



## Higher National Unit specification

### General information

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

**Unit code:** HD8K 35

**Superclass:** GE

**Publication date:** April 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

*Non-formal Contexts: Competent in Developing Social Potential* (SCQF level 8) is a mandatory Unit for practice-based learners with competencies at developing social potential in non-formal or informal contexts. This may be any individual who is developing social potential in the work-place, creative, public or community settings with at least 3 years 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 8. 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, below.

### Cultural Learning:

- 1 *Cultural Learning: Competent in Artistic Practice* (SCQF level 8)
- 2 *Non-formal Learning: Competent in Sharing Knowledge and Skills* (SCQF level 8)
- 3 *Non-formal Contexts: Competent in Developing Social Potential* (SCQF level 8)
- 4 *Delivering Competent Cultural Learning* (SCQF level 8)

## Higher National Unit specification: General information (cont)

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

### **Creative Business Development and Support:**

- 1 *Creative Business Development and Support: Competent in Creative Enterprise* (SCQF level 8)
- 2 *Non-formal Learning: Competent in Sharing Knowledge and Skills* (SCQF level 8)
- 3 *Non-formal Contexts: Competent in Developing Social Potential* (SCQF level 8)
- 4 *Delivering Competent Creative Business Development and Support* (SCQF level 8)

Non-formal Learning: Competent in Sharing Knowledge and Skills (SCQF level 8) 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 Apply and evaluate methods and approaches of developing social potential in non-formal and informal contexts for given purposes in given settings with different social groups.
- 2 Demonstrate relevant contextual and accurate knowledge of developing social potential in non-formal and informal contexts.
- 3 Describe a range of methods of identifying and solving unpredictable work situations through developing social potential.
- 4 Reflect on their own practice of developing social potential in non-formal and informal contexts using appropriate frameworks, support material and feedback within the last 24 months.

### **Credit points and level**

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

### **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 3 years 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 8 (equivalent EQF level 5) 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 24 months. This may include:

- ◆ learners already in post as competent workers without a qualification at SCQF level 8 that will meet the requirements of the Professional Development Award in Practice-based Learning at level 8.
- ◆ learners moving on from the SCQF level 6 practitioner qualification who have gained sufficient further practice-based learning to meet the minimum experience requirement of a level 8 practitioner.

## Higher National Unit specification: General information (cont)

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

- ◆ learners from other workforces with relevant SCQF levels 6 or 7 qualifications.
- ◆ 'direct entry' learners with existing awards at level 7 or above, eg HEI 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.

Learners undertaking the level 8 Professional Development Award should have well developed communication and inter-personal skills. They should be able to explain their practice to others and demonstrate the ability to solve problems and to learn from them. They should be able to give an account of their experiences, reflect on them, make valid conclusions and express personal strengths and development needs. They should also be able to demonstrate their ability to collect and apply feedback to improve their performance and to provide useful feedback to others.

This Unit is also suitable for learners wishing to study the Unit on its own. Learners may also undertake this Unit as stand-alone Unit if they are practice-based learners of Creative Enterprise.

The recommended Core Skills entry level for this Unit at SCQF level 8 is at least:

*Communication* (SCQF level 5)

*Numeracy* (SCQF level 5)

*Problem Solving* (SCQF level 5)

*Information and Communication Technology* (SCQF level 5)

*Working with Others* (SCQF level 5)

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

### 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.

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.

## **Higher National Unit specification: General information (cont)**

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

### **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](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

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

Apply and evaluate methods and approaches of developing social potential in non-formal and informal contexts for given purposes in given settings with different social groups.

#### Knowledge and/or Skills

- ◆ Apply and evaluate methods and approaches of developing social potential in non-formal or informal contexts for two or more given purposes
- ◆ Apply and evaluate methods and approaches of developing social potential in non-formal or informal contexts for two or more given settings
- ◆ Apply and evaluate methods and approaches of developing social potential in non-formal or informal contexts with a range of two different social groups

### Outcome 2

Demonstrate relevant contextual and accurate knowledge of developing social potential in non-formal and informal contexts.

#### Knowledge and/or Skills

- ◆ Explain the principles and practice, models and techniques of practice and, as appropriate, those of your employer, contractor or host organisation
- ◆ Demonstrate relevant contextual and accurate knowledge of developing social potential in non-formal or informal contexts

### Outcome 3

Describe a range of methods of identifying and solving unpredictable work situations through developing social potential.

#### Knowledge and/or Skills

- ◆ Describe a range of methods of identifying and solving unpredictable work situations in relation to developing social potential in non-formal or informal contexts
- ◆ Provide examples of work identifying and solving work problems through developing social potential

## Higher National Unit specification: Statement of standards

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

### Outcome 4

Reflect on practice of developing social potential in non-formal and informal contexts using appropriate frameworks, support material and feedback within the last 24 months.

#### Knowledge and/or Skills

- ◆ Use an appropriate framework to reflect on developing social potential in non-formal and informal contexts
- ◆ Gather and collate support material and feedback within the last 24 months to evaluate and affirm aspects of their practice
- ◆ Gather and collate support material and feedback within the last 24 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 they can produce:

A portfolio of support material will provide all the evidence produced from practice-based work carried out within the last 24 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

- ◆ Apply and evaluate methods and approaches of developing social potential in non-formal or informal contexts for two or more given purposes.
- ◆ Apply and evaluate methods and approaches of developing social potential in non-formal or informal contexts for two or more given settings.
- ◆ Apply and evaluate methods and approaches of developing social potential in non-formal or informal contexts with a range of two different social groups.

### Outcome 3

- ◆ Describe a range of methods of identifying and solving unpredictable work situations in relation to developing social potential in non-formal or informal contexts.

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

### Outcome 4

- ◆ Gather and collate support material and feedback within the last 24 months to evaluate and affirm aspects of your 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 relevant contextual and accurate knowledge of developing social potential in non-formal or informal contexts.

### Outcome 4

- ◆ Use an appropriate framework to reflect on your 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 *Non-formal Contexts: Competent in Developing Social Potential*.

### Outcome 2

- ◆ Explain the principles and practice, models and techniques of your own practice and, as appropriate, those of their employer, contractor or host organisation.

### Outcome 3

- ◆ Provide examples of work identifying and solving work problems through developing social potential.

### Outcome 4

- ◆ Gather and collate support material and feedback within the last 24 months to improve aspects of your practice.



## Higher National Unit Support Notes

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

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: Competent in Artistic Practice* (SCQF level 8)
- 2 *Non-formal Learning: Competent in Sharing Knowledge and Skills* (SCQF level 8)
- 3 *Non-formal Contexts: Competent in Developing Social Potential* (SCQF level 8)
- 4 *Delivering Competent Cultural Learning* (SCQF level 8)

#### Creative Business Development and Support:

- 1 *Creative Business Development and Support: Competent in Creative Enterprise* (SCQF level 8)
- 2 *Non-formal Learning: Competent in Sharing Knowledge and Skills* (SCQF level 8)
- 3 *Non-formal Contexts: Competent in Developing Social Potential* (SCQF level 8)
- 4 *Delivering Competent Creative Business Development and Support* (SCQF level 8)

*Non-formal Contexts: Competent in Developing Social Potential* (SCQF level 8) 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: Competent in Developing Social Potential (SCQF level 8)

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 8. A summary of the key competencies in the EAF is given below:

- ◆ Deliver given or self-generated aims and objectives
- ◆ Communicate effectively
- ◆ Select or generate and use appropriate content in one or more contexts
- ◆ Use, adapt or modify resources safely
- ◆ Identify, manage and explain the process of any working session
- ◆ Solve problems and demonstrate you can learn from them
- ◆ Know the limits, strengths and development needs of your practice
- ◆ Be aware of the impact of your values in different contexts and with different participants
- ◆ Select, generate or blend three strands of activity and explain the rationale for the choices you make
- ◆ Engage in the assessment and development of your own practice and that of others

### **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**

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 8 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 24 months.

Evidence can be generated using different types of assessment. The following are suggestions only:

- ◆ Portfolio
- ◆ Support Material
- ◆ Reflective Accounts
- ◆ Professional Dialogue

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.

## Higher National Unit Support Notes (cont)

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

### 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](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

The Unit allows learners to develop *Communication* skills, *Problem Solving* and skills in *Working with Others*. It may also provide opportunities for developing *Information and Communication Technology (ICT)* skills depending on the projects being presented for assessment.

## History of changes to Unit

Version	Description of change	Date

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## General information for learners

### **Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

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 practice-based learners with knowledge and skills in developing social potential. This Unit is for you if you are competent in developing social potential in the work-place, creative, public or community settings with at least 3 years of practice-based learning in any combination of these settings. This may involve role-modelling, using feedback, mentoring, coaching, just-in-time learning and negotiating the style, content, process and Outcomes of sharing knowledge and skills with others.

This Unit is part of a suite of mandatory Units of the Professional Development Award for Practice-based Learning for the Creative and Cultural Industries at SCQF level 8 (equivalent EQF level 5). This Unit is not sector specific and can also be applied to practice-based learners in any other industry sector.

This 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: Competent in Artistic Practice* (SCQF level 8)
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- 3 *Non-formal Contexts: Competent in Developing Social Potential* (SCQF level 8)
- 4 *Delivering Competent Cultural Learning* (SCQF level 8)

#### **Creative Business Development and Support:**

- 1 *Creative Business Development and Support: Competent in Creative Enterprise* (SCQF level 8)
- 2 *Non-formal Learning: Competent in Sharing Knowledge and Skills* (SCQF level 8)
- 3 *Non-formal Contexts: Competent in Developing Social Potential* (SCQF level 8)
- 4 *Delivering Competent Creative Business Development and Support* (SCQF level 8)

*Non-formal Learning: Competent in Developing Social Potential* (SCQF level 8) 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 a competent worker without a qualification at SCQF level 8 that will meet the requirements of the Professional Development Award in Practice-based Learning at level 8.
- ◆ moving on from the SCQF level 6 practitioner qualification and have gained sufficient further practice-based learning to meet the minimum experience requirement of a level 8 practitioner.
- ◆ from other workforces with relevant SCQF levels 6 or 7 qualifications.

## General information for learners (cont)

**Unit title:** Non-formal Contexts: Competent in Developing Social Potential (SCQF level 8)

- ◆ a 'direct entry' learner with existing awards at level 7 or above, eg HEI 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.

You should have well developed communication and inter-personal skills. You should be able to explain your practice to others and demonstrate the ability to solve problems and to learn from them. You should be able to give an account of your experiences, reflect on them, make valid conclusions and express personal strengths and development needs. You should also be able to demonstrate your ability to collect and apply feedback to improve your performance and to provide useful feedback to others.

The recommended Core Skills entry level for this Unit at SCQF level 8 is at least:

*Communication* (SCQF level 5)

*Numeracy* (SCQF level 5)

*Problem Solving* (SCQF level 5)

*Information and Communication Technology* (SCQF level 5)

*Working with Others* (SCQF level 5)

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 Apply and evaluate methods and approaches of developing social potential in non-formal and informal contexts for given purposes in given settings with different social groups.
- 2 Demonstrate relevant contextual and accurate knowledge of developing social potential in non-formal and informal contexts.
- 3 Describe a range of methods of identifying and solving unpredictable work situations through developing social potential.
- 4 Reflect on your own practice of developing social potential in non-formal and informal contexts using appropriate frameworks, support material and feedback within the last 24 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 8 (equivalent EQF level 5) 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 24 months.