Higher National Unit specification

General information for centres

Unit title: Facilitate Learning, Teaching and Assessment

Unit code: DV5K 36

Unit purpose: This Unit is designed to enable candidates to develop the skills and knowledge required to empower, motivate and support learners in further education using a variety of approaches. It will also enable them to develop the skills and knowledge required to evaluate and reflect on the impact of their practice on learning.

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 Create and maintain an interactive, supportive, inclusive and safe learning environment.
2 Implement a plan to promote learning.
3 Assess learning and give feedback.
4 Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.

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, 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: 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, Plan and Prepare the Learning Experience. 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 are required to carry out an evaluation of the learning experience and reflect on their own practice. There must be arrangements in place to ensure the authenticity of the work produced.

Higher National Unit specification: statement of standards

Unit title: Facilitate Learning, Teaching and Assessment

Unit code: DV5K 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

Create and maintain an interactive, supportive, inclusive and safe learning environment

Knowledge and/or skills

♦   Arranging the learning environment to complement the learning and teaching approach
♦   The teacher as a positive role model for learners
♦   Interpersonal skills
♦   Professionalism and ethics
♦   The impact of teachers' and learners' individual behaviours and attitudes
♦   Strategies for promoting positive behaviour
♦   Methods of managing inappropriate behaviour
♦   Managing behaviours to promote interaction and learner involvement
♦   Establishing relationships with the learner appropriate to their background, abilities and learning needs
♦   Equality promotion strategies which comply with legislation
♦   Strategies to promote positive attitudes to social and cultural diversity
♦   Strategies to promote mutual respect
♦   Identified support strategies and/or assistive technologies
♦   Communication and interpersonal skills
♦   College and/or partner schools' codes of conduct
♦   Relevant legislation, standards and guidelines as they apply to children, young people and adults
♦   Health and safety requirements applicable to the learning environment
♦   The reflective practitioner

Higher National Unit specification: statement of standards (cont)

Unit title: Facilitate Learning, Teaching and Assessment

Outcome 2

Implement a plan to promote learning

Knowledge and/or skills

♦ Management and delivery of teaching strategies
♦ Using a range of learning and teaching activities which involve learners
♦ 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 independent 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

Evidence Requirements for Outcomes 1 and 2

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

Higher National Unit specification: statement of standards (cont)

Unit title: Facilitate Learning, Teaching and Assessment

Evidence must be generated in the workplace.

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, Plan and Prepare the Learning Experience. The reflective notes may be integrated with the reflective account in Outcome 4.

Candidates who have been awarded the Unit Introduction to Teaching in Further Education — Delivery and Assessment may only be required to be observed once to provide additional performance evidence for Outcome 1.

Outcome 3

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 competence/knowledge/skills
♦ Making fair and consistent assessment decisions
♦ Giving oral and written feedback to promote learning, affirm achievement, and inform future learning goals
♦ Recording evidence 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 for Outcome 3

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.

Higher National Unit specification: statement of standards (cont)

Unit title: Facilitate Learning, Teaching and Assessment

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, Plan and Prepare the Learning Experience. 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 Outcomes 1 and 2 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.

Candidates who have been awarded the Unit D3NY 34 *Introduction to Teaching in Further Education – Delivery and Assessment* should be given credit for Outcome 3. Credit should also be given to candidates with either D94L 04, Assess Candidates Using a Range of Methods (A1) or BSWJ 04, Assess Candidates Using Differing Sources of Evidence (D33), supported by a witness testimony of current practice.

Outcome 4

Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice

Knowledge and/or skills

♦ Gathering, reflecting on and interpreting evidence of the learning experience
♦ Gathering, reflecting on and interpreting evidence of own performance
♦ Ways of using assessment information to reflect upon one's own teaching
♦ The reflective practitioner
♦ Target setting, action planning, monitoring and review
♦ Relevant legislation eg Data Protection Act

Evidence Requirements for Outcome 4

Candidates will provide written evidence in the form of a reflective account of 1,000 words, in which they provide a critical analysis of the quality of their own teaching and the learning experience using feedback from peer/tutor observation and the data collected through the implementation of their evaluation strategy and draw up an action plan for the improvement of their own practice.

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

Evidence must be generated in the workplace.

Higher National Unit specification: statement of standards (cont)

Unit title: Facilitate Learning, Teaching and Assessment

Assessment guidelines

Candidates should use feedback from the observed lessons for Outcomes 1 and 2 to provide evidence of peer/tutor observation of their own teaching. They should use the strategy designed in Outcome 4 of the Unit, Planning and Preparing the Learning Experience, to evaluate the learning experience. If this is not used the strategy which is implemented should adhere to the criteria specified in that Outcome. Development needs, identified to improve the candidate's practice, should be included in the action plan for Outcome 2 of the Unit, Develop Professional Practice.

Administrative Information

Unit code: DV5K 36

Unit title: Facilitate Learning, Teaching and Assessment

Superclass category: GB

Original date of publication: February 2006

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

Higher National Unit specification: support notes

Unit title: Facilitate Learning, Teaching 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 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 delivering, assessing and evaluating 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. It will also enable them to evaluate and reflect on the impact of their practice on learning.

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
♦ the characteristics and purposes of an effective learning environment
♦ environmental factors which enhance/detract from learning in classrooms and practical situations
♦ ways of creating an atmosphere that is conducive to establishing rapport
♦ factors that affect the establishment of rapport
♦ methods for achieving effective interaction with learners eg questioning, group work, one-to-one coaching, use of ICT
♦ how to put learners at ease
♦ how to interpret non-verbal behaviour
♦ how to interpret non-verbal communication
♦ the effects of language choice and linguistic differences: codes, jargon, register, and spoken languages
♦ sensitivity in the use of language
♦ discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping
♦ strategies for recognising, resisting and challenging discrimination
♦ access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
♦ learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity
♦ good practice in catering for the needs of all learners including learners who need additional support
♦ strategies for promoting positive behaviour

Unit title: Facilitate Learning, Teaching and Assessment

- ♦ strategies for dealing with challenging behaviour
- ♦ appropriate sources of information and learning support for learners and how to access them
- ♦ relevant legislation, standards and guidelines as they apply to children, young people and adults: health and safety, protection and welfare, anti-discrimination and equality

Outcome 2

- ♦ 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
- ♦ ways of consolidating and reinforcing learning

Outcome 3

- ♦ 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
- ♦ equality, diversity and inclusion issues in relation to assessment
- ♦ alternative assessment opportunities for learners with additional needs
- ♦ 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

Unit title: Facilitate Learning, Teaching and Assessment

♦   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 4
♦   how to analyse information on learning, teaching and assessment and extract what is relevant to
    modify future strategies
♦   performance indicators eg SARU
♦   what constitutes relevant evidence of tutor's own practice and how to interpret it
♦   the impact of tutor's own values, beliefs and life experiences on learners and learning
♦   limits of tutor's own control over the evaluation of practice
♦   the contribution that learners make to tutors' evaluation of their own teaching
♦   questioning techniques
♦   ways of reflecting upon their own teaching experience and the experience of learners
♦   the limits of tutor's own competence and responsibility
♦   security and confidentiality
♦   equal opportunities
♦   issues for the collection, storage and retrieval of evaluation evidence including legal
    responsibilities 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
would be appropriate methods of assessment for this Unit. The candidate should also keep a
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,
evaluating the learning experience and 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 aims and objectives are analysed in detail the identification and
    assessment of all factors impacting on providing the most effective learning environment and
    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

Unit title: Facilitate Learning, Teaching and Assessment

importance. Reflective review and evaluation of the achievements of each stage of delivery will be an essential aspect of competence.

♦ 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 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. Exploration of the value and impact of open and closed questioning and use of a range of active listening techniques is an essential aspect of competence.

♦ 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 referencing system, and check language, spelling, punctuation and syntax for accuracy. Using up to date software packages for word processing and editing could support the development of skills in communicating to maximum effect in an appropriate written or graphic form.

♦ 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 the needs of learners and consistent with available resources. Maximising opportunities to enhance negotiation with others 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. 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 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: Facilitate Learning, Teaching and Assessment

What this Unit is about

This Unit is about the knowledge and skills you need to facilitate learning, teaching and assessment in further education. It will enable you to use a variety of approaches to empower, motivate and support learners to develop knowledge, skills and attitudes for learning, personal development and employment. It will also enable you to evaluate and reflect on the impact of your practice on learning.

What you will learn

You will learn how to:

♦   Create and maintain an interactive, supportive, inclusive and safe learning environment that is conducive to learning.
♦   Communicate effectively and develop appropriate relationships that promote positive behaviour and an ethos of mutual respect amongst learners.
♦   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.
♦   Use assessment results as evidence to inform the evaluation of learning and teaching.
♦   Implement a strategy to evaluate the quality of your own teaching and the learning experience.
♦   Draw up an action plan for the improvement of your own practice.

On completion of the Units you will be able to:

1   Create and maintain an interactive, supportive, inclusive and safe learning environment.
2   Implement a plan to promote learning.
3   Assess learning and give feedback.
4   Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.