

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit number-	D3P0 04
-Unit title-	INTRODUCTION TO TEACHING IN FURTHER EDUCATION: PLANNING
-Superclass category-	GA
-Date of publication- (month and year)	August 2000
-Originating centre for unit-	SQA

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Planning and preparing for the delivery of teaching and learning sessions and the assessment of learners.

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

OUTCOMES:

1. explain ways in which people learn;
2. develop a teaching and learning plan;
3. develop an assessment plan.

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).

HIGHER NATIONAL UNIT SPECIFICATION

STATEMENT OF STANDARDS

Unit number: D3P0 04

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PLANNING

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. EXPLAIN WAYS IN WHICH PEOPLE LEARN

PERFORMANCE CRITERIA

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

RANGE STATEMENT

People who learn: school 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

Performance criteria (a) – (f): Written evidence in the form of a completed teaching and learning plan is required to cover all performance criteria and supplementary oral evidence, as appropriate. This could be an outline plan for a unit, or for a section of a non-competence based syllabus, and 2 detailed lesson plans. The use of ICT (information and communications technology) for supporting delivery must be demonstrated.

Performance criteria (b), (d) and (e): In addition to the above, the reasons for the selection made should be explained.

OUTCOME**3. DEVELOP AN ASSESSMENT PLAN****PERFORMANCE CRITERIA**

- (a) Valid, reliable and fair assessment methods are selected.
- (b) The timing and pacing of assessments is appropriate.
- (c) The proposed plan is discussed and agreed with the learner.

RANGE STATEMENT

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

EVIDENCE REQUIREMENTS

Performance and documentary evidence that the candidate has developed an assessment plan covering all the 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 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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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

Unit number: D3P0 04

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PLANNING

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 experience of developing a teaching and learning plan for a unit, or a section of a non-competence based syllabus, in outline timetable format and then as detailed lesson plans 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 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

- 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
- learner centred approaches to teaching eg. 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, ways of incorporating all aspects of the learning cycle in the learning process
- the role of information and learning technology in supporting learning and teaching ways of using information and communications technology (ICT) to support delivery eg. word processing handouts and worksheets, using a presentation package, e-mail, computer conferencing, using materials on the internet etc
- 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
- the purposes of formative and summative assessment
- social and cultural diversity and its affect on learning and on curriculum development and delivery
- variety/type of different teaching aids/resources eg. 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

- assessment planning
- appropriate timing and packing of assessment within a learning programme
- the role of assessment in relation to the learning cycle
- ways of using assessment information to monitor the effectiveness of the learning process
- competence based assessment process
- methods of assessing performance and their characteristics eg. oral questioning, written questioning
- advantages and disadvantages of different methods
- alternative assessment opportunities for learners with special assessment requirements
- principles of assessment ie. validity, reliability, consistency, authenticity, sufficiency and practicability
- integration of assessment.

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 of performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, eg. reports, teaching plans including identification of resources, assessment plans.

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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