requirement.

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 facilitation of student supervision, study groups or planning, delivering and/or evaluating training events. Evidence can come in a variety of forms including assignment, video, audio, oral presentation, witness statements etc.

It is a requirement that there is evidence of direct observation of the candidate's current practice with a learner or learners eg these may be in the form of witness statements from, for example, managers, colleagues, service users, the learners themselves or practitioners in other related disciplines. There is also an expectation that there must be direct observation by an occupationally competent assessor.

Higher National Unit specification: support notes (cont)

Unit title: Assess and Evaluate Learning

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 The candidate's critically reflective accounts of how they have met each of the Outcomes for each Unit.
- 2 Formal and informal feedback on practice from a learner or learners with whom the candidate has been working.
- 3 Formal and informal feedback on practice from an appropriate: mentor, assessor, service user, carer, peer manager or other professional.
- 4 A self-assessment, including critical analysis by the candidate on feedback received.
- 5 Product evidence to specifically demonstrate knowledge gained eg assignments, reports, extracts of minutes, supervision notes, practice documents, written feedback on learners' practice, action plan for own professional development.
- 6 A critically reflective narrative of the learning from each Unit as a whole. This is the candidate's 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 might have done differently and what they need to work on in the future.
- 7 The necessity of observation.

Opportunities for developing Core Skills

There are opportunities to develop the following Core Skills in this Unit.

Communication (at SCQF level 6): could be evidenced through reporting, assessments and use of effective communications with learners, colleagues and other professionals. For example, analytical communication skills will be practiced and developed through presentations, negotiations and collaborations with learners, colleagues and other professionals.

Working with Others (at SCQF level 6): could be evidenced through feedback and critical analysis of collaborations with learners, colleagues and a wide range of professionals.

Problem Solving (at SCQF level 6): critical thinking, planning and organising, reviewing and evaluating could be evidenced through supervised practice, assessments and discussions with supervisor or mentor about the most appropriate courses of action for learning for an individual or group of learners.

Information Technology (at SCQF level 6): could be evidenced through the use of technology to research, critically analyse and present complex reports. Further IT skills may be developed if a candidate opts to submit assessment evidence in the form of an e-portfolio.

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. However, this would require to be managed effectively with the organisation to ensure the authenticity of the candidate's work.

Higher National Unit specification: support notes (cont)

Unit title: Assess and Evaluate Learning

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: Assess and Evaluate Learning

The Unit is designed to enable you to learn about the processes involved in the assessment of learners' practice and to develop your skills in contributing to these processes. In addition you will learn how to evaluate the effectiveness of practice-based learning for learners as well as how to evaluate your own and your peers' practice with learners including the development of action plans for change in the practice-based learning and in your own practice.

In this Unit you have to achieve four Outcomes. Collectively these Outcomes cover a selection of principle skills, techniques and practices 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 contributing to assessment of learners and taking responsibility for the quality of learners' practice through providing on-going feedback; monitoring learners' practice in an equitable way and to ensure safeguarding of service users; contributing to the evaluation of the overall learning experience for learners and taking appropriate action to make any necessary changes; and participating in self and peer evaluation to facilitate your own development, and that of others, in relation to working with learners

The overall purpose of the Unit is to enable you to contribute to the equitable assessment of learners while safeguarding service users, contribute to the evaluation of the overall learning experience and use evaluation to facilitate your own and others' professional development.

On successful completion of this Unit, you will be able to analyse the methods you have used to monitor learners' practice and those that you have used to provide feedback to learners, and explain the impact that methods and feedback have had for learners. You will be able to critically reflect on how you took account of issues of equity, fairness and ethical practice in how you monitored learners' practice while safeguarding the rights of service users. You will be able to analyse how you approached the evaluation of the learners' overall learning experience and provide a critical account of the actions taken or planned as a result of your evaluation. You will, through your knowledge of the context of continuous professional development, be able to undertake an evaluation of your own learning and development, making use of feedback from peers, and you will be able to identify your own learning needs and develop an action plan for addressing these.

The assessment for the Unit requires you to produce evidence that you can describe effective and ineffective communication; describe positive and negative aspects of learning environment; evaluate and use your own previous experiences of learning to support learning and development of others; provide examples of your awareness of the impact of difference, diversity and power on the learning environment and on the learner; use methods to help others learn; reflect on your own ways of communicating with learners; identify agency legislation, policy and/or guidance important for learners; and provide accessible information about, and support to learners to learn about agency legislation, policy and/or guidance.

You may already have some of this evidence from previous experience. You can discuss credit transfer and RPL when you devise your plan of action with your assessor.

General information for candidates (cont)

Unit title: Assess and Evaluate Learning

It is important that you collect 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 draw evidence from any context across health, education and social services and involve work with individual learners and/or groups, such as through facilitation of student supervision, study groups or planning, delivering and/or evaluating training events.

Your evidence 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 assignments, reports, extracts from minutes, supervision notes, practice documents, written feedback on learners' practice, action plan for own professional development
- ◆ a critically reflective narrative of learning from the Unit as a whole
- ◆ video, audio, oral presentations
- ◆ role play and simulations
- ◆ direct observation of practice is mandatory

If you take this Unit along 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.