

## Higher National Unit Specification

### General information for centres

**Unit title:** Teaching Children and Young People

**Unit code:** DV8Y 36

**Unit purpose:** This Unit is designed to enable candidates to develop the skills and knowledge required to meet the needs of young learners in Further Education through planning and managing their learning experiences in accordance with best practice and providing appropriate support and help to make successful transitions to college life and work.

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

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

- 1 Plan the learning experience.
- 2 Manage and review the learning experience.

**Credit points and level:** 1 HN Credit at SCQF level 9: (8 SCQF credit points at SCQF level 9\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

**Recommended prior knowledge and skills:** Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to be working towards or have completed a Teaching Qualification in Further Education TQ (FE) or a Professional Development Award for teaching in further education.

**Core Skills:** There are opportunities to develop the Core Skills of Problem Solving, Communication, Working with Others, Numeracy and Information Technology at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

**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.

**Assessment:** This Unit will be assessed by written and performance evidence. The candidate is required to produce a learning, teaching and assessment plan and will be observed delivering at least one learning and teaching session to a group in which there are young learners. There must be arrangements in place to ensure the authenticity of the work produced.

## Higher National Unit specification: statement of standards

**Unit title:** Teaching Children and Young People

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

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. Candidates 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 the learning experience

#### Knowledge and/or skills

- ◆ Theories of child development and adolescence
- ◆ Physical and social development of individual learners
- ◆ Social, cultural and emotional factors and their effect on learning
- ◆ Methods of learning
- ◆ Selecting appropriate learning and teaching activities
- ◆ Appropriate use of ICT to support learning, teaching and assessment
- ◆ Literacy and language issues
- ◆ Strategies to promote literacy and numeracy
- ◆ Strategies to promote independent learning
- ◆ Strategies to promote core skills, skills for citizenship and skills for employability
- ◆ Sequencing learning in a way likely to foster and maintain learners' enthusiasm and motivation
- ◆ Selecting and adapting assessment instruments to take account of learners' needs and the class, group, subject or unit being taught
- ◆ Selecting and adapting resources to take account of young learners' needs and the class, group, subject or unit being taught
- ◆ Selecting and adapting accessible and inclusive materials to meet the programme requirements and learner needs
- ◆ The partner school curriculum
- ◆ Health and safety standards, legislation and guidelines as they apply to children and young people in the subject or vocational area being addressed
- ◆ Legal considerations

### Outcome 2

Manage and review the learning experience

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Teaching Children and Young People

### Knowledge and/or skills

- ◆ The teacher as a positive role model for learners
- ◆ The impact of teachers' and learners' individual behaviours and attitudes
- ◆ Using learning and teaching activities which involve learners
- ◆ Using differentiation strategies
- ◆ Challenge and motivation of learners; high but realistic expectations
- ◆ Strategies to develop the learning skills of learners
- ◆ Group management skills
- ◆ Effective and appropriate communication with learners, colleagues, and other professionals for the purposes of facilitating learning
- ◆ Working with professional and para-professional colleagues in the classroom
- ◆ Strategies for promoting positive behaviour
- ◆ Methods of dealing with inappropriate behaviour
- ◆ Strategies to promote positive attitudes to social and cultural diversity
- ◆ Strategies to support learners with difficulties in, or barriers to, learning.
- ◆ Strategies for helping learners to manage their transitions from school to college/work.
- ◆ Use of ICT to address different learner needs
- ◆ Identified support strategies and/or assistive technologies
- ◆ Writing reports and reviews
- ◆ Policies over setting and responding to homework
- ◆ Codes of conduct, behaviour policies and disciplinary procedures of partner school and college.
- ◆ Relevant legislation
- ◆ Health and safety guidelines as they apply to children and young people, e.g. restrictions in relation to machinery, chemicals and working heights
- ◆ Professionalism and ethics
- ◆ The reflective practitioner

### Evidence Requirements for the Unit

Candidates will provide performance (product) evidence in the form of:

- ◆ A learning, teaching and assessment plan for a minimum of 20 hours of learning to a group in which there are young learners. The unit/programme specification should be appended to the plan.
- ◆ A minimum of four detailed and consecutive lesson plans, one of which should be used for the observed teaching session in c) below. The plans must specify appropriate organisational details, resources, including learning materials, and include the use of ICT to support learning.
- ◆ Delivery of at least one observed teaching session. The session should:
  - meet the aims and objectives of the planned session and learners' needs
  - engage the learners
  - promote learning and independent learning
  - promote positive behaviour

## **Higher National Unit specification: statement of standards (cont)**

### **Unit title:** Teaching Children and Young People

Candidates will provide written evidence 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.
- ◆ A report or commentary of 1,000 words in which they:
  - evaluate and justify the approaches taken to planning the learning experience
  - evaluate and justify their approaches to managing the learning experience and their actions in managing young learners
  - identify appropriate ways of enhancing their practice

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

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

Evidence must be generated in the workplace. The unit and group of learners, selected by the candidate, must be agreed with his/her assessor.

### **Assessment guidelines for the Unit**

Candidates will need to identify a unit or programme of learning, covering both performance and knowledge evidence, to deliver to a group, which includes young learners. It is recommended that the group profile and one of the detailed lesson plans, developed as evidence for Outcome 1, are used for the observed session for Outcome 2. Evidence from the observed sessions may contribute to the assessment for Outcome 3 of the unit, Working in Partnership with Schools.

## **Administrative Information**

<b>Unit code:</b>	DV8Y 36
<b>Unit title:</b>	Teaching Children and Young People
<b>Superclass category:</b>	GA
<b>Date of publication:</b>	August 2005
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## Higher National Unit specification: support notes

### Unit title: Teaching Children and Young People

This part of the Unit specification is offered as guidance. The support notes 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

This Unit has been designed for candidates who already have, or who anticipate having, responsibility for planning and delivering learning programmes to children and young people in further education and supporting them to make successful transitions to college life and work. It will provide an opportunity for continuing professional development and confidence building for candidates who already possess a recognised teaching qualification or professional development award in teaching in further education.

The principal context will be the 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 the unit, Working in Partnership with Schools, is recommended.

The following list 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

- ◆ advantages/disadvantages of different teaching methods activities when used with young learners
- ◆ ways of learning and related learning strategies
- ◆ factors that affect learning, including personal characteristics and circumstances of learners, learners' previous experience of learning, access to materials, environment, social setting, social relationships
- ◆ learning styles and how they affect learning and teaching
- ◆ information literacy skills required by learners
- ◆ access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
- ◆ strategies to promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour
- ◆ methods of enabling students to work effectively on their own and the place of these methods in learning, teaching and assessment
- ◆ criteria for evaluation and selection of assessment instruments, eg variety, good practice variety/type of different teaching aids/resources eg people, time, materials, equipment, facilities
- ◆ legal considerations, eg health and safety, disability, discrimination, equality, ICT
- ◆ information technology and specialist equipment and their uses in supporting learning
- ◆ assistive technologies
- ◆ selection and adaptation of learning and teaching materials: formats, language, diversity, accessibility, inclusiveness, promotion of positive attitudes to diversity
- ◆ appropriate and effective use of universal design concept, alternate formats, and assistive technologies

## Higher National Unit specification: support notes (cont)

### Unit title: Teaching Children and Young People

- ◆ the use of differentiated materials

#### Outcome 2

- ◆ the influence of teacher behaviour: enthusiasm; diligence; creativity; consistency; respect for learners; interest in learners; sensitivity to learners; promoting motivation; confidence
- ◆ the impact of tutor's own values, beliefs and life experiences on learners and learning
- ◆ strategies to promote mutual respect
- ◆ communication and interpersonal skills
- ◆ sources of information about learners' previous experiences
- ◆ the effects of language choice and linguistic differences: codes, jargon, register, and spoken languages
- ◆ learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity
- ◆ good practice in catering for the needs of all learners including learners who need additional support
- ◆ access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
- ◆ discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping
- ◆ strategies for recognising, resisting and challenging discrimination
- ◆ group management skills: organisation of the learning environment; conveying authority; rules; negotiation; reward & punishment styles; early intervention; defusing confrontation; preventing disruption; valuing contributions
- ◆ theories concerning motivation and ways of motivating learners
- ◆ ways of seeking, responding to and giving feedback for learning
- ◆ independent learning skills and how to foster these
- ◆ how to encourage learners to work effectively on their own
- ◆ what constitutes acceptable levels of work to enable learners to meet defined learning outcomes
- ◆ strategies for promoting positive behaviour
- ◆ strategies for dealing with challenging behaviour
- ◆ strategies to prevent bullying
- ◆ relevant legislation, standards and guidelines as they apply to children, young people and adults: health and safety, protection and welfare, anti-discrimination and equality
- ◆ equity and inclusivity issues in relation to assessment
- ◆ alternative assessment opportunities for learners with special assessment requirements
- ◆ how to analyse information on learning, teaching and assessment and extract what is relevant to modify future strategies

## Higher National Unit specification: support notes (cont)

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### Guidance on the delivery and assessment of this Unit

Candidates should be encouraged to generate evidence of achievement from the workplace. 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 substantiated by an authorised source.

The main focus of this Unit is the development and delivery of a learning, teaching and assessment plan, in the context of continuing professional development, and candidates should have several opportunities to prepare for the summative assessment.

#### *Opportunities for developing Core Skills*

There are opportunities to develop the Core Skills of Problem Solving, Communication, Working with Others, Numeracy and Information Technology at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

- ◆ All elements of the core skill of Problem Solving, that is Planning and Organising, Critical Thinking, and Reviewing and Evaluating, will be developed and enhanced to a very high level as candidates undertake the unit. As the aims and objectives of teaching sessions are analysed in detail the identification and assessment of all factors impacting on providing the most effective learning experience for young people will involve a high level of critical thinking. Designing and implementing teaching strategies to promote core skills as well as those for citizenship and employability while engaging young learners is integral to achievement. Promoting independent learning and positive behaviour using approaches which allow on-going opportunities for consideration and adjustment will be of critical importance. Candidates will review and evaluate their management of providing a learning environment for young learners and identify ways to enhance practice.
- ◆ Candidates will have opportunities to develop a sophisticated level of communication skills as they undertake the unit. Analysing and responding to the needs of others will involve using a range of verbal and non-verbal communication techniques to demonstrate assertive and supportive behaviour which will be critical to successful performance and best practice in communicating and working with others. Exploration of the value and impact of open and closed questioning and practice using a range of active listening techniques is an essential aspect of competence. Strategies for adapting complex written and graphic information to a suitable format for young learners is an aspect of achievement.
- ◆ Although skills in written and oral communication are not discretely assessed, candidates in presenting evidence of competence will express essential ideas, information accurately and coherently, use a formal structure and recognised format, and check language, and any spelling, punctuation and syntax for accuracy. Candidates will need to produce and present materials to a standard which would be professionally acceptable and effective. Resources available should include appropriate software packages to support accuracy and the effective presentation of information. Opportunities exist to create documents, designs, or models from different types of data in a range of media, and strategies for promoting the use of ICT will be demonstrated.



## Higher National Unit specification: support notes (cont)

### Unit title: Teaching Children and Young People

- ◆ The Unit offers many opportunities to explore ways of enhancing skills in managing co-operative working. Planning and delivering teaching sessions involves the identification of aims which must be tailored to organisational requirements and consistent with available resources. Maximising opportunities to enhance negotiation with learners as far as is appropriate by offering encouragement, demonstrating, explaining and adapting behaviour to maximise the strengths of all involved in the learning process will be integral to the role of the teacher. Candidates could practise developing approaches to instruction and negotiation supported by self or group assessment checklists, and demonstrate or describe an empathic understanding of the physical, emotional and cultural needs of young learners to be considered in order to progress communication within the constraints of organisational and legal considerations.
- ◆ The ability to calculate and convey complex information on use of resources and timescales involved is an aspect of competence. Candidates also need to be able to promote numeracy in young learners by demonstration and coaching in essential skills.

### Open learning

This Unit is suitable for open and distance learning delivery. The assessment strategy and guidelines described in this specification must still be applied if this method of delivery is chosen. For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, 2001).

### 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. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk).

## **General information for candidates**

**Unit title:** Teaching Children and Young People

### **What this Unit is about**

This Unit is about the knowledge and skills you need to plan and deliver learning programmes to children and young people and to support them in making successful transitions to college life and work. It will provide an opportunity for continuing professional development and building confidence in teaching children and young people.

### **What you will learn**

- ◆ 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.

### **On completion of the units you will be able to:**

- 1 Plan the learning experience.
- 2 Manage and review the learning experience.