**Higher National Unit Specification**

**General information**

**Unit title:** Create an Environment for Learning (SCQF level 10)

**Unit code:** TBC

**Superclass:** PM

**Publication date:** completed by SQA

**Source:** Scottish Qualifications Authority

**Version:** completed by SQA

**Unit purpose**

This Unit is designed to enable learners to contribute to the creation of a learning environment at an organisational and individual level for their students. It aims to develop an understanding of the importance of learning organisations and cultures and to develop the skills required to plan and delver programmes for students that promote ethical practice.

**Outcomes**

On successful completion of the Unit the learner will be able to:

1 Contribute to the creation of a learning environment.

2 Apply critical understanding to models and methods of learning.

3 Evidence an understanding of ethical practice.

**Credit points and level**

1 Higher National Unit credit at SCQF level 10: (8 SCQF credit points at SCQF level 10)

**Recommended entry to the Unit**

Learners should have well developed communication and inter-personal skills and be able to demonstrate their ability to critically review and consolidate knowledge, skills, practices and thinking in their disciplines. This may be demonstrated by: relevant professional qualifications at SCQF level 9 (or equivalent) or above with relevant experience in a social services or other related setting. Acceptance of relevant equivalent qualifications and experience will be at the discretion of the centre.

**Higher National Unit Specification: General information (cont)**

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**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.

**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: General information (cont)**

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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.

**Outcome 1**

Contribute to the creation of a learning environment.

**Knowledge and/or Skills**

 Learning organisations

 Learning cultures

 Organisational context

 Theories of organisational change

 Individual learner programmes

**Outcome 2**

Apply critical understanding to models and methods of learning.

**Knowledge and/or Skills**

 Theories of adult learning

 Teaching and learning styles

 Resources to support learning for self and different learners

**Outcome 3**

Evidence an understanding of ethical practice.

**Knowledge and/or Skills**

 Power dynamics in professional practice

 Current legislation and policy on discrimination and equality

 Empowerment and anti-oppressive practice

**Higher National Unit Specification: General information (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: contribute to the creation of a learning environment that enables and supports learning for self and others and where practice is valued and developed. The evidence will demonstrate the application of knowledge, sources of Knowledge and a critical understanding of principal theories and concepts relevant to this Unit.

Assessment for this Unit may be through a critical evaluation assignment of 1,5002,000 words that evidences:

 Define and explain the meaning of learning organisation and learning culture in relation to your own organisational context.

 Critically evaluate three principle theories of change in the creation of a learning environment.

 Critically evaluate two approaches to the preparation of learning programmes for students.

 Critically evaluate of two models and two methods of adult learning and the role they have in managing the changing circumstances and learning needs of students

 Identify and evaluate three principle resources required for students at each stage of their learning journey.

 Critical evaluation of the process used to create ethical learning conditions for one particular student or group including attention to legislation, oppression and empowerment.