



Higher National Unit specification

General information

Unit title: Plan and Prepare the Learner Experience

Unit code: H416 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 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.

The Unit is designed to enable candidates to develop the skills and knowledge required to plan and prepare with learners, the learning experience taking account of the learners' prior knowledge and skills, methods of learning, teaching and assessment, and available resources.

Completion of this Unit and the Unit Learning and Teaching will enable progression to the PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9.

Outcomes

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

- 1 In partnership with learners, plan contextualised, inclusive, engaging and creative learning opportunities taking account of learners and their development needs.
- 2 In partnership with learners, evaluate and select appropriate resources from a wide range of sources to support and progress learning.

Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

Higher National Unit specification: General information (cont)

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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 PDA Teaching Practice in Scotland's Colleges and it is recommended that it should be taught and assessed within this framework. Delivery of this Unit can be integrated with the Unit *Learning and Teaching*. 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

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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

In partnership with learners, plan contextualised, inclusive, engaging and creative learning opportunities taking account of learners and their development needs.

Knowledge and/or Skills

- ◆ Set learning goals
- ◆ Prepare lesson plans
- ◆ Select learning and teaching activities to meet the programme and learner requirements
- ◆ Select creative and engaging activities
- ◆ Justify and evaluate activity selection
- ◆ Implement Inclusive practice to meet diverse learners' needs
- ◆ Sequence learning in a way likely to foster and maintain learners' enthusiasm and motivation
- ◆ Select appropriate assessment instruments
- ◆ Plan timing of and conditions for assessment including alternative assessment arrangements
- ◆ Implement health wellbeing and safety considerations
- ◆ Understand and comply with all legal duties

Outcome 2

In partnership with learners evaluate and select appropriate resources from a wide range of sources to support and progress learning.

Knowledge and/or Skills

- ◆ Identify types and sources of learning and teaching resources
- ◆ Select resources, including materials, to take account of diverse learners' needs and the class, group, subject or Unit being taught
- ◆ Develop learning resources which contribute to the achievement of learning objectives
- ◆ Embed the use of learning technologies to enhance learning where appropriate
- ◆ Evaluate the learning and teaching process

Higher National Unit specification: Statement of standards (cont)

Unit title: Plan and Prepare the Learner Experience

Evidence Requirements for the Unit

Outcomes 1 and 2

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

- ◆ A profile for a group of learners (a minimum of 6) which provides an outline of the course/programme which the learners are following and the factors affecting their ability to learn.
- ◆ An inclusive learning, teaching and assessment plan for a minimum of 20 hours of learning. The Unit/programme/subject specification should be appended to the plan
- ◆ A minimum of four detailed and consecutive lesson plans. The plans must specify appropriate organisational details, resources to be used and include the use of appropriate learning technologies to support learning.
- ◆ An evaluative report/commentary of 750 words justifying and evaluating the selection of learning and teaching activities, assessment instruments and resources in meeting the programme requirements and how evidence of working in partnership with learners will be gathered.

The commentary may be in audio, video or note format and should be agreed with his/her assessor. This evidence may also be derived from a professional dialogue.

It is expected that candidates will include among their resources learning activities that they have produced themselves.

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

Higher National Unit: Support Notes

Unit title: Plan and Prepare the Learner Experience

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

This Unit has been designed for candidates who already have, or who anticipate having, responsibility for delivering and assessing learning in one of Scotland's colleges. The experience of facilitating learning, teaching and assessment will enable candidates to use a variety of approaches to empower, motivate and support learners to develop knowledge, skills and attitudes for learning, personal development and employment.

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

Outcome 1

- ◆ Selection of learning and teaching activities, eg variety, challenge, motivation, range, organisation
- ◆ Learning styles and how they affect learning and teaching
- ◆ Inclusive practice to meet diverse learning needs, including those arising from: personal circumstances and protected characteristics
- ◆ Learner centred approaches to teaching, eg use of exercises, activities, presentation, demonstration, instruction to group, one-to-one coaching, collaborative learning, planned in partnership with learners
- ◆ Promote health and wellbeing
- ◆ Learning technologies to support delivery and assistive technologies to facilitate access
- ◆ Strategies to promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour
- ◆ The purposes of formative and summative assessment and selection of assessment instruments
- ◆ Legal considerations, eg health and safety, copyright, discrimination, equality, risk

Outcome 2

- ◆ College procedures and operating practice for the acquisition of resources — planning, scheduling and feedback mechanisms
- ◆ Learning technologies and specialist equipment and their uses in supporting learning
- ◆ Accessibility considerations and compliance
- ◆ Resource constraints influencing the selection of learning and teaching techniques

Higher National Unit: Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience

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 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 plan and prepare the learning experience, taking account of learners' prior knowledge and skills, methods of learning, teaching and assessment, and available resources

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: Plan and Prepare the Learner Experience

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. All factors affecting the ability to learn, including learner needs and course aims and objectives are analysed in detail as an inclusive learning, teaching and assessment plan is developed. Resources available and appropriate technologies to support learning are integral to planning that will consider teaching strategies and allow on-going opportunities for review.

Although skills in literacy and communication are not formally assessed, candidates will be expected to communicate effectively in an appropriate oral, written or graphic form. Selecting a range of verbal and non-verbal communication techniques to ascertain learner needs will be critical to best practice. Evaluation reports should express complex ideas and information accurately and professionally.

Candidates should be familiar with the effective and responsible use of ICT equipment and software applications in the design and production of materials to support the learning process. This will include specialist equipment for assistive technology. Development of efficient electronic systems of recording, coding and storing information for ease of reference should be encouraged.

There will be many opportunities to explore and enhance co-operative working with a range of others, including learners and colleagues. Planning and designing consecutive teaching sessions will require the identification of aims to maximise the strengths of all involved in the learning process. Evaluation reports provide evidence of partnership with learners and should demonstrate empathic understanding of their physical, emotional and cultural needs.

Practical numeracy, an ability to calculate and convey complex information on use of resources and timescales, is an aspect of competence. Candidates could be provided, if necessary, with formative opportunities to develop skills in the interpretation of numerical, statistical and graphic data in order to support resource calculations and quality initiatives. This will reinforce the thinking skills element of Skills for Learning, Life and Work.

Candidates should 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 candidates

Unit title: Plan and Prepare Learner Experience

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 the knowledge and skills you need to plan and prepare for the delivery of learning and teaching programmes as a lecturer within one of Scotland's Colleges. 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 or enhance your knowledge of how to develop a learning, teaching and assessment plan for a Unit or programme of learning which must consist of a minimum of 20 hours of learning including details of appropriate learning and teaching activities, assessment instruments and resources, and prepared detailed lesson plans.

Evidence to meet the requirements of the Unit must be from the workplace, not a simulated environment, so you should have access to a suitable workplace before you begin this Unit.

On completion of the Unit you will be able to:

- ◆ In partnership with learners, plan contextualised, inclusive, engaging and creative learning opportunities taking account of learners and their development needs.
- ◆ In partnership with learners, evaluate and select appropriate resources from a wide range of sources to support and progress learning.