

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**HIGHER NATIONAL UNIT SPECIFICATION**

**GENERAL INFORMATION**

<b>-Unit number-</b>	<b>D3AB 04</b>
<b>-Unit title-</b>	<b>MANAGE THE TEACHING-LEARNING ENVIRONMENT</b>
<b>-Superclass category-</b>	<b>GA</b>
<b>-Date of publication- (month and year)</b>	<b>AUGUST 2000</b>
<b>-Originating centre for unit-</b>	<b>SQA</b>

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Developing and managing an effective teaching-learning environment for learners in further education.

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

**OUTCOMES:**

1. establish and maintain an interactive and supportive learning environment;
2. manage group interactions in various learning contexts;
3. organise learning resources to support delivery

**CREDIT VALUE:** 1 HN Unit

**ACCESS STATEMENT:** Access to this unit is at the discretion of the centre.

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Additional copies of this unit can be obtained from:

The Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ, (Tel: 0141-242 2168).

At the time of publication the cost is £2.50 per unit (minimum order £5.00).

**HIGHER NATIONAL UNIT SPECIFICATION****STATEMENT OF STANDARDS**

Unit number: D3AB 04

Unit title: MANAGE THE TEACHING-LEARNING ENVIRONMENT

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

**OUTCOME**

1. ESTABLISH AND MAINTAIN AN INTERACTIVE AND SUPPORTIVE LEARNING ENVIRONMENT

**PERFORMANCE CRITERIA**

- (a) The relationship established with the learner is appropriate to their background, abilities and learning needs.
- (b) The behaviours used promote interaction and learner involvement.
- (c) The learning environment is arranged to complement the learning and teaching approach.
- (d) Learners are given feedback in an appropriate and encouraging manner.

**RANGE STATEMENT**

The range statement for this outcome is specified within the performance criteria.

**EVIDENCE REQUIREMENTS**

Performance evidence of the candidate's competence in developing an interactive and supportive learning environment covering all the performance criteria and the full range.

**OUTCOME**

2. MANAGE GROUP INTERACTIONS IN VARIOUS LEARNING CONTEXTS

**PERFORMANCE CRITERIA**

- (a) The purpose, process and objectives of group activity is agreed with the group.
- (b) The establishment of group interaction is effective.
- (c) The maintenance of group interaction is effective and contained within the framework of the objectives.
- (d) The management of the contributions from group members gives fair opportunities to all.

**RANGE STATEMENT**

The range statement for this outcome is specified within the performance criteria.

**EVIDENCE REQUIREMENTS**

Performance evidence that the candidate has managed two group sessions covering at least 2 learning contexts.

**OUTCOME**

3. ORGANISE LEARNING RESOURCES TO SUPPORT DELIVERY

**PERFORMANCE CRITERIA**

- (a) The explanation of learning resources selected takes account of the available range of resources, the relative merits of different resources, the learning context and learner needs.
- (b) The learning resources are used correctly and in a manner which contributes to the achievement of the learning objectives.
- (c) The use of the learning resources is effectively integrated into the programme.

**RANGE STATEMENT**

Learning resources: audio-visual equipment; text-based material; computer based; graphics.

**EVIDENCE REQUIREMENTS**

Performance criterion (a) written with supplementary oral evidence, as appropriate, is required.

Performance criteria (b) and (c). Documentary and performance evidence of the candidate's competence in using two from the four learning resources from the range to support delivery.

**ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the Scottish Qualifications Authority (SQA) assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external moderation.

**SPECIAL NEEDS**

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external moderator.

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**HIGHER NATIONAL UNIT SPECIFICATION****SUPPORT NOTES**

Unit number: D3AB 04

Unit title: MANAGE THE TEACHING-LEARNING ENVIRONMENT

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit has been designed for candidates who already have, or who anticipate having, responsibility for delivering learning in further education. The experience of managing the teaching-learning environment will enable candidates to deliver learning effectively to groups with a variety of learning styles.

**CONTENT/CONTEXT** The principal context will be the training/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, Manage The Teaching-Learning Environment, Facilitate Learning in Groups Through Presentations and Activities (C23) and Facilitate Learning through Demonstrations and Instruction (C24) is recommended.

The following lists 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**

- theories concerning motivation and ways of motivating learners
- environmental factors which enhance/detract from learning in classrooms and practical situations
- how to put learners at ease
- how to give constructive feedback
- factors that affect the establishment of rapport
- ways of creating an atmosphere that is conducive to establishing rapport
- how to interpret non-verbal behaviour
- how to sequence and pace communication with learners.

## Outcome 2

- ways of creating an atmosphere that is conducive to establishing rapport
- differing learning contexts i.e. small group (less than 12), large group (12 or over), informal with wide scope for interaction between tutor and learners, formal with limited scope for interaction.
- key theoretical models of group work
- dynamics of group sessions
- how to put learners at ease
- how to form, maintain and close groups
- factors likely to affect learning and behaviour in groups
- how to interpret non-verbal communication
- facilitation and intervening skills and how to identify which skills to use and when to use them
- how to recognise and deal with issues of power and authority in groups
- how to address individual needs in a group setting
- how to balance the needs of tasks and group processes
- how learning and group processes impact on each other
- different learning styles
- different learning activities available
- how to sequence and pace information and gauge appropriateness of language for individual learners
- methods of eliciting personal views
- how to monitor learners' progress in a group setting
- issues of equality of opportunity and non-discriminatory practice in relation to group work.

## Outcome 3

- college procedures and operating practice for the acquisition of resources
- planning, scheduling and feedback mechanisms
- the availability of resources and how this affects learning
- potential and effective use of different resources i.e. audio-visual equipment, text-based material, computer based, graphics
- 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.
- copyright requirements.

**APPROACHES TO GENERATING EVIDENCE** The achievement of the skills and underpinning knowledge required for this unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the outcomes. Case studies and role plays would also provide illustrative examples.

Line managers and employers should be encouraged, wherever possible, to assist the candidate in generating real performance evidence from the workplace into a portfolio of evidence. This portfolio should be generated from all available sources and where direct evidence is not available, use should be made of the types of supplementary evidence identified in the assessment procedures.

The evidence in the candidate's portfolio could provide evidence towards a qualification based on occupational competence in lecturing in further education, e.g. TQFE.

**ASSESSMENT PROCEDURES** Evidence gathered from the workplace, i.e. natural performance, would be the primary method of assessing the candidate's competence although a variety of other methods may be used either to supplement this or to provide evidence across the full range of performance criteria. The following forms of evidence would be appropriate to this unit:

Documentation, e.g. reports, support materials, learning resources.

Direct observation by the assessor of the candidate in the classroom/workshop.

Evidence given by those who have witnessed the candidate's performance.

The candidate's own description of his/her performance – written or oral – the candidate could keep a reflective diary. This form of record would need to be substantiated by an authorised source.

Oral questioning, where competence across the full range cannot be inferred from direct performance evidence and supporting evidence of performance. This could include answers given by the candidate to questions about his/her actual performance and what the candidate would do and why with different groups – particularly appropriate for evidence of the candidate's ability to meet the demands of special situations and for consideration of organisational policy observance.

## REFERENCES

1. Guide to unit writing, SQA, 1993 (Code: A018).
2. Guide to assessment, SQA, 1993 (Code: B005).
3. Guide to certification, SQA, 1996 (Code: F025).
4. Notes for unit writers, SQA, 1995 (Code: A041).

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