



## Higher National Unit specification

### General information for centres

**Unit title:** Responsibility for Developing Quality Learning

**Unit code:** F2VD 34

**Unit purpose:** To enable candidates to contribute their knowledge and experience to the delivery of learning activities, taking relevant Codes of Practice and standards into account. It also prepares candidates to participate in the provision of feedback to learners about their progress and feedback to others about the quality of the learning experience offered.

On completion of the Unit the candidate should be able to:

- 1 Use knowledge of current good practice in the learning environment to support learners.
- 2 Take responsibility for providing defined learning activities.
- 3 Provide feedback to learners and those who support and assess learners.
- 4 Provide information about the quality of the learning experience.

**Credit points and level:** 1.5 HN credits at SCQF level 7: (12 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Candidates should have good communication skills and will be expected to be active within an environment where they are contributing to the learning of others, and be knowledgeable about relevant agency policy and procedures.

Acceptance of candidates' competence and experience will be at the discretion of the centre.

**Core Skills:** Although there is no automatic certification of Core Skills or Core Skills components in this Unit, there will be opportunities to develop the Core Skills of Working with Others, Problem Solving and Communication. Additionally, there may be opportunities to develop the Core Skill of Information Technology.

**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.

## General information for centres (cont)

**Assessment:** The focus of this Unit is on the development of competence to use a range of approaches and skills to contribute to the quality of the learning experience and take responsibility for learning activities. It is suitable for holistic assessment and the recommended assessment mechanism is a collection of practice evidence gathered from a range of sources.

The collection of evidence approach allows candidates flexibility in relation to evidence gathering and scope to present their evidence in a way that best fits with their learning needs and styles. The evidence gathered to demonstrate that a candidate has achieved the Outcomes should be naturally occurring during their day to day activity, therefore encouraging candidates to reflect on the nature of what they do on a daily basis.

Candidates' practice evidence of their ability to contribute to the quality of the learning experience and take responsibility for learning activities can be drawn from a variety of sources including feedback from peers, managers, learners, service users, carers and other professionals. This will be collated alongside evidence of the candidate's knowledge and understanding of the topics covered by the Unit. Also within their collections of evidence candidates should provide a reflective narrative identifying their learning for the Unit, reflecting on what they might have done differently and what they need to work on in the future.

It is a requirement that there is evidence of direct observation of the candidate's current practice with a learner or learners eg these may be in the form of witness statements from, for example, managers, colleagues, service users, the learners themselves or practitioners in other related disciplines. There is also an expectation that there must be direct observation by an occupationally competent assessor.

## **Higher National Unit specification: statement of standards**

**Unit title:** Responsibility for Developing Quality Learning

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Please see specific Knowledge and/or Skills required in relation to each Outcome and Evidence Requirements for the Unit after the Outcomes.

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. Candidates 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**

Use knowledge of current good practice in the learning environment to support learners

#### **Knowledge and/or Skills**

- ◆ Ethical issues in day-to-day practice
- ◆ Current good practice methods
- ◆ Attributes of a professional human services worker
- ◆ Research on evidence based practice
- ◆ Relevant Codes of Practice and standards

### **Outcome 2**

Take responsibility for providing defined learning activities

#### **Knowledge and/or Skills**

- ◆ Leadership skills required to support learners
- ◆ Roles and responsibilities in provision of a learning programme
- ◆ Cooperation with others involved in planning defined learning activities
- ◆ Types of learning activities to be delivered to learners
- ◆ Methods for providing defined learning activities

### **Outcome 3**

Provide feedback to learners and those who support and assess learners

#### **Knowledge and/or Skills**

- ◆ Effective feedback skills
- ◆ Criteria used to assess learners
- ◆ Timescales for the learning programme feedback
- ◆ Feedback to learners and others involved in the learning programme

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Responsibility for Developing Quality Learning

### **Outcome 4**

Provide information about the quality of the learning experience

#### **Knowledge and/or Skills**

- ◆ Criteria used for judging the quality of the learning experience
- ◆ Identification of who should be provided with information about the quality of the learning experience
- ◆ Types of information to be provided about the range of learning experiences offered

#### **Evidence Requirements for the Unit**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can support the learner to:

- ◆ understand the importance of good practice using relevant examples
- ◆ explore appropriate research into evidence based practice

In addition, candidates must:

- ◆ describe and evaluate two learning activities
- ◆ describe what feedback was provided to the learner and relevant others
- ◆ reflect on the quality of the feedback provided to the learner
- ◆ evaluate their contribution to the preparation and delivery of the overall learning programme
- ◆ evaluate the quality of a learning experience
- ◆ demonstrate an awareness of the wider support network available to the learner

Direct Observation of the candidate interacting with the learner is mandatory.

#### **Assessment Guidelines for the Unit**

This Unit stands alone and can be assessed in its own right (preferably holistically). However, when delivered as part of a Group Award it may be appropriate for candidate evidence including observation to span more than one Unit.

It is suggested that the above Evidence Requirements may be best assessed through a variety of evidence, most of which is practice based. This could include, for example, records of meetings between candidate and learner, formal and informal feedback from others, reflective accounts, activities and/or assignments, and direct observation.

Combining evidence from more than one Unit should be encouraged wherever possible. It will give candidates the chance to develop a more comprehensive record of their learning, but will also highlight the close connections and relationships between the different strands involved in professional development. It may also enable candidates to make use of the same piece of evidence in different contexts.

This will be more easily achieved by clear and focussed individual assessment planning.

## Administrative Information

**Unit code:** F2VD 34  
**Unit title:** Responsibility for Developing Quality Learning  
**Superclass category:** PM  
**Original date of publication:** August 2007  
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### History of changes:

Version	Description of change	Date

**Source:** SQA

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## Higher National Unit specification: support notes

### Unit title: Responsibility for Developing Quality Learning

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 60 hours.

### Guidance on the content and context for this Unit

This Unit has been designed as a stand alone Unit. It can be delivered as a stand-alone Unit if a centre has determined that the knowledge and skills developed within this Unit are all that are required to enhance the capability of candidates. Alternatively, the Unit can be delivered as part of an SQA Group Award such as a Professional Development Award (PDA). For example, it is one of two Units that comprise the:

- ◆ PDA in Practice Learning at SCQF level 7

This Unit is intended for candidates from a range of situations relating to social services, education or health settings. Examples include people who use human services (service users), people who are carers for others who use human services, volunteers in human service settings, or those who work in human services. Candidates might have already been involved in the support of learners on placement, for example HNC HND Nursing, OT or community education courses.

The knowledge and skills obtained from the Outcomes of this Unit will enable candidates to support another person's learning about good quality practice underlined by codes of practice, standards and research. The focus of the Unit is on enabling other people's learning and development. In order to do this, it is important that candidates ensure that their own knowledge of research and policy guidance is up-to-date. Candidates will be able to share their enthusiasm or expertise about their role or perspective on service delivery. They will also learn how to take responsibility for the provision, with others, of learning activities and how to give effective feedback to learners about their learning from these activities. They will also learn how to contribute to the evaluation of the quality of the learning experience.

The overall purpose of the Unit is to provide candidates with knowledge of how to support learners in exploring ethical and sound practice and methods for supporting the learning of others. It will also provide candidates with the knowledge and skills to contribute to the design and evaluation of learning activities and to give effective feedback to learners.

This Unit covers a range of knowledge, approaches and skills. Outcome 1 acts as a basic introduction and foundation for the other three Outcomes.

For **Outcome 1** candidates will need knowledge of the Codes of Practice and standards relevant to agency practice, how to develop their own practice and the relevance of research (eg service users and carers' experiences of receiving a service). Candidates will need to demonstrate the methods they have used to make knowledge of the agency Codes of Practice and standards accessible to learners (eg shadowing, discussion, attendance at meetings). Candidates will need to know about professional attributes such as courtesy, punctuality and respect.

## Higher National Unit specification: support notes (cont)

### Unit title: Responsibility for Developing Quality Learning

For **Outcome 2** candidates will need knowledge about how their own role fits into the overall provision of the learning programme and how they can contribute to learning activities for learners. They will need to communicate clearly with others in relation to their own responsibility for delivering the learning programme and demonstrate how they have taken initiative in delivering the aspects of it for which they are responsible. Candidates need to use leadership skills to enable the learning of others.

For **Outcome 3** candidates will need knowledge about the criteria to be used in assessing the learner's practice. They will also need knowledge of effective feedback skills (eg conciseness, clarity, specificity, concentration on behaviour not the person) and adult learning theory and the assessment of the quality of learning experiences. Candidates will also need the practical skills of being able to provide this constructive feedback to the learner to aid the learner's development. Additionally candidates will need to provide feedback about the learner's practice to others involved in supporting and assessing the learner and to demonstrate capacity to work within agreed timescales.

For **Outcome 4** candidates will need to describe to others involved in the learning programme the learning experience offered. They will need knowledge about the criteria to be used to evaluate the quality of the learning experience (eg how the learning experience helped the learner to demonstrate the desired Outcome, whether the learning activity was sufficient on its own or whether further learning activities would be required in future) Additionally candidates will need to demonstrate that they have provided the required information about the quality of the learning experience and done so effectively.

On successful completion of the Unit, candidates will be able to plan with others and responsibly deliver appropriate learning activities to help learners evidence that they have gained knowledge and skills for sound and ethical practice in the learning environment in which they were placed. They will be able to provide feedback to learners and others involved in the assessment of learners and contribute to the evaluation of the learning experience they have provided, as well each individual's continuous professional development.

## Guidance on the delivery and assessment of this Unit

### *Delivery*

This Unit involves candidates in a significant amount of experiential learning. Candidates are required to reflect on and evaluate this experience and to be able to make conclusions for their development. At the start, a plan of action should be devised and must take account of RPL (Recognised Prior Learning and Credit Transfer to ensure candidates are not over-assessed).

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e-learning. A holistic approach, centred round the learning needs of the individual, may best meet the requirement for flexible delivery. The delivery of the Unit must take account of its practical nature and of the backgrounds of candidates.

## Higher National Unit specification: support notes (cont)

### Unit title: Responsibility for Developing Quality Learning

At the outset, centres should make candidates aware of the requirements of the Unit, including the need to gather evidence, evaluate and report on their experiences. They should also inform candidates 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 candidates will be given direction on how to manage their learning independently. Centres will make suitable arrangements to support and guide candidates throughout. This could involve regular meetings with candidates on an individual basis or in groups or through e-learning.

#### *Assessment*

Centres should advise candidates about assessment requirements. The Unit takes a holistic approach to assessment and all four Outcomes are closely and systematically connected. Candidates can be encouraged to seek opportunities to generate evidence that would span more than one of the Outcomes. For example, evidence for Outcome 1 is needed both to underpin the provision of the defined learning activities in Outcome 2 and in providing information about the range of learning activities offered in Outcome 4. Learning about feedback skills and criteria used to assess learners in Outcome 3 is closely linked to providing feedback about the quality of the learning experience in Outcome 4.

Candidates should demonstrate that they have achieved the Unit Outcomes by gathering evidence from a range of sources eg assignments, video, audio, oral presentation, witness statements etc. As far as possible for most candidates the evidence should be ‘naturally occurring’ during the course of their day to day activity. Some candidates will not be able to rely solely on naturally occurring evidence, in which case supplementary assessment activity will need to be developed by centres. The approach aims to encourage candidates to reflect on the nature of what they do on a daily basis.

Centres should provide advice and guidance to candidates on gathering evidence. The evidence should be presented as a coherent and logical whole rather than a collection of disparate items. Essentially, it is a record of the learning journey undertaken by candidates.

Whilst it is recognised that the collection of evidence method will be suitable for most candidates undertaking this award the individual Unit specifications do not require this as a mandatory approach. It is important to recognise that dependant on individual candidate needs other methods may be equally applicable.

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

- ◆ the performance improvements that candidates have achieved as a result of participating in this learning and related practical activities
- ◆ candidates’ ability to explain and comment on their own and their learners’ experiences of the learning environment
- ◆ candidates’ understanding of relevant theories and methods to enhance the learning environment, and experience of learners

There may be opportunities to combine evidence including observation for this Unit with evidence from other Units, (eg SCQF level 7 Learning and the Learning Environment Unit) especially where candidates are undertaking a relevant Group Award or a number of Units as part of a programme of Continuous Professional Development.



## Higher National Unit specification: support notes (cont)

### Unit title: Responsibility for Developing Quality Learning

Combining evidence from more than one Unit should be encouraged wherever possible. It will give candidates the chance to develop a more comprehensive record of their learning, but will also highlight the close connections and relationships between the different strands involved in professional development. It may also enable candidates to make use of the same piece of evidence in different contexts.

#### *Collection of Evidence*

The collection of evidence should offer candidates flexibility in relation to evidence gathering against the Unit Outcomes. Each candidate's collection of evidence will be unique. Although unique, all collections of evidence will be expected to meet a set of minimum required content criteria as advised by the centre. Candidates are encouraged to offer fewer rather than more pieces of work to evidence several Outcomes. This is not intended to deter candidates from taking a rigorous approach to their assessment tasks, but rather to allow them scope to focus their evidence. Each Unit contains mandatory Evidence Requirements but the type of evidence candidates present for assessment is not prescribed unless listed as an additional requirement.

It is likely that content will include items covering both product and process. Evidence of support for learning can be drawn from any context across health, education and social services and involve work with individual learners and/or groups, such as through contributions to group supervision, or contributing to training events. Evidence can come in a variety of forms including assignment, video, audio, oral presentation, witness statements etc.

Centres will advise on specific requirements but candidates will need to provide evidence of knowledge, values and skills and may include some of the following, for example:

- 1 the candidate's reflective accounts of how they have met each of the Outcomes for each Unit.
- 2 formal and informal feedback on practice from a learner or learners with whom the candidate has been working.
- 3 formal and informal feedback on practice from, an appropriate, mentor, assessor, a service user, carer, peers managers or other professional.
- 4 a self-assessment, including reflection by the candidate on feedback received.
- 5 product evidence to specifically demonstrate knowledge gained eg plan for learning activity, specific feedback format utilised, assignments, reports, extracts of minutes, supervision notes, practice documents etc.
- 6 a reflective narrative of the learning from each Unit as a whole. This is the candidate's summary of how the evidence they have provided meets the Outcomes. It can include a clear map indicating where the evidence provided links to the Outcomes. It is likely that this will also describe what they might have done differently and what they need to work on in the future.
- 7 the necessity of observation.

#### *Opportunities for developing Core Skills*

There are opportunities to develop the following Core Skills in this Unit.

Centres will be aware that this award was developed amongst other things to enable service users and carers to access an award that would recognise their contribution to the learning of those in the social services profession. It would be important to recognise the diverse needs of this group of learners. Centres may wish to consider additional input to enable candidates to achieve the Core Skills.

## Higher National Unit specification: support notes (cont)

### Unit title: Responsibility for Developing Quality Learning

**Communication** (at SCQF level 6): could be evidenced through reporting, assessments and use of effective communications with learners, colleagues and other professionals. For example, analytical communication skills will be practiced and developed through presentations, negotiations and collaborations with learners, colleagues and other professionals.

**Working with Others** (at SCQF level 6): could be evidenced through feedback and analysis of working relationships and collaborations with learners, colleagues and other professionals.

**Problem Solving** (at SCQF level 6): planning and organising, reviewing and analysing could be evidenced through supervised practice, assessments and discussions with supervisor or mentor about the most appropriate courses of action for learning for an individual or group of learners.

**Information Technology** (at SCQF level 6): could be evidenced through the use of technology to communicate, analyse and present reports. Further IT skills may be developed if a candidate opts to submit assessment evidence in electronic formats.

### Open learning

This Unit requires candidates to take responsibility for their own learning. If it is to be delivered by means of open learning it will be necessary to ensure candidates have access to relevant material to enable them to assimilate the underpinning concepts and knowledge. Candidates will also need access to guidance and support throughout the learning and development process. However, this would require to be managed effectively with the organisation to ensure the authenticity of the candidate's work.

### Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## General information for candidates

### **Unit title:** Responsibility for Developing Quality Learning

The Unit is designed to enable you to support another person's learning about good quality practice underlined by Codes of Practice, standards and research. You will be able to share your enthusiasm or expertise about your role or perspective on service delivery. You will also learn how to take responsibility for the provision, with others, of learning activities and how to give effective feedback to learners about their learning from these activities. In addition you will learn how to contribute to the evaluation of the quality of the learning experience.

In this Unit you have to achieve four Outcomes. Collectively these Outcomes cover a range of approaches and skills to support learning as part of a wider inter-professional context for a range of learners in practice learning environments. Outcome 1 acts as a basic introduction and foundation for the other three Units.

In Outcome 1 you will gain knowledge of the Codes of Practice and standards relevant to agency practice and how research informs practice. You will learn how to make knowledge of the agency Codes of Practice, standards and research accessible to learners (eg shadowing, discussion, attendance at meetings). You will need to know about professional attributes such as courtesy, punctuality and respect.

In Outcome 2 you will gain knowledge about how your role fits into the overall provision of the learning programme and how you can contribute learning activities for learners. You will learn to communicate clearly with others in relation to your own responsibility and to demonstrate how you have delivered the aspects of the learning programme for which you are responsible. You will learn how to use leadership skills to enable the learning of others.

In Outcome 3 you will gain knowledge about the criteria to be used in assessing the learner's practice. You will gain knowledge of effective feedback skills (eg conciseness, clarity, specificity, concentration on behaviour not the person). You will also develop the practical skills to be able to provide this constructive feedback to the learner in order to aid the learner's development. Additionally you will learn how to provide feedback about the learner's practice to others involved in supporting and assessing the learner and to demonstrate capacity to work within agreed timescales.

In Outcome 4 you will learn how to describe to others involved in the learning programme the learning experience you have offered to the learner. You will gain knowledge about the criteria to be used to evaluate the quality of the learning experience (eg how the learning experience helped the learner to demonstrate the desired Outcome, whether the learning activity was sufficient on its own or whether further learning activities would be required in future) Additionally you will learn how to provide the required information about the quality of the learning experience.

The overall purpose of the Unit is to enable you to support the learner to explore issues about ethical and sound practice, including relevant research, in an agency known to you and methods for supporting the learning of others. It will also provide you with the knowledge and skills to contribute to the design and evaluation of learning activities and to give effective feedback to learners.

On successful completion of this Unit, you will be able to plan with others and responsibly deliver appropriate learning activities to help learners evidence that they have gained knowledge and skills for sound and ethical practice in the learning environment in which they were placed. You will be able to provide feedback to learners and others involved in the assessment of learners and contribute to the evaluation of the learning experience you have provided.

## General information for candidates (cont)

### Unit title: Responsibility for Developing Quality Learning

The assessment for the Unit requires you to produce evidence that you can investigate and compile relevant examples of good practice and explain their importance for learners, use alternative methods (eg provision of agency documents, discussion with the learner, learner's observation of others' practice) to help learners find out about Codes of Practice, standards and good agency practice, explore appropriate research into evidence based practice and enable others' to learn its relevance, evaluate your provision of at least two learning activities, explore the feedback provided to a learner, and to those who support and assess learners and evaluate your contribution to the preparation, delivery and quality of the overall learning programme. It is important that you collect 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 expected 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 draw evidence from any context across health, education and social services and involve work with individual learners and/or groups, such as through contributions to group supervision, or contributing to training events. You may already have some of this evidence from previous experience. You can discuss credit transfer and RPL when you devise your plan of action with your assessor.

Your evidence is likely to consist of several different types of item covering both product and process. Centres will advise you about any specific requirements. Some examples of items of evidence you might provide are:

- ◆ reflective accounts of how you have met each of the Outcomes
- ◆ witness testimony from others involved in the learning process (learners, colleagues, service users, assessors, other professionals, university or college tutors etc)
- ◆ product evidence to specifically demonstrate knowledge gained eg plan for learning activity, specific feedback format utilised, assignments, reports, extracts of minutes, supervision notes, practice documents etc
- ◆ a reflective narrative of learning from the Unit as a whole
- ◆ video, audio, oral presentations
- ◆ role play and simulations
- ◆ direct observation of practice is mandatory

If you take this Unit along with one or more other Units, you may be able to present evidence for more than one Unit at the same time. In this way, you can provide a much fuller record of several interconnected aspects of your personal development. It is possible, therefore, to use evidence generated as part of this Unit to gain credit for more than one Unit.