



Higher National Unit specification

General information

Unit title: Professional Development

Unit code: H41A 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 professional development, professional practice, evaluation of professional practice and managing relationships or are changing their role in teaching.

The Unit is designed to enable candidates to develop the skills and knowledge required to evaluate their role, rights and responsibilities. To promote good practice in relation to equality and to manage self and relationships with colleagues.

Outcomes

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

- 1 Evaluate how professional practice is influenced by applicable statutory requirements, codes of practice and an understanding of the roles, rights and responsibilities of the lecturer.
- 2 Promote good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.
- 3 Undertake CPD to achieve individual, team, organisational goals and professional standards.
- 4 Manage self, relationships and work demands to promote personal, emotional and physical well-being.

Higher National Unit specification: General information (cont)

Unit title: Professional Development

Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 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: Professional Development

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

Evaluate how professional practice is influenced by applicable statutory requirements, codes of practice and an understanding of the roles, rights and responsibilities of the lecturer.

Knowledge and/or Skills

- ◆ Understand the purpose of role descriptions, person specifications and terms and conditions of service
- ◆ Define roles, rights and responsibilities of a lecturer
- ◆ Define professionalism and ethics
- ◆ Implement all applicable statutory requirements
- ◆ Define what constitutes best professional practice
- ◆ Reflect on and evaluate own role in meeting professional responsibilities

Outcome 2

Promote good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.

Knowledge and/or Skills

- ◆ Implement relevant legislation and good practice: equality, social and cultural diversity; the protection and welfare of children, young people and vulnerable learners
- ◆ Implement learning support, extended learning support and guidance
- ◆ Define and promote equality of opportunity and access to learning

Outcome 3

Undertake CPD to achieve individual, team, organisational goals and professional standards.

Knowledge and/or Skills

- ◆ Gather, reflect on and interpret evidence of own performance
- ◆ Reflect on and interpret evidence of the learner experience
- ◆ Use assessment feedback information to reflect upon one's own teaching
- ◆ Implement target setting, action planning, monitoring and review
- ◆ Comply with relevant legislation, eg Data Protection Act

Higher National Unit specification: Statement of standards (cont)

Unit title: Professional Development

- ◆ Plan actions to ensure a systematic approach to continuing professional development
- ◆ Plan actions to achieve individual, team and organisational goals
- ◆ Engage in continuing professional development opportunities to enhance practice and maintain currency

Outcome 4

Manage self, relationships and work demands to promote personal, emotional and physical well-being.

Knowledge and/or Skills

- ◆ Manage behaviours to promote interaction and learner involvement
- ◆ Manage self to engage professionally with learners, colleagues, stakeholders and work demands
- ◆ Establish relationships with the learner appropriate to their background, abilities and learning needs
- ◆ Develop strategies to promote mutual respect
- ◆ Develop communication and interpersonal skills

Evidence Requirements for this Unit

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

Outcomes 1 and 2

A commentary (1,500 words), evaluating how they meet the professional and legal requirements of their job role, to include examples from their professional responsibilities and showing how they promote good practice in relation to equality, social and cultural diversity.

Outcomes 3 and 4

A commentary (1,500 words) which identifies their development needs in relation to

- ◆ continuing professional development and how this might enhance their practice
- ◆ the achievement of individual, team and organisational goals
- ◆ the management of relationships with colleagues, learners and work demands which promote personal, emotional and physical well-being.

The commentary may be in audio, video or note format and the examples of work practice may be produced in video, audio format or as a written account, and should be agreed with the assessor.

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

Higher National Unit Support Notes

Unit title: Professional Development

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 40 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 evaluate their role, rights and responsibilities and to promote good practice in relation to equality and to manage self and relationships with colleagues.

Outcome 1

- ◆ Professional standards
- ◆ Professionalism and ethics
- ◆ Statutory requirements
- ◆ Roles rights and responsibilities

Outcome 2

- ◆ Confidentiality, impartiality, key information, informed choices
- ◆ Ongoing progression support and guidance
- ◆ Strategies for anticipating, identifying and responding appropriately to the diverse needs of learners including health and wellbeing issues
- ◆ Aspects of social and cultural diversity, eg equality and protected characteristics

Outcome 3

- ◆ Requirements of opportunities for and approaches to continuing professional development
- ◆ Networks for sharing good practice including social media
- ◆ The development of the lecturer as a digital practitioner
- ◆ Appreciation of rapidly changing knowledge base

Outcome 4

- ◆ Promote good relationships with colleagues: develop interpersonal and communication skills, show commitment to equality and inclusiveness and conflict resolution
- ◆ Promote health safety and wellbeing of learners, self and colleagues including methods for the prevention and reduction of stress
- ◆ Team roles, team dynamics and conflict resolution

Higher National Unit Support Notes (cont)

Unit title: Professional Development

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 evaluate their role, rights and responsibilities. To promote good practice in relation to equality and to manage self and relationships with colleagues

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.

Higher National Unit Support Notes (cont)

Unit title: Professional Development

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. They must consider all factors affecting their ability to manage self, relationships and work demands in such a way as to promote personal, emotional and physical wellbeing. Actions to achieve individual, team and organisational goals are planned, recorded and evaluated in detail. Reflection on and review of experiences will lead to planning of a systematic approach to professional development that will enhance practice and maintain currency.

Candidates develop their interpersonal skills to communicate with learners and the curriculum team to best effect. Using a comprehensive range of verbal and non-verbal communication techniques they will implement learner support, learning support, extended learning support and counselling. Anticipating, identifying and responding appropriately to the diverse needs of learners will be integral to achievement. Critical analysis of a wide range of complex information on current theory and practice in the learning process underpins all activities undertaken.

The effective and responsible use of ICT equipment and software will underpin development as a digital practitioner. Use of social media will encourage networking and sharing of good practice. Increased technological skills will assure the presentation of written and graphic communication to a professional standard. Efficient management of systems of recording, coding and storing information for ease of reference and access will be routine practice.

There will be many opportunities to explore and progress co-operative working with a range of others, including learners and colleagues. The contribution of CPD in developing team working and class group management skills will be considered and evaluated at all stages.

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

Unit title: Professional Development

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

What this Unit is about

This Unit is about enabling candidates to develop the skills and knowledge required to evaluate their role, rights and responsibilities. To promote good practice in relation to equality and to manage self and relationships with colleagues.

You will learn how to:

- ◆ Analyse the professional and legal requirements of your job role, including your professional responsibilities.
- ◆ Carry out effective self-evaluation of your practice.
- ◆ Promote good practice in relation to equality and social and cultural diversity.
- ◆ Demonstrate ways in which your practice has been enhanced.
- ◆ Maintain your professional practice through CPD.
- ◆ Identify how you contribute to the curriculum team.

On completion of the Units you will be able to:

- ◆ Evaluate how professional practice is influenced by applicable statutory requirements, codes of practice and an understanding of the roles, rights and responsibilities of the lecturer.
- ◆ Promote good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.
- ◆ Undertake CPD to achieve individual, team, organisational goals and professional standards.
- ◆ Manage self, relationships and work demands to promote personal, emotional and physical well-being.