-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-   D3NY 04

-Unit title-   **INTRODUCTION TO TEACHING IN FURTHER EDUCATION: DELIVERY AND ASSESSMENT**

-Superclass category-   **GA**

-Date of publication-   **AUGUST 2000**
(month and year)

-Originating centre for unit-   **SQA**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Developing an effective teaching/learning environment in order to manage and assess the learning process effectively.

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

OUTCOMES:

1.   implement a teaching and learning plan;

2.   assess outcomes of learning;

3.   meet professional requirements.

CREDIT VALUE: 1 HN Unit

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).

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STATEMENT OF STANDARDS

Unit number: D3NY 04

Unit title: INTRODUCTION TO TEACHING IN FURTHER EDUCATION:
                 DELIVERY AND ASSESSMENT

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.   IMPLEMENT A TEACHING AND LEARNING PLAN

PERFORMANCE CRITERIA

    (a)   Learning is sequenced in a way likely to foster and maintain learners' enthusiasm and motivation.
    (b)   Information is presented clearly and accurately and is appropriate to the needs of learners.
    (c)   Effective methods are used to achieve the involvement of learners.
    (d)   Opportunities are provided for learners to reinforce their knowledge and understanding and improve their skills.
    (e)   Learners are encouraged to take responsibility for organising their learning successfully.
    (f)   Key learning points and conclusions are summarised accurately.
    (g)   The effectiveness of the learning process is evaluated and teaching plans modified where necessary.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Performance criteria (a) – (f): Performance evidence through observation of the candidate's competence in delivering a minimum of 2 teaching sessions covering all the performance criteria and the full range.
Performance criterion (c): In addition to the above, at least two different methods should be used.
Performance criterion (g): Documentary evidence from the delivery of two teaching sessions is required.

OUTCOME

    2.   ASSESS OUTCOMES OF LEARNING

PERFORMANCE CRITERIA

    (a)   The purpose and nature of the assessment process is explained clearly to learners.
    (b)   Assessments are conducted according to agreed procedures in a fair and consistent manner.
    (c)   Evidence is judged accurately against identified criteria.
    (d)   The assessment decision is accurate in relation to the evidence obtained.
    (e)   Learners are provided with clear and constructive feedback within an appropriate timescale.
    (f)   Assessment results are recorded following the organisation's procedures.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Performance and documentary evidence that the candidate has carried out assessment covering all the performance criteria for at least two learners.

OUTCOME

    3.   MEET PROFESSIONAL REQUIREMENTS

PERFORMANCE CRITERIA

    (a)   Operational activities and duties are described accurately.
    (b)   Professional responsibilities in relation to organisational policies and procedures are described accurately.
    (c)   Own practice is evaluated, and the results are used for planning continued self development.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Written evidence is required to cover all performance criteria and supplementary oral evidence, as appropriate.

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 verification.

SPECIAL NEEDS

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

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SUPPORT NOTES

Unit number: D3NY 04

Unit title: INTRODUCTION TO TEACHING IN FURTHER EDUCATION:
               DELIVERY AND ASSESSMENT

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 for candidates who teach in further education.   The consideration of what encourages people to learn as well as dealing with the practical organisational of the environment and the carrying out of assessment to provide accurate information about learning and achievement will enable candidates to deliver learning effectively to groups with a variety of learning styles.   Self-evaluation of his/her own teaching and learning and contribution to the organisation's quality assurance system will encourage the candidate to become a reflective practitioner.

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 both Introduction to Teaching in Further Education: Planning and Introduction to Teaching in Further Education: Delivery and Assessment 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 characteristics and purposes of an effective learning environment
- methods for achieving effective interaction with learners eg. questioning, groupwork, one-to-one coaching, use of AVA/ICT
- ways of structuring and presenting information and ideas
- appropriate media and language forms for presenting information
- different teaching techniques
- different ways of learning
- the importance of pacing teaching and learning appropriately
- ways of consolidating and reinforcing learning
- what motivates learners and what constitutes acceptable levels of motivation and behaviour

- what constitutes acceptable levels of work to enable learners to meet defined learning outcomes
- good practice in catering for the needs of all learners including learners who need additional support
- appropriate sources of information and learning support for learners and how to access them
- study skills and how to foster these
- how to encourage learners to work effectively on their own
- the resources available for learning and how to access them
- appropriate audio-visual aids and how to use them effectively
- the health and safety requirements applicable to the learning environment

Outcome 2

- equity and inclusivity issues in relation to assessment
- how to judge evidence reliably
- how to make fair and consistent assessment decisions
- how to give constructive feedback to candidates according to the nature of the decision taken
- evidence recording eg. use of checklists
- how to record and process assessment decisions
- the roles of the assessor, internal moderator and external moderator
- college quality assurance policies and procedures

Outcome 3

- job and organisational needs
- the organisation's aims, objectives and policies and the nature of the service it provides
- factors which impact on ability to identify own needs and to develop
- the concept of the reflective practitioner
- college quality assurance procedures relating to self-evaluation, assessment/moderation, course teams
- methods of evaluating own experience against the requirements of the job
- appropriate sources of evidence on which to draw when evaluating own work
- ways of reflecting upon own teaching experience and the experience of learners
- how to interpret evidence of own performance
- appropriate sources of professional support

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 should provide evidence towards a qualification based on occupational competence in lecturing in further education, eg.: TQFE.

ASSESSMENT PROCEDURES   Evidence gathered from the workplace, ie. 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 or performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, eg. lesson plans, information/support materials, assessment plans, assessments, candidates' assessment evidence, records of assessment.

Direct observation by the assessor of the candidate carrying out teaching and assessment.

The candidate's own description of his/her performance – written or oral – the candidate could keep a diary of events. 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 with different learners – particularly appropriate for evidence of the candidate's ability to meet the demands of special situations.

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).

For details of other SQA publications, please contact staff in the Sales and Despatch section (Tel: 0141-242 2168) who can supply you with a copy of the publication list (Code: X037).