



Higher National Unit Specification

General information for centres

Unit title: Arts Education in Practice: Preparing to Deliver Art Form Development Sessions

Unit code: FOH8 34

Unit purpose: This Unit is designed to enable arts practitioners to negotiate, plan and prepare for art form sessions in formal and informal learning environments. It prepares candidates by giving them the skills to appraise commissioning client's needs, select appropriate materials, activities and resources, and match aspirations with time and resources available. It also gives candidates the knowledge and understanding of how to plan a safe and supportive environment for the participant's art form experiences.

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

- 1 Demonstrate an understanding of the context for the session/s.
- 2 Select, structure and plan appropriate creative learning activities.
- 3 Plan effective use of appropriate physical resources.

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 sessions. It would also be beneficial if candidates had good communication and 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, 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.

General information for centres (cont)

Assessment: This Unit is assessed by two instruments of assessment, a portfolio of evidence for Outcomes 1, 2 and 3 and the development of session plans for Outcome 3.

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

Demonstrate an understanding of the context for the session/s

Knowledge and/or Skills

- ◆ Relevant Legislation
- ◆ Equality of opportunity and inclusive practice
- ◆ Codes of practice
- ◆ Information sourcing, collating and analysing
- ◆ Agreement and contract negotiation

Evidence Requirements

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

- ◆ identify and agree the client's requirements, the participant's needs and expectations and your obligations within their overall programme
- ◆ take account of relevant legislation and codes of practice relating to the content and context of the session/s and its participants
- ◆ clarify the aims and objectives of the session/s and reflect on how it fits into the overall programme

Assessment Guidelines

This Outcome is assessed by contracts, session/s rationale including description of group, budget or costings, copies of relevant legislation and codes of practice within a portfolio of evidence.

Higher National Unit specification: statement of standards (cont)

Unit title: Arts Education in Practice: Preparing to Deliver Art Form Development Sessions

Outcome 2

Select, structure and plan appropriate creative learning activities

Knowledge and/or Skills

- ◆ Learning patterns, styles and rates
- ◆ Participant's prior knowledge, entry level skills and learning needs and expectations
- ◆ Equality of opportunity and inclusive practice
- ◆ Session Planning
- ◆ Selection of appropriate resources

Evidence Requirements

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

- ◆ select activities and resources which are consistent with the aims and objectives of the overall programme
- ◆ structure activities within the session to give the participants a range of experiences and a sense of progress and expose the participants to a range of creative and stimulating inputs and promote reflective learning
- ◆ plan activities which are appropriate to participant's learning patterns, styles and rates
- ◆ obtain relevant information to enable an initial assessment of the participants needs and expectations

Assessment Guidelines

This Outcome is assessed by a reflective portfolio of evidence including session plans with outline of activities, session rationale including description of group, exemplars and delivery materials.

Outcome 3

Plan effective use of appropriate physical resources

Knowledge and/or Skills

- ◆ Session planning
- ◆ Sourcing and using resources
- ◆ Current Health and Safety policies and procedures
- ◆ Risk assessment procedures
- ◆ Budgeting

Higher National Unit specification: statement of standards (cont)

Unit title: Arts Education in Practice: Preparing to Deliver Art Form Development Sessions

Evidence Requirements

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

- ◆ identify, specify and ensure provision of adequate resources to enable individuals to participate fully in the session
- ◆ plan activities which are appropriate to the time and resources available
- ◆ organise the space and resources so that they can be used as safely and effectively as possible
- ◆ undertake a risk assessment for the planned activity
- ◆ ensure cost effective use of resources

Assessment Guidelines

This Outcome is assessed by the production of session plans with outline of resources, budget/costing, exemplars, delivery materials, health and safety procedure/policy, risk assessment within a portfolio of evidence.

Administrative Information

Unit code:	F0H8 34
Unit title:	Arts Education in Practice: Preparing to Deliver Art Form Development Sessions
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Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Arts Education in Practice: Preparing to Deliver Art Form Development Sessions

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 assist candidates in developing the knowledge and skills that will inform the preparatory stage prior to delivering art form sessions. Candidates should be guided through a process which assists them in placing their practice within a context of influential policy (local and national) and examples of best practice.

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.

In this Unit art form sessions might include any art form with any group. For example: physical theatre work in hospital setting, graffiti art in a youth club, break dance in a excluded pupils Unit, public art installation in a community garden, writer in an historic Scotland site, craft session in a parent and toddler group, animation workshop with teachers, circus skills workshop with a group of homeless children, music sessions with asylum seekers, architectural re-design of a school playground, jewellery making with re-cycled materials in a women's co-op etc.

Outcome 1

Candidates should be made aware of current, relevant legislation and policy which has an impact on arts education practice and informs ie The Protection of Children (Scotland) Act (2003), implemented in 2005, which has had a major impact on many arts organisations working with children.

Codes of practice take commonly-agreed principles of good practice and demonstrate why and how they should be applied. This could include examples of organisational codes of practice which could be used to stimulate discussion on how these affect individuals practice. Candidates should be encouraged to research and collect examples of codes of practice and to consider what their own code of practice might be and how they would communicate or negotiate this. The a-n (formerly the Artist Newsletter) codes of practice for artists and arts organisations might be a good reference point for stimulating discussion.

Candidates should be encouraged to consider equality of opportunity and inclusive practice, the related policies and how this will influence their planning and preparation and ultimately their practice. Candidates might wish to consider how these are integrated into the formal and informal sectors and what examples of good practice exist within the arts arena.

Higher National Unit specification: support notes (cont)

Unit title: Arts Education in Practice: Preparing to Deliver Art Form Development Sessions

When looking at the issue of agreement and contract negotiation examples of a good comprehensive contract and a less adequate one would be a useful tool with which to begin addressing how and why candidates should include this as part of their practice in delivering a project. Collecting information on client and participant needs will be an important part of this process, clarifying available budgets, timescales and agreed Outcomes that match skills of both the participants and the practitioner (candidate).

Outcome 2

The central focus of this Outcome is the planning stage, once a contract is agreed, and looking at the different ways that individuals engage with the process and learn from it. Candidates should be encouraged to explore and include different approaches to delivering a session in their art form and to demonstrate how they have planned their session to meet the needs of their group.

Planning should reflect budget, timescales, expectations of client and participants and of arts practitioner (candidate). Consideration should also be given to how this stage in the process will link in to the overall reflection and evaluation.

Outcome 3

This Outcome provides the opportunity to pull together the information gathered for the previous 2 Outcomes and for candidates to work in preparation for their placement.

Candidates could be encouraged to work in groups to plan for a theoretical session before working on their individual projects, this would allow more experienced candidates to share their knowledge and consider their previous practice within the context of the planning stages being addressed in this Unit.

Examples of risk assessment forms, project budget, resource list and their purpose would be useful tools as part of the final preparation stages.

A visit to a possible venue for delivering a session might also be useful to allow candidates to apply some of their knowledge and skills in undertaking a risk assessment, ensuring the space is suitable and if not suitable how to address this.

Guidance on the delivery and assessment of this Unit

Outcome 1

It would be useful to use both the experience of the group of candidates working together and examples of work from arts organisations experienced in delivering art form sessions to explore different ways of planning for and assessing a group's needs and potential barriers to learning. An input from an expert in the field might be of interest to the group, who could then do some analysis and presentations on their own approaches

Higher National Unit specification: support notes (cont)

Unit title: Arts Education in Practice: Preparing to Deliver Art Form Development Sessions

Outcome 2

Much of this Outcome can be addressed through active discussion and presentations and would benefit from the Tutor adopting different styles in their own delivery to highlight how this can affect peoples learning.

Outcome 3

The use of role play and participative group work will assist in the delivery of this Outcome, encouraging candidates to share their experience and learning within a class room environment. The role of the Tutor in delivering this Outcome could be to provide candidates with a number of scenarios for which they have to plan for and make a presentation based on their research and findings.

This Unit should be assessed through the production of session plans with outline of resources, budget/costing, exemplars, delivery materials, health and safety procedure/policy and risk assessments within a portfolio of evidence. In addition Tutors may ask candidates to make a 15 minute presentation to fellow candidates on how they would prepare for sessions.

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

Unit title: Arts Education in Practice: Preparing to Deliver Art Form Development Sessions

This Unit will enable you to negotiate, plan and prepare for art form session delivery. You will develop the skills to appraise client's needs, select appropriate materials, activities and resources and match aspirations with time and resources available. You will also develop an understanding of how to plan a safe and supportive environment for delivery.

On completion of the Unit you will be able to:

- 1 Demonstrate an understanding of the context for the session/s.
- 2 Select, structure and plan appropriate creative learning activities.
- 3 Plan effective use of appropriate physical resources.

This Unit is assessed by the production of a session plan and 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 will be 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