



Higher National Unit specification

General information

Unit title: Supervise and Facilitate Learning (SCQF level 10)

Unit code: HA6V 37

Superclass: PM

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Unit purpose

This Unit will enable learners (who are practice educators in training) to supervise and facilitate learning for a range of other learners (such as students). Successful learners will foster the professional growth and personal development of learners through effective supervision and facilitation skills.

Outcomes

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

- 1 Demonstrate use of a range of supervisory frameworks and approaches to supervising and facilitating learning.
- 2 Enable learners to develop skills of reflective and critically analytical 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.

Higher National Unit specification: Statement of standards

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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 use of a range of supervisory frameworks and approaches to supervising and facilitating learning.

Knowledge and/or Skills

- ◆ Supervisory frameworks and models
- ◆ Supervision methods and styles
- ◆ Leadership skills in supervision
- ◆ Adult learning theories and principles
- ◆ Identification of strengths and areas for development
- ◆ Effective learning environments for individual learners
- ◆ Barriers to learning
- ◆ Strategies to address concerns about practice
- ◆ Implementing standards of practice

Outcome 2

Enable learners to develop skills of reflective and critically analytical practice.

Knowledge and/or Skills

- ◆ Processes to enable learners to reflect on practice
- ◆ Methods to promote learning at different stages of learning programme
- ◆ Application of values ethics and principles to practice
- ◆ Application of knowledge to practice
- ◆ Methods of evaluating effectiveness of learning programmes at different stages

Higher National Unit specification: Statement of standards (cont)

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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 complete a reflective assignment in 2,000–2,500 words which covers the following Evidence Requirements:

- ◆ Identify and explain the supervisory framework approach used to assess the learner on placement.
- ◆ Critically analyse two methods to identify learner strengths and areas for development.
- ◆ Using a practice example critically evaluate two supervisory models used to provide learning opportunities which assist the development of learners.
- ◆ Identify and explain two strategies to address concerns about practice standards.
- ◆ Critically review one area of evidence based practice.
- ◆ Analyse two learning methods used to enable learners apply knowledge, theory, and research to their practice. Critically analyse methods that can be used to enable learners to reflect on their practice and development
- ◆ Critically review methods to consistently engage learners in evaluating the learning programme



Higher National Unit Support Notes

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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 setting.

It will enable learners to recognise and critically appraise the impact of legislation, policy and guidance in order to implement good practice for themselves and for learners. This may require learners to step back from their immediate practice context in order to enter their educator role and encourage learners to develop critical appraisal skills.

The knowledge and skills obtained from the Outcomes of this Unit will ensure that learners support learners within a practice context which is underpinned by specific legislative, policy and guidance (eg Social Work (Scotland) Act 1968: Mental Health Care and Treatment (Scotland) Act 2003, Twenty First Century Review — Changing Lives, DoH Framework for the Assessment of Children).

Learners need to demonstrate their ability to identify, clearly state and convey, in a way that takes account of the learners' stage and style of learning, a broad practice context. Learners need to demonstrate their ability to encourage learners to seek out material relevant to specific practice area and which relates to the legislative and policy context. Learners also need to support their learners, to critically, appraise both positive and negative impacts of legislation and policy.

The Unit includes skills in critical analysis of the legislative, policy and guidance in a social services practice context for the purpose of appraisal of good practice. Critical analysis, development and critical evaluation of learning materials relating to the development of professional role for use with learners of different styles and abilities; in utilising methods to develop learners' own critical analytical skills relating to practice context; and in critically reflective evaluation of progress from practitioner to educator.

On successful completion of the Unit, learners will be able to critically analyse and use a range of legislation, policy and guidance essential for good practice and essential for learners in developing responsible, accountable and professional practice in a specific practice context. Learners will be able to critically analyse and provide reflective commentary on the methods used to develop learners' critical analytical abilities.

Higher National Unit Support Notes (cont)

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The following resources may be useful in the delivery of this Unit:

Morrison T (2005) Staff Supervision in Social Care. Hove: Pavilion

Beddoe, L. (2010) Best Practice in Professional Supervision: A Guide for the Helping Professions. London: Jessica Kingsley Publishers

IRISS (2015) Leading Change in Supervision
<http://www.iriss.org.uk/sites/default/files/iriss-supervision-report-100715.pdf>

Web links:

Scottish Organisation of Practice Teachers (ScOPT): <http://www.scopt.co.uk/>

Step into Leadership <http://www.stepintoleadership.info/>

Social care institute for excellence <http://www.scie.org.uk/publications/guides/guide50/>

Continuous Learning Framework <http://www.continuouslearningframework.com/>

Skills for Care http://www.cpea.co.uk/FSWM_supervision.html

BASW <https://www.basw.co.uk/search/?q=supervision>

Infed: The functions of supervision <http://infed.org/mobi/the-functions-of-supervision/>

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)

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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.

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.

The evidence produced by learners should demonstrate their knowledge, understanding and skills in relation to each Outcome. Overall, this should encompass a demonstration of:

- ◆ The professional performance improvements that learners have achieved as a result of participating in this learning and related practical activities
- ◆ The critical evaluation, review of their own, and of their learner's experiences of the learning environment.
- ◆ The application of current relevant theories methodologies, and standards, that enhance the learning environment.

Higher National Unit Support Notes (cont)

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- ◆ Ensuring that all of the Evidence Requirements identified below are fully met:
 - identify and explain the supervisory framework approach used to assess the learner on placement
 - critically analyse two methods to identify learner strengths and areas for development
 - identify and explain two strategies to address concerns about practice standards
 - critically review one area of evidence based practice
 - analyse two learning methods used to enable learners apply knowledge, theory, and research to their practice
 - Critically analyse methods that can be used to enable learners to reflect on their practice and development
 - Critically review methods to consistently engage learners in evaluating the learning programme

The assessment should be a formal reflective account of the learner's practice in supervising their learner and should be completed in 2,000–2,500 words covering the Evidence Requirements detailed above.

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)*.

Higher National Unit Support Notes (cont)

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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: Supervise and Facilitate 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.

In this Unit you have to achieve two Outcomes. Collectively these Outcomes cover a range of effective skills in supporting the learning of others as part of a wider inter-professional context in social services. They will involve you in demonstrating good practice in the application of appropriate legislation, policy and guidance. You will demonstrate critical evaluation of the areas of social services legislation, policy and guidance relevant to enabling learners to develop a critical awareness of their responsibilities and accountabilities as professional workers within the social services practice context. You will enable learners to develop their critical appraisal skills in order to demonstrate critical awareness of the positive and negative implications of legislation, policy and guidance for practice.

The overall purpose of the Unit is to provide you with a critical understanding of how to identify, develop and manage learning opportunities relating to the legislative, policy and guidance context of social services practice.

You will be supported, to develop your own critical evaluation skills in relation to the responsibilities and accountabilities of your professional role and to clarify your own thinking about issues of good practice.

You will be, assisted to develop skills to enable learners to develop their own critical appraisal skills and critically evaluate their progress in demonstrating their own accountability for good practice as developing professionals.

You will also, be assisted to critically reflect on your own development from practitioner to educator.

On successful completion of this Unit, you will be able to create and manage a thorough and effective learning programme relating to legislation, policy and guidance in the social services practice context, which takes critical account of the impact of this context. You will be able to demonstrate good practice and you will have developed your own critical analysis of good practice within this practice context. You will have developed skills to assist learners to, critically appraise the legislative, policy and guidance context in order to develop their sense of responsibility and accountability for good practice as professional social services workers.

The assessment for the Unit requires you to produce evidence that you can demonstrate good practice in the application of legislation, policy and guidance and that you can critically appraise and make use of materials and methods with learners to develop their professional role in relation to legislation, policy and guidance in the social services practice context. That you are able to, critically evaluate your learners' progress towards responsible, accountable and critically aware practice.

General information for learners (cont)

Unit title: Supervise and Facilitate learning (SCQF level 10)

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. Your collection of evidence will be unique, although, it will be able to meet a set of minimum required content criteria as advised by the centre 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

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