

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit Number- **7650516**
-Superclass- **GF**
-Title- **SUPPORTING LEARNER DEVELOPMENT**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: This unit is designed to provide knowledge and understanding required when supporting learners and to enable participants to develop those skills needed to build an effective helping relationship.

OUTCOMES

1. produce a learner support strategy for an organisation;
2. examine personal boundaries;
3. demonstrate the skills necessary to build an effective helping relationship;
4. support individuals in managing their own development.

CREDIT VALUE: 2 HN Credits

ACCESS STATEMENT: Access to this unit is at the discretion of the centre. It would be beneficial if the candidate had completed the National Certificate modules in Training and Development or had appropriate experience in a training and/or development function.

For further information contact: Committee and Administration Unit: SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

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HIGHER NATIONAL UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7650516**UNIT TITLE:** SUPPORTING LEARNER DEVELOPMENT

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

OUTCOME

1. PRODUCE A LEARNER SUPPORT STRATEGY FOR AN ORGANISATION

PERFORMANCE CRITERIA

- (a) The aims and objectives of the strategy are clearly defined.
- (b) The strategy accurately describes the roles and responsibilities of all those providing learner support.
- (c) The strategy accurately describes the process of learner support in terms of the guidance cycle;
- (d) The strategy accurately identifies the provision for vocational, educational and personal support.
- (e) The main activities of learner support are clearly identified.
- (f) Policies on confidentiality and equal opportunities are accurately identified in the strategy.

RANGE STATEMENT

Providers of learner support: within the organisation; outwith the organisation.

Guidance cycle: pre-entry; induction; on-going; pre-exit.

EVIDENCE REQUIREMENTS

A learner support strategy which meets all the performance criteria.

Written/recorded evidence to ensure full coverage of the range.

OUTCOME

2. EXAMINE PERSONAL BOUNDARIES

PERFORMANCE CRITERIA

- (a) The need to recognise boundaries when supporting learners is clearly explained.
- (b) Possible areas of difficulty for the practitioner when providing support are explored.
- (c) A range of agencies to whom referrals can be made are accurately and comprehensively researched.
- (d) The need for personal advice and support for the practitioner is clearly recognised.

RANGE STATEMENT

Possible areas of difficulty: personal prejudice; personal bias; areas which are personally painful; lack of knowledge; conflict.

EVIDENCE REQUIREMENTS

Written/recorded evidence that all performance criteria are met.

Written/recorded evidence to ensure full coverage of range.

A minimum of five agencies must be covered.

OUTCOME

3. DEMONSTRATE THE SKILLS NECESSARY TO BUILD AN EFFECTIVE HELPING RELATIONSHIP

PERFORMANCE CRITERIA

- (a) The skills selected are appropriate to the situation and are used effectively.
- (b) The qualities necessary for effective learner support are clearly demonstrated.
- (c) The interview is timed and paced appropriately.
- (d) The interview is opened, conducted and concluded in a manner which enhances the client's self confidence and self esteem and preserves the dignity of the individual.

RANGE STATEMENT

Skills: attending; observing; listening; reflecting; questioning; goal setting; action planning; management of silence.

Qualities: warmth; empathy; congruence; acceptance; self awareness.

EVIDENCE REQUIREMENTS

The conduct of two interviews - an initial interview and a follow-up interview which meets the performance criteria and demonstrates the full range of skills.

Written/recorded evidence to ensure full coverage of the range.

OUTCOME

4. SUPPORT INDIVIDUALS IN MANAGING THEIR OWN DEVELOPMENT

PERFORMANCE CRITERIA

- (a) The support needed to allow the achievement of individuals personal objectives is clearly identified.
- (b) The support given effectively enables individuals to manage their own development.
- (c) Difficulties which prevent individuals managing their own development are fully explored with appropriate support being provided.
- (d) Information and advice is given in a way which promotes anti discriminatory practice.

RANGE STATEMENT

Difficulties: personal circumstances; learning; discrimination; resources.

EVIDENCE REQUIREMENTS

Written/recorded evidence which meets all the performance criteria and covers the full range.

MERIT Pass with merit may be awarded to a candidate who has successfully achieved all outcomes and in so doing has consistently demonstrated superior performance with respect to all of the following:

- (a) ability to put clear understanding of relevant theories and approaches into practice;
- (b) ability to evaluate own practice after conducting each of 2 interviews;
- (c) ability to demonstrate keen awareness of the boundaries within which it is personally appropriate to offer learner support.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged.

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should also be kept. These records will be required for external verification.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER 7650516

UNIT TITLE SUPPORTING LEARNER DEVELOPMENT

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of the time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and timetabling is advisory only.

CONTENT/CONTEXT Differing definitions of learner support exist and they are confusing. Consideration should be given to these and clarification sought. A definition in which counselling is seen as one of the activities of learner support is recommended.

Corresponding to Outcome 1

PC(a) objectives should be measurable and achievable.

The activities of learner support - informing; advising; counselling; assessing; teaching; enabling; advocating; net working; feeding back; managing; innovating systems change.

Guidance cycle - pre-entry, induction, on-going, pre-exit.

Skills practice in triads (threes) is recommended with the candidates playing the parts in turn of client, helper, observer.

Gerard Egan's three stage model as exemplified in 'The Skilled Helper' is recommended for Outcome 3.

Candidates could be offered the opportunity to share their findings on self assessment exercises with a partner of their choice but they should not feel obliged to divulge everything they have written.

The support needs of trainers in this area should be emphasised.

APPROACHES TO GENERATING EVIDENCE Candidates should be encouraged to provide evidence through a variety of methods, eg: projects/assignment, case studies, role plays, simulations, individual interview, etc. Evidence for this unit could be generated by offering guidance and support to a colleague. All methods used must be valid and reliable and be designed to provide evidence which can be included in a candidate portfolio as evidence towards a competence based qualification in training and development, eg: SVQ.

ASSESSMENT PROCEDURES Assessment will take place at outcome level. A candidate who achieves all performance criteria for each outcome in each unit will be awarded a pass in the unit. Where possible assessments should be integrated to provide evidence over two or more outcomes. Assessments may also provide a link between other HN units in training and development, eg: a case study may provide the central basis for a number of different assessments incorporating several units.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
4. For details of other SQA publications, please consult SQA's publications list.

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