

Higher National Unit specification

General information for centres

Unit title: Managing Curriculum Teams

Unit code: F1HL 36

Unit purpose: This Unit is designed for the continuing professional development (CPD) of teachers employed in Scotland's Colleges who have responsibility for managing and leading a curriculum team but not necessarily in a formal line management capacity. It will enable candidates to gain the skills, knowledge and understanding to develop their own personal effectiveness as curriculum team leaders. It will also enable them to develop skills and knowledge for bringing about positive change and supporting, influencing and motivating other team members, which are key aspects of the role.

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 should be able to:

- 1 Manage self, relationships and work demands within a developing role as a team leader.
- 2 Influence, motivate and support other team members to create ideas and design a plan to bring about positive change.
- 3 Identify individual and team development needs in order to develop individuals for their professional roles and as effective members of a team.

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 hold a recognised teaching qualification and have experience of managing and leading a curriculum team.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Working with Others and Communication at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

General information for centres (cont)

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 Professional Development Award in Managing and Leading a Curriculum Team at SCQF level 9 and it is recommended that it should be taught and assessed within this framework. Delivery of this Unit can be integrated with the Unit, *Managing Curriculum Processes*. The principal context will be the learning and teaching environment.

Assessment: This Unit will be assessed by written/oral and performance evidence. For Outcome 1 written/oral and performance evidence will be in the form of a reflective report/commentary of about 1,000 words, professional discussion or oral presentation, supported by examples of work practice. For Outcome 2 candidates are required to develop a minimum of one plan to bring about positive change and a written/oral report of about 750 words. For Outcome 3 they are required to prepare a minimum of one plan outlining individual and team professional development needs and ways of achieving them and a written/oral report of about 500 words. There must be arrangements in place to ensure the authenticity of the work produced. Assessment of Outcomes 2 and 3 can be integrated with the assessment for the Unit, *Managing Curriculum Processes*.

Higher National Unit specification: statement of standards

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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

Manage self, relationships and work demands within a developing role as a team leader

Knowledge and/or Skills

- ◆ Self-management techniques
- ◆ Interpersonal skills for working effectively with others
- ◆ Strategies to promote good relationships with colleagues
- ◆ Conflict recognition, reduction and resolution
- ◆ Adoption of effective tools for managing the programme team
- ◆ Adoption of effective tools for organising work demands to meet deadlines
- ◆ Reflective practice

Evidence Requirements

Candidates will provide written/oral evidence, in the form of a reflective report/statement (1,000 words), of their ability to manage self, relationships and work demands by:

- ◆ analysing the professional requirements of their role as a team leader
- ◆ 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 their development needs
- ◆ evaluating how well they have achieved their objectives

Evidence may also be derived from a professional discussion. Evidence of authenticity of the candidate's statement and work practice should be included, by either witness testimony and/or appending relevant documentation.

Higher National Unit specification: statement of standards (cont)

Unit title: Managing Curriculum Teams

Assessment Guidelines

The candidate should keep a log book/diary to facilitate professional critical reflection. This may include evidence of problem solving, task management abilities, time management etc.

Examples of work practice in establishing constructive working relationships and managing work demands may include sharing expertise and information with team members, identifying their skills and dividing work appropriately, encouraging them to express opinions, dealing with conflict. Performance evidence could include witness testimonies, minutes of meetings, e-mails, records of discussion etc.

Outcome 2

Influence, motivate and support other team members to create ideas and design a plan to bring about positive change

Knowledge and/or Skills

- ◆ Creative thinking tools and techniques
- ◆ Influencing skills
- ◆ Team leadership skills
- ◆ Strategies for bringing about positive change

Evidence Requirements

Candidates will produce performance and written/oral evidence of their ability to prepare a minimum of one quality improvement plan to bring about positive change.

The evidence will be in the form of a report of about 750 words, excluding appendices, or the equivalent derived from a professional discussion or oral presentation. The written/oral evidence should demonstrate that there has been a team-based approach to analysing the need for change, based on valid and reliable evidence, planning actions to address the areas for improvement, implementing and monitoring the change.

Performance evidence, which should be included as appendices, will take the form of a quality improvement plan which:

- ◆ outlines the area for change
- ◆ specifies actions to be taken
- ◆ assigns team members' responsibility for addressing areas for improvement
- ◆ specifies clear timescales for action
- ◆ monitors and reviews the extent to which planned actions are leading to improvement

Higher National Unit specification: statement of standards (cont)

Unit title: Managing Curriculum Teams

Assessment Guidelines

The plan for positive change may be a quality improvement plan resulting from self-evaluation or ongoing monitoring of delivery and as such could be the same plan as that developed for the Unit, Managing Curriculum Processes.

The length of report should be within $\pm 10\%$ of 750 words. Appendices to the report, for example college documentation, self-evaluation reports and action plans, minutes of meetings will provide supporting evidence.

Candidates undertaking the Group Award may generate appropriate written/oral and performance evidence for this Outcome through integration with the evidence for the Unit, Managing Curriculum Processes.

Outcome 3

Identify individual and team development needs in order to develop individuals for their professional roles and as effective members of a team

Knowledge and/or Skills

- ◆ College policies and procedures for identifying team and individual professional development needs
- ◆ Ways in which to audit/analyse individual and team strengths and professional development needs
- ◆ Ways of identifying and promoting best practice in learning and teaching and the wider learner experience
- ◆ Strategies for supporting individuals and the team to meet professional development needs
- ◆ Strategies for collaborative planning, implementation and evaluation of individual and team professional development needs
- ◆ How to state development needs as measurable learning objectives
- ◆ Range of development activities
- ◆ Methods of supporting development activities

Evidence Requirements

Candidates will produce performance and written/oral evidence of their ability to prepare a minimum of one plan for a curriculum team outlining individual and team professional development needs and ways of achieving them.

The evidence will be in the form of a report of about 500 words, excluding appendices, or the equivalent derived from a professional discussion or oral presentation. The candidate should outline the process and methods used to identify and prioritise the development needs, in line with team objectives, justify the selection of development activities, and review the contribution the development has made in enhancing the effectiveness of the team.

Higher National Unit specification: statement of standards (cont)

Unit title: Managing Curriculum Teams

Performance evidence, which should be included as appendices, will take the form of (a) a plan, which includes details of individuals' and the team's professional development needs, within the individuals' contribution to team development, stated as specific and measurable objectives, and how they will be met, with an indicative timescale for completion, and (b) records of monitoring and evaluation.

Assessment Guidelines

The length of report should be within $\pm 10\%$ of 500 words. Appendices to the report, for example college documentation, self-evaluation reports and action plans, minutes of meetings will provide supporting evidence.

Candidates undertaking the Group Award may generate appropriate written/oral and performance evidence for this Outcome through integration with the evidence for the Unit, Managing Curriculum Processes.

Administrative Information

Unit code: F1HL 36
Unit title: Managing Curriculum Teams
Superclass category: GE
Original date of publication: May 2007
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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Managing Curriculum Teams

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

The content of this Unit is based on Standard for 'Managing and Leading a Curriculum Team' from 'The Professional Standards for Continuing Professional Development (CPD)', published by the Scottish Executive in June 2006, <http://www.fepdfscotland.co.uk/professionalstandards.htm>.

It is designed for the continuing professional development (CPD) of teachers employed in Scotland's Colleges who have responsibility for managing and leading a curriculum team but not necessarily in a formal line management capacity. It will enable candidates to gain the skills, knowledge and understanding to develop their own personal effectiveness as curriculum team leaders. It will also enable them to develop skills and knowledge for bringing about positive change and supporting, influencing and motivating other team members, which are key aspects of the role.

The principal context will be the learning and teaching environment. The candidate should have access to a workplace where evidence to meet the Outcomes can be generated. Integration in the delivery and assessment of the Unit, Managing Curriculum Processes, 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

- ◆ self-management techniques e.g. time management, prioritising, objective setting
- ◆ reflection on, and review and evaluation of, performance and development activities
- ◆ how to audit own strengths and development needs in respect of interpersonal skills and ability to work effectively with other people
- ◆ how to obtain feedback on own performance
- ◆ negotiation of appropriate support
- ◆ leadership styles
- ◆ how to build constructive relationships with team members
- ◆ factors which impact on relationships with team members, including cultural, and own values and beliefs
- ◆ interpersonal characteristics/skills eg communication skills (verbal and non-verbal), negotiating skills, assertiveness skills, delegation skills
- ◆ sharing information with team members
- ◆ giving and receiving feedback
- ◆ strategies to promote health, safety and wellbeing of both self and team, including methods for the prevention/reduction of stress
- ◆ strategies to promote good relationships with team members: interpersonal and communication skills, equality and inclusiveness and conflict resolution
- ◆ potential causes and consequences of conflict, in personal and work related circumstances,
- ◆ skills/strategies for conflict reduction and resolution

Higher National Unit specification: support notes (cont)

Unit title: Managing Curriculum Teams

- ◆ organisational structures for dealing with conflict situations, including policies and procedures
- ◆ different ways of offering advice and help and how to match them with individual colleague's needs
- ◆ identification of own training and development needs

Outcome 2

- ◆ creative thinking tools and techniques, eg mind mapping, thinking outside the box
- ◆ the team leader's role in managing change eg supporting team members and learners, motivating; encouraging; inspiring, engaging
- ◆ working through others
- ◆ communication skills
- ◆ techniques for creating change eg sharing visions, agreeing and reviewing objectives for change; setting professional standards
- ◆ making and communicating hard decisions
- ◆ tackling practical problems — team scenarios
- ◆ establishing an environment for innovation
- ◆ inspiring and enabling innovation
- ◆ leading positive change
- ◆ modelling, mentoring and delegating
- ◆ giving feedback and advice

Outcome 3

- ◆ college staff development and review procedures
- ◆ likely future developments within the college sector and their implications for team members' practice and that of the organisation
- ◆ promoting best practice in learning and teaching, eg appropriate use of ICT
- ◆ the skills and knowledge required for working with learners, including Core Skills
- ◆ current developments and research within own specialist vocational or academic area of expertise and the relevance of these to teaching and learning
- ◆ appropriate sources of evidence on which to draw when evaluating professional development needs
- ◆ capacity building within the team
- ◆ the contribution that learners make to teacher's own evaluation of their teaching
- ◆ prioritising development needs in line with team objectives
- ◆ designing and contributing to team training and development
- ◆ adoption of effective tools for managing the programme team
- ◆ using a range of methods for team communication
- ◆ sources of professional support and advice
- ◆ sources of information for enhancing professional knowledge and how to access them
- ◆ the resource constraints applicable to personal and professional training and development

Higher National Unit specification: support notes (cont)

Unit title: Managing Curriculum Teams

Guidance on the delivery and assessment of this Unit

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, the use of role-play and simulations for practice in soft skills and case studies. Using illustrations sourced from candidates and their work experience will serve to make the learning more relevant and familiar. The discussions will also develop the skills required to reflect on own practice.

Candidates should generate evidence of achievement from the workplace. Assessments must not be carried out as case studies, simulations or theoretical exercises. The candidate should also keep a well-evidenced reflective diary describing his/her performance for Outcome 1. This form of record would need to be substantiated by an authorised source. Assessments for Outcomes 2 and 3 may be integrated with the assessment for the Unit, Managing Curriculum Processes. 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 -critical thinking, planning and organising and reviewing and evaluating- will be developed and enhanced to a significant level as candidates undertake the Unit. As they analyse all aspects of their leadership role they will consider their aims and objectives, identifying and assessing the significance of all the factors which could affect successful management of a Curriculum Team. They will review and make use of occupational problem solving models and tools to identify strategic approaches to change within timescales and resources. Defining and prioritising the professional development needs of the individual and the team will be central to effective planning of a series of supportive programmes designed to assist others to reach identified learning objectives. Any potential weaknesses in implementation will be evaluated and addressed in the context of supportive team management. Justification of the selection of development activities, and an analytical review of the contribution the development has made to enhancing team effectiveness will be integral to achievement.

Secure understanding of the principles of negotiation and teambuilding will allow candidates to demonstrate and enhance their interpersonal skills. Having analysed essential tasks and identified elements of change management they will require to discuss the nature and scope of goals, roles and responsibilities with the team. Taking account of the strengths and needs of individuals they will influence and motivate the group, supporting and enabling the achievement of potential. Strategies to promote good relationships will underpin the identification, management and resolution of any conflict which could have an adverse impact on team working. Evaluation of the effectiveness of management activities will be on-going, with candidates critically reviewing the value of their own contribution, and adapting and modifying approaches as required.

There will be many practical opportunities for candidates to enhance their oral skills using empathic, reflective listening techniques to support co-operative working with others. Competence in accessing, analysing and evaluating electronic and paper based reference sources will provide current information on complex legal and professional issues and will underpin best practice. Evidence of competence will be presented to a professional standard, with oral or written reports in a recognised formal structure. Essential facts, conclusions and recommendations will be presented accurately and coherently.

Higher National Unit specification: support notes (cont)

Unit title: Managing Curriculum Teams

Open learning

This Unit would be suited to open, distance and online learning if it was conducted in conditions where arrangements have been put in place to assure the authenticity of the candidate's work: assessments could, for example, be verified by a line manager who can confirm that the candidate's work practice is authentic. It is likely that open learning delivery will consist of some initial orientation and briefing sessions, after which candidates will manage their own learning. Despite this, candidates will require support throughout the time they are undertaking this Unit and suitable arrangements should be made to provide this. This could involve meetings with candidates both individually and as a group. For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: www.sqa.org.uk.

Candidates with disabilities and/or additional support needs

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Managing Curriculum Teams

What this Unit is about

The content of this Unit is based on the Standard for ‘Managing and Leading a Curriculum Team’ from ‘The Professional Standards for Continuing Professional Development (CPD)’, published by the Scottish Executive in June 2006, <http://www.fepdfscotland.co.uk/professionalstandards.htm>.

It is about the knowledge, skills and understanding you need to develop your own personal effectiveness as curriculum team leaders. It will also enable you to develop skills and knowledge for bringing about positive change and supporting, influencing and motivating other team members, which are key aspects of the role.

It will provide an opportunity for continuing professional development (CPD) of teachers employed in Scotland’s Colleges who have responsibility for managing and leading a curriculum team but not necessarily in a formal line management capacity.

On completion of the units you will be able to:

- 1 Manage self, relationships and work demands within a developing role as a team leader.
- 2 Influence, motivate and support other team members to create ideas and design a plan to bring about positive change.
- 3 Identify individual and team development needs in order to develop individuals for their professional roles and as effective members of a team.