**Higher National Unit Specification**

**General information**

**Unit title:** Leadership for Learning (SCQF level 10)

**Unit code:** TBC

**Superclass:** completed by SQA

**Publication date:** completed by SQA

**Source:** Scottish Qualifications Authority

**Version:** completed by SQA

**Unit purpose**

This Unit is designed to enable learners to demonstrate appropriate leadership skills for supporting learners within practice settings. Successful learners will provide leadership and expertise in the application and critical evaluation of practice learning.

**Outcomes**

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

1 Demonstrate practice leadership and expertise.

2 Apply and critically evaluate appropriate leadership skills to enable provision of comprehensive learning programmes in 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: 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.

**Outcome 1**

Demonstrate practice leadership and expertise.

**Knowledge and/or Skills**

 Theories of leadership

 Differences between management and leadership

 Current issues in leadership in own professional setting, wider organisational and structural context

 Conflict resolution models

 Ethical and non-oppressive practice issues for leaders

 Recognising, exercising and developing own leadership

**Outcome 2**

Apply and critically evaluate appropriate leadership skills to enable provision of comprehensive learning programmes in practice.

**Knowledge and/or Skills**

 Implications of different leadership models for enabling practice learning

 Skills, values, attitudes and behaviours of effective leaders

 Methods of enabling and motivating others to exercise leadership in supporting and facilitating learning

 Promotion of strategies for learning to enable learners to build resilience

**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 in an essay of 1,5002,000 word cover the following Evidence Requirements:

 critically compare and contrast two leadership styles and behaviours.

 critically evaluate two management styles appropriate to work setting.

 critically evaluate the impact of own leadership style and behaviours on practice development of self and others.

 critically evaluate two approaches to learning that enable learners to build resilience.

 critically evaluate two leadership capabilities that contribute to managing resolution of conflict.

**Higher National Unit Specification: Statement of standards (cont)**

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Observation of learner in practice, which evidences ability to:

 apply leadership theory to the promotion, encouragement, and facilitation of good practice in own area of work.

 demonstrate a positive learning culture through modelling good practice in the learning process.

 demonstrate the use of two appropriate methods used to enable and motivate others to exercise leadership in supporting and facilitating learning.

This can be recorded using a pre prepared format.