



Group Award Specification for:

**Professional Development Award in
Facilitating Mindfulness Techniques with Young
Adults at SCQF level 8**

Group Award Code: GJ93 48

Validation date: August 2014

Date of original publication: August 2014

Version: 01

Contents

1	Introduction	1
2	Qualification structure.....	1
	2.1 Structure.....	1
3	Aims of the qualification	2
	3.1 General aims of the qualification	2
	3.2 Specific aims of the qualification.....	2
4	Recommended entry to the qualification.....	2
5	Additional benefits of the qualification in meeting employer needs	3
	5.1 Mapping of qualification aims to Unit	3
	5.2 Signposting Core Skills development opportunities across the qualification	4
	5.3 Assessment Strategy for the qualification	7
6	Guidance on approaches to delivery and assessment.....	8
	6.1 Sequencing/integration of Units.....	8
	6.2 Recognition of Prior Learning	8
	6.2.1 Articulation and/or progression	8
	6.2.2 Professional recognition.....	8
	6.3 Opportunities for e-assessment.....	9
	6.4 Support materials	9
	6.5 Resource requirements	9
7	General information for centres	9
8	Glossary of terms	10
9	General information for candidate-facilitators	12

1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers, teaching staff, assessors, candidate-facilitators, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of candidate-facilitators the qualification is suitable for and progression opportunities

This qualification is designed to develop the candidate-facilitator's understanding and practice of mindfulness in order that they can communicate its core principles and facilitate mindfulness techniques with teenagers and young adults within a group setting.

It is suitable for those who work with, or who expect in the foreseeable future to be working with teenagers and young adults in an educational, support or pastoral setting, such as teachers, lecturers or trainers, social workers and community support workers.

This qualification offers a bridge between introductory mindfulness courses (such as Mindfulness Based Stress Reduction (MBSR)) and the accreditation to teach courses offered at PgCert, PGDip and Masters level. It also seeks to meet with guidelines for ethical, safe and effective mindfulness facilitation by ensuring that candidate-facilitators develop a substantial personal practice and, following facilitation training, continue to develop their practice through ongoing training and peer supervision.

2 Qualification structure

This Group Award is made up of one HN Unit comprising 2 SQA Unit credits, 16 SCQF credit points at SCQF level 8. Core Skills development opportunities have been signposted and this is available in Section 5.2.

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H7KX	35	Facilitating Mindfulness Techniques with Young Adults	2	16	8

3 Aims of the qualification

The qualification is aimed at equipping mindfulness facilitators with knowledge and skills required to facilitate mindfulness techniques with teenagers and young adults within a group setting. It also seeks to meet with guidelines for ethical, safe and effective mindfulness facilitation by ensuring that candidate-facilitators develop a substantial personal practice and, following facilitation training, continue to develop their practice through ongoing training and peer supervision.

3.1 General aims of the qualification

- ◆ enable progression within the SCQF
- ◆ develop transferable skills, eg organising/planning/personal effectiveness/team working/time management/record keeping
- ◆ develop the Core Skills, ie *ICT/Communication/Problem Solving/Working with Others*
- ◆ develop upon the four capacities of Curriculum for Excellence, ie:
 - successful learners
 - confident individuals
 - responsible citizens
 - effective contributors

3.2 Specific aims of the qualification

To enable candidate-facilitators to develop essential knowledge and skills, namely:

- 1 Explain the underlying concepts of mindfulness practice drawing from current research evidence and personal experience.
- 2 Guide a range of mindfulness practices from mindfulness of body, mindfulness of feelings and mindfulness of thoughts.
- 3 Lead and facilitate post-practice inquiry suitable for a young adult group.

4 Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Candidate-facilitators would benefit from having attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

- ◆ have completed, as a minimum, an eight week MBSR course or equivalent mindfulness training within their organisation.
- ◆ be committed to sustained personal practice outwith the course framework.
- ◆ other relevant experience will be at the discretion of the tutor.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Unit to the aims of the qualification. In addition, significant opportunities exist for candidate-facilitators to develop the more generic skills, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to Unit

Code	Unit title	Aims		
		1	2	3
H7KX 35	Facilitating Mindfulness Techniques with Young Adults	x	x	x

To enable candidate-facilitators to develop essential knowledge and skills, namely:

- 1 Explain the underlying concepts of mindfulness practice drawing from current research evidence and personal experience.
- 2 Guide a range of mindfulness practices from mindfulness of body, mindfulness of feelings and mindfulness of thoughts.
- 3 Lead and facilitate post-practice inquiry suitable for a young adult group.

5.2 Signposting Core Skills development opportunities across the qualification

Candidate-facilitators will have significant essential, analytical and evaluative skills prior to undertaking the Unit. Guiding mindfulness practice and facilitating post practice inquiry will provide opportunities for developing and enhancing these skills in the context of work with peers and young adult groups.

The Core Skills of *Communication, Working with Others* and *Problem Solving* and *Information and Communication Technology (ICT)* at SCQF level 6 — the highest level — can be enhanced, although there is no automatic certification of Core Skills or Core Skills components.

Skills for Life, Learning and Work, including citizenship, sustainability and wellbeing, will be further strengthened as the Unit is undertaken.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H7KX 35	Facilitating Mindfulness Techniques with Young Adults	x	x	x	x	x	x	x	x	x	x	x

Core Skills Signposting:

Communication

- ◆ Read, understand and evaluate complex written communication
- ◆ Produce well-structured written communication on complex topics
- ◆ Produce and respond to oral communication on a complex topic

Background investigation of mindfulness history and concepts requires consideration, critical analysis and evaluation of complex authoritative source materials. Written/oral reports will be accurately presented using the most appropriate structure and format for purpose and audience. Demonstrating effective and appropriate communication with peers and young adults in practical oral sessions is an essential competence. Leading, listening and attending during group work in sensitive situations requires thoughtful delivery using appropriate verbal and non-verbal communication techniques to meet diverse needs. Clear language, appropriate tone and effective use of silence are integral to communicating.

Working with Others

- ◆ In complex interactions, work with others co-operatively on an activity/activities
- ◆ Review work with others

Managing group dynamics while encouraging the principles of mindfulness, wellbeing and ethics is integral to achievement. Negotiation and co-operative working with peers and young adults in practice involves ascertaining diverse needs before planning activities, sharing and disseminating information. The nature and scope of goals, roles and responsibilities need to be defined and negotiated. Candidate-facilitators will be aware of the most appropriate methods to work to the strengths of all involved in the process. They will listen sensitively and respond effectively as they guide practices in mindfulness of body, mindfulness of feelings and mindfulness of thoughts. Any potential conflict and distress will be dealt with in ways that embody the values of mindfulness. Being aware of personal experience, reflecting on insights and techniques emerging from personal practice will be in a spirit of acceptance and curiosity. Post-practice inquiry reviews and evaluates in depth the impact of practice on attention, wellbeing and esteem.

Problem Solving

- ◆ Critical Thinking — Analyse a complex situation or issue
- ◆ Planning and Organising — Plan, organise and complete a complex task
- ◆ Reviewing and Evaluating — Review and evaluate a complex problem solving activity

Analysing a complex range of information will develop approaches to help young people to strengthen their own mindful awareness and insight as part of their own autonomous self-support system.

Applying experience to plan to meet diverse needs, identifying constraints and requirements affecting resources and timescales will be an aspect of planning. Managing and implementing a comprehensive range of complex practical tasks and organising activities to facilitate within available timescales is a complex task.

Post-practice inquiry could include reflection on approaches taken, decisions made reviewing, refining and developing approaches for future work as a result of the experience. Reflection on one's own practice and what has been learned from it is an essential element in mindfulness facilitation.

ICT Accessing Information /Providing and Creating Information

- ◆ Use ICT independently to carry out complex searches across a range of tasks
- ◆ Use ICT independently to carry out a range of processing tasks

Extensive background reading and research requires effective use of ICT to access and analyse complex data from a range of sources. Effective organisation and efficient storage of records of activities and research in line with workplace standards. Management and presentation of research findings in essay format will be to a professional standard. Ability to deal with simple hardware/software problems and to produce and manage e-assessment evidence and portfolios as required can be anticipated. Awareness, full consideration and care with security/confidentiality of data will be maintained throughout all activities.

Essential skills

Essential skills are valuable in day to day living and can enhance employability. They will underpin many of the activities and experiences of the Unit and include:

- ◆ Flexibility/ability to adapt to different situation and environments
- ◆ Team work/group work
- ◆ Working independently/autonomously/self-management
- ◆ Using initiative/being proactive
- ◆ Problem solving, presenting ideas and solutions, making decisions
- ◆ Research and investigation
- ◆ Critically analysing and evaluating
- ◆ Self-evaluating and being prepared to improve performance/identifying strengths and weaknesses and setting objectives for improvement

Citizenship

The exercise of rights and responsibilities within communities at local, national and global levels is about making informed decisions, and taking thoughtful and responsible action, locally and globally. The following aspects of Citizenship could be considered during practical work:

- ◆ Being aware of rights and responsibilities.
- ◆ Awareness of the democratic society and being able to recognise one's personal role in this context.
- ◆ Being aware of global issues, understanding one's responsibilities within these, and of acting responsibly.

Sustainability

Opportunities to engage with the principles of sustainable development are likely to be found within teaching and learning. Some examples might include:

- ◆ Awareness of alternatives in materials or service
- ◆ Reviewing working practices to ensure that they are environmentally sensitive; recycling, waste reduction
- ◆ Teaching, learning and assessment can be used to foster and encourage sustainable development. E-assessment may be appropriate for some assessments or could be submitted via electronic portfolios.

5.3 Assessment Strategy for the qualification

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that are more suitable for centres and candidate-facilitators.

Centres are reminded the prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where candidate-facilitators experience a range of assessment methods, this helps them to develop different skills that should be transferrable to work situations or higher education.

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Facilitating Mindfulness Techniques with Young Adults (H7KX 35)		Two guided mindfulness practice sessions from the 10 mindfulness practices listed in Outcome 2, appropriate to a young adult group; The performance evidence will take the form of two (audio or video) recorded guided mindfulness practices of about 15 minutes each.	One recorded post-practice inquiry
	A self-reflective essay in either written or other appropriate format of approximately 1,200 words (+/- 100) (open-book)		

Please refer to the Assessment Guidelines section of the Unit specification for further detailed information on assessment.

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of Units

This Unit has been designed to be delivered and assessed as a single programme of learning. Centres may wish to deliver the Unit to candidate-facilitators for reasons of CPD or to meet an identified gap where candidate-facilitators have presented with RPL.

Opportunities for integration of assessment within the Unit have been identified and are explained within the Unit specification.

6.2 Recognition of Prior Learning

SQA recognises that candidate-facilitators gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a candidate-facilitator would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Successful completion of this PDA will offer mindfulness facilitators the opportunity to progress to teach courses offered at PgCert, PGDip and Masters level.

6.2.2 Professional recognition

There is no professional recognition attached to achievement of this qualification.

6.3 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 candidate-facilitators 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.

6.4 Support materials

There is no Assessment Support Pack for this Unit.

6.5 Resource requirements

In order to meet ethical guidelines for mindfulness based teaching approaches, the Unit should only be taught by course tutors with an extensive personal mindfulness practice and with some formalised accreditation in facilitating mindfulness.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidate-facilitators will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A candidate-facilitator successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ candidates may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

9 General information for candidate-facilitators

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This qualification is designed to develop your experience and understanding of mindfulness practice so that you can embody and facilitate it to teenagers and young adults. The qualification examines the philosophical origins of mindfulness, its secular development and research evidence and focuses on three primary areas of practice: mindfulness of body, mindfulness of feelings and mindfulness of thoughts.

The PDA in Facilitating Mindfulness Techniques with Young Adults at SCQF level 8 contains one double-credit HN Unit.

To achieve the Unit, you will complete evidence for three Outcomes:

- ◆ Explain the underlying concepts of mindfulness practice drawing from current research evidence and personal experience.
- ◆ Guide a range of mindfulness practices from mindfulness of body, mindfulness of feelings and mindfulness of thoughts.
- ◆ Lead and facilitate post-practice inquiry suitable for a young adult group.

On completion of this Unit, you should have deepened your own personal practice of mindfulness as well as your understanding of its theory and application. You will have had the opportunity to practise how to introduce and guide a range of mindfulness practices, appropriate to young adults, and be aware of how to approach and facilitate post-practice inquiry.

The Unit may be assessed both via written work on the background and application of mindfulness in education and through performance assessment of your explanation, guidance and facilitation of inquiry into the practices you lead.

The Unit may be taught using a range of exposition from existing research and tutor personal experience, as well as further reading and online resources on the subject of mindfulness and teaching mindfulness to young people. You will also be encouraged to undertake extensive mindfulness practice, both in each session and as homework and may be invited to participate in some reflective activities and journaling in order to deepen your own awareness and in preparation for the end of Unit assessments.

You may have the opportunity to develop Core Skills in *Communication and Problem Solving* at SCQF level 6, and *Information and Communication Technology (ICT)* at SCQF level 5.