

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**HIGHER NATIONAL UNIT SPECIFICATION**

**GENERAL INFORMATION**

<b>-Unit number-</b>	<b>D3AD 04</b>
<b>-Unit title-</b>	<b>EVALUATE THE TEACHING AND LEARNING EXPERIENCE</b>
<b>-Superclass category-</b>	<b>GA</b>
<b>-Date of publication- (month and year)</b>	<b>AUGUST 2000</b>
<b>-Originating centre for unit-</b>	<b>SQA</b>

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Carrying out effective evaluation of programmes to identify and action improvements.

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

**OUTCOMES:**

1. undertake ongoing review of learner satisfaction;
2. contribute to an evaluation of a programme;
3. review own practice.

**CREDIT VALUE:** 1 HN Unit

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

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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: D3AD 04

Unit title: EVALUATE THE TEACHING AND 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. UNDERTAKE ONGOING REVIEW OF LEARNER SATISFACTION

**PERFORMANCE CRITERIA**

- (a) The plan for evaluating learner satisfaction is in the context of an ongoing review of a programme.
- (b) The review is compatible with course team activities and college procedures.
- (c) Information is collected using methods that are valid and appropriate to the teaching and learning experience.
- (d) Information is accurately interpreted.
- (e) Results of review are used to improve teaching and learning.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

Performance and documentary evidence that the candidate has undertaken a review of learner satisfaction using at least two methods of collecting data covering all the performance criteria.

**OUTCOME****2. CONTRIBUTE TO AN EVALUATION OF A PROGRAMME****PERFORMANCE CRITERIA**

- (a) The explanation of the roles and responsibilities of the review team is correct.
- (b) The participation in the review team contributes effectively to the evaluation of the programme.
- (c) The individual's contribution to the team's improvement plan is effective in identifying appropriate targets, tasks and timescales.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

Performance criterion (a) – written with supplementary oral evidence, as appropriate.

Performance criteria (b) and (c) – documentary and performance evidence of the candidate's competence in contributing to the review of a programme or course.

**OUTCOME****3. REVIEW OWN PRACTICE****PERFORMANCE CRITERIA**

- (a) The effectiveness of the learning process is evaluated and teaching plans modified where necessary.
- (b) A critical evaluation of own teaching is carried out by eliciting and using feedback from learners and other tutors.
- (c) A plan to improve own teaching practice is drawn up.

**RANGE STATEMENT**

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

**EVIDENCE REQUIREMENTS**

Performance criterion (a) – written evidence in the form of a critical self-evaluation of a teaching and learning plan for a programme and supplementary oral evidence, as appropriate.

Performance criteria (b) and (c). Documentary and performance evidence of the candidate's competence in evaluating own practice.

**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: D3AD 04

Unit title: EVALUATE THE TEACHING AND 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 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit has been designed to enable candidates to develop skills in evaluation. The experience of evaluating a programme and reviewing the learners' experience will enable candidates to apply the process skills gained to the design or modification of further programmes for their learners. By evaluating their own practice candidates will develop skills to adapt their methods of delivering the curriculum to meet the needs of 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, Evaluate the Teaching and Learning Experience and Support Continuous Quality Improvement 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**

- the contribution that learners make to tutors' evaluation of their own teaching
- how to analyse information on teaching and learning and extract what is relevant to modify future learning strategies
- evaluation strategies and methods
- range of evaluation criteria available
- how to identify criteria for evaluation
- sources of evaluation data
- validity and reliability of sources
- data collection methods e.g. oral feedback, questionnaires
- validity/reliability of methods
- resources for evaluation
- issues for the collection, storage and retrieval of evaluation evidence including data protection
- planning and preparation of evaluation activities

- analysing evaluation results
- interpreting evaluation results
- drawing conclusions and making recommendations for post evaluation action
- report writing
- security and confidentiality
- questioning techniques
- equal opportunities

### **Outcome 2**

- how to evaluate learning programmes in terms of efficiency, effectiveness and equity
- purposes of unit/course/programme review
- college team review procedures
- team functions
- resource constraints and allocation procedures
- ways of negotiating changes to current programmes of learning

### **Outcome 3**

- appropriate sources of evidence on which to draw when evaluating own work
- ways of reflecting upon their own teaching experience and the experience of learners
- what constitutes relevant evidence of tutor's own practice and how to interpret it
- the limits of tutor's own competence and responsibility
- the impact of tutor's own values, beliefs and life experiences on learners and learning
- limits of tutor's own control over the evaluation of practice.

**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 on 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, action plans.

The candidate's own description of his/her performance – written or oral. This form of record would need to be substantiated by an authorised source e.g. programme/course team leader.

Oral questioning, where competence 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 evaluations and proposed actions – particularly appropriate for consideration of organisational policy observance.

## 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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