



Higher National Unit Specification

General Information

Unit title: Leadership for Learning (SCQF level 10)

Unit code: HA6R 37

Superclass: PM

Publication date: February 2016

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Unit purpose

This Unit is designed to enable learners (who are practice educators in training) to demonstrate appropriate leadership skills for supporting (other) learners (such as students) within practice settings. Successful learners will provide leadership and expertise in the application and critical evaluation of practice learning.

Outcomes

On successful completion of the Unit the learner will 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.

Credit points and level

1 Higher National Unit credit at SCQF level 10: (8 SCQF credit points at SCQF level 10)

Recommended entry to the Unit

Learners 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.

Higher National Unit Specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Glossary to be used in evidencing and assessing this Unit

Practice Educator: the person undertaking the PDA Practice Learning to become a Practice Educator (the Practice Educator in training)

Learner: the person undertaking practice learning who is supported by the Practice Educator in training

Critical and critically: taking into account positive and less than positive factors

Review: an overview

Evaluate: drawing conclusions, such as those arrived at following review

Analyse: an in-depth look at the different parts of a model, concept or theory including views on why it works or why it does not work

Models, Methods: an example of a model might be Knowles model of Androgogy; an example of a method might be reflection

All plural evidence requirements: where requirements appear as a plural, such as 'working practices', 'methods' or 'models' a minimum of two examples must be included.

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Demonstrate practice leadership and expertise.

Knowledge and/or Skills

- ◆ Theories of leadership
- ◆ Differences between management and leadership
- ◆ Current issues in leadership in own professional setting, wider organisational and structural context
- ◆ Conflict resolution models
- ◆ Ethical and non-oppressive practice issues for leaders
- ◆ Recognising, exercising and developing own leadership

Outcome 2

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

Knowledge and/or Skills

- ◆ Implications of different leadership models for enabling practice learning
- ◆ Skills, values, attitudes and behaviours of effective leaders
- ◆ Methods of enabling and motivating others to exercise leadership in supporting and facilitating learning
- ◆ Promotion of strategies for learning to enable learners to build resilience

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can in an essay of 1,500–2,000 word cover the following Evidence Requirements:

- ◆ critically compare and contrast two leadership styles and behaviours.
- ◆ critically evaluate two management styles appropriate to work setting.
- ◆ Critically evaluate your own leadership style and behaviours and the impact these have on the practice learning of others
- ◆ critically evaluate two approaches to learning that enable learners to build resilience.
- ◆ critically evaluate two leadership skills that contribute to managing resolution of conflict.

Higher National Unit Specification: Statement of standards (cont)

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Observation of learner in practice, which evidences ability to:

- ♦ apply leadership theory to the promotion, encouragement, and facilitation of good practice in own area of working.
- ♦ demonstrate a positive learning culture through modelling good practice in the learning process.
- ♦ demonstrate the use of two appropriate methods used to enable and motivate others to exercise leadership in supporting and facilitating learning.

This can be recorded using a pre prepared format.



Higher National Unit: Support Notes

Unit title: Leadership for Learning (SCQF level 10)

Unit Support Notes are offered as guidance and 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 suitable for learners from a range of occupational and professional situations within social services. 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 learners to recognise and 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 learners 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 learners to apply leadership theories (eg those of DM McGregor; J Adair; M Belbin; J Harvey Jones; P Senge; R Heifetz; J Kotter; W Bridges; D Goleman; C Handy; K Blanchard) and models to the task of supporting learners in the workplace.

Learners should be encouraged to identify their own leadership capabilities they should 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
- ◆ promoting resilience
- ◆ enabling and motivating others to exercise leadership in supporting and facilitating learning; and
- ◆ initiating new projects designed to enhance learning experiences

Learners should demonstrate that they have achieved the Unit Outcomes by gathering evidence from a range of sources. As far as possible for most learners the evidence should be 'naturally occurring' during the course of their day-to-day activity.

Higher National Unit: Support Notes (cont)

Unit title: Leadership for Learning (SCQF level 10)

Some learners will not be able to rely solely on naturally occurring evidence, where this is the case supplementary assessment activity, such as role-play, or simulation could be developed by centres.

Learner 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 learners. It is important to recognise that dependence on individual learner's needs, other methods of assessment may be equally applicable.

Overall, this should encompass a demonstration of:

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

There may be opportunities to combine evidence for this Unit with evidence from other Units, especially where learners 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 learners 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 learners to make use of the same piece of evidence in different contexts.

Collection of evidence

Assessment mechanisms should offer learners flexibility in relation to evidence gathering against the Outcomes. Each learner's evidence will be unique, it will however be expected to meet a set of minimum required content criteria identified in the Evidence Requirements. Learners are encouraged to offer fewer rather than more pieces of work to evidence several Outcomes.

It is likely that content will include items covering both product and process. Evidence of support for learning, can be 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.

Higher National Unit: Support Notes (cont)

Unit title: Leadership for Learning (SCQF level 10)

The overall purpose of the Unit is to provide learners 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. Learners 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, learners will be able to, critically evaluate the learning experience, enabling and coordinating the contribution of others to this process.

On successful completion of the Unit, learners 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, learners 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.

Learners would take a lead in preparing relevant materials and facilitating an exploration of every member's role in facilitating learning. This could lead to learners working with others to plan a learning programme and manage the arrival of a new learner in the workplace. In doing this, learners 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 both learning Outcomes.

Guidance on approaches to delivery of this Unit

This Unit involves learners in a significant amount of experiential learning. Learners 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 anticipated, 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.

Higher National Unit: Support Notes (cont)

Unit title: Leadership for Learning (SCQF level 10)

The delivery of the Unit must take account of its practical nature and of the occupational and professional backgrounds of learners. At the outset, centres should make learners aware of the requirements of the Unit, including the need to gather evidence, critically analyse and report on their experiences. They should also inform learners 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 learners will manage their learning independently to a significant extent. Centres should make suitable arrangements to support and guide learners throughout. This could involve regular meetings with learners on an individual basis or in groups or through e-learning.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Learners should demonstrate that they have achieved the Unit Outcomes by gathering evidence from a range of sources. As far as possible for most learners the evidence should be 'naturally occurring' during the course of their day-to-day activity. Where learners are not able to rely solely on naturally occurring evidence, appropriate supplementary assessment activity such as role-play may be used, or centres can develop simulation. The approach aims to encourage learners to critically reflect on the nature of what they do on a daily basis

The Unit takes a holistic approach to assessment and all Outcomes are closely and systematically connected. Learners should be encouraged to seek opportunities to generate evidence that would span more than one of the Outcomes. For example, learners could agenda an item at a staff or team meeting that would focus on promotion of a learning culture.

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods, that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Appropriate methods for learners 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.

Higher National Unit: Support Notes (cont)

Unit title: Leadership for Learning (SCQF level 10)

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 learners 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 learners 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.

Learners' 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 learner's knowledge and understanding of the topics covered by the Unit. Learners 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.

The first part of the assessment can be achieved in an essay style assignment of 1,500–2,000 words which provides a critical evaluation of the following Evidence Requirements:

- ♦ critically compare and contrast two leadership styles and behaviours.
- ♦ critically evaluate two management styles appropriate to work setting.
- ♦ critically evaluate your own leadership style and behaviours and the impact these have on the practice learning of others
- ♦ critically evaluate two approaches to learning that enable learners to build resilience.
- ♦ critically evaluate two leadership capabilities skills that contribute to managing resolution of conflict.

The second part of the assessment is through the recording of an observation of the learner in a situation where they:

- ♦ apply leadership theory to the promotion encouragement and facilitation of good practice in own area of working.
- ♦ demonstrate a positive learning culture by modelling good practice in the learning process.
- ♦ demonstrate the use of two appropriate methods that enable and motivate others to exercise leadership in supporting and facilitating learning.

This observation of the learner working with their learner should be recorded on an agreed pro forma which, identifies where each of these criteria was met, along with a short explanation of how this was demonstrated.

Higher National Unit: Support Notes (cont)

Unit title: Leadership for Learning (SCQF level 10)

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential 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 learners 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 and Communication Technology (ICT)*.

Learners 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 learner. Learners 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.

History of changes to Unit

Version	Description of change	Date
02	Updated clarification of ERs within each unit and assessment guidance.	07/07/22

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General information for learners

Unit title: Leadership for Learning (SCQF level 10)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

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 two 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. You will take a collaborative approach to the critical evaluation of 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.

General information for learners (cont)

Unit title: Leadership for Learning (SCQF level 10)

Your collection of evidence will be unique although, it will meet minimum required content criteria 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.

Glossary

You should make use of the following glossary as you gather evidence for this unit

Practice Educator: the person undertaking the PDA Practice Learning to become a Practice Educator (the Practice Educator in training)

Learner: the person undertaking practice learning who is supported by the Practice Educator in training

Critical and critically: taking into account positive and less than positive factors

Review: an overview

Evaluate: drawing conclusions, such as those arrived at following review

Analyse: an in-depth look at the different parts of a model, concept or theory including views on why it works or why it does not work

Models, Methods: an example of a model might be Knowles model of Androgogy; an example of a method might be reflection

All plural evidence requirements: where requirements appear as a plural, such as 'working practices', 'methods' or 'models' a minimum of two examples must be included.