



Higher National Unit specification

General information

Unit title: Learning and Teaching — Assessment and Quality Standards

Unit code: H419 36

Superclass: GB

Publication date: April 2013

Source: Scottish Qualifications Authority

Version: 01

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 or are changing their role in teaching. It is designed to develop fundamental teaching skills and to engage with learners in ways that are effective, stimulating and relevant to a college setting.

This Unit is designed to enable candidates to develop the skills and knowledge required to devise and design assessment strategies and instruments; to comply with the principles and purposes of quality assurance and improvement and to enable them to develop the skills and knowledge required to evaluate and reflect on the impact of their practice on learning.

Outcomes

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

- 1 Devise suitable assessment strategies based on critical understanding of the principles, purposes, means and terminology of assessment.
- 2 Design, produce and evaluate a range of assessment instruments taking account of individual learners' needs.
- 3 Comply with the principles, purposes and processes of quality assurance and enhancement as an individual and as a member of a curriculum team.
- 4 Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.

Higher National Unit specification: General information (cont)

Unit title: Learning and Teaching — Assessment and Quality Standards

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

Unit title: Learning and Teaching — Assessment and Quality Standards

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

Devise suitable assessment strategies based on critical understanding of the principles, purposes, means and terminology of assessment.

Knowledge and/or Skills

- ◆ Implement college policy and procedures including those for alternative assessment arrangements
- ◆ Select assessment instruments to take account of learners' needs and the class, group, subject or Unit being taught
- ◆ Plan the timing of, and conditions for, assessment including alternative assessment arrangements for learners with additional needs
- ◆ Use e-assessment where it is appropriate
- ◆ Create marking schemes and sample solutions to measure competence/knowledge/skills
- ◆ Make fair and consistent assessment decisions
- ◆ Provide oral and written feedback to promote learning, affirm achievement, and inform future learning goals
- ◆ Record evidence against agreed criteria
- ◆ Maintain efficient records of attainment, checklists and schedules, making appropriate use of ICT

Outcome 2

Design, produce and evaluate a range of assessment instruments taking account of individual learners' needs.

Knowledge and/or Skills

- ◆ Define the purposes of assessment (for monitoring progress in learning, for certification, etc)
- ◆ Design assessment instruments to take account of learners' needs and the class, group, subject or Unit being taught
- ◆ Adapt assessment instruments to meet diverse learner needs
- ◆ Implement holistic approaches to assessment and the integration of assessments

Higher National Unit specification: Statement of standards (cont)

Unit title: Learning and Teaching — Assessment and Quality Standards

Outcome 3

Comply with the principles, purposes and processes of quality assurance and enhancement as an individual and as a member of a curriculum team.

Knowledge and/or Skills

- ◆ Explain the principles, purposes and processes of quality assurance and enhancement
- ◆ Implement college quality standards, systems and frameworks
- ◆ Implement college processes, procedures and use pro formas
- ◆ Contribute to quality roles and functions
- ◆ Describe how self-evaluation enhances the quality of learning and teaching
- ◆ Apply awarding body standards
- ◆ Carry out an analysis of performance indicators (PIs) and benchmarking data
- ◆ Identify opportunities for sharing of best practice
- ◆ Define the factors which promote effective team working in promoting quality

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

- ◆ Gather, reflect on and interpret evidence of the learning experience
- ◆ Gather, reflect on and interpret evidence of own performance
- ◆ Devise ways of using assessment feedback information to reflect upon one's own teaching
- ◆ Explain the role of a reflective practitioner
- ◆ Apply target setting, action planning, monitoring and review to personal performance
- ◆ Implement relevant legislation, eg Data Protection Act

Higher National Unit specification: Statement of standards (cont)

Unit title: Learning and Teaching — Assessment and Quality Standards

Evidence Requirements for this Unit

Outcomes 1 and 2

Candidates will produce an assessment strategy based on a case study of a minimum of two learners from their teaching practice (1,000 words) which includes the following:

- ◆ a commentary on their college policy and procedures for assessment including when alternative assessment arrangements are appropriate.
- ◆ an assessment plan for a Unit which includes the design, production and evaluation of a minimum of two instruments of assessment.
- ◆ feedback to at least two learners (one written, one oral) using feedback skills which promote learning, affirm achievement and inform future learning goals
- ◆ assessment records for the learners which fulfil the criteria for record keeping within the candidate's organisation.

Outcomes 3 and 4

Candidates will provide written evidence, in the form of a case study based on their own teaching practice and contribution to quality assurance (1,000 words), in which they demonstrate that they make an effective contribution to the curriculum team by:

- ◆ Analysing the function of the curriculum team in quality assurance, improvement and enhancement.
- ◆ Producing a personal self-evaluation of their contribution to quality assurance, improvement and enhancement both as an individual and as a member of the curriculum team, supported by a minimum of two examples of actual work practice.
- ◆ Evaluating and reflecting on their own teaching practice and the effect it had on the learners' experience. Candidates must provide at least one example from their practice and it should include a minimum of two methods of obtaining feedback from learners.

The commentary and examples of work practice may be in audio, video or note format and should be agreed with the assessor. Reference should be made to appropriate documentation, including college policies and procedures. Where appropriate, evidence may also be derived from a professional discussion. Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.

Higher National Unit: Support Notes

Unit title: Learning and Teaching — Assessment and Quality Standards

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 the skills and knowledge required to devise and design assessment strategies and instruments. To comply with the principles and purposes of quality assurance and improvement and to enable them to develop the skills and knowledge required to evaluate and reflect on the impact of their practice on learning.

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

Outcome 1

- ◆ The role of assessment in relation to the learning cycle
- ◆ Appropriate timing and pacing of assessment within a learning programme
- ◆ Methods of assessing performance
- ◆ Methods of assessing knowledge
- ◆ Alternative assessment opportunities for learners with additional needs
- ◆ How to give constructive feedback to learners according to the nature of the decision taken
- ◆ Organisational procedures for recording assessment Outcomes including the requirements of awarding bodies

Outcome 2

- ◆ Purposes of assessment
- ◆ Design of assessment instruments
- ◆ Holistic approaches to assessment
- ◆ Integration of assessments

Outcome 3

- ◆ Characteristics of an effective team
- ◆ College quality policies and procedures relating to curriculum teams
- ◆ Quality roles, remits and functions of curriculum teams
- ◆ Performance indicators
- ◆ Team roles and team dynamics

Higher National Unit: Support Notes (cont)

Unit title: Learning and Teaching — Assessment and Quality Standards

Outcome 4

- ◆ How to analyse information on learning, teaching and assessment to inform future strategies
- ◆ How to reflect on, and evaluate, the impact of tutor's own practice, values, beliefs and life experiences on learners and learning
- ◆ How to use learner feedback constructively to develop and improve own practice
- ◆ How to function effectively according to the limits of own competence and responsibility
- ◆ Issues for the collection, secure storage and retrieval of evaluation evidence including legal responsibilities under the Data Protection Act and the importance 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).

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 should also keep a well-evidenced reflective diary describing his/her performance. This form of record would need to be authenticated by an appropriate mentor or the assessor.

The main focus of this Unit is to enable candidates to develop the skills and knowledge required to devise and design assessment strategies and instruments. To comply with the principles and purposes of quality assurance and enhancement and to enable them to develop the skills and knowledge required to evaluate and reflect on the impact of their practice on learning.

Higher National Unit: Support Notes (cont)

Unit title: Learning and Teaching — Assessment and Quality Standards

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 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 support technologies and design inclusive, creative and innovative formative and summative materials. Embedding the principles of quality assurance will be essential practice. Personal review of strategies applied will evaluate the quality of teaching and reflect on implications for future practice.

Although skills in literacy and communication are not formally assessed, candidates will critically analyse and evaluate complex information on current theory and practice in creative learning. At a practical level, they must provide oral and written feedback to promote learning, affirm achievement, and inform future learning goals using a range of verbal and non-verbal communication techniques. Complex evaluation reports will be to a professional standard.

Candidates will make use of all available learning technologies to best support the learning process, including e-assessment if appropriate. The effective and responsible use of ICT equipment and software applications in the contribution to quality assurance, improvement and enhancement will underpin achievement. Efficient management of systems of recording, coding and storing information for ease of reference and access should be routine practice.

There will be many opportunities to explore and enhance co-operative working with a range of others, including learners and colleagues. 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 have to evidence team working in their contribution to quality assurance and enhancement, with self evaluation of their own role in the curriculum team.

Higher National Unit: Support Notes (cont)

Unit title: Learning and Teaching — Assessment and Quality Standards

Practical numeracy, an ability to calculate and convey complex information within resources and timescales, is an aspect of competence. Candidates must calculate, measure and record results, applying quality and awarding body criteria. Analysis of performance indicators (PIs) and benchmarking data must be conducted in line with organisational requirements.

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

© Scottish Qualifications Authority 2013

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Learning and Teaching – Assessment and Quality Standards

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 and prepare for the delivery of learning and teaching programmes as a lecturer within one of the FE Colleges in Scotland. It is based on the Scottish Government document 'Professional Standards for Lecturers in Scotland's Colleges' published in March 2012.

What you will learn

You will learn how to:

- ◆ Use learning, assessment and teaching resources effectively to meet diverse learning needs.
- ◆ Design, produce and evaluate assessment strategies and Instruments of assessment.
- ◆ 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.
- ◆ Analyse the function of the curriculum team in quality assurance, improvement and enhancement.
- ◆ Analyse the individual's responsibility in quality assurance, improvement and enhancement.
- ◆ 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 Unit you will be able to:

- ◆ Devise suitable assessment strategies based on critical understanding of the principles, purposes, means and terminology of assessment.
- ◆ Design, produce and evaluate a range of assessment instruments taking account of individual learners needs.
- ◆ Comply with the principles, purposes and processes of quality assurance and enhancement as an individual and as a member of a curriculum team.
- ◆ Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.