

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	D3A9 04
-Unit title-	PLAN AND PREPARE THE LEARNING EXPERIENCE
-Superclass category-	GA
-Date of publication- (month and year)	AUGUST 2000
-Originating centre for unit-	

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Planning and preparing teaching and learning programmes, materials and resources for learners in further education.

This unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

OUTCOMES:

1. identify ways in which people learn;
2. develop a teaching and learning plan;
3. prepare teaching and learning material.

CREDIT VALUE: 2 HN Units

ACCESS STATEMENT: Access to this unit is at the discretion of the centre.

Additional copies of this unit can be obtained from:

The Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ, (Tel: 0141-242 2168).

At the time of publication the cost is £2.50 per unit (minimum order £5.00).

HIGHER NATIONAL UNIT SPECIFICATION

STATEMENT OF STANDARDS

Unit number: D3A9 04

Unit title: PLAN AND PREPARE THE LEARNING EXPERIENCE

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. IDENTIFY WAYS IN WHICH PEOPLE LEARN

PERFORMANCE CRITERIA

- (a) The characteristics of adult learning theories are identified correctly.
- (b) Factors affecting learning are clearly identified.
- (c) The advantages and disadvantages of different teaching methods in accommodating different learning styles are identified accurately.

RANGE STATEMENT

People who learn: schools leavers; mature returners.

Adult learning theories: self-directed; experiential.

Factors affecting learning: personal characteristics and circumstances of learners; learners' previous experience of learning; learning styles; support given to learners and their learning; learning environment and facilities.

EVIDENCE REQUIREMENTS

Performance criteria (a and b): Written evidence is required.

Performance criterion (c): Documentary evidence from two different learning situations is required.

OUTCOME**2. DEVELOP A TEACHING AND LEARNING PLAN****PERFORMANCE CRITERIA**

- (a) The plan for the delivery of teaching and learning reflects the requirements of the programme specification.
- (b) The selected teaching and learning approaches are varied and match outcomes and learner needs.
- (c) The teaching and learning plan is sequenced logically and includes appropriate organisational details.
- (d) Assessment strategies that meet the requirements of the outcomes and the needs of the learners are selected.
- (e) The selection of teaching and learning resources is appropriate to programme, learner and quality requirements.
- (f) The provision of identified resources is planned to meet the needs of the programme.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Written evidence in the form of a completed teaching and learning plan for a programme is required to cover all performance criteria and supplementary oral evidence, as appropriate. The plan could be for a unit or grouping of units or for a section of non-competence based syllabus. The use of ICT (information and communications technology) for supporting delivery must be demonstrated.

OUTCOME**3. PREPARE TEACHING AND LEARNING MATERIAL****PERFORMANCE CRITERIA**

- (a) Materials selected meet the programme and learner requirements.
- (b) The production of new materials meets programme and learner requirements.
- (c) Materials promote anti-discriminatory practice.

RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

EVIDENCE REQUIREMENTS

Written or ICT evidence in the form of a materials pack for a minimum of one unit, or equivalent, is required to cover all performance criteria.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external moderation.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external moderator.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

Unit number: D3A9 04

Unit title: PLAN AND PREPARE THE LEARNING EXPERIENCE

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit has been designed for candidates who already have, or who anticipate having, responsibility for designing learning programmes in further education. The experience of developing a programme from its initial rationale to the final product in timetable format will enable candidates to apply the process skills gained to the design or modification of further programmes for their learners.

CONTENT/CONTEXT The principal context will be the training/teaching environment. The candidate should have access to a workplace where evidence to meet the performance criteria can be generated. Integration in the delivery and assessment of Plan and Prepare the Learning Experience, Manage the Teaching-Learning Environment, Facilitate Learning in Groups Through Presentations and Activities (C23) and Facilitate Learning through Demonstration and Instruction (C24) is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- learning theories and concepts including Knowles' theory of andragogy and Kolb's experiential learning theory
- different learning styles and their features
- adult learner characteristics including those of school leavers and mature returners
- factors that affect learning, including access to materials, environment, social setting, social relationships.
- how to match learning styles with learning methods.

Outcome 2

- writing objectives
- ways of learning and related learning strategies
- learning styles and how they affect learning and teaching
- types of learners
- learner centred approaches to teaching e.g. use of exercises, activities, presentation, demonstration, instruction to group, one-to-one coaching, ICT
- how to select appropriate teaching methods on the basis of learning theory
- new developments in learning technologies
- ways of using information and communication technology (ICT) to support delivery e.g. word processed handouts and worksheets, using a presentation package, e-mail, computer conferencing, using materials on the internet etc
- the role of information and learning technology in supporting learning and teaching
- advantages/disadvantages of different teaching methods and when to use them
- organisational factors to be considered in the teaching and learning plan- location, meeting times, lesson duration, course content, sequence, availability of resources, aids and equipment, tutors and learners involved.
- how to pace and sequence teaching
- how to structure learning to achieve required outcomes
- formative and summative assessment techniques
- social and cultural diversity and its effect on learning and on curriculum development and delivery.
- methods of enabling students to work effectively on their own and the place of these methods in teaching and learning.
- variety/type of different teaching aids/resources e.g. people, time, materials, equipment, facilities
- resource constraints influencing the selection of teaching and learning techniques and how to make best use of available resources.
- the health and safety requirements applicable to the learning environment.

Outcome 3

- sources of teaching material
- different learning materials, when to use them and how to prepare them e.g. written, visual, audio visual
- the criteria by which to evaluate the effectiveness of learning materials
- how to assess which materials are most suited to learners
- characteristics of effective learning materials
- potential barriers in learning materials
- ways of structuring materials to support learning
- how to develop teaching and learning materials
- the use of differentiated materials
- ways of consolidating and reinforcing learning
- principles of non-discriminatory language
- equal opportunities legislation and good practice
- copyright restraints over existing materials including materials from external sources
- information technology and how it can be used to extend and enhance learning.

APPROACHES TO GENERATING EVIDENCE The achievement of the skills and underpinning knowledge required for this unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the outcomes.

Line managers and employers should be encouraged, wherever possible, to assist the candidate in generating real performance evidence from the workplace into a portfolio of evidence. This portfolio should be generated from all available sources and where direct evidence is not available, use should be made of the types of supplementary evidence identified in the assessment procedures.

The evidence in the candidate's portfolio could provide evidence towards a qualification based in occupational competence in lecturing in further education, e.g. TQFE.

ASSESSMENT PROCEDURES Evidence gathered from the workplace, i.e. natural performance, would be the primary method of assessing the candidate's competence although a variety of other methods may be used either to supplement this or to provide evidence across the full range of performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, e.g. reports, teaching and learning plans including identification of resources, materials pack.

The candidate's own description of his/her performance – written or oral – the candidate could keep a reflective diary. This form of record would need to be substantiated by an authorised source.

Oral questioning, where competence across the full range cannot be inferred from direct performance evidence and supporting evidence of performance. This could include answers given by the candidate to questions about his/her actual performance and what the candidate would do and why in different circumstances.

REFERENCES

1. Guide to unit writing, SQA, 1993 (Code: A018).
2. Guide to assessment, SQA, 1993 (Code: B005).
3. Guide to certification, SQA, 1996 (Code: F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

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