



Higher National Unit specification

General information

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

Unit code: HD8Y 38

Superclass: GE

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Unit purpose

Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11) is a stand-alone Unit for practice-based learners who have already achieved the Professional Development Award for Practice-based Learning for the Creative and Cultural Industries at SCQF level 11 and provide mentoring, peer-reviewing or internal verification for the recognition and validation of practice-based learning.

This Unit is concerned with the mentoring, supervision, assessment and internal verification of practice-based learning by a specialist practitioner in the relevant area and verified by an objective assessment methodology. This Unit is not sector specific and can also be applied to practice-based learners in any other industry sector.

The peer reviewer may be supporting assessment processes and contributing to the provision of an appropriate environment for the demonstration of the competencies and will be an important element in collaborative arrangements.

This Unit may only be undertaken by learners who have achieved the Professional Development Award for Practice-based Learning for the Creative and Cultural Industries at SCQF level 11 in Cultural Learning, Creative Business Development and Support or Practice-based Learning qualifications at the same level.

Cultural Learning:

- 1 *Cultural Learning: Specialist in Artistic Practice* (SCQF level 11)
- 2 *Non-formal Learning: Specialist in Sharing Knowledge and Skills* (SCQF level 11)
- 3 *Non-formal Contexts: Specialist in Developing Social Potential* (SCQF level 11)
- 4 *Cultural Learning Leadership* (SCQF level 11)

Higher National Unit specification: General information (cont)

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

Creative Business Development and Support:

- 1 *Creative Business Development and Support: Specialist in Creative Enterprise* (SCQF level 11)
- 2 *Non-formal Learning: Specialist in Sharing Knowledge and Skills* (SCQF level 11)
- 3 *Non-formal Contexts: Specialist in Developing Social Potential* (SCQF level 11)
- 4 *Leading Creative Business Development and Support* (SCQF level 11)

Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11) should be completed by learners in practice-based contexts, eg in the work-place, creative, public or community spaces as an employee, freelancer, trainee, volunteer, apprentice or student.

Outcomes

On successful completion of the Unit learners will be able to:

- 1 Mentor learners throughout the Peer Review Process evaluating their practice-based learning using the appropriate peer-review framework to recognise and validate non-formal and informal learning and support the submission process.
- 2 Provide accurate, fair, valid and reliable evaluation of learners' portfolios against the appropriate framework and after reaching consensus with a second peer reviewer or internal verifier and communicate the achievement of validation or any further requirements or remedial action, if required.
- 3 Engage in recorded Professional Dialogues with learners and other Peer Reviewers observed by Internal Verifiers and critically evaluate the role of questions and their performance as questioner.
- 4 Engage in the internal verification process, as required; Evaluate their performance as a Peer Reviewer evidencing commitment to Continuing Professional Development underpinned by their analysis of professional development needs and interests.

Credit points and level

2 Higher National Unit credits at SCQF level 11: (16 SCQF credit points at SCQF level 11)

Recommended entry to the Unit

This Unit is for specialist practitioners at level 11 with a minimum of 5 years practice-based learning with experience of supervising, mentoring or peer reviewing practice-based learning using appropriate competency frameworks to recognise and validate non-formal and informal learning. This may include individuals with evidence of substantial training which centrally focuses on the facilitation and assessment of practice-based learning at SCQF level 11 (EQF level 7) or above.

Higher National Unit specification: General information (cont)

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

Learners undertaking this Unit at level 11 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. They should be able to demonstrate critical and contextual knowledge of their practice and identify practitioners that have challenged, influenced and inspired them. They should also demonstrate their expertise in the supervision of others, their contribution to innovation and their ability to represent their practice and sector through advocacy to public, professional or policy-making audiences.

The recommended Core Skills entry level for this Unit at SCQF level 11 is at least:

Communication SCQF level 6

Numeracy SCQF level 6

Problem Solving SCQF level 6

Information and Communication Technology (ICT) SCQF level 6

Working with Others SCQF level 6

The recommended Core Skills entry level has been adopted to allow learners from a wide range of backgrounds to access the award.

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.

This Unit should be completed by practice-based learners in non-formal and informal environments, eg in the work-place as an employee, freelancer, trainee, volunteer, apprentice or student. Learners require access to practise-based peer reviewing activities.

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.

Higher National Unit specification: Statement of standards

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

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.

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. Learners 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

Mentor learners throughout the Peer Review Process evaluating their practice-based learning using the appropriate peer-review framework to recognise and validate non-formal and informal learning and support the submission process.

Knowledge and/or Skills

- ◆ Explain the values, concepts and the process of the peer review to learners and respond accurately, sensitively and respectfully to their questions
- ◆ Gain an understanding of the practice, experience, expertise and support requirements of each learner and develop a learner-centred approach to the review process
- ◆ Mentor learners to support them throughout the process to demonstrate the meeting of the competencies at the required level in their portfolio, reflective statements and Professional Dialogue Knowledge
- ◆ Apply and interpret appropriate Practice-based Frameworks and competencies to recognise and validate non-formal and informal learning
- ◆ Evaluate the performance of each learner against the appropriate framework and provide constructive, useful feedback to the learner about the requirements and actions required to successfully demonstrate the competencies in each of the three activity strands
- ◆ Guide and support learners to complete and submit their self-assessment linking their portfolio to the relevant competencies at the required level for each of the three activity strands

Higher National Unit specification: Statement of standards (cont)

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

Outcome 2

Provide accurate, fair, valid and reliable evaluation of learners' portfolios against the appropriate framework and after reaching consensus with a second peer reviewer or internal verifier and communicate the achievement of validation or any further requirements or remedial action, if required.

Knowledge and/or Skills

- ◆ Explain the principles and analyse the practice of accurate, fair, valid and reliable assessment in relation to the evaluation of learners' submissions against the appropriate framework over time and across learners
- ◆ Critically appraise their own work for evidence of consistent application of the principles of accurate, fair, valid and reliable assessment in relation to the evaluation of learners' portfolios against the appropriate framework over time and across learners
- ◆ Share their Outcomes of a peer review process with one to two other peer reviewers or internal verifiers and identify commonalities and differences
- ◆ Discuss and debate differences according to assessment principles and framework parameters to reach consensus with other peer reviewers or internal verifier

Outcome 3

Engage in recorded Professional Dialogues with learners and other Peer Reviewers observed by Internal Verifiers and critically evaluate the role of questions and their performance as questioner.

Knowledge and/or Skills

- ◆ Engage in a minimum of three Professional Dialogues with learners and another peer reviewer to ask the learner prepared questions and be able to generate new questions based on the learner's response in order to delve, probe or challenge the learner at the required level
- ◆ Critically evaluate the role of questioning and their performance as questioner in recorded Professional Dialogues with learners and other Peer Reviewers observed by Internal Verifiers
- ◆ Consider, confirm and report that the learner has achieved the validation through the peer review process or request further material or remedial action. Consider and confirm that all competencies have been adequately demonstrated by the learner or, if not, that further material or action is required for the learner to achieve the validation
- ◆ Complete a peer review report documenting that the learner has successfully or partially completed the validation process adding any relevant comments and countersigning

Higher National Unit specification: Statement of standards (cont)

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

Outcome 4

Engage in the internal verification process, as required; Evaluate their performance as a Peer Reviewer evidencing commitment to Continuing Professional Development underpinned by their analysis of professional development needs and interests.

Knowledge and/or Skills

- ◆ Engage in discussion, review and quality assurance processes with internal
- ◆ verifiers in relation to the Validation programme
- ◆ Critically evaluate appropriate Practice-based Frameworks and competencies to recognise and validate non-formal and informal learning
- ◆ Identify development needs, meet these through Continuing Professional Development and make any other required changes
- ◆ Review the role and practice-based learning of the Peer Reviewers using appropriate evaluative frameworks eg those of an external certification authority and communicate findings for advice, guidance and support with remedial action

Evidence Requirements for this Unit

A portfolio of support material will provide all the evidence produced from practice-based work carried out within the past 24 months. Competencies should be demonstrated through work products and consist of materials that demonstrate that learner has the required competences.

The portfolio should provide all the evidence of meeting the requirements at the appropriate level in the form of:

A SUPPORT MATERIAL:

A series of work products, audio-visual recordings, documents and commentaries, eg short video sequences, sound-bites blogs or specific written or visual documentation.

Outcome 1

- ◆ Explain the values, concepts and the process of the peer review to learners and respond accurately, sensitively and respectfully to their questions.
- ◆ Gain an understanding of the practice, experience, expertise and support requirements of each learner and develop a learner-centred approach to the review process.
- ◆ Mentor learners to support them throughout the process to demonstrate the meeting of the competencies at the required level in their portfolio, reflective statements and Professional Dialogue Knowledge.

Higher National Unit specification: Statement of standards (cont)

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

- ◆ Apply and interpret appropriate Practice-based Frameworks and competencies to recognise and validate non-formal and informal learning.
- ◆ Evaluate the performance of each learner against the appropriate framework and provide constructive, useful feedback to the learner about the requirements and actions required to successfully demonstrate the competencies in each of the three activity strands.
- ◆ Guide and support learners to complete and submit their self-assessment linking their portfolio to the relevant competencies at the required level for each of the three activity strands.

Outcome 2

- ◆ Share their Outcomes of a peer review process with one to two other peer reviewers or internal verifiers and identify commonalities and differences.
- ◆ Discuss and debate differences according to assessment principles and framework parameters to reach consensus with other peer reviewers or internal verifier.

Outcome 3

- ◆ Engage in a minimum of three Professional Dialogues with learners and another peer reviewer to ask the learner prepared questions and be able to generate new questions based on the learner's response in order to delve, probe or challenge the learner at the required level.
- ◆ Consider, confirm and report that the learner has achieved the validation through the peer review process or request further material or remedial action. Consider and confirm that all competencies have been adequately demonstrated by the learner or, if not, that further material or action is required for the learner to achieve the validation.
- ◆ Complete a peer review report documenting that the learner has successfully or partially completed the validation process adding any relevant comments and countersigning.

Outcome 4

- ◆ Engage in discussion, review and quality assurance processes with internal verifiers in relation to the Validation programme.

B PROFESSIONAL DIALOGUE:

A 30-minute professional dialogue held between two assessors and the learner, of which a video-recording is made, solely for assessment. (If an interpreter is required by the learner or either assessors then a further 15 minutes is allocated for this purpose). The dialogue will focus on Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11).

Higher National Unit specification: Statement of standards (cont)

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

Outcome 2

- ◆ Explain the principles and analyse the practice of accurate, fair, valid and reliable assessment in relation to the evaluation of learners' submissions against the appropriate framework over time and across learners.
- ◆ Critically appraise their own work for evidence of consistent application of the principles of accurate, fair, valid and reliable assessment in relation to the evaluation of learners' portfolios against the appropriate framework over time and across learners.

Outcome 3

- ◆ Critically evaluate the role of questioning and their performance as questioner in recorded Professional Dialogues with learners and other Peer Reviewers observed by Internal Verifiers.

Outcome 4

- ◆ Critically evaluate appropriate Practice-based Frameworks and competencies to recognise and validate non-formal and informal learning.
- ◆ Identify development needs, meet these through Continuing Professional Development and make any other required changes.
- ◆ Review the role and practice-based learning of the Peer Reviewers using appropriate evaluative frameworks eg those of an external certification authority and communicate findings for advice, guidance and support with remedial action.



Higher National Unit Support Notes

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

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 80 hours.

Guidance on the content and context for this Unit

This Unit is a stand-alone Unit for practice-based learners who have already achieved the Professional Development Award for Practice-based Learning for the Creative and Cultural Industries at SCQF level 11 and provide mentoring, peer-reviewing and internal verification for the recognition and validation of practice-based learning.

This Unit is concerned with the mentoring, supervision, assessment and internal verification of practice-based learning by a specialist practitioner in the relevant area and verified by an objective assessment methodology. This Unit is not sector specific and can also be applied to practice-based learners in any other industry sector.

Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11) should be completed by learners in practice-based contexts, eg in the work-place, creative, public or community spaces as an employee, freelancer, trainee, volunteer, apprentice or student.

The Euro-Aspire Framework (EAF) may be used as an appropriate Competency Framework for the recognition and validation of Non-formal and Informal learning for the Peer Review Process. A summary of the key competencies in the EAF is given below:

- ◆ Deliver specialist self-generated complex aims and objectives
- ◆ Communicate effectively and strategically
- ◆ Select or generate and use appropriate content for diverse contexts
- ◆ Use, adapt or modify resources safely
- ◆ Identify, manage and explain the process of any working session
- ◆ Anticipate or solve problems and analyse what happened and why
- ◆ Know your personal and professional limits, strengths and development needs
- ◆ Be aware of the impact of your values in different contexts and with different participants and locate these alongside your peers
- ◆ Select, generate or blend three strands of activity and explain the rationale for the choices you make

Higher National Unit Support Notes (cont)

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

- ◆ Engage in the assessment and development of your own practice underpinned by your development needs
- ◆ Supervise the practice of an individual or group and be able to explain and contrast your supervision and leadership styles
- ◆ Innovate within the practice or synthesise knowledge with that from other sectors;
- ◆ Engage in advocacy for the practice and sector

Guidance on approaches to delivery of this Unit

This Unit should be completed by practice-based learners in non-formal and informal environments, eg in the work-place as an employee, freelancer, trainee, volunteer, apprentice or student. Learners require access to practise-based peer reviewing activities.

Guidance on approaches to assessment of this Unit

This Unit needs to be assessed in non-formal or informal environments, eg in practice-based roles as an employee, freelancer, trainee volunteer, apprentice or student. This Unit at level 11 is for Practice-based learners who are able to meet the requirements through current or prior experiential learning using a range of support material gathered within the last 24 months.

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.

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.

Higher National Unit Support Notes (cont)

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

Opportunities for developing Core and other essential skills

Learners undertaking this Unit at level 11 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. They should be able to demonstrate critical and contextual knowledge of their practice and identify practitioners that have challenged, influenced and inspired them. They should also demonstrate their expertise in the supervision of others, their contribution to innovation and their ability to represent their practice and sector through advocacy to public, professional or policy-making audiences.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

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.

This stand-alone Unit is for you are a mentor, peer reviewer, internal verifier or supervisor with experience of using competency frameworks for the recognition and validation of non-formal or informal learning at SCQF level 11 or equivalent.

You may only undertake this Unit if you have achieved the Professional Development Award for Practice-based Learning for the Creative and Cultural Industries at SCQF level 11 in Cultural Learning, Creative Business Development and Support (see below) or Practice-based Learning qualifications at the same level.

Cultural Learning:

- 1 *Cultural Learning: Specialist in Artistic Practice* (SCQF level 11)
- 2 *Non-formal Learning: Specialist in Sharing Knowledge and Skills* (SCQF level 11)
- 3 *Non-formal Contexts: Specialist in Developing Social Potential* (SCQF level 11)
- 4 *Cultural Learning Leadership* (SCQF level 11)

Creative Business Development and Support:

- 1 *Creative Business Development and Support: Specialist in Creative Enterprise* (SCQF level 11)
- 2 *Non-formal Learning: Specialist in Sharing Knowledge and Skills* (SCQF level 11)
- 3 *Non-formal Contexts: Specialist in Developing Social Potential* (SCQF level 11)
- 4 *Leading Creative Business Development and Support* (SCQF level 11)

This Unit will enable you to:

- 1 Mentor learners throughout the Peer Review Process evaluating their practice-based learning using the appropriate peer-review framework to recognise and validate non-formal and informal learning and support the submission process.
- 2 Provide accurate, fair, valid and reliable evaluation of learners' portfolios against the appropriate framework and after reaching consensus with a second peer reviewer or internal verifier and communicate the achievement of validation or any further requirements or remedial action, if required.
- 3 Engage in recorded Professional Dialogues with learners and other Peer Reviewers observed by Internal Verifiers and critically evaluate the role of questions and their performance as questioner.
- 4 Engage in the internal verification process, as required; Evaluate your performance as a Peer Reviewer evidencing commitment to Continuing Professional Development underpinned by your analysis of professional development needs and interests.

You will need to undertake the Unit and assessments in practice-based settings such as in the work-place, in creative, public spaces or community spaces as an employee, freelancer, trainee, volunteer, apprentice or student.

General information for learners (cont)

Unit title: Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11)

This Unit at level 11 is for Peer Reviewer of Practice-based Learning in Creative and Cultural Industries (SCQF level 11) who are able to meet the requirements through current or prior experiential learning using a range of support material gathered within the last 24 months.