

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	D3AG 04
-Unit title-	DEVELOP STRATEGIES FOR PERSONAL AND PROFESSIONAL DEVELOPMENT
-Superclass category-	AF
-Date of publication- (month and year)	AUGUST 2000
-Originating centre for unit-	

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Becoming reflective professionals in further education by addressing areas of professional and career-long development, developing strategies for managing stress and dealing with conflicting priorities in the working environment.

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

OUTCOMES:

1. develop effective working relationships;
2. develop strategies to manage conflict;
3. develop strategies for managing stress;
4. set and review objectives to meet professional goals.

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: D3AG 04

Unit title: DEVELOP STRATEGIES FOR PERSONAL AND PROFESSIONAL DEVELOPMENT

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. DEVELOP EFFECTIVE WORKING RELATIONSHIPS

PERFORMANCE CRITERIA

- (a) The issues which can affect working relationships are identified correctly.
- (b) Expertise is shared with colleagues for the benefit of learners and the learning programme.
- (c) Colleagues are encouraged to express opinions and concerns.
- (d) Division of work with colleagues takes account of complementary skills, knowledge, experience and individual development needs.
- (e) All necessary information is given to colleagues at the correct time and in the agreed organisational format.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Documentary and performance evidence that the candidate has established and maintained constructive working relationships with colleagues with whom they work an occasional basis and with whom they work regularly.

OUTCOME**2. DEVELOP STRATEGIES TO MANAGE CONFLICT****PERFORMANCE CRITERIA**

- (a) The identification of potential sources of conflict in own work situation is accurate and realistic.
- (b) The strategies proposed to deal with conflict take account of the views of colleagues and organisational requirements.
- (c) The application of techniques for managing conflict is appropriate to the situation.
- (d) The review and evaluation of own performance in conflict situations is accurate.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Documentary and performance evidence that the candidate has analysed the conflict potential of two work situations and identified strategies for dealing with them. Evidence will be required to show that the candidate has effectively used at least two techniques to manage conflict.

OUTCOME**3. DEVELOP STRATEGIES FOR MANAGING STRESS****PERFORMANCE CRITERIA**

- (a) The explanation of the causes, effects and symptoms of stress is accurate.
- (b) The explanation of the benefits of various stress management techniques is correct.
- (c) The stress management techniques selected are appropriate to the individual.
- (d) The proposed strategy is practicable in the work situation.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Performance criteria (a) and (b). Written with supplementary oral evidence as appropriate.

Performance criterion (c). Documentary and performance evidence that the candidate has developed a personal strategy for managing stress adopting at least one stress management technique.

OUTCOME

4. SET AND REVIEW OBJECTIVES TO MEET PROFESSIONAL GOALS

PERFORMANCE CRITERIA

- (a) The personal objectives set reflect team and organisational goals and are specific, measurable, achievable, realistic and time-bound.
- (b) The objectives are reassessed in the light of personal experience and feedback from appropriate people.
- (c) The action taken to improve own practice is effective in meeting personal objectives.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Documentary and performance evidence that the candidate has set, reviewed and achieved objectives on at least two occasions.

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: D3AG 04

Unit title: DEVELOP STRATEGIES FOR PERSONAL AND
PROFESSIONAL DEVELOPMENT

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 to develop skills needed to become reflective professionals in further education by addressing areas of personal and career-long development, to develop strategies for managing stress and to deal with conflicting priorities in the working environment. These skills constitute the first steps towards addressing the areas of personal and career-long development which the tutor in further education requires as a reflective professional.

Tutors need to develop effective working relationships and to take advantage of the formal and informal opportunities they have for reviewing their professional performance and goals. Further education is a stressful environment and it is important that tutors are able to cope within it, especially when a range of conflicting priorities have to be addressed at the same time.

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.

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

- collaborative and collegiate styles of working
- how to build constructive relationships with colleagues e.g. support staff, teaching staff, internal, external
- factors which impact on relationships with colleagues, including cultural, and own values and beliefs
- different ways of offering advice and help and how to match them with individual colleague's needs
- the information needs of others

Outcome 2

- nature, sources and cycles of conflict
- models for understanding conflict, including psychodynamic
- how to develop personal responses to conflict to ensure its successful management, including communication and listening skills, ways of providing a clear framework and safe environment to work through conflict
- how to work with difficult feelings
- how to develop strategies and techniques for conflict resolution, including negotiation, mediation, facilitation, problem-solving and counselling
- how to work creatively with conflict
- organisational structures for dealing with conflict situations, including policies and procedures
- appropriate sources of further support for self, learners, colleagues

Outcome 3

- definitions of stress
- physical and psychological problems caused by stress
- how to recognise stress in others and strategies for coping with that stress
- how to recognise stress caused by conflict and exploring reasons why conflict arises in different situations
- preventive strategies for reducing conflict and stress in the workplace, including time management, regular supervision and appraisal, creating a stress reducing environment e.g. lighting, chairs
- how to recognise volatile situations and identify strategies for dealing with them
- how to handle critical incident reviews when difficult or volatile situations are caused by issues relating to stress
- stress management techniques, e.g. prioritising, time management, relaxation, physical, psychological
- stress reducing techniques e.g. meditation, aromatherapy massage, reflexology, floatarium

Outcome 4

- staff development and review procedures
- the organisation's aims, objectives, policies and the nature of the service it provides, including future needs and developments and the implications of these for tutors' level of competence
- likely future developments within FE and their implications for tutors' own practice and that of the institution
- current issues and trends within vocational and educational training and development
- what constitutes best professional practice
- their current role and the skills and knowledge to carry it out
- the skills and knowledge required for working with learners, including core skills
- relevant research in own specialist/subject area
- current developments within own specialist vocational or academic area of expertise and ways of keeping up to date with such developments
- current developments within own areas of professional competence and the relevance of these to teaching
- methods of evaluating own experience and performance against the requirements of the job

- appropriate sources of evidence on which to draw when evaluating own work
- the contribution that learners make to tutors' own evaluation of their teaching
- ways of addressing own development needs
- appropriate sources of professional support and advice
- what are appropriate opportunities for own training and development
- sources of information on professional development and how to access them
- sources of information for enhancing professional knowledge and how to access them
- how to plan own personal development and how personal development fits into wider organisational strategies
- factors which impact on ability to identify own needs and to develop
- the resource constraints applicable to personal and professional development

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. Case studies and role plays would also provide illustrative examples.

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, completed staff development and review forms.

Evidence given by those who have witnessed the candidate's performance. Witness testimony from the line manager may be the most appropriate.

The candidate's own description of his/her performance – written or oral – the candidate could keep a reflective diary over a period of 6 months. This form of record would need to be substantiated by an authorised source.

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 actual performance and what the candidate would do and why in different circumstances – particularly appropriate for evidence of the candidate's ability to meet the demands of special situations and for consideration of meeting appropriate codes of professional practice.

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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