



Higher National unit specification

General information

Unit title: Community Learning and Development: Learning Approaches (SCQF level 7)

Unit code: HJ0M 34

Superclass: EE

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Version: 02

Unit purpose

This unit aims to develop learner's knowledge of various strands, styles and approaches in the development of community based learning opportunities. Learners will explore a range of learning theories that are applicable to the context of informal learning and which will inform current practice in Community Learning and Development. The learners are introduced to a range of methods targeting the needs of individuals and groups. This unit includes a practical element where learners will apply their knowledge to plan a learning session including the use of assessment and evaluation methodologies.

Outcomes

On successful completion of the unit the learner should be able to:

- 1 Describe a range of learning theories that underpin Community Learning and Development practice.
- 2 Outline a range of approaches and methods which meet the needs of individuals and groups in community settings.
- 3 Design a learning session appropriate to the needs of a group.

Credit points and level

1 Higher National unit credit at SCQF level 7: 8 SCQF credit points at SCQF level 7.

Higher National unit Specification: General information (cont)

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Recommended entry to the unit

Entry is at the discretion of the Centre. Learners should have good communication and interpersonal skills. It is recommended that learners have previously completed or are working towards the unit *Community Learning and Development: Principles and Practice*. It is anticipated that learners have some active involvement in a community-based setting.

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this unit specification.

Context for delivery

This unit is normally delivered within the HNC Working with Communities group award. However, it is a free-standing unit and may also be delivered for Continuing Professional Development.

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

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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.

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

Describe a range of learning theories that underpin Community Learning and Development practice.

Knowledge and/or Skills

- ◆ Background to learning approaches incorporating a range of theories appropriate to working in a community-based context:
 - Humanist approach
 - Frierian model
 - Andragogy
 - Experiential learning

Outcome 2

Outline the key approaches and methods when designing programmes in different community settings.

Knowledge and/or Skills

- ◆ Approaches relating to the theoretical perspectives and demonstrate the direction being taken:
 - Targeting needs
 - Learner-centred
 - Individual learning styles
 - Barriers to participation and how to overcome them.
- ◆ Methods relating to the actions and activities of the learners and tutors during the learning sessions:
 - Group work
 - Experiential experiences
 - Case studies
 - Role play

Higher National unit specification: Statement of standards

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Outcome 3

Plan a learning session appropriate to the needs of a group.

Knowledge and/or Skills

- ◆ Session planning
- ◆ Aims and objectives
- ◆ Group work skills
- ◆ Resource planning
- ◆ Assessment methodologies
- ◆ Methods of evaluation

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:

Outcome 1

- ◆ Describe at least two learning theories that underpin Community Learning and Development practice.

Outcome 2

- ◆ Describe approaches to targeting needs
- ◆ Identify a range of learner-centred approaches
- ◆ Describe individual learning styles
- ◆ Explain barriers to participation that individuals and groups may experience and how to overcome them.

Identify a range of methods:

- ◆ Group work
- ◆ Case studies
- ◆ Experiential/transformatory

Outcome 3

- ◆ Plan a learning session appropriate to the needs of a group
- ◆ Identify the needs of communities/learners
- ◆ Develop a suitable plan to meet these needs
- ◆ use a learning plan format suitable to the context
- ◆ identify stages and approaches
- ◆ identify appropriate resources across all stage of the planned session
- ◆ design an evaluative tool
- ◆ explain the chosen method of assessment



Higher National unit support notes

Unit title: Community Learning and Development: Learning Approaches (SCQF level 7)

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 introduces learners to various strands, styles and approaches in the development of community based learning opportunities. It introduces learners to a range of learning theories that are applicable to the context of informal learning and which will inform current practice in Community Learning and Development. The learners are introduced to assessment and evaluation methodologies. This unit includes a practical element where learners will use the knowledge to plan a learning session.

Guidance on approaches to delivery of this unit

It is recommended that delivery is structured in the order of the outcomes presented. The use of classroom discussions, case studies and visits to or from practitioners will enhance the learners' experiences. Learners should be encouraged to reflect on their own learning experiences.

Outcome 1

Learners are introduced to each theory and explore these in detail. The writings of Paulo Freire, Malcom Knowles, David Kolb and Jack Mezirow should be explored. This is also an opportunity to develop reading and research skills and the use of current course text books on community learning and development is recommended.

Outcome 2

Learners will be introduced to the ideas around approaches and methods including the differences between these. In this context, the term 'approaches' relates to theoretical perspectives and demonstrates the direction being taken, eg learner centred. Methods relate to the step by step activities involved in the learning session, sometimes referred to the activities and actions of participants and tutors. For example, the approach may be to increase self-awareness and explore attitudes — suitable methods can include the use of role-play. This outcome will allow learners to consider the importance of linking methods to the approaches identified to meet the needs of learners.

Education Scotland and the CLD Standards Council offer useful resources including case study short films from across Scotland. A pro forma could be used to provide a focus for watching these. This can direct the learners to identify issues including needs of the group, barriers to participation and approaches and methods applied in the learning context.

Higher National unit support notes

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It is important that learners are clear about the difference between evaluation and assessment and these topics can be explored in detail including examining examples and developing materials. In terms of evaluation methods there are important links to the CLD Group Work unit in which using effective evaluation is explored in detail. The learners can explore assessment by discussing the advantages and disadvantages of assessed learning activities.

Outcome 3 involves developing a portfolio of evidence. Learners will have tutor support to develop their session plans. In addition, peer work can be used to allow learners to explore their ideas and receive feedback. Small group tutorials would provide the opportunity for detailed discussions and allow learners to explore their ideas and develop a detailed learning plan.

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.

Assessment for Outcome 1 could be a range of short answer questions or one extended response assignment under open-book conditions.

Assessment for Outcomes 2 and 3 could be a portfolio of evidence including planning notes, needs assessments, learning styles assessments, session plans, learning materials, assessment tools, evaluation methods.

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 has the Critical Thinking component of Problem Solving embedded in it. This means that when learners achieve the unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 5.

History of changes to unit

Version	Description of change	Date
02	Core Skills component Critical Thinking at SCQF level 5 embedded.	06/06/2017

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General information for learners

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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.

This unit introduces you to various strands, styles and approaches in the development of community based learning opportunities. It introduces you to a range of learning theories that are applicable to the context of informal learning and which will inform current practice in Community Learning and Development. You will explore assessment and evaluation methodologies. This unit includes a practical element where you will use the knowledge to plan a learning session.

There are three outcomes to complete.

- 1 Describe a range of learning theories that underpin Community Learning and Development practice.
- 2 Outline a range of approaches and methods which meet the needs of individuals and groups in community settings.
- 3 Design a learning session appropriate to the needs of a group.

Assessment will include open-book responses and a practical element involving planning learning activities is an integral part of the unit.

You will have the opportunity to develop skills in research, planning, assessing, using evaluative methods and reflective practice; these are skills that are transferable in many contexts both within other units of the group award and in your workplace/placement practice.

This unit has the Critical Thinking component of Problem Solving embedded in it. This means that when you achieve the unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 5.