



Higher National Unit specification

General information

Unit title: Non-formal Contexts: Developing Social Potential (SCQF level 6)

Unit code: HD5D 33

Superclass: GB

Publication date: April 2016

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

Non-formal Contexts: Developing Social Potential (SCQF level 6) is a mandatory Unit for practice-based learners with knowledge and skills in developing social potential in non-formal and informal contexts. This may be any individual who is a novice at developing social potential skills in the work-place, creative, public or community settings with at least 12 months of practice-based learning in any combination of these settings. This may involve developing social potential through self-awareness, communication skills, team-work, cross-cultural competences, networking, collaboration, community development, and other intrapersonal and interpersonal skills.

This Unit is concerned with *Non-formal Contexts: Developing Social Potential* and is part of a suite of mandatory Units that make up every Professional Development Award for Practice-based Learning for the Creative and Cultural Industries at SCQF level 6. This Unit is not sector specific and can also be applied to practice-based learners in any other industry sector.

This Unit is one of three Units that may be undertaken in any order but must be successfully completed before the fourth Unit is undertaken. This can be seen in the four Units for Cultural Learning and the four Units for Creative Business Development and Support:

Cultural Learning:

- 1 *Cultural Learning: Artistic Practice* (SCQF level 6)
- 2 *Non-formal Learning: Sharing Knowledge and Skills* (SCQF level 6)
- 3 *Non-formal Contexts: Developing Social Potential* (SCQF level 6)
- 4 *Cultural Learning: Principles of Practice* (SCQF level 6)

Higher National Unit specification: General information (cont)

Unit title: Non-formal Contexts: Developing Social Potential
(SCQF level 6)

Creative Business Development and Support:

- 1 *Creative Business Development and Support: Creative Enterprise* (SCQF level 6)
- 2 *Non-formal Learning: Sharing Knowledge and Skills* (SCQF level 6)
- 3 *Non-formal Contexts: Developing Social Potential* (SCQF level 6)
- 4 *Creative Business Development and Support: Principles of Practice* (SCQF level 6)

Non-formal Contexts: Developing Social Potential (SCQF level 6) 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 Demonstrate progress in developing social potential in non-formal or informal contexts with supervision for given purposes and in given settings with given social groups.
- 2 Demonstrate basic accurate knowledge of developing social potential in non-formal or informal contexts.
- 3 Demonstrate awareness of unpredictable work situations that can be solved through developing social potential in non-formal or informal contexts.
- 4 Reflect on their own progress in developing social potential in non-formal or informal contexts using appropriate frameworks, support material and feedback within the last 12 months.

Credit points and level

2 Higher National Unit credits at SCQF level 6: (16 SCQF credit points at SCQF level 6)

Recommended entry to the Unit

This Unit is for employees, freelancers, interns, volunteers or students in the creative and cultural industries or in any other sector with at least 12 months practice-based learning in any of these roles or in any combination of these roles. This Unit is not sector specific and can be applied to practice-based learners in any other industry sector.

This Unit at level 6 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 12 months. This may include:

- ◆ those already in post as apprentice workers, interns or volunteers without a qualification at SCQF level 6 (equivalent EQF level 4) that are able to meet the requirement for novice practitioners.
- ◆ those from other workforces with relevant SCQF levels 4 or 5 qualifications.
- ◆ 'direct entry' learners with existing awards at level 4 or 5, eg Further Education Certificates or Diplomas in Creative and Cultural Industries, media, communications, arts, business, community learning and development that include non-formal or informal practice-based learning.

Higher National Unit specification: General information (cont)

Unit title: Non-formal Contexts: Developing Social Potential
(SCQF level 6)

Learners undertaking the Professional Development Awards in Practice-based Learning for the Creative and Cultural Industries at SCQF level 6 should have awareness of effective communication and effective interpersonal skills. They should be able to demonstrate the ability to make progress in the required skill-sets. They should be able to give an account of their experiences, reflect on them and express personal strengths and development needs. They should also be able to demonstrate their ability to improve their performance using feedback.

The recommended Core Skills entry level for this Unit at SCQF level 6 is at least:

Communication (SCQF level 4)

Numeracy (SCQF level 4)

Problem Solving (SCQF level 4)

Information and Communication Technology (ICT) (SCQF level 4)

Working with Others (SCQF level 4)

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

Core Skills Statement

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, like each of the Units that form the qualifications in this suite, 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 activities. The first three Units may be undertaken in any order but they must be successfully completed before the fourth Unit is undertaken.

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: Non-formal Contexts: Developing Social Potential
(SCQF level 6)

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

Demonstrate progress in developing social potential in non-formal or informal contexts with supervision for given purposes and in given settings with given social groups.

Knowledge and/or Skills

- ◆ Demonstrate progress in applying methods and approaches of developing social potential in non-formal or informal contexts with supervision for a given purpose
- ◆ Demonstrate progress in applying methods and approaches of developing social potential in non-formal or informal contexts with supervision for a given setting
- ◆ Demonstrate progress in applying methods and approaches of developing social potential in non-formal or informal contexts with supervision for a range of two different social groups

Outcome 2

Demonstrate basic accurate knowledge of developing social potential in non-formal or informal contexts.

Knowledge and/or Skills

- ◆ Describe the basic principles of their own practice and, as appropriate, those of their employer, contractor or host organisation
- ◆ Demonstrate basic accurate knowledge of developing social potential in non-formal or informal contexts

Outcome 3

Demonstrate awareness of unpredictable work situations that can be solved through developing social potential in non-formal or informal contexts.

Knowledge and/or Skills

- ◆ Identify examples of unpredictable work situations that may be solved by developing social potential in non-formal or informal contexts
- ◆ Identify examples of solving unpredictable work situations by developing social potential in non-formal or informal contexts

Higher National Unit specification: Statement of standards

Unit title: Non-formal Contexts: Developing Social Potential
(SCQF level 6)

Outcome 4

Reflect on their own progress in developing social potential in non-formal or informal contexts using appropriate frameworks, support material and feedback within the last 12 months.

Knowledge and/or Skills

- ◆ Use an appropriate framework to reflect on their developing social potential in non-formal and informal contexts
- ◆ Gather and collate support material and feedback within the last 12 months to evaluate and affirm aspects of their practice
- ◆ Gather and collate support material and feedback within the last 12 months to improve aspects of their practice

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that the following:

A portfolio of support material will provide all the evidence produced from practice-based work carried out within the past 12 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

- ◆ Demonstrate progress in applying methods and approaches of developing social potential in non-formal or informal contexts with supervision for a given purpose.
- ◆ Demonstrate progress in applying methods and approaches of developing social potential in non-formal or informal contexts with supervision for a given setting.
- ◆ Demonstrate progress in applying methods and approaches of developing social potential in non-formal or informal contexts with supervision for a range of two different social groups.

Outcome 3

- ◆ Identify examples of unpredictable work situations that may be solved by developing social potential in non-formal or informal contexts.

Higher National Unit specification: Statement of standards (cont)

Unit title: Non-formal Contexts: Developing Social Potential
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Outcome 4

- ◆ Gather and collate support material and feedback within the last 12 months to evaluate and affirm aspects of their practice.

B Reflective Statements:

Three reflective statements: a self-awareness statement, a values statement and a context statement. These statements will refer to the learner's role in developing social potential in non-formal and informal Contexts.

Outcome 2

- ◆ Demonstrate basic accurate knowledge of developing social potential in non-formal or informal contexts.

Outcome 4

- ◆ Use an appropriate framework to reflect on their developing social potential in non-formal and informal contexts.

C Professional Dialogue:

A 20-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 10 minutes is allocated for this purpose). Part of the dialogue will focus on developing social potential in non-formal and informal contexts.

Outcome 2

- ◆ Describe the basic principles of their own practice and, as appropriate, those of their employer, contractor or host organisation.

Outcome 3

- ◆ Identify examples of solving unpredictable work situations by developing social potential in non-formal or informal contexts.

Outcome 4

- ◆ Gather and collate support material and feedback within the last 12 months to improve aspects of their practice.



Higher National Unit Support Notes

Unit title: Non-formal Contexts: Developing Social Potential
(SCQF level 6)

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 part of a suite of qualifications that has been developed in response to the need for recognition and validation of practitioners in Creative and Cultural Industries and to provide relevant, practice-based qualifications. The Professional Development Award in Practice-based Learning for the Creative and Cultural Industries aims to support the continuing professional development of the Creative and Cultural Industries workforce. However, this Unit is not sector specific and can also be applied to practice-based learners in any other industry sector.

This Unit, like each of the Units that form the qualifications in this suite, 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 activities. This mandatory Unit is always one of three Units that may be undertaken in any order but must be successfully completed before the fourth Unit is undertaken. This can be seen in the four Units for Cultural Learning and the four Units for Creative business development and support, below.

Cultural Learning:

- 1 *Cultural Learning: Artistic Practice* (SCQF level 6)
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Creative business development and support:

- 1 *Creative Business Development and Support: Creative Enterprise* (SCQF level 6)
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- 3 *Non-formal Contexts: Developing Social Potential* (SCQF level 6)
- 4 *Creative Business Development and Support: Principles of Practice* (SCQF level 6)

Non-formal Contexts: Developing Social Potential (SCQF level 6) 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.

Higher National Unit Support Notes (cont)

Unit title: Non-formal Contexts: Developing Social Potential (SCQF level 6)

The Euro-Aspire Framework (EAF) may be used as an appropriate Competency Framework relevant to the Professional Development Award in Practice-based Learning for the Creative and Cultural Industries SCQF level 6 (equivalent EQF level 4). A summary of the key competencies in the EAF is given below:

- ◆ Deliver simple aims and objectives
- ◆ Know how to communicate effectively
- ◆ Use given resources safely
- ◆ Be aware of process
- ◆ Solve simple problems
- ◆ Know your strengths and development needs in relation to learning the practice
- ◆ Be aware of the impact of personal and professional values
- ◆ Be able to use the three activity strands and to make progress in each of these
- ◆ Describe your practice using appropriate concepts, principles and terms

Guidance on approaches to delivery of this Unit

This Unit, like each of the Units that form the qualifications in this suite, 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 activities. The first three Units may be undertaken in any order but they must be successfully completed before the fourth Unit is undertaken.

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.

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 6 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 12 months.

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.

Higher National Unit Support Notes (cont)

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(SCQF level 6)

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

This Unit can help develop *Communication Skills*, *Problem Solving* and *Working with Others*. Depending on the type of project(s) covered, *Information and Communication Technology (ICT)* skills may also be enhanced.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Non-formal Contexts: Developing Social Potential (SCQF level 6)

This section will help you decide whether this Unit is 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 Unit is for you if you are a novice in developing social potential in the work-place, creative, public or community settings within the last 12 months of practice-based learning in any combination of these settings. This may involve developing social potential through self-awareness, communication skills, team-work, cross-cultural competences, networking, collaboration, community development, and other intrapersonal and interpersonal skills.

This Unit is part of a suite of mandatory Units that make up every Professional Development Award for Practice-based Learning for the Creative and Cultural Industries at SCQF level 6. This Unit is not sector specific and can also be applied to practice-based learners in any other industry sector.

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Non-formal Contexts: Developing Social Potential (SCQF level 6) 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.

This may include you if you are:

- ◆ already in post as an apprentice worker, intern or volunteer without a qualification at SCQF level 6 (equivalent EQF level 4) that is able to meet the requirement for novice practitioners.
- ◆ from another workforce with relevant SCQF levels 4 or 5 qualifications;
- ◆ a 'direct entry' learners with existing awards at level 4 or 5, eg Further Education Certificates or Diplomas in Creative and Cultural Industries, media, communications, arts, business, community learning and development that include non-formal or informal practice-based learning.

General information for learners (cont)

Unit title: Non-formal Contexts: Developing Social Potential
(SCQF level 6)

You should have awareness of effective communication and effective interpersonal skills. You should be able to demonstrate the ability to make progress in the required skill-sets. You should be able to give an account of your experiences, reflect on them and express personal strengths and development needs. You should also be able to demonstrate your ability to improve your performance using feedback.

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Communication (SCQF level 4)

Numeracy (SCQF level 4)

Problem Solving (SCQF level 4)

Information and Communication Technology (ICT) (SCQF level 4)

Working with Others (SCQF level 4)

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

This Unit will enable you to:

- 1 Demonstrate progress in developing social potential in non-formal or informal contexts with supervision for given purposes and in given settings with given social groups.
- 2 Demonstrate basic accurate knowledge of developing social potential in non-formal or informal contexts.
- 3 Demonstrate awareness of unpredictable work situations that can be solved through developing social potential in non-formal or informal contexts.
- 4 Reflect on your own progress in developing social potential in non-formal or informal contexts using appropriate frameworks, support material and feedback within the last 12 months.

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.

This Unit at level 6 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 12 months.