

## Higher National Unit Specification

### General information for centres

**Unit title:** Teaching in Further Education — Planning

**Unit code:** DV5X 36

**Unit purpose:** This Unit is designed to enable candidates to develop the skills and knowledge required to plan and prepare 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.

**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: An 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 — Delivery 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.

## General information for centres (cont)

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

## Higher National Unit specification: statement of standards

**Unit title:** Teaching in Further Education — Planning

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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 and 2 for assessment purposes. Evidence Requirements and assessment guidelines for the Unit appear after Outcome 2.

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 to meet the programme and learner requirements
- ◆ 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:** Teaching in Further Education — Planning

### **Outcome 2**

Evaluate and select appropriate resources

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

- ◆ Sources of learning and teaching resources
- ◆ Types of learning and teaching resources
- ◆ Selecting resources, including materials, 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

#### **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.

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 750 words. Candidates should justify their selection of learning and teaching activities, assessment instruments and resources in meeting the programme requirements and learner needs. 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 for the Unit**

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

The group profile and detailed lesson plans, including learning resources, may be used for the observed learning and teaching sessions for Outcome 1 of the Unit, Introduction to Teaching in Further Education — Delivery & Assessment. The learning, teaching and assessment plan may be used as the assessment plan required in Outcome 2 of the above Unit.

## **Administrative Information**

<b>Unit code:</b>	DV5X 36
<b>Unit title:</b>	Teaching in Further Education — Planning
<b>Superclass category:</b>	GA
<b>Date of publication:</b>	February 2006
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## Higher National Unit specification: support notes

### Unit title: Teaching in Further Education — Planning

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 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 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

- ◆ 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: Teaching in Further Education — Planning

- ◆ 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 i.e. 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

### 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.

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

**Unit title:** Teaching in Further Education — Planning

### *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.
- ◆ Skills in accessing and evaluating sources of information and ideas will be developed, in order that candidates are able to analyse in depth 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.
- ◆ Candidates should be familiar with effective and responsible use of ICT equipment and software applications in the design and production of materials to support the learning process. 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.
- ◆ 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 resource calculations and quality initiatives.

### **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:** Teaching in Further Education — Planning

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

This Unit is about the knowledge and skills you need to plan and prepare for the delivery 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

This will enable you to apply the skills gained to design or modify further programmes 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.