

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7351784**UNIT TITLE:** PEER EDUCATION

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. EXPLORE GROUP AND PEER GROUP EDUCATION

PERFORMANCE CRITERIA

- (a) The description of basic groupwork processes is clear and concise.
- (b) Identification of the strengths and advantages of peer education for a peer group is accurate.
- (c) Identification of the strengths and advantages of peer education for the deliverer is accurate.

RANGE STATEMENT

Group: formal; informal.

Group processes: group development; task management; roles and norms; group dynamics.

Peer group membership: people of perceived equal vocational status; people of perceived equal social status; people of perceived equal educational status; people of perceived equal recreational status.

Strengths and advantages: peer influence/pressure; shared experience; peer support.

EVIDENCE REQUIREMENTS

PC(a) Written and/or oral evidence which covers the range categories of 'group' and 'group processes'.

PC(b) Written and/or oral evidence which covers the range categories 'peer group membership' and 'strengths and advantages'.

PC(c) Written and/or oral evidence which covers the range category 'strengths and advantages'.

OUTCOME**2. PLAN A PEER EDUCATION SESSION****PERFORMANCE CRITERIA**

- (a) Negotiation of the initial plan and topic(s) is carried out satisfactorily within the peer group.
- (b) Information located to aid planning is relevant.
- (c) Allocation of individual roles is negotiated and agreed for effectiveness of delivery.
- (d) Personal contribution to the development of the final session plan is constructive and relevant.
- (e) The final session plan is logical, well-structured, flexible and encourages an interactive approach.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

PC (a) Performance evidence and an initial plan.

PC (b) Written and/or oral evidence.

PC (c) Performance evidence.

PC (d) Written evidence, of a personal plan. Performance evidence.

PC (e) Session plan.

OUTCOME**3. PARTICIPATE IN THE DELIVERY OF A PEER EDUCATION SESSION****PERFORMANCE CRITERIA**

- (a) Resources to carry out the delivery are organised effectively.
- (b) Implementation of the peer education session is in accordance with the plan and is modified where necessary.
- (c) Personal participation in the delivery is well-balanced in terms of the degree of responsibility taken.
- (d) Use of groupwork processes is demonstrated by encouraging active participation of all those present.

RANGE STATEMENT

Personal participation: as an individual deliverer; as a member of the delivery group; as a member of the peer group.

Groupwork processes: facilitating group discussion; using question and answer.

EVIDENCE REQUIREMENTS

PCs (a)-(d) Performance evidence.

OUTCOME**4. REVIEW THE PEER EDUCATION SESSION****PERFORMANCE CRITERIA**

- (a) Individual feelings and reactions to the peer education session are expressed clearly and concisely.
- (b) Review of the peer group response to the session as a whole is expressed clearly and concisely and is related to possible future peer education sessions.

RANGE STATEMENT

Individual feelings and reactions: relating to own contribution; relating to contribution of others.

Peer group response: relating to methods of delivery; relating to increased awareness of the topic(s).

EVIDENCE REQUIREMENTS

PC (a) Written and/or oral evidence.

PC (b) Oral and/or written evidence reviewing the peer group's response to the session.

Oral and /or written evidence relating this response to possible future sessions.

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

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 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.

© Copyright SQA 1994

Please note that this publication may be reproduced in whole or in part for educational purposes provided that:

- (i) no profit is derived from the reproduction;
- (ii) if reproduced in part, the source is acknowledged.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7351784

UNIT TITLE: PEER EDUCATION

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

PURPOSE This unit enables candidates to explore group and peer group education. It also develops the skills and knowledge required to organise and participate in the delivery of a peer education session.

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

On completion of this unit you will be able to define the advantages of peer education. You will participate in organising and delivering a peer education session.

CONTENT/CONTEXT Candidates should be able to identify a peer group of which they are a member and negotiate and participate in the delivery of an educational programme, either individually or as a member of a small group, to that peer group.

Corresponding to outcomes:

1. Explore the concept of groupwork in terms of:

- PC(a) - why groups are formed
- how groups are formed
 - what constitutes a group?

Explore the groupwork process in terms of:

- what is the purpose of groups
- what are group dynamics
- what are the stages in group development
- how is a group nurtured?

Discussing groupwork as an educational process by looking at the learning process within a group.

PC(b) and (c) Examining what is a peer group and how a peer group can influence the individual. Looking at strategies for coping with peer group pressure.

Discussing how and where we learn and what facilitates learning. What are the differences between peer education and other forms of education?

2. PC(a) Examining negotiation methods suitable for use in a peer group setting. Evaluating strategies for dealing with problems.

PC(b) Discussing possible sources of information for chosen session topics.

PC(c) Individual or role-related tasks could involve taking responsibility for the following:

- arranging suitable accommodation
- preparing presentation materials
- deciding on appropriate delivery techniques
- leading a group discussion
- giving instructions/setting tasks for group activities
- facilitating or working with others for an effective delivery

PC(d) Taking responsibility for researching, developing and organising one section of the total session. Producing a personal plan which contributes to the development of the final session plan.

PC(e) Developing a session which is well-structured, allows for contingencies and encourages group interaction by use of the following learning strategies:

- Roleplay
- Simulation
- Case Study
- Brainstorm
- Leading a group discussion
- Mini-lecture
- Games
- Demonstration
- Others where appropriate

3. Personal participation could involve taking responsibility for one or more task areas and assisting generally throughout the session.

The degree of responsibility could reflect the range of tasks undertaken, eg:

- presentation (formal and informal);
- facilitating and responding.

APPROACHES TO GENERATING EVIDENCE Candidates should follow an activity-based learning approach evaluating a range of training methods and relating the effectiveness of learning to their own experiences. Candidates could be given the opportunity to practise different tutoring and delivery methods, as well as using a variety of audio-visual aids. Analysis of the positive and negative aspects associated with these should be discussed.

The course tutor/trainer could examine with the candidates different tutoring and delivery methods as they are used during the course and evaluate with them the appropriateness of the method for the given exercise.

Individual pair and group exercises can be used for examining information gathering, tutoring and delivery skills, as well as communication, negotiating and evaluation methods. Role play, brainstorming, case studies, small group exercises and demonstrations can be used to prepare candidates for the peer education session.

Candidates should be given the opportunity to research and gather information and materials from a variety of organisations.

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 outcome:

1. PC(a) Short oral and/or written response.
(b) Short oral and/or written response.
(c) Short oral and/or written response.
2. PC(a) Performance evidence - initial plan.
(b) Written and/or oral evidence.
(c) Performance evidence.
(d) Written evidence - personal plan. Performance evidence
(e) Session plan.
3. PC(a)-(d) Performance Evidence.
4. PC(a) Extended response.
(b) Extended response.

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. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

© Copyright SQA 1994

Please note that this publication may be reproduced in whole or in part for educational purposes provided that:

- (i) no profit is derived from the reproduction;
- (ii) if reproduced in part, the source is acknowledged.