NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-   7351424   -Session-1994-95

-Superclass-   HC

-Title-   **USING LEARNING SKILLS 2 (x$^1/_2$)**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing and extending skills required in order to become an independent and reflective learner and enhancing capacity for self-appraisal and assessment of own learning strategies with a limited degree of tutor/trainer support.

OUTCOMES

1.   identify a personal learning objective with limited tutor/trainer support;

2.   plan a strategy for achieving a personal learning objective with limited tutor/trainer support;

3.   implement a strategy for achieving a personal learning objective with limited tutor/trainer support;

4.   assess the effectiveness of a strategy for achieving a personal learning objective with limited tutor/trainer support.

CREDIT VALUE: 0.5 NC Credit

ACCESS STATEMENT: Module 7351414 Using Learning Skills 1 or equivalent experience.

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STATEMENT OF STANDARDS

UNIT NUMBER: 7351424

UNIT TITLE: USING LEARNING SKILLS 2

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.   IDENTIFY A PERSONAL LEARNING OBJECTIVE WITH LIMITED TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

(a)   The definition of the term "learning objective" is accurate.
(b)   The outline of the personal learning objective is clear and complete.
(c)   The context, including purpose and background, within which the learning objective is to be achieved is defined clearly.

RANGE STATEMENT

Context: a current learning programme in a familiar situation.

EVIDENCE REQUIREMENTS

Written and/or oral evidence satisfying PCs (a)-(c).

OUTCOME

2.   PLAN A STRATEGY FOR ACHIEVING A PERSONAL LEARNING OBJECTIVE WITH LIMITED TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

(a)   The definition of the term "learning strategy" is accurate.
(b)   The outline of the steps in the strategy is clear and logical.
(c)   The identification of resources required, of whatever nature, is accurate.

(d)   The stages proposed for ascertaining the availability of resources, obtaining resources and extracting relevant information are logical and realistic.

(e)   The overall timetable for achievement of the learning objective is realistic and flexible in that it allows sufficient time for any required alterations to the plan and for the presentation of information in final form.

RANGE STATEMENT

The range for this outcome is fully covered by the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence satisfying PCs (a)-(e).

OUTCOME

3.   IMPLEMENT A STRATEGY FOR ACHIEVING A PERSONAL LEARNING OBJECTIVE WITH LIMITED TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

(a)   The implementation of the steps set out in the planned strategy is effective.

(b)   Any modification of the planned strategy is justified.

(c)   The use of resources is in accordance with the original or modified strategy.

(d)   The adherence to the original or modified timetable is accurate.

(e)   The form in which the achievement of the objective is recorded is clear, detailed, complete and appropriate to purpose.

RANGE STATEMENT

The range for this outcome is fully covered by the performance criteria.

EVIDENCE REQUIREMENTS

Performance evidence and written and/or oral evidence satisfying PCs (a)-(e).

OUTCOME

> **4.** ASSESS THE EFFECTIVENESS OF A STRATEGY FOR ACHIEVING A PERSONAL LEARNING OBJECTIVE WITH LIMITED TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

> (a) The criteria established to assess the strategy are defined clearly.
> (b) The assessment of the strategy is complete in terms of both positive and negative features.
> (c) The formulation of recommendations for the improvement of the strategy is realistic and logical.
> (d) Transferable learning skills used in the strategy are identified correctly.
> (e) Possible new contexts for the use of recognised transferable skills are identified correctly.

RANGE STATEMENT

The range for this outcome is fully covered by the performance criteria.

EVIDENCE REQUIREMENTS

Oral and/or written evidence satisfying PCs (a)-(e).

ASSESSMENT RECORDS

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. (See references at the end of support notes).

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

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

SUPPORT NOTES

UNIT NUMBER: 7351424

UNIT TITLE: USING LEARNING SKILLS 2

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 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 20 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module aims to develop the skills which a candidate requires in order to become an independent and reflective learner. The candidate will explore learning strategies and processes and apply these to achieve basic learning objectives with a limited degree of tutor/trainer support.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will allow you to explore a number of learning strategies and processes and to apply these to achieve your own specified learning objectives with support from your tutor/trainer.

CONTENT/CONTEXT   As with Using Learning Skills 1 the outcomes of the module should be achieved in the context of work currently being undertaken by the candidate. This module too should be based on learning situations which are familiar to the candidate. This module is a logical extension of Using Learning Skills 1 in that it moves the candidate further towards self-sufficiency as a learner and offers him/her further opportunities for self-appraisal and reflection on the processes involved in achieving a range of learning objectives.

Learning strategies vary with subject and with vocational area. Initially a variety of techniques might be explored and practised by the candidates, either individually or in groups. Such techniques might include:

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brain storming
note-taking in its widest sense (eg. structured notes, spidergraphs, concept mapping etc)
effective reading including speed reading techniques
effective listening
task shadowing and feedback
observation and constructive questioning
analysing statistical data
location, use and evaluation of resources
accessing a database
programming a computer
critical path analysis and flow charting
presenting information - orally or otherwise

In Outcome 1 the candidate should agree through discussion with the tutor/trainer a learning objective which he/she will be required to attain as part of his/her learning programme.

In Outcomes 2 and 3 the candidate can plan, implement and assess a learning strategy applicable to a particular vocational context using his/her current study programme. The candidate should be encouraged along the path to self-sufficiency by recording the positive aspects of his/her learning strategy and conversely recording and seeking solutions to any aspects of the plan which make learning difficult. It is important to emphasise that the log book should include those areas where implementation was unsuccessful or only partially successful so that the candidate may consider the reasons for this, with a view to designing improved learning strategies in the future.

In the personal interview for Outcome 4 the candidate should be able to define the effectiveness of the learning strategy in this particular context, ie the degree to which the strategy has achieved its intended objective. Although the candidate will be developing learning skills within a particular vocational context, the interview should also focus on the transferability of these skills and their applicability in other learning situations. There is no one "correct" learning strategy which applies to all situations. The candidate should adopt a logical approach and explore the reasons why any part of the learning strategy proved unsuccessful or inefficient. On this basis the candidate will be able to continually refine and improve future learning strategies.

APPROACHES TO GENERATING EVIDENCE As with Using Learning Skills 1 the emphasis in this module should be on active learning and a candidate centred approach. Again the learning objective should be one from another part of the candidate's study programme, rather than an artificial objective invented for this module alone.

The outcomes in both modules are similar. But whereas in Using Learning Skills 1 the candidate was expected to identify a learning objective and to plan and implement a learning strategy with considerable tutor/trainer support, in Using Learning Skills 2 the candidate is expected to be more independent and self sufficient, receiving support from the tutor/trainer only to a limited extent.

The tutor/trainer should aim to develop the candidates' learning skills through practical experience, reflection and analysis. At the outset of the module the tutor/trainer and candidate should jointly agree on areas where development work may be required.

The learning objective itself should be of a more complex nature than that used in Using Learning Skills 1 and in this module the candidate will also be expected to demonstrate greater sophistication in all elements of the learning strategy, as well as handling more complex resources.

The interview for Outcome 4 should be participative and open, so that the candidate's capabilities as an independent learner are reinforced and any deficiencies in the learning strategy are viewed not as errors but a means of improvement.

Where personal interviews are used as an instrument of assessment they may usefully be undertaken in a group situation in order that candidates may share experiences and learn from one another.

ASSESSMENT PROCEDURES Centres may use the instruments of assessment which are considered by tutors/trainers to be most appropriate. Examples of instruments of assessment which could be used are as follows:

Corresponding to outcomes 1-4:

1.   Restricted response.

2.   Personal interview and planning sheets.

3.   Log sheets/book.

4.   Personal interview drawing on planning sheets and log book.

PROGRESSION   This module is the second in a series of modules on Learning Skills. Successful candidates may wish subsequently to progress to module 7351434 Using Learning Skills 3 which sets more demanding targets for candidates. Module 7351414 Using Learning Skills 1 sets less demanding targets for candidates.

RECOGNITION   Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

REFERENCES

1.   Guidelines for Module Writers.
2.   SQA's National Standards for Assessment and Verification.
3.   For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4.   Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.