

Higher National Unit Specification

General information for centres

Unit title: Plan and Prepare the Learning Experience

Unit code: DV5P 36

Unit purpose: This Unit is designed to enable candidates to develop the skills and knowledge required to plan, prepare and evaluate the learning experience taking account of learners' prior knowledge and skills, methods of learning, teaching and assessment, and available resources.

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 Plan effective learning and assessment taking account of learners' needs.
- 2 Evaluate and select appropriate resources.
- 3 Design and produce accessible and inclusive learning and teaching materials.
- 4 Plan and justify a strategy to evaluate a learning experience.

Credit points and level: 2 HN Credits at SCQF level 9: (16 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.

General information for centres (cont)

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. Delivery of this Unit can be integrated with the Unit, Facilitate Learning, Teaching and Assessment. 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.

Assessment: This Unit will be assessed by written and performance evidence. The candidate is required to produce an evaluative report, a learning, teaching and assessment plan, which includes the specification of resources, a pack of learning materials, assessment materials and an evaluation strategy. There must be arrangements in place to ensure the authenticity of the work produced.

Higher National Unit specification: statement of standards

Unit title: Plan and Prepare the Learning Experience

Unit code: DV5P 36

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

The Unit will be assessed holistically by combining Outcomes 1, 2, 3 and 4 for assessment purposes. Evidence Requirements and assessment guidelines for the Unit appear after Outcome 4.

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

Plan effective learning and assessment taking account of learners' needs

Knowledge and/or skills

- ◆ Subject knowledge and skills and how these are interpreted for learning
- ◆ Writing aims and objectives
- ◆ Setting learning goals
- ◆ Coherent and progressive learning programmes
- ◆ Modes of delivery
- ◆ Ways of learning and related learning strategies
- ◆ Lesson and assessment plans
- ◆ Selecting learning and teaching activities
- ◆ Appropriate use of ICT to support learning, teaching and assessment
- ◆ Inclusive practice to meet diverse learners' needs
- ◆ Strategies to promote positive attitudes to social and cultural diversity.
- ◆ Strategies to promote literacy and numeracy
- ◆ Strategies to promote independent learning
- ◆ Strategies to promote Core Skills, skills for citizenship and skills for employability
- ◆ Sequencing learning in a way likely to foster and maintain learners' enthusiasm and motivation
- ◆ Purposes of assessment (for learning, for certification)
- ◆ Selecting assessment instruments
- ◆ Timing of and conditions for assessment including alternative assessment arrangements
- ◆ Health and safety considerations
- ◆ Legal considerations
- ◆ The reflective practitioner

Higher National Unit specification: statement of standards (cont)

Unit title: Plan and Prepare the Learning Experience

Outcome 2

Evaluate and select appropriate resources

Knowledge and/or skills

- ◆ Sources of learning and teaching resources
- ◆ Selecting resources to take account of diverse learners' needs and the class, group, subject or Unit being taught
- ◆ Use of learning resources which contribute to the achievement of learning objectives
- ◆ Use of information and communication technology (ICT) to enhance learning

Outcome 3

Design and produce accessible and inclusive learning and teaching materials

Knowledge and/or skills

- ◆ Sources of learning and teaching material
- ◆ Selecting and adapting accessible and inclusive materials to meet the programme requirements and learner needs
- ◆ Producing accessible and inclusive new materials to meet programme requirements and learner needs
- ◆ Ways of structuring materials to support learning
- ◆ Use of information and communication technology (ICT) to extend and enhance learning
- ◆ Selecting assessment instruments to take account of learners' needs and the class, group, subject or Unit being taught.
- ◆ Adaptation of assessment instruments to meet diverse learner needs, e.g. sensory impairment, dyslexia
- ◆ Equal opportunities legislation and good practice
- ◆ Literacy and language issues
- ◆ Copyright legislation
- ◆ Appropriate use of ICT in assessment

Outcome 4

Plan and justify a strategy to evaluate a learning experience

Knowledge and/or skills

- ◆ Evaluation planning: focus, qualitative and quantitative data, methods of collection of data, criteria for success.
- ◆ Advantages and disadvantages of different data collection methods
- ◆ Using feedback from learners and other tutors
- ◆ Ways of using assessment information to monitor the effectiveness of the learning process
- ◆ Questioning techniques

Higher National Unit specification: statement of standards (cont)

Unit title: Plan and Prepare the Learning Experience

- ◆ How to interpret information
- ◆ Organisational procedures for review and evaluation
- ◆ Relevant legislation

Evidence Requirements for the Unit

Candidates will provide performance (product) evidence in the form of:

- (a) A learning, teaching and assessment plan for a minimum of 20 hours of learning. The Unit/programme specification should be appended to the plan.
- (b) A minimum of four detailed and consecutive lesson plans. The plans must specify appropriate organisational details, resources to be used and include the use of ICT to support learning.
- (c) A materials pack, for a minimum of 10–12 hours of learning. The pack must include a minimum of four of each of the following new materials designed by the candidate:
 - written learning materials eg handouts, individual learning materials
 - visual learning materials eg OHT, PowerPoint presentation
- (d) an evaluation strategy. A minimum of two methods of data collection should be specified.

The candidate must clearly acknowledge on the materials which are new and where materials have been sourced elsewhere (from existing packages etc). A witness testimony from the line manager could be used to authenticate that the new materials were created by the candidate.

Candidates will provide written evidence in the form of:

- (a) A profile for a group of learners which provides an outline of the course/programme which the learners are following and the factors affecting their ability to learn.
- (b) An evaluative report/commentary of 1,500 words. Candidates should justify their selection of learning and teaching activities, assessment instruments, resources and materials in meeting the programme requirements and learner needs. They should also justify their planned strategy to evaluate the learning experience of their chosen group of learners. The commentary may be in audio, video or note format and should be agreed with his/her assessor. This evidence may also be derived from a professional discussion.

Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.

Evidence must be generated in the workplace. The Unit and group of learners, selected by the candidate, must be agreed with his/her assessor.

Assessment guidelines

Candidates will need to identify a Unit or programme of learning, covering both performance and knowledge evidence, to deliver to a group of learners.

Higher National Unit specification: statement of standards (cont)

Unit title: Plan and Prepare the Learning Experience

The group profile and detailed lesson plans, including learning resources, may be used for the observed learning and teaching sessions for Outcome 2 of the Unit, Facilitate Learning, Teaching and Assessment. The learning, teaching and assessment plan may be used as the assessment plan required in Outcome 3 and the evaluation strategy should be used to evaluate the quality of the teaching and the learning experience in Outcome 4 of the above Unit.

Candidates who have been awarded the Unit Introduction to Teaching in Further Education — Planning should be given credit for Outcomes 1 and 2 and therefore are only be required to provide performance (product) evidence as detailed in (c) and (d) and relevant supporting written evidence from (b).

Administrative Information

Unit code:	DV5P 36
Unit title:	Plan and Prepare the Learning Experience
Superclass category:	GA
Date of publication:	February 2006
Version:	01
Source:	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: Plan and Prepare the Learning Experience

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 80 hours.

Guidance on the content and context for this Unit

This Unit has been designed for candidates who already have, or who anticipate having, responsibility for designing and evaluating learning programmes in further education. The experience of developing a Unit, or programme of learning, from its initial rationale to the final product in timetable format will enable candidates to apply the process skills gained to the design or modification of further programmes for their learners.

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

- ◆ advantages/disadvantages of different teaching methods and when to use them
- ◆ criteria for selection of learning and teaching activities, eg variety, challenge, motivation, range, organisation
- ◆ ways of incorporating all aspects of the learning cycle in the learning process
- ◆ factors that affect learning, including personal characteristics and circumstances of learners, learners' previous experience of learning, access to materials, environment, social setting, social relationships
- ◆ learning styles and how they affect learning and teaching
- ◆ access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
- ◆ inclusive practice to meet learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity
- ◆ learner centred approaches to teaching eg use of exercises, activities, presentation, demonstration, instruction to group, one-to-one coaching, information and communications technology (ICT)
- ◆ ways of using information and communications technology (ICT) to support delivery e.g. word processing handouts and worksheets, using a presentation package, e-mail, computer conferencing, using materials on the internet, e-assessment
- ◆ organisational factors to be considered in the learning and teaching 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

Higher National Unit specification: support notes (cont)

Unit title: Plan and Prepare the Learning Experience

- ◆ strategies to promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour
- ◆ methods of enabling students to work effectively on their own and the place of these methods in learning, teaching and assessment
- ◆ the purposes of formative and summative assessment
- ◆ advantages and disadvantages of different assessment methods: written, oral, online, product assessment; assessment by observation, witness testimony
- ◆ criteria for evaluation and selection of assessment instruments, eg variety, good practice variety/type of different teaching aids/resources eg people, time, materials, equipment, facilities
- ◆ appropriate timing and pacing of assessment within a learning programme
- ◆ legal considerations, eg health and safety, disability, discrimination, equality, ICT

Outcome 2

- ◆ college procedures and operating practice for the acquisition of resources— planning, scheduling and feedback mechanisms
- ◆ potential and effective use of different resources ie audio-visual equipment, text-based material, computer based, graphics
- ◆ information technology and specialist equipment and their uses in supporting learning
- ◆ assistive technologies
- ◆ how to assess which learning materials are not suited to the particular learner and learning activity
- ◆ resource constraints influencing the selection of learning and teaching techniques and how to make best use of available resources
- ◆ the availability of resources and how this affects learning

Outcome 3

- ◆ different learning materials, when to use them and how to prepare them eg written, visual, audio visual
- ◆ selection and preparation of learning and teaching materials: formats, language, diversity, accessibility, inclusiveness, promotion of positive attitudes to diversity
- ◆ the principles of universality of design: creating materials and experiences that will be accessible to the widest range of users
- ◆ appropriate and effective use of universal design concept, alternate formats, and assistive technologies
- ◆ characteristics of effective learning and teaching materials
- ◆ potential barriers in learning and teaching materials
- ◆ ways of structuring materials to support learning
- ◆ the use of differentiated materials
- ◆ ways of consolidating and reinforcing learning
- ◆ copyright restraints over existing materials including materials from external sources
- ◆ information technology and how it can be used to extend and enhance learning, teaching and assessment

Higher National Unit specification: support notes (cont)

Unit title: Plan and Prepare the Learning Experience

Outcome 4

- ◆ sources of evidence on which to draw when evaluating own work
- ◆ data collection methods eg oral feedback, questionnaires, observations, surveys, discussion groups and interviews
- ◆ quantitative and qualitative data
- ◆ validity and reliability of methods including peer/tutor observation
- ◆ validity and reliability of sources
- ◆ the contribution that learners make to tutors' evaluation of their own teaching
- ◆ ways of using assessment information to monitor the effectiveness of the learning process
- ◆ limits of tutor's own control over the evaluation of practice
- ◆ security and confidentiality eg Data Protection Act

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. Direct observation, oral questioning, written/documentary evidence and professional discussion are 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 the development of a learning, teaching and assessment plan, resources and materials for a Unit and a strategy to evaluate the learning experience and candidates should have several opportunities to prepare for the summative assessment.

The evidence in the candidate's portfolio could provide evidence towards a qualification based on occupational competence in lecturing in further education.

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 integral to achievement.
- ◆ Candidates should define objectives as they identify, evaluate and select appropriate resources. Effective use of library and learning resource centre systems will allow candidates to enhance their analytical skills as they identify and access relevant sources. Skills will be developed in accessing and evaluating electronic sources on professional concerns, issues and ideas, in order that candidates are able to read in depth and in detail current reference materials from a range of Internet sites, DVD/CD based databases and news archives. Checklists to support analytical evaluation of information might be useful, and include criteria to check on the currency, authority, accuracy, and balance of all information accessed.

Higher National Unit specification: support notes (cont)

Unit title: Plan and Prepare the Learning Experience

- ◆ Although skills in written communication are not formally assessed, candidates will be expected to express essential ideas, information accurately and coherently, use a formal structure and recognised format, and check language, spelling, punctuation and syntax for accuracy.
- ◆ 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.
- ◆ The ability to calculate and convey complex information on use of resources and timescales involved 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. Effective presentation of data will be further enhanced by access to appropriate technology.

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.

General information for candidates

Unit title: Plan and Prepare the Learning Experience

What this Unit is about

This Unit is about the knowledge and skills you need to plan and prepare for the delivery and evaluation of learning and teaching programmes.

What you will learn

You will learn how to develop a learning, teaching and assessment plan for a Unit or programme of learning:

- ◆ in outline timetable format, including details of appropriate learning and teaching activities, assessment instruments and resources
- ◆ as detailed lesson plans
- ◆ with learning, teaching and assessment materials

You will also learn how to plan a strategy to evaluate the learning experience.

This will enable you to apply the skills gained to design or modify further programmes and materials for your learners.

On completion of the Units you will be able to:

- 1 Plan effective learning and assessment taking account of learners' needs.
- 2 Evaluate and select appropriate resources.
- 3 Design and produce accessible and inclusive learning and teaching materials.
- 4 Plan and justify a strategy to evaluate a learning experience.