Higher National Unit specification

General information

Unit title: Learning and Teaching

Unit code: H417 36

Superclass:	GB
Publication date:	November 2014
Source:	Scottish Qualifications Authority
Version:	02

Unit purpose

This Unit is aimed at both inexperienced lecturers new in post and also lecturers who want to find out more about learning and teaching or are changing their role in teaching. It is designed to enable candidates 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 for managing an effective learning and teaching environment, assessing the learning process and giving feedback to learners.

Completion of this Unit and the Unit *Plan and Prepare the Learner Experience* 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   Implement a range of strategies to promote active and independent learning at various levels using different methods of delivery and technologies to enhance learning.
2   Use learning, teaching and assessment feedback to and from learners to inform own practice and promote learning.
3   Comply with internal and external policies and procedures for assessment and verification.

Higher National Unit specification: General information (cont)

Unit title: Learning and Teaching

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 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, *Plan and Prepare the Learning Experience*. 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

Implement a range of strategies to promote active and independent learning at various levels using different methods of delivery and technologies to enhance learning.

Knowledge and/or Skills

♦ Facilitate a range of delivery approaches
♦ Arrange the learning environment to complement the learning and teaching approach
♦ Manage learner interaction in a group
♦ Describe barriers to learning and how to overcome them
♦ Challenge and motivate learners
♦ Identify opportunities to develop Core Skills and Skills for Learning Life and Work
♦ Develop effective and appropriate communication channels with learners, colleagues, and other professionals for the purposes of facilitating learning
♦ Use learning, teaching and assessment resources, including materials and learning technologies, to meet diverse learning needs
♦ Promoting positive behaviour and deal with inappropriate behaviour
♦ Develop methods of consolidating and reinforcing learning
♦ Apply relevant legislation

Outcome 2

Use learning, teaching and assessment feedback to and from learners to inform own practice and promote learning.

Knowledge and/or Skills

♦ Implement college policy and procedures for assessment including those for alternative assessment arrangements
♦ Comply with awarding body standards
♦ Schedule the timing of, and conditions for, assessment including alternative assessment arrangements for learners with additional needs
♦ Develop and use marking criteria, marking schemes and sample solutions to measure learning
♦ Implement methods of seeking, responding to and giving feedback of learning
♦ Provide learners with oral and written feedback to promote learning, affirm achievement, and inform future learning goals

Higher National Unit specification: Statement of standards (cont)

Unit title: Learning and Teaching

Outcome 3

Comply with internal and external policies and procedures for assessment and verification.

Knowledge and/or Skills

♦   Implement college policy and procedures for assessment and verification
♦   Measure and record progress and attainment of learners
♦   Implement fair and consistent assessment decisions
♦   Assess in a range of learning environments
♦   Adopt holistic approaches to creative assessment
♦   Use formative and summative assessment strategies
♦   Use a range of recording methodologies for assessment

Evidence Requirements for this Unit

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

♦   The observation of a minimum of two teaching sessions covering a minimum of four hours of teaching. Over the sessions the candidate should:
— meet the aims and objectives of the planned session and learners' needs
— engage the learners
— promote learning and independent learning
— demonstrate at least two learning and teaching methods
— employ at least two different learning resources
— incorporate at least two technologies which enhance learning into the sessions
♦   A profile for the group of learners which provides an outline of the course/programme which the learners are following and their learning needs.
♦   Learning teaching and assessment plans and lesson plans for the two observed sessions.
♦   Evidence in the form of a commentary (500 words) of how the learners were provided with feedback on assessment decisions which would promote their learning and achievement.
♦   Evidence in the form of a commentary (500 words) on the two observed teaching sessions which include i) an explanation of how the learning and teaching, assessment and resources met the learners' needs and ii) a personal self-reflection by the candidate on own performance during the delivery of each teaching session.

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/discussion.

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

Higher National Unit: Support Notes

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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 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 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

♦ Sequence and pace learning and teaching appropriately
♦ Develop independent learning skills in learners
♦ Address individual learning needs in a group setting
♦ Facilitate effective group learning
♦ Promote equality of opportunity and non-discriminatory practice
♦ Select and use appropriate and effective learning technologies
♦ Implement methods to seek feedback from learners
♦ Give constructive feedback
♦ Consolidate and reinforce learning to motivate and engage learners

Outcome 2

♦ Methods of assessing knowledge and performance
♦ Integration of assessment, creative assessment and e-assessment
♦ Match alternative assessment arrangements to learner's requirements
♦ Judge evidence reliably
♦ Monitor and review progress with learners
♦ Organisational procedures for recording assessment evidence and Outcomes including the requirements of awarding bodies
♦ Record and process assessment decisions
♦ Comply with the legal requirements to protect data

Unit title: Learning and Teaching

Outcome 3

♦ College policy and procedures for assessment and verification
♦ Methods of measuring and recording progress and attainment of learners
♦ Assessing in a range of learning environments
♦ Holistic approaches to assessment
♦ Formative and summative assessment strategies
♦ Range of recording methodologies for assessment
♦ Use of learning technologies in assessment

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, college records and professional discussion are appropriate methods of assessment for this Unit. The candidate could also be encouraged to keep a well-evidenced reflective diary which authenticates his/her performance.

The main focus of this Unit is to enable candidates to develop the skills and knowledge required for managing an effective learning and teaching environment, assessing the learning process and giving feedback to and receiving feedback from learners.

Teaching Observations:

The intention when developing this unit was that there should be two teaching observations which would cover a minimum of four hours of teaching, split up into either a 1 hour and a 3 hour session or 2 two hour sessions (or any other variation of 4 hours), not necessarily in one continuous block of observation – it may be that the Tutor sees an activity at the beginning and comes back later to see another activity. This was to ensure that all the requirements could be reasonably met by the candidate and that the performance in each session was sustained over a lengthier period of time than just a 30 – 45 min observation.

However, the External Verifiers discussed the fact that some of the teaching and learning could be happening outwith the classroom through the use of a VLE and uploaded material and through social media sites. This being the case the candidate's work could be being examined outwith the classroom by the lecturer and this could be discussed with their Tutor and be part of the observation time also.

There should be a lesson plan for each observation covering at least 2 hours of planned teaching/learning. The observations might not necessarily be two consecutive sessions but should be, where possible, two sessions from the 4 lesson plans prepared in unit H416 36.

Higher National Unit: Support Notes (cont)

Unit title: Learning and Teaching

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**.

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 arrange and manage learning, teaching and assessing different candidate groups in a range of environments. All factors affecting the ability to learn, including group and individual learner needs, course objectives and policies and procedures of the centre and the awarding body need to be analysed in detail before the design and delivery of an inclusive learning, teaching and assessment experience. Resources available must be utilised to underpin teaching strategies with on-going opportunities for review. Review and adjustment of approaches will be on-going as part of critical reflection on teaching performance.

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

The effective and responsible use of ICT equipment and software applications in the creative design and production of materials to support and develop the learning experience will be routine. A range of appropriate technologies to support diverse learning needs should be used to effect. Candidates should be made aware of the need to develop secure, efficient systems of recording, coding and storing information for ease of reference and access.

Processes involved in group learning and assessment will provide many opportunities to explore and enhance co-operative working with a range of others, including learners, colleagues and partner organisations. An understanding of issues of equality of opportunity and non-discriminatory practice in relation to group work is integral to achievement. Empathic understanding of the physical, emotional and cultural needs of learners will be an essential competence. Designing and delivering effective teaching sessions will develop strategies that maximise the strengths of all involved in the learning process and overcome any potential barriers.

Higher National Unit: Support Notes (cont)

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Practical numeracy, an ability to calculate and convey complex information on use of resources and timescales involved, is an aspect of competence. Candidates could be provided, if necessary, with formative opportunities to develop further their skills in the interpretation of numerical, statistical and graphic data in order to support resource calculations and quality requirements. 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
2	Clarification for the evidence requirement of Teaching Observations in the Support Notes	26/11/2014

General information for learners

Unit title: Learning and Teaching

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 develop to manage an effective learning and teaching environment, assessing the learning process and giving feedback to learners 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 how to manage an effective learning and teaching environment for a Unit or programme of learning:

♦ By developing and delivering observed teaching sessions you will:
  — meet the aims and objectives of the planned session and learners' needs
  — engage the learners
  — promote learning and independent learning
  — demonstrate at least two learning and teaching methods
  — employ at least two different learning resources
  — implement the use of technologies to enhance learning
♦ Produce a profile for the group of learners which provides an outline of the course/programme which the learners are following and their learning needs.
♦ Develop learning and teaching and assessment plans.
♦ Produce reflective notes on the observed sessions with an explanation of how the learning, teaching and assessment resources met the learners' needs.
♦ Understand, implement and comply with assessment and verification procedures.

On completion of the Units you will be able to:

♦ Implement a range of strategies to promote active and independent learning at various levels using different methods of delivery and technologies to enhance learning.
♦ Use learning, teaching and assessment feedback to and from learners to inform own practice and promote learning.
♦ Comply with internal and external policies and procedures for assessment and verification.