



Arrangements for:

Advanced Diploma

Teaching Children and Young People

Group Award Code: G86A 18

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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1 Introduction

This is the Arrangements Document for the *new Group Award Advanced Diploma Teaching Children and Young People at SCQF level 9, which was validated in March 2006*. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

In Spring 2003 the Scottish Government (formerly Scottish Executive) decided to carry out a review of the Occupational Standards, published in *The National Guidelines on occupational standards and provision leading to TQ (FE) and related professional development*¹, which would take account of changes, both within the post-school-educational sector and in the wider policy environment, that have had a significant impact on the current and future skill needs of lecturers² in Scottish Colleges. The review was to ensure that lecturers are trained to the highest possible standards and involved widespread consultation with Colleges and other stakeholders. As a result of the review a set of Continuing Professional Development (CPD) Standards for college lecturers was finalised and published by the Scottish Government in the *Professional Standards for Lecturers in Scotland's Colleges* in June 2006. The publication is available on the Professional Development Forum (PDF) website³.

The new Group Award, Advanced Diploma Teaching Children and Young People, has been designed to meet the Professional Standard, Teaching Children and Young People.

This award can only be offered in a centre recognised as suitable by The Further Education Professional Development Forum.

2 Rationale for the development of the award

The rationale for the development of the award is to meet the CPD needs of lecturers who teach 14–16 year olds on, for example, Skills for Work courses⁴ as this is a new and expanding area of work in Scottish Colleges and the subject matter was not, until August 2007, included in courses leading to the award of Teaching Qualification (Further Education), TQ (FE).

The standards and indicative content included in the Units, which make up the award, are included in Appendix 1.

3 Aims of the award

Scottish colleges work in partnership with local education authorities and schools to provide a wider curriculum for children and young people, normally from secondary schools. College lecturers therefore need to have an understanding of the relevant legislation and Scottish Government policies, as well as of the structure and organisation of the schools sector. All lecturers, regardless of employment status, have a responsibility to meet the needs of young learners through planning and managing their learning experiences in accordance with best practice. They must

¹ <http://www.fepdfscotland.co.uk/documents.htm> (accessed on 03.04.08)

² A member of teaching staff employed in one of Scotland's Colleges

³ <http://www.fepdfscotland.co.uk/professionalstandards.htm> (accessed on 20.03.08)

⁴ <http://www.sqa.org.uk/sqa/25259.998.html#overview> (accessed on 01.04.08)

also provide appropriate support to young learners, including those with additional support needs, and help them to make successful transitions to college life and work.

3.1 General aims of the award

Many staff working with children and young people already have a TQ (FE) or a PDA in Teaching in Further Education but these do not address all the knowledge and skills needed to meet the distinctive pedagogical needs of 14–16 age group. The main aims of the new qualification are therefore:

- ◆ to provide the skills, knowledge and understanding required by lecturers in colleges to provide high quality teaching for children and young people, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability
- ◆ to form part of an effective programme of CPD for lecturers with TQ (FE)
- ◆ to meet initial training needs of staff who have not started TQ (FE) or are working towards it; and
- ◆ to build up confidence in teaching children and young people

3.2 Specific aims of the award

Specific aims of the award are to develop the candidate's knowledge, skills and/or understanding of:

- 1 The policy environment and regulatory framework within which schools operate and schools and colleges work in partnership with each other.
- 2 Working effectively with partner schools on the basis of an understanding of the school environment and ethos and how it compares and contrasts with the college environment and ethos.
- 3 Developing appropriate and effective relationships with schools sector colleagues.
- 4 Applying good practice and comply with legislation in relation to the protection, welfare, health and safety of children and young people.
- 5 Designing and facilitating learning and teaching experiences to respond effectively to the diverse needs, motivations and expectations of young learners and to promote independence in learning.
- 6 Applying a range of strategies that promote positive behaviour and, when necessary, managing inappropriate behaviour.
- 7 Assisting learners in managing their transitions from school to post-school education/employment.

3.3 Target groups

This award has been designed for lecturers who already have, or who anticipate having, responsibility for planning and delivering learning programmes to children and young people in Scottish colleges and supporting them to make successful transitions to college life and work. It will enable them to develop the skills and knowledge required to work effectively with schools and associated partner organisations by having an understanding of relevant legislation, national policies and the structure and organisation of the schools sector. They will also develop skills in promoting positive behaviour.

The award will provide an opportunity for continuing professional development and confidence building for lecturers who already possess a recognised teaching qualification or Professional Development Award in Teaching in Further Education.

3.4 Employment opportunities

The award provides an opportunity for the continuing professional development of staff employed to teach in Scottish Colleges. The award is a relevant qualification for those who work with children and young people.

4 Access to award

Access to the award will be at the discretion of the centre. Normal recommended entry qualifications will be:

- ◆ Advanced Diploma Teaching in Further Education: An Introduction; or
- ◆ Advanced Diploma Teaching in Further Education; or
- ◆ A recognised teaching qualification, eg TQ (FE), TQ (SE)

5 Award structure

The award comprises two Higher National Units, each with a SQA credit value of 1 credit, making a total of 2 SQA credits. The Units in the awards are mandatory and are at SCQF level 9. There are no optional Units.

5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Working in Partnership with Schools	DV90 36	8	9	1
Teaching Children and Young People	DV8Y 36	8	9	1

The Professional Standards for CPD, see Appendix 1, selected for inclusion in the two Units are as follows:

Unit title	CPD Standard
Working in Partnership with Schools	1, 2, 3, 4, 6, 7
Teaching Children and Young People	5, 6

By structuring the Units in this way, the Unit, *Working in Partnership with Schools*, will serve a dual purpose of providing skills, knowledge and understanding for lecturers and other groups of staff working with young learners.

5.2 Mapping information

The Units map to the specific aims of the award as follows:

Aim	Unit/Outcome
1	Working in Partnership with Schools — Outcome 1
2	Working in Partnership with Schools — Outcome 2
3	Working in Partnership with Schools — Outcome 2
4	Working in Partnership with Schools — Outcome 1
5	Teaching Children and Young People — Outcome 1 Teaching Children and Young People — Outcome 2
6	Working in Partnership with Schools — Outcome 3
7	Working in Partnership with Schools — Outcome 2

6 Approaches to delivery and assessment

Centres are encouraged to take the opportunity to learn from others and to share good practice by inviting colleagues from schools and experts from outside bodies to play a part in delivery.

The mode of delivery will be flexible, with a focus on experiential learning and assessment in the workplace. For those candidates with significant experience in this area, accelerated assessment may be appropriate. This will enable candidates to achieve the award in a variety of timescales and different Units at different centres. Generally candidates should be able to achieve the award in 9–12 months.

There are opportunities for the integration of assessment. Evidence from the observed sessions in the Unit, *Teaching Children and Young People*, may contribute to the assessment for Outcome 3 of the Unit, *Working in Partnership with Schools*.

The Scottish Funding Council has funded the development of open learning materials to support the delivery of the award. These are Crown Copyright and are available on the PDF website⁵. Unit assessment exemplars are available on SQA's secure website.

Staff delivering, assessing and internally verifying the awards must hold a recognised teaching qualification and have considerable recent experience of teaching in the college sector. Any new member of staff to the delivery team must be approved by the PDF in advance. A CV template is available on the PDF website⁶.

7 General information for centres

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).

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

The PDA Advanced Diploma Teaching Children and Young People has two mandatory Units, *Working in Partnership with Schools* and *Teaching Children and Young People*, both of which are at SCQF level 9.

The award covers the knowledge and skills that you need to plan and deliver learning programmes to children and young people, to support them in making successful transitions to college life and work and to work effectively with schools and associated partner organisations. You will gain an understanding of relevant legislation, Scottish Government policies, the structure and organisation of the schools sector. You will also develop skills to promote positive behaviour.

⁵ <http://www.fepdfscotland.co.uk/tandamaterials.htm> (accessed on 25.03.08)

⁶ <http://www.fepdfscotland.co.uk/applications.htm> (accessed on 09.05.08)

The award will provide an opportunity for continuing professional development and building confidence in teaching children and young people.

The two Units within the award will provide you with the knowledge, skills and understanding to:

- ◆ analyse the policy environment and regulatory framework within which schools operate and schools and colleges work in partnership with each other
- ◆ work effectively with partner schools on the basis of an understanding of the school environment and ethos and how it compares and contrasts with the college environment and ethos
- ◆ develop appropriate and effective relationships with schools sector colleagues
- ◆ apply good practice and comply with legislation in relation to the protection, welfare, health and safety of children and young people
- ◆ design and facilitate learning and teaching experiences to respond effectively to the diverse needs, motivations and expectations of young learners and to promote independence in learning
- ◆ apply a range of strategies that promote positive behaviour and, when necessary, deal with inappropriate behaviour
- ◆ assist learners in managing their transitions from school to post-school education/employment

Assessment includes both written evidence, in the form of reports, and performance evidence from your workplace. There are opportunities for professional discussion. Case studies and/or simulations may be used. You will be required to produce a learning, teaching and assessment plan and will be observed delivering a learning and teaching session to a group in which there are young learners.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in Information Technology or Communications.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Professional Standards for CPD — Teaching Children and Young People

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Context and rationale

FE colleges work in partnership with local education authorities and schools to provide a wider curriculum for children and young people, normally from secondary schools. College lecturers therefore need to have an understanding of the relevant legislation and Scottish Government policies, as well as of the structure and organisation of the schools sector. Lecturers have a responsibility to meet the needs of young learners through planning and managing their learning experiences in accordance with best practice. They must also provide appropriate support to young learners, including those with additional support needs, and help them to make successful transitions to college life and work.

Standards

The lecturer should be able to:

- 1 Demonstrate a critical understanding of the policy environment and regulatory framework within which schools operate and schools and colleges work in partnership with each other.
- 2 Work effectively with partner schools on the basis of an understanding of the school environment and ethos and how it compares and contrasts with the college environment and ethos.
- 3 Develop appropriate and effective relationships with schools sector colleagues.
- 4 Apply good practice and comply with legislation in relation to the protection, welfare, health and safety of children and young people.
- 5 Design and facilitate learning and teaching experiences to respond effectively to the diverse needs, motivations and expectations of young learners and to promote independence in learning.
- 6 Apply a range of strategies that promote positive behaviour and, when necessary, deal with inappropriate behaviour.
- 7 Assist learners in managing their transitions from school to post-school education/employment.

Indicative content

- ◆ The legislative frameworks under which schools operate, eg the Children (Scotland) Act 1995
- ◆ The purpose and significance of Scottish Government policies in relation to the schools sector, eg the National Priorities for Education
- ◆ Regulations that apply to teachers in the schools sector
- ◆ The purpose and significance of Scottish Government policies in relation to partnership working between schools and colleges
- ◆ The structure, organisation, policies and procedures of partner schools, including support arrangements for learners and staff
- ◆ The legislation that applies to the protection and welfare of children and young people, eg 'Duty of Care', UN Convention on the Rights of the Child
- ◆ Good practice relating to the protection and welfare of children and young people, eg identifying signs of all forms of abuse
- ◆ Strategies for effective communication with schools sector colleagues
- ◆ The partner school curriculum
- ◆ Health and safety standards, legislation and guidelines as they apply to the subject or vocational area being addressed
- ◆ Health and safety guidelines as they apply to children and young people, eg restrictions in relation to machinery, chemicals and working heights
- ◆ Theories of child development and adolescence
- ◆ Physical and social development of individual learners
- ◆ Social and cultural diversity of learners
- ◆ Codes of conduct, behaviour policies and disciplinary procedures of partner school and college
- ◆ Strategies to promote learning/for helping learners to manage their transitions from school to college/work
- ◆ Strategies to support learners with difficulties in, or barriers to, learning