



Higher National Unit specification

General information

Unit title: Plan and Prepare the Learner Experience
— Guidance and Support

Unit code: H418 36

Superclass: GB

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Unit purpose

This Unit is aimed at both inexperienced lecturers new in post and also lecturers who want to find out more about planning and preparing the learner experience and specifically guidance. It is also appropriate for those who are changing their teaching role in a college.

This Unit is designed to enable candidates to develop engaging, inclusive and creative learning opportunities that demonstrate a critical understanding of curriculum design skills and knowledge required to plan, prepare and evaluate the learning experience. It will also enable candidates to develop a range of learning and teaching materials and activities.

The Unit is also designed to enable candidates to develop a critical understanding of the principles, nature, purposes and stages of guidance and support.

Outcomes

On successful completion of the Unit the candidate will be able to:

- 1 Plan engaging, inclusive learning opportunities and justify them in relation to curriculum design, theories of learning and teaching and knowledge of existing innovative practice.
- 2 Design a range of engaging and innovative learning and teaching materials to motivate a group of learners.
- 3 Implement the college's policies and procedures for guidance and support.

Higher National Unit specification: General information (cont)

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Credit points and level

2 Higher National Unit credits at SCQF level 9: (16 SCQF credit points at SCQF level 9)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to demonstrate 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 and Skills for Learning Life and Work

Opportunities to develop aspects of Core Skills and Skills for Learning, Life and Work are highlighted in the Support Notes for this Unit specification. There is no automatic certification of Core Skills or Core Skill components in this Unit.

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 the PDA Developing Teaching Practice in Scotland's Colleges and it is recommended that it should be taught and assessed within this framework. The principal context will be the teaching environment. The candidate should have access to a workplace in order to generate the necessary Evidence Requirements.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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 engaging, inclusive learning opportunities and justify them in relation to curriculum design, theories of learning and teaching and knowledge of existing innovative practice.

Knowledge and/or Skills

- ◆ Describe curriculum models and how to apply them (for example Curriculum for Excellence)
- ◆ Evaluate theories of inclusive learning and teaching and apply to practice
- ◆ Set learning goals which address the diverse needs of learners
- ◆ Develop creative, flexible methods of delivery tailored to a range of learning environments
- ◆ Identify ways of learning and develop learning and teaching strategies
- ◆ Develop learning and teaching activities which take account of curriculum design and specifications
- ◆ Demonstrate a critical understanding of curriculum design and differentiation
- ◆ Use learning technologies which support learning and teaching
- ◆ Sequence learning in a way likely to foster and maintain learners' enthusiasm and motivation
- ◆ Evaluate the planning of engaging, inclusive and creative learning opportunities
- ◆ Apply techniques to promote positive attitudes to social and cultural diversity in the learning environment
- ◆ Apply techniques to promote independent learning and essential skills

Higher National Unit specification: Statement of standards (cont)

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Outcome 2

Design a range of engaging and innovative learning and teaching materials to motivate a group of learners.

Knowledge and/or Skills

- ◆ Design a range of resources to take account of diverse learners' needs and the class, group, subject or Unit being taught
- ◆ Design, produce and adapt to learner needs: a range of effective, engaging learning and teaching materials
- ◆ Select learning resources which contribute to the achievement of learning objectives
- ◆ Produce accessible and inclusive new materials incorporating the use of learning technologies to meet programme requirements and learner needs
- ◆ Apply equal opportunities legislation and good practice
- ◆ Identify the specific communication needs of individual students including those with learning difficulties and disabilities

Outcome 3

Implement the college's policies and procedures for guidance and support.

Knowledge and/or Skills

- ◆ Apply a critical understanding of the principles, nature, purposes and stages of guidance and support, applying it to learners needs
- ◆ Apply college policies and procedures for guidance and support, including referral and signposting
- ◆ Describe the lecturer's role in relation to pre-programme, induction, ongoing and progression support and guidance of the learner
- ◆ Explain lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists
- ◆ Identify sources of learning support, extended learning support counselling and pastoral care within the college and referral routes to specialist counselling and other professional support
- ◆ Respond to the specific communication needs of individual students, including those with learning difficulties and disabilities
- ◆ Maintain confidentiality where appropriate
- ◆ Ensure equality of opportunity and inclusive practice

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Outcomes 1 and 2

Candidates will provide workplace evidence of their teaching practice in the form of:

- ◆ 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 in an inclusive environment.
- ◆ A learning resources 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:
 - learning materials, eg handouts, individual learning materials, visual materials
 - formative assessment instruments (summative assessments where possible)
 - materials for technologies which enhance learning
- ◆ The candidate must clearly acknowledge which of the materials are new and which materials have been sourced elsewhere (from existing packages etc). A witness testimony from the line manager should be used to authenticate that the new materials were created by the candidate.
- ◆ An evaluative commentary of 1,500 words. Candidates should justify their selection of inclusive learning and teaching activities, assessment instruments, resources and materials, and technologies which enhance learning in meeting the programme requirements and learner needs and how they are linked to Outcomes 1 and 2.

Outcome 3

Candidates will provide evidence in the form of a commentary (1000 words) of how they have applied a critical understanding of the principles, nature, purposes and stages of guidance and support to learner's needs, highlighting examples from practice and including the following:

- ◆ how college policies and procedures for guidance and support, including referral have been applied
- ◆ the identification of good practice in relation to equality, social and cultural diversity and inclusive practice
- ◆ the lecturer's role in relation to pre-programme, induction, on-going and progression support and guidance
- ◆ the need to maintain confidentiality

The commentary may be in audio, video or note format. The format should be agreed with the assessor beforehand. This evidence may also be derived from a professional dialogue/discussion.

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

Higher National Unit: Support Notes

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Unit Support Notes are offered as guidance and 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

The context of this Unit will be the teaching environment in one of Scotland's colleges. The candidate should have access to a workplace where they can generate the required workplace evidence. The content of this Unit is aligned with the Professional Standards for Lecturers in Scotland's Colleges March 2012. The Unit is designed to enable candidates to develop engaging, inclusive and creative learning opportunities that demonstrate a critical understanding of curriculum design, skills and knowledge required to plan, prepare and evaluate the learning experience. It will also enable candidates to develop a range of learning and teaching materials and activities.

The following list of topics gives a suggested content for a taught programme.

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 learner styles and prior learning experiences
- ◆ Communication needs of individual students, including those with specific learning difficulties and language barriers
- ◆ Learning styles and how they affect learning and teaching
- ◆ Learner centred approaches to teaching
- ◆ Organisational factors to be considered in the learning environment

Outcome 2

- ◆ College procedures and operating practice for the acquisition of resources, planning, scheduling and feedback mechanisms
- ◆ Potential and effective use of different resources
- ◆ Information technology and specialist equipment and their uses in supporting learning 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

Higher National Unit: Support Notes (cont)

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Outcome 3

- ◆ College policies and procedures for guidance and support, including referral and signposting
- ◆ College guidance structure
- ◆ Learning support, extended learning support and guidance
- ◆ Sources for specialist counselling and other professional support and how to access them
- ◆ Distinctions between learner support and pastoral care functions
- ◆ Maintenance of confidentiality

Guidance on approaches to delivery of this Unit

Candidates undertaking this Unit will be engaged in teaching in one of Scotland's Colleges. The Unit is designed to assess the competence of a candidate in the learning and teaching environment and as such the candidate should have the opportunity to gather evidence from a variety of teaching approaches.

Candidates should have the opportunity of developing their writing skills, their skills as reflective practitioners and their ability to enhance learning and teaching which on successful completion of the Group Award will enable them to competently undertake the Teaching Qualification Further Education (TQFE).

Candidates should have several opportunities to prepare for the summative assessment.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Candidates must generate workplace evidence to meet the Evidence Requirements in the Unit. 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 could also be encouraged to keep a well-evidenced reflective diary describing his/her performance.

The main focus of this Unit is to enable candidates to plan engaging and creative learning opportunities. To design, produce and adapt to learner needs learning and teaching materials.

Higher National Unit: Support Notes (cont)

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The Unit is also designed to develop a critical understanding of the principles of guidance and support and knowledge of when referral to specialists should be made.

Candidates should have several opportunities to prepare for the summative assessment.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core Skills and Skills for Learning Life and Work

All elements of the Core Skill of *Problem Solving*, that is Planning, Organising, Critical Thinking, Reviewing and Evaluating will be developed and enhanced as candidates undertake the Unit. All factors affecting the ability to learn, including learner needs and course aims and objectives are analysed in detail as candidates present detailed learner profiles, identify appropriate technologies to support learning and design inclusive, creative and innovative teaching materials. Evaluation of strategies applied to ensure appropriate guidance or pastoral care will include justification in terms of theories of learning and knowledge of existing innovative practice.

Although skills in literacy and communication are not formally assessed, candidates must critically analyse and evaluate current complex information on theory and practice in creative learning. At a practical level, they must give guidance and support that promotes confidence and independence by using a range of positive verbal and non-verbal communication techniques. They must present complex evaluation reports to a professional standard.

Candidates will be familiar with available learning technologies to best support the learning process. The effective and responsible use of ICT equipment and software applications in the design and production of materials to support the learning process should be routine practice. The need to develop efficient systems of recording, coding and storing information for ease of reference and access should be understood.

Higher National Unit: Support Notes (cont)

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There will be many opportunities to explore and enhance co-operative working with a range of others, including learners and colleagues. Candidates have to evidence critical understanding of the principles, nature, purposes and stages of guidance, support and counselling in identifying and meeting the needs of learners. Strategies to work to the strengths of all involved in the learning process will be devised, described and evaluated. Negotiation, partnership and empathic understanding of the physical, emotional and cultural needs of learners will underpin the promotion of positive attitudes to social and cultural diversity.

Candidates will be familiar with and take the opportunity to develop Skills for Learning, Life and Work in the areas of health and wellbeing, employability, enterprise and citizenship and sustainable development.

History of changes to Unit

Version	Description of change	Date

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General information for learners

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This section will help you decide whether this is the Unit for you by explaining what the Unit is about and what you will need to do during the Unit.

What this Unit is about

This Unit is about the knowledge and skills you need to plan engaging, inclusive and creative learning activities and environments and design effective engaging learning and teaching materials. The Unit will also support your knowledge and understanding of college guidance policies and procedures and how to apply them.

What you will learn

You will learn:

- ◆ How to produce a profile for a group of learners and an outline of the course/programme which the learners are following.
- ◆ The factors affecting their ability to learn and the methodology of justifying and evaluating their success in an inclusive environment.
- ◆ How to produce a materials pack, for a minimum of 10–12 hours of learning, written learning materials, eg handouts and individual learning materials.
- ◆ How to use of learning technologies.
- ◆ A critical understanding of the principles, nature, purposes and stages of guidance and support.
- ◆ An understanding of college policies and procedures for guidance and support, including referral and signposting.
- ◆ Good practice in relation to equality, social and cultural diversity and inclusive practice.
- ◆ The lecturer's role in relation to pre-programme, induction, on-going and progression support and guidance.
- ◆ The need to maintain confidentiality.

On completion of the Units you will be able to:

- ◆ Plan engaging, inclusive learning opportunities and justify them in relation to curriculum design, theories of learning and teaching and knowledge of existing innovative practice.
- ◆ Design a range of engaging and innovative learning and teaching materials to motivate a group of learners.
- ◆ Implement the college's policies and procedures for guidance and support.