

Higher National Unit Specification

General information for centres

Unit title: Teaching in Further Education — Delivery and Assessment

Unit code: DV5V 36

Unit purpose: This Unit is designed to enable candidates to develop the skills and knowledge required for managing an effective learning and teaching environment, assessing the learning process and giving feedback to learners. It also promotes understanding of the roles, rights and responsibilities of the further education lecturer.

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 Implement a plan to promote learning.
- 2 Assess learning and give feedback.
- 3 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, Working with Others 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: Introduction to 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, Introduction to Teaching in Further Education — Planning. 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. Candidates will be assessed by observation of learning and teaching sessions and giving assessment feedback to learners. They will also be assessed by witness testimony of performance, along with written evidence, in the form of a commentary of approximately 1,000 words, on their ability to demonstrate best professional practice. There must be arrangements in place to ensure the authenticity of the work produced.

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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

Implement a plan to promote learning

Knowledge and/or skills

- ◆ Management and delivery of teaching strategies
- ◆ Using learning and teaching activities which involve learners
- ◆ Arranging the learning environment to complement the learning and teaching approach
- ◆ Ways of structuring and presenting information and ideas
- ◆ Using differentiation strategies
- ◆ Group dynamics
- ◆ Barriers to learning and how to overcome them
- ◆ Challenge and motivation of learners; high but realistic expectations
- ◆ Strategies to develop the learning skills of learners
- ◆ Information literacy skills required by learners
- ◆ Techniques for identifying opportunities to develop Core Skills
- ◆ Sources of information about learners' previous experiences
- ◆ Social, cultural and emotional factors and their effect on learning
- ◆ Ways of seeking, responding to and giving feedback for learning
- ◆ Effective and appropriate communication with learners, colleagues, and other professionals for the purposes of facilitating learning
- ◆ Using learning, teaching and assessment resources, including materials, to meet diverse learning needs
- ◆ Use of ICT to address different learner needs
- ◆ Consolidating and reinforcing learning
- ◆ Relevant legislation
- ◆ The reflective practitioner

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching in Further Education — Delivery and Assessment

Evidence Requirements

Candidates will provide performance evidence by delivering a minimum of two observed teaching sessions. Over the sessions the candidate should:

- ◆ meet the aims and objectives of the planned session and learners' needs
- ◆ engage the learners
- ◆ promote learning and independent learning
- ◆ demonstrate at least two learning and teaching methods
- ◆ employ at least two different learning resources

Candidates will provide written evidence in the form of:

- ◆ a profile for the group of learners which provides an outline of the course/programme which the learners are following and their learning needs
- ◆ learning and teaching plans for the two observed sessions
- ◆ an explanation of how the learning, teaching and assessment resources met the learners' needs
- ◆ reflective notes on the observed sessions

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 the sessions for delivering to a group of learners covering both performance and knowledge evidence. Assessment of the candidate's ability to deliver effective learning and teaching sessions should be recorded on a checklist. The group profile and detailed learning and teaching plans for the observed sessions may be those provided as evidence for the Unit, Introduction to Teaching in Further Education — Planning. Development needs, identified as a result of reflection on the candidate's observed sessions, should be included in the action plan for Outcome 3.

Outcome 2

Assess learning and give feedback

Knowledge and/or skills

- ◆ College policy and procedures including those for alternative assessment arrangements
- ◆ Awarding body standards
- ◆ Timing of and conditions for assessment including alternative assessment arrangements for learners with additional needs
- ◆ Use of criteria, marking, marking schemes and sample solutions to measure learning
- ◆ Making fair and consistent assessment decisions
- ◆ Giving oral and written feedback to promote learning, affirm achievement, and inform future learning goals

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching in Further Education — Delivery and Assessment

- ◆ Recording evidence against criteria
- ◆ Recording Outcomes of assessment against agreed criteria
- ◆ Record keeping: checklists and schedules, attainment records, use of ICT
- ◆ Ways of using assessment information to maintain standards
- ◆ Reporting to other agencies, eg employers, schools

Evidence Requirements

Candidates will provide written and performance evidence of their ability to assess Outcomes of learning and provide feedback to learners. Performance evidence will take the form of (a) an assessment plan for a Unit, (b) feedback to at least two learners (one written, one oral) using feedback skills which promote learning, affirm achievement and inform future learning goals and (c) assessment records for the learners which meet their organisation's procedures for record keeping.

For written evidence candidates should produce a reflective account of 750 words, to justify their assessment decisions. Evidence may also be derived from a professional discussion or produced in audio, video or note format, and should be agreed with the assessor.

Evidence must be generated in the workplace. Assessments must not be carried out as case studies, simulations or theoretical exercises.

Assessment guidelines

The assessment plan may be the learning, teaching and assessment plan provided for the Unit, Introduction to Teaching in Further Education — Planning. Assessment of the candidate's ability to assess the Outcomes of learning, adhere to marking guidelines, and give oral feedback to a learner should be recorded on a checklist. One of the observed sessions for Outcome 1 could be used to provide evidence of giving oral feedback to a learner. The candidate is not expected to have the knowledge or skill to design instruments of assessments. Therefore the instruments of assessments which are used should have been previously moderated.

Outcome 3

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 remits 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

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching in Further Education — Delivery and Assessment

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

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.

Evidence must be generated in the workplace.

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 1 should be included in the action plan for this Outcome.

Administrative Information

Unit code:	DV5V 36
Unit title:	Teaching in Further Education — Delivery and Assessment
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Higher National Unit specification: support notes

Unit title: Teaching in Further Education — Delivery and Assessment

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 has been designed for candidates who already have, or who anticipate having, responsibility for delivering and assessing learning in further education. The experience of facilitating learning, teaching and assessment will enable candidates to use a variety of approaches to empower, motivate and support learners to develop knowledge, skills and attitudes for learning, personal development and employment. By gaining an understanding of their professional and legal requirements they will be enabled to develop best professional practice.

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 Introduction to Teaching in Further Education — Planning 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 importance of pacing learning and teaching appropriately
- ◆ how to sequence and pace communication with learners
- ◆ differing learning contexts i.e. small group, large group, informal with wide scope for interaction between tutor and learners, formal with limited scope for interaction
- ◆ independent learning skills and how to foster these
- ◆ how to encourage learners to work effectively on their own
- ◆ theories concerning motivation and ways of motivating learners
- ◆ dynamics of group sessions
- ◆ processes involved in group learning
- ◆ factors likely to affect learning and behaviour in groups
- ◆ barriers to learning in groups
- ◆ how to address individual learning needs in a group setting
- ◆ how to monitor learners' progress in a group setting
- ◆ issues of equality of opportunity and non-discriminatory practice in relation to group work
- ◆ appropriate and effective use of universal design concept, alternate formats, and assistive technologies
- ◆ effective use of ICT
- ◆ what constitutes acceptable levels of work to enable learners to meet defined learning Outcomes
- ◆ facilitation and intervening skills and how to identify which skills to use and when to use them
- ◆ methods of eliciting personal views
- ◆ how to give constructive feedback

Higher National Unit specification: support notes (cont)

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- ◆ ways of consolidating and reinforcing learning

Outcome 2

- ◆ the role of assessment in relation to the learning cycle
- ◆ appropriate timing and pacing of assessment within a learning programme
- ◆ methods of assessing performance and their characteristics, eg watching learners perform, setting skills tests, arranging simulations
- ◆ methods of assessing knowledge and their characteristics, eg oral questioning, written questioning, setting projects and tasks
- ◆ integration of assessment
- ◆ equity and inclusivity issues in relation to assessment
- ◆ alternative assessment opportunities for learners with special assessment requirements
- ◆ how to judge evidence reliably
- ◆ how to make fair and consistent assessment decisions
- ◆ how to monitor and review progress with learners
- ◆ how to give constructive feedback to learners according to the nature of the decision taken
- ◆ evidence recording, eg use of checklists
- ◆ organisational procedures for recording assessment Outcomes including the requirements of awarding bodies
- ◆ how to record and process assessment decisions
- ◆ how to comply with legal requirements with regard to the protection of data

Outcome 3

- ◆ 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
- ◆ 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

Higher National Unit specification: support notes (cont)

Unit title: Teaching in Further Education — Delivery and Assessment

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 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.

This is a practical Unit and its focus is on promoting learning, using a variety of different approaches and appropriate resources to meet diverse learners' needs, assessing learners and giving feedback, and gaining an understanding of the roles, rights and responsibilities of the further education lecturer, and includes planning for improvement of own practice. 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 and implementing teaching strategies which allow on-going opportunities for review and adjustment will be of critical importance.
- ◆ Candidates will have opportunities to develop a sophisticated level of oral communication skills in questioning, giving information and responding to others in the most appropriate way to progress learning. Signposting key points and adapting register and style to the needs of learners is integral to achievement. Analysing and responding to the needs of others will involve using a range of verbal and non-verbal communication techniques to demonstrate assertive and supportive behaviour which will be critical to successful performance and best practice in communicating and working with others. Exploration of the value and impact of open and closed questioning and practice using a range of active listening techniques is an essential aspect of competence.
- ◆ 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.
- ◆ Candidates will need to produce and present materials to a standard which would be professionally acceptable and effective. Resources available should include appropriate software packages to support accuracy and the effective presentation of information. Opportunities exist to create documents, designs, or models from different types of data in a range of media.
- ◆ The Unit offers many opportunities to explore ways of enhancing skills in managing co-operative working. Planning and delivering teaching sessions involves the identification of aims which must be tailored to organisational requirements and consistent with available resources. Maximising opportunities to enhance negotiation with learners as far as is appropriate by offering encouragement, demonstrating, explaining and adapting behaviour to maximise the strengths of all involved in the learning process will be integral to the role of the teacher.

Higher National Unit specification: support notes (cont)

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Candidates could practise developing approaches to instruction and negotiation supported by self or group assessment checklists, and demonstrate or describe an empathic understanding of the physical, emotional and cultural needs of others to be considered in order to progress communication within the constraints of organisational and legal considerations.

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

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What this Unit is about

This Unit is about the knowledge and skills you need to develop for managing an effective learning and teaching environment, assessing the learning process and giving feedback to learners and enhancing your professional practice.

You will learn how to:

- ◆ Implement effectively a broad range of strategies to promote learning and independent learning at various levels and/or using different modes of delivery.
- ◆ Identify and take appropriate actions to address the collective and individual needs of learners.
- ◆ Promote positive attitudes to human diversity through accessible learning and teaching resources.
- ◆ Use learning, assessment and teaching resources effectively to meet diverse learning needs.
- ◆ Measure and record progress and attainment.
- ◆ Use assessment feedback to promote learning, affirm achievement, and inform future learning goals.
- ◆ 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 Implement a plan to promote learning.
- 2 Assess learning and give feedback.
- 3 Meet professional and legal requirements.