

## Higher National Unit Specification

### General information for centres

**Unit title:** Develop Professional Practice

**Unit code:** DV5L 36

**Unit purpose:** This Unit is designed to enable candidates to develop the skills and knowledge required to enhance their professional practice outwith the learning and teaching environment and to comply with relevant legislation. It will promote understanding of the roles, rights and responsibilities of the further education lecturer including those relating to guidance and support and the quality of the learner experience.

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

On completion of the Unit the candidate will be able to:

- 1 Contribute to quality assurance, improvement and enhancement in the curriculum team.
- 2 Meet professional and legal requirements.

**Credit points and level:** 1 HN Credit at SCQF level 9: (8 SCQF credit points at SCQF level 9\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in communication skills at SCQF level 6, numeracy skills at SCQF level 4 and information technology skills at SCQF level 5 or similar qualifications or experience and some knowledge of learning, teaching and assessment in further education.

**Core Skills:** There are opportunities to develop the Core Skills of Problem Solving, Communication and Information Technology at SCQF level 6, and Numeracy at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**Context for delivery:** If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This is a mandatory Unit in PDA Advanced Diploma: Teaching in Further Education and it is recommended that it should be taught and assessed within this framework. The principal context will be the teaching environment. The candidate should have access to a workplace where evidence to meet the Performance Criteria can be generated.

## **General information for centres (cont)**

**Assessment:** This Unit will be assessed by witness testimony of performance, along with written evidence, in the form of 2 commentaries each of approximately 1,000 words, on their ability to contribute effectively to the curriculum team and demonstrate best professional practice.

The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and be available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

## **Higher National Unit specification: statement of standards**

**Unit title:** Develop Professional Practice

**Unit code:** DV5L 36

The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### **Outcome 1**

Contribute to quality assurance, improvement and enhancement in the curriculum team

#### **Knowledge and/or skills**

- ◆ Definitions of quality
- ◆ College quality standards, systems and frameworks
- ◆ College processes, procedures and pro formas
- ◆ Contributing to quality roles and functions
- ◆ Quality cycle
- ◆ Self-evaluation
- ◆ Awarding body standards
- ◆ Analysis of performance indicators (PIs)
- ◆ Identification and sharing of best practice
- ◆ Factors which promote effective team working

#### **Evidence Requirements**

Candidates will provide written evidence, in the form of a commentary (1,000 words), in which they demonstrate that they make an effective contribution to the curriculum team by:

- ◆ analysing the function of the curriculum team in quality assurance, improvement and enhancement
- ◆ analysing the individual's responsibility in quality assurance, improvement and enhancement
- ◆ producing a personal self-evaluation of their contribution both as an individual and as a member of the curriculum team, supported by examples of actual work practice
- ◆ identifying ways in which they could enhance their contribution

Reference should be made to appropriate documentation, including college policy and procedures. Evidence of authenticity of the candidate's commentary and work practice should be included, either by witness testimony and/or appending relevant documentation. Evidence may also be derived from a professional discussion.

The commentary may be in audio, video or note format and the examples of work practice may be produced on a video, audiotape, or as a written account, and should be agreed with the assessor.

## **Higher National Unit specification: statement of standards (cont)**

### **Unit title:** Develop Professional Practice

Evidence must be generated in the workplace.

#### **Assessment guidelines**

Assessments must not be carried out as case studies, simulations or theoretical exercises.

### **Outcome 2**

Meet professional and legal requirements

#### **Knowledge and/or skills**

- ◆ Job descriptions and terms and conditions of service
- ◆ Roles, rights and responsibilities
- ◆ Professionalism and ethics
- ◆ College policy and procedures for guidance and support
- ◆ Guidance and support roles, responsibilities and boundaries and how they relate to the remit of guidance tutors and other specialists
- ◆ Relevant legislation and good practice: equality and social and cultural diversity; the protection and welfare of children, young people and vulnerable learners; freedom of information, data protection, copyright
- ◆ Continuing professional development

#### **Evidence Requirements**

Candidates will provide written evidence, in the form of a commentary (1,000 words), of their ability to meet their professional and legal requirements by:

- ◆ analysing the professional and legal requirements of their job role, including their professional responsibilities in relation to the guidance and support of learners
- ◆ carrying out effective self-evaluation of their practice, supported by examples of actual work practice
- ◆ identifying appropriate ways of enhancing their practice
- ◆ creating an action plan for his/her development needs

Evidence may also be derived from a professional discussion. Reference should be made to appropriate documentation, including college policy and procedures. Evidence of authenticity of the candidate's commentary and work practice should be included, either by witness testimony and/or appending relevant documentation.

The commentary may be in audio, video or note format and the examples of work practice may be produced on a video, audiotape, or as a written account, and should be agreed with the assessor.

Evidence must be generated in the workplace.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Develop Professional Practice

### **Assessment guidelines**

The assessment must be a real evaluation of the candidate's own practice and performance and not carried out as case studies, simulations or theoretical exercises. Development needs, identified in Outcome 4 of the Unit, Facilitate Learning, Teaching and Assessment, should be included in the action plan for this Outcome.

## **Administrative Information**

<b>Unit code:</b>	DV5L 36
<b>Unit title:</b>	Develop Professional Practice
<b>Superclass category:</b>	GA
<b>Date of publication:</b>	February 2006
<b>Version:</b>	01
<b>Source:</b>	SQA

© Scottish Qualifications Authority 2006

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Customer Contact Centre for further details, telephone 0845 279 1000.

## Higher National Unit specification: support notes

### Unit title: Develop Professional Practice

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is designed to enable candidates to develop the skills and knowledge required to enhance their professional practice through understanding the roles, rights and responsibilities of the further education lecturer, including those related to support and guidance and the quality of the learner experience, to comply with relevant legislation and to manage self, relationships and work demands.

The principal context will be the 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, Facilitate Learning, Teaching and Assessment and Develop Professional Practice 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

- ◆ college quality policies and procedures relating to curriculum teams
- ◆ quality roles and remits
- ◆ quality roles and functions of curriculum teams
- ◆ performance indicators
- ◆ academic quality standards, systems and frameworks eg SFC/HMIe, awarding bodies and SQMS
- ◆ resource constraints and allocation procedures
- ◆ interpersonal and communication skills
- ◆ team roles and team dynamics
- ◆ characteristics of an effective team

#### Outcome 2

- ◆ job descriptions and terms and conditions of service
- ◆ roles, rights and responsibilities of the FE lecturer
- ◆ professionalism and ethics
- ◆ what constitutes best professional practice
- ◆ college policies and procedures for guidance and support, including referral
- ◆ the lecturer's role in relation to pre-programme, induction, ongoing and progression support and guidance (this is confined to responsibilities for first-line guidance and support, not those of a course tutor)
- ◆ the potential to do harm if lecturers exceed their own levels of competence
- ◆ college guidance structure
- ◆ learner support, learning support, extended learning support and counselling
- ◆ sources for specialist counselling and other professional support and how to access them

## Higher National Unit specification: support notes (cont)

### Unit title: Develop Professional Practice

- ◆ distinctions between learner support and pastoral care functions
- ◆ the specific communication needs of individual students, including those with learning difficulties and disabilities
- ◆ maintenance of confidentiality
- ◆ equality of opportunity and anti-discriminatory practice.
- ◆ professional development planning

### Guidance on the delivery and assessment of this Unit

Candidates should be encouraged to generate evidence of achievement from the workplace. Assessments must not be carried out as case studies, simulations or theoretical exercises.

Oral questioning and written/documentary evidence would be appropriate methods of assessment for this Unit. The candidate should also keep a well-evidenced reflective diary describing his/her performance. This form of record would need to be substantiated by an authorised source.

The main focus of this Unit is on developing and working professionally with an understanding of the wider professional role of the lecturer in further education and candidates should have several opportunities to prepare for the summative assessment.

#### *Opportunities for developing Core Skills*

- ◆ All elements of the Core Skill of Problem Solving, that is Planning and Organising, Critical Thinking, and Reviewing and Evaluating, will be developed and enhanced as candidates undertake the unit. As the aims and objectives of teaching sessions are analysed in detail the identification and assessment of all factors impacting on providing the most effective learning experience will involve a high level of critical thinking. Designing teaching strategies which allow on-going opportunities for review and adjustment will be of critical importance. Reviewing and evaluating the achievements of each stage of delivery will be an essential aspect of competence.
- ◆ The need to develop efficient systems of recording, coding and storing information for ease of reference, such as log books, diaries, and folders should be emphasised. Candidates should know the mechanisms of computerised record keeping and the effective and responsible use of equipment and software applications.
- ◆ Although skills in communication are not formally assessed, candidates are expected to express essential ideas and information accurately and coherently, use a formal structure and recognised format, and check language, spelling, punctuation and syntax for accuracy.
- ◆ Candidates should be able to interpret and present numerical and graphical information which goes beyond simply extracting information and includes, where appropriate, interpolation and extrapolation. The ability to calculate complex information and to infer evidence and present relevant information on progress, achievement and quality issues is an aspect of competence. Candidates could be provided, if necessary, with formative opportunities to develop skills in the interpretation of numerical, statistical and graphic data in order to support quality and resource calculations. Accuracy in sustained complex calculations and effective presentation of data could be further enhanced by access to appropriate technology.

## **Higher National Unit specification: support notes (cont)**

**Unit title:** Develop Professional Practice

### **Open learning**

This Unit is suitable for open and distance learning delivery. The assessment strategy and guidelines described in this specification must still be applied if this method of delivery is chosen. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* [SQA, 2001]

### **Candidates with additional support needs**

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **General information for candidates**

**Unit title:** Develop Professional Practice

### **What this Unit is about**

This Unit is about the knowledge and skills you need to develop your professional practice as a lecturer in further education.

### **What you will learn**

You will learn how to:

- ◆ Implement effectively college arrangements for quality assurance, improvement and enhancement as an individual and as a member of a team.
- ◆ Contribute effectively to the quality roles and functions of curriculum teams.
- ◆ Work with a comprehensive understanding of the roles, rights and responsibilities of the FE lecturer.
- ◆ Comply with legislation and adopt good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.
- ◆ Implement the college's policies and procedures for guidance and support by understanding the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists.

### **On completion of the Units you will be able to:**

- 1 Contribute to quality assurance, improvement and enhancement in the curriculum team.
- 2 Meet professional and legal requirements.