

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7351414**UNIT TITLE:** USING LEARNING SKILLS 1

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. EXAMINE EXAMPLES OF STRATEGIES USED TO ACHIEVE LEARNING OBJECTIVES IN A RANGE OF SITUATIONS WITH TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

- (a) Identification of a range of learning objectives for particular situations is accurate.
- (b) Identification of a range of strategies for achieving learning objectives is accurate.

RANGE STATEMENT

The range for this outcome is fully covered by the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence which shows that the candidate can identify at least four learning objectives and four strategies for achieving learning objectives.

OUTCOME

2. IDENTIFY A PERSONAL LEARNING OBJECTIVE WITH TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

- (a) The outline of the personal learning objective is clear and complete.
- (b) The context, including purpose and background, within which the learning objective is to be achieved is defined clearly.

RANGE STATEMENT

Context: a current learning programme in a familiar situation.

EVIDENCE REQUIREMENTS

Written and/or oral evidence satisfying PCs (a) and (b).

OUTCOME

3. PLAN A STRATEGY FOR ACHIEVING A PERSONAL LEARNING OBJECTIVE WITH TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

- (a) The outline of the steps in the strategy is clear and logical.
- (b) The identification of resources required, of whatever nature, is accurate.
- (c) The stages proposed for ascertaining the availability of resources, obtaining resources and extracting relevant information are logical and realistic.
- (d) The overall timetable for achievement of the learning objective is realistic and flexible in that it allows sufficient time for any required alterations to the plan and for the presentation of information in final form.

RANGE STATEMENT

The range for this outcome is fully covered by the performance criteria.

EVIDENCE REQUIREMENTS

Written and/or oral evidence satisfying PCs (a)-(d).

OUTCOME

4. IMPLEMENT A STRATEGY FOR ACHIEVING A PERSONAL LEARNING OBJECTIVE WITH TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

- (a) The implementation of the steps set out in the planned strategy is effective.
- (b) Any modification of the planned strategy is justified.
- (c) The use of resources is in accordance with the original or modified strategy.
- (d) The adherence to the original or modified timetable is accurate.
- (e) The form in which the achievement of the objective is recorded is clear, accurate, detailed, complete and appropriate to purpose.

RANGE STATEMENT

The range for this outcome is fully covered by the performance criteria.

EVIDENCE REQUIREMENTS

Performance evidence and written and/or oral evidence satisfying PCs (a)-(e).

OUTCOME

5. REVIEW THE EFFECTIVENESS OF A STRATEGY FOR ACHIEVING A PERSONAL LEARNING OBJECTIVE WITH TUTOR/TRAINER SUPPORT

PERFORMANCE CRITERIA

- (a) The criteria established to evaluate the strategy are defined clearly.
- (b) The review of the strategy is complete in terms of both positive and negative features.
- (c) The formulation of recommendations for the improvement of the strategy is realistic and logical.

RANGE STATEMENT

The range for this outcome is fully covered by the performance criteria.

EVIDENCE REQUIREMENTS

Oral and/or written evidence satisfying PCs (a)-(c).

ASSESSMENT RECORDS

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 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 1993

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:** 7351414**UNIT TITLE:** USING LEARNING SKILLS 1

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

PURPOSE This module aims to develop the skills which a candidate requires in order to become an independent and reflective learner. The candidate will explore learning strategies and processes and apply these to achieve basic learning objectives with a high degree of tutor/trainer support.

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

This module will allow you to explore a number of learning strategies and processes and to apply these to achieve your own specified learning objectives with support from your tutor/trainer.

CONTENT/CONTEXT The outcomes of the module should be achieved in the context of work currently being undertaken by the candidate. The module should be based on learning situations which are familiar to the candidate. While the module would in many cases most usefully be taken near the beginning of a study programme, in some cases it may be more appropriate to start the work of this module some weeks into the candidate's programme in order that the candidate has sufficient current learning experiences to draw on.

The module should provide opportunities for the candidate to reflect on the processes involved in achieving a range of learning objectives. In any group of candidates there will be a wide range of different learning experiences and needs. Outcome 1 provides an opportunity to explore the experiences of the members of the group and thus to widen each individual candidate's appreciation of the variety of learning strategies available to him/her. These learning strategies vary with subject and with vocational area. For this outcome a variety of techniques should be explained to and practised by the candidates, either individually or in groups.

Such techniques might include:

- brain storming
- note-taking in its widest sense (eg. structured notes, spidergraphs, concept mapping etc)
- effective reading
- task shadowing and feedback
- observation and constructive questioning

In Outcomes 2-5 the candidate can apply and evaluate a learning strategy applicable to a particular vocational context using his/her current study programme. In discussion with the tutor/trainer the candidate should be able to define the effectiveness of the learning strategy in this particular context ie. the degree to which the strategy has achieved its intended objective.

Although the candidate will be developing learning skills within a particular vocational context, it is important to emphasise the transferability of these skills and their applicability in other learning situations. These will include skills such as analysing statistical data; interviewing techniques; accessing a database; locating, using and evaluating resources; designing algorithms and presenting information. There is no one "correct" learning strategy which applies to all situations. The candidate should be encouraged to adopt a logical approach and to explore the reasons why any part of the learning strategy proved unsuccessful or inefficient. On this basis the candidate should be continually refining and improving the strategy.

APPROACHES TO GENERATING EVIDENCE Since the aim of this module is to enable candidates to develop a range of transferable skills with which to approach further work, the emphasis throughout the module should be on active learning. Although each candidate will already have his/her own unique learning pattern and preferred way of working, the tutor/trainer should encourage candidates to examine these critically.

Candidates should be encouraged to become aware of the advantages and disadvantages of their habitual approaches to learning, to become more methodical and self-appraising in their approach to study. To this end candidates should be encouraged to keep a personal record, noting what worked for them and why.

In this module it is expected that candidates will require a fair degree of tutor/trainer support. The role of the tutor/trainer will change as candidates progress through the outcomes. For Outcome 1 the tutor/trainer should provide examples of good and bad practice eg. by using case studies or by discussing past experiences of the group members.

In Outcomes 2-5 the tutor/trainer should negotiate tasks with the candidate and act as a supportive facilitator. It is anticipated that candidates will require a fair degree of tutor/trainer support in this introductory module.

Where personal interviews are used as an instrument of assessment, these may be undertaken in a group situation in order that candidates can share experiences and learn from one another.

ASSESSMENT PROCEDURES Centres may use the Instruments of Assessment which are considered by tutor/trainers to be most appropriate. Examples of Instruments of Assessment which could be used are as follows:

Corresponding to Outcomes 1-5:

1. Restricted response.
2. Restricted response.
3. Personal interview and planning sheet.
4. Log sheets/book.
5. Personal interview based on planning sheets and log book.

PROGRESSION This module is the first in a series of modules on Learning Skills. Successful candidates may wish subsequently to progress to modules 7131424 Using Learning Skills 2 and 7131434 Using Learning Skills 3 which set more demanding targets for candidates.

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. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

A support pack for this unit is available from SQA. Please call our Sales and Despatch section on 0141-242 2168 to check availability and costs. Quote product code B087.

© Copyright SQA 1993

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.