



Higher National Unit Specification

General information for centres

Unit title: Arts Education in Practice: Assist Individuals to Experience Art Form Practices

Unit code: F0H6 34

Unit purpose: This Unit is designed to enable arts practitioners to work with individuals, in a one-to-one or group setting, to experience art practices. It prepares candidates by giving them knowledge, understanding and skills to create a climate conducive to learning, to develop the skills and techniques to deliver effective art form sessions, and to interact with individuals to support their learning goals.

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

- 1 Create a climate conducive to learning.
- 2 Deliver art form sessions.
- 3 Engage effectively with the participants.

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: Entry to this Unit is at the discretion of the centre. However, candidates should have a qualification at SCQF level 6 or above or equivalent professional experience in an art form.

It would be beneficial if candidates had some experience in delivering art form workshops. It would also be beneficial if candidates have good oral communication skills and good interpersonal skills.

Core Skills: There are opportunities to develop the Core Skills of *Communication, Numeracy, IT, Problem Solving* and *Working with Others* at SCQF level 6 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.

Assessment: This Unit is assessed holistically by observation supported by a portfolio of evidence.

Higher National Unit specification: statement of standards

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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

Create a climate conducive to learning

Knowledge and/or Skills

- ◆ Delivery environments
- ◆ Shared learning
- ◆ Equality of opportunity
- ◆ Inclusive practice
- ◆ Group work approaches/dynamics
- ◆ Different learning styles
- ◆ Personal reflection
- ◆ Current policies and best practice

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ create an environment in which shared learning can take place
- ◆ implement a person centred learning approach
- ◆ recognise, reflect upon and review the effect your own competence, values and beliefs have on the way individuals are supported in their development
- ◆ provide a safe and supportive environment for participation and art form experimentation
- ◆ comply with relevant policies which inform safe working practice

Assessment Guidelines

The Outcomes of this Unit are assessed holistically by observation of art form delivery with a group of individuals. A minimum of three observations should be conducted at agreed intervals.

This should be supported by a portfolio of evidence including session plans and documentation, current relevant policy documents and a reflective journal. It is envisaged that evidence for this Unit will be gathered as part of a placement or in voluntary or paid employment.

Higher National Unit specification: statement of standards (cont)

Unit title: Arts Education in Practice: Assist Individuals to Experience Art Form Practices

Outcome 2

Deliver art form sessions

Knowledge and/or Skills

- ◆ Learning styles
- ◆ Appropriate creative delivery methods
- ◆ Art form techniques
- ◆ Communication skills
- ◆ Management skills
- ◆ Current models of practice
- ◆ Listening skills
- ◆ Reflective learning for participants

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ implement a person centred learning approach
- ◆ facilitate the experience of art form practices
- ◆ deliver sessions using an appropriate range of methods and skills to enable art form learning to take place
- ◆ introduce participants to a range of skills and techniques within the art form
- ◆ ensure that the manner, speed and level of communication is appropriate to the participant(s)
- ◆ be able to manage the pace and timing of activities effectively

Assessment Guidelines

The Outcomes of this Unit are assessed holistically by observation of art form delivery with a group of individuals. A minimum of three observations should be conducted at agreed intervals.

This should be supported by a portfolio of evidence including session plans and documentation, current relevant policy documents and a reflective journal. It is envisaged that evidence for this Unit will be gathered as part of a placement or in voluntary or paid employment.

Outcome 3

Engage effectively with participants

Knowledge and/or Skills

- ◆ Forms of creative practice
- ◆ Barriers to learning and achievement
- ◆ Communication and interpersonal skills
- ◆ Constructive feedback techniques
- ◆ Reflection and reviewing techniques

Higher National Unit specification: statement of standards (cont)

Unit title: Arts Education in Practice: Assist Individuals to Experience Art Form Practices

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ help the participant to understand their own and others' creative practice
- ◆ identify and respond to possible barriers to learning and achievement
- ◆ offer constructive feedback which acknowledges the individual participant's strengths and learning patterns
- ◆ reflect on and review processes to ensure participant's progress
- ◆ evaluate own contribution to process

Assessment Guidelines

The Outcomes of this Unit are assessed holistically by observation of art form delivery with a group of individuals. A minimum of three observations should be conducted at agreed intervals.

This should be supported by a portfolio of evidence including session plans and documentation, current relevant policy documents and a reflective journal. It is envisaged that evidence for this Unit will be gathered as part of a placement or in voluntary or paid employment.

Administrative Information

Unit code: F0H6 34

Unit title: Arts Education in Practice: Assist Individuals to Experience Art Form Practices

Superclass category: GC

Original date of publication: August 2006

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Arts Education in Practice: Assist Individuals to Experience Art Form Practices

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 to enable arts practitioners to develop the appropriate skills and knowledge to work with individuals, in a one-to-one or group setting to experience art form practices. This Unit should relate directly to a specific piece of work or project that the candidate is currently or will be involved in either as paid employment or as a volunteer.

Outcome 1 will take the candidate through a series of steps which enable them to use the skills developed in the Unit *Arts Education in Practice: Preparing to Deliver Art Form Development Sessions* to create a working environment where shared learning can take place. Candidates should be encouraged to apply a variety of approaches which acknowledge inclusive practice; this could be evidenced in pre-session plans.

Candidates should be made aware of different learning styles to identify and consider the needs of individual learners whether being engaged as individuals or as part of a group.

Candidates should be supported to reflect on their personal strengths and weaknesses with particular attention to developing their listening skills.

Candidates should be made aware of a good equal opportunities policy and practice examples together with less adequate examples as a useful tool to begin a discussion of the issues related to equality of opportunity.

Outcome 2

Candidates will use communication, management and creative delivery methods to lead art form sessions that introduce individual participants to a range of art form skills. Candidates should be encouraged to take different approaches and to be flexible in their delivery to accommodate the needs of their client group.

Candidates should develop their communication skills by taking part in simulated group scenarios. This development should include a focus on how to use their voice effectively and how to put a message across in different ways. The effective use of body language and an awareness of how to use space should also be explored.

Candidates should be made aware of the range of different employment scenarios in which they might find themselves working with a group. These scenarios might include a short term involvement with a group or a one-off opportunity for a specified group.

Higher National Unit specification: support notes (cont)

Unit title: Arts Education in Practice: Assist Individuals to Experience Art Form Practices

Candidates should be encouraged to demonstrate a range of art form techniques with which they feel comfortable by leading workshop sessions with their peer group, in a classroom situation. They should then be supported to deliver agreed sessions with a specific group and over a specified period of time.

The candidates should record any changes to their original plan at the point of delivery.

Outcome 3

To understand their own and different forms of creative practice, candidates should take part in discussions and be offered case studies that examine ideas, models and approaches used in both formal and informal learning environments. This should be seen as a critical exercise examining contemporary practice and how it is informed by its context, eg social, historical, educational, environmental or technical.

Candidates should be able to demonstrate how their understanding of the individual participant's abilities, needs and barriers to learning has informed their practice. Barriers to learning might include; limited dexterity, language, communication, confidence, child care issues, negative peer pressure and previous learning experience. Candidates should be introduced to appropriate theories which explain the roots of these barriers.

Guidance on the delivery and assessment of this Unit

Outcome 1

In understanding the term shared learning, candidates should take part in discussions that examine ideas, attitudes and practice in both formal and informal learning environments. These might be stimulated by the Tutor adopting different styles in their own delivery to allow candidates to experience shared learning and how the dynamic within a group can affect the learner experience.

Tutors could offer a number of groupwork scenarios in which candidates adopt different roles to allow them to explore aspects of effective groupwork techniques ie small group, whole group, break-out group, sharing or presentation of work within a group.

Outcome 2

The Tutor should lead a group discussion around the diversity of venues in which candidates will be working and how the logistics of a physical resource impact on the delivery of groupwork.

Tutors should introduce candidates to a number of client group scenarios which might include a well-established young adult group who are working in a community-based environment, a group who are meeting for the first time, an integrated group of learners or a group of pre-school children.

Higher National Unit specification: support notes (cont)

Unit title: Arts Education in Practice: Assist Individuals to Experience Art Form Practices

Outcome 3

Candidates should be exposed to different methods of giving and receiving critical feedback as an integral part of the delivery of this course (eg Tutor and candidate feedback, role play within student cohort), and supported to transfer methods appropriate to their own practice.

Candidates should be exposed to different techniques for reflection and reviewing their own learning and progression as an integral part of the delivery of this course, and supported to transfer techniques appropriate to their own practice.

This Unit should be assessed by observation of art form delivery with a group of individuals. A minimum of three observations should be conducted at agreed intervals. This can be done either by course Tutor or placement supervisor using standardised recording procedures. In addition candidate should submit session plans, reflective journal and other relevant supporting material which might include participant evaluation/feedback

Opportunities for developing Core Skills

There may be opportunities to gather evidence towards all five Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Open learning

This Unit could be delivered by open learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of candidate evidence. Delivering centres will be responsible for ensuring the authenticity of candidate's work.

Candidates with 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

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On completion of the Unit you should be able to:

- 1 Create a climate conducive to learning.
- 2 Deliver art form sessions.
- 3 Engage effectively with the participants.

This Unit will be assessed by observation of your practice, supported by a portfolio of evidence.

If this Unit is delivered as part of the PDA in 'Arts Education in Practice' a reflective journal will be developed throughout the course to include influences and reflections on own arts practice. The journal will include evidence and experiences gathered whilst undertaking this Unit eg reflecting on your current practice and its development.

You are expected to provide a rationale of your thought processes which may be provided as separate documents, through Tutorials or submitted included within your portfolio of evidence.