**Higher National Unit specification**

**General information**

**Unit title:** Supervise and Facilitate 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 will enable learners to supervise and facilitate learning for a range of learners. Successful learners will foster the professional growth and personal development of learners through effective supervision and facilitation skills.

**Outcomes**

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

1 Demonstrate use of a range of supervisory frameworks and approaches to supervising and facilitating learning.

2 Enable learners to develop skills of reflective and critically analytical 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 use of a range of supervisory frameworks and approaches to supervising and facilitating learning.

**Knowledge and/or Skills**

 Supervisory frameworks and models

 Supervision methods and styles

 Leadership skills in supervision

 Adult learning theories and principles

 Identification of strengths and areas for development

 Effective learning environments for individual learners

 Barriers to learning

 Strategies to address concerns about practice

 Implementing standards of practice

**Outcome 2**

Enable learners to develop skills of reflective and critically analytical practice.

**Knowledge and/or Skills**

 Processes to enable learners to reflect on practice

 Methods to promote learning at different stages of learning programme

 Application of values ethics and principles to practice

 Application of knowledge to practice

 Methods of evaluating effectiveness of learning programmes at different stages

**Higher National Unit specification: Statement of standards (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 complete a reflective assignment in

2,0002,500 words which covers the following Evidence Requirements:

 Identify and explain the supervisory framework approach used to assess the learner on placement.

 Critically analyse two methods to identify learner strengths and areas for development.

 Using a practice example critically evaluate two supervisory models used to provide learning opportunities which assist the development of learners.

 Identify and explain two strategies to address concerns about practice standards.

 Critically review one area of evidence based practice.

 Analyse two learning methods used to enable learners apply knowledge, theory, and research to their practice.

 Critically evaluate two methods used to enable a learner to reflect on their practice and to evaluate the effectiveness of the learning programme.