Higher National Unit Specification

General information

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Unit code: J4N5 36

Superclass:	GB
Publication date:	August 2020
Source:	Scottish Qualifications Authority
Version:	01

Unit purpose

This unit is aimed at all lecturers in any of Scotland's colleges, from inexperienced lecturers not long in post, to lecturers who want to find out more about current practice in planning and preparing the learner experience. It is designed to develop fundamental lesson planning and preparation skills and to ensure candidates engage with learners in ways that are effective, stimulating and relevant to a college setting.

This unit enables candidates to develop the knowledge and skills required for the successful planning and design of learning and teaching activities. Candidates will build on their abilities to prepare, in collaboration with their learners and others, learning and teaching to meet unit/programme requirements and individual learner needs.

This unit offers candidates an opportunity to identify and plan a range of teaching strategies and prepare resources to support delivery, including assessment instruments. Candidates will reflect upon and critically analyse their planning and preparation, justifying the choices they make.

Outcomes

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

1   Plan effective and efficient learning, teaching and assessment activities in collaboration with others.
2   Prepare appropriate informed resources which facilitate, support and progress learning.
3   Critically analyse the planning and preparation of learning, teaching and assessment.

Higher National Unit Specification: General information (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Credit points and level

1 Higher National Unit credit at Scottish Credit and Qualifications Framework (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, *Problem Solving* skills at SCQF level 5 and *Information and Communication Technology (ICT)* skills at SCQF level 5 or similar qualifications or experience and some knowledge of learning, teaching and assessment in further education.

For those new to the role of lecturer, it is also recommended that potential candidates do not undertake the unit until such times as they have some prior experience of learning, teaching and assessment upon which they can reflect and improve their planning.

Core Skills

Opportunities to develop aspects of Core Skills 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 the Professional Development Award (PDA) Teaching Practice in Scotland's Colleges. It is recommended that it should be taught and assessed within this framework. Delivery of this unit can be integrated with the unit *Learning, Teaching and Assessment in Scotland's Colleges*. The principle context will be the learning and teaching environment. The candidate should have access to a learning and teaching environment in one of Scotland's colleges 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

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

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.

Outcome 1

Plan effective and efficient learning, teaching and assessment activities in collaboration with others.

Knowledge and/or skills

- Learner needs
- Learning goals
- Lesson planning
- Learning and teaching theories and activities
- Inclusive practice
- Collaborative practice
- Delivery methods
- Assessment planning
- Legislation and statutory duties in the college sector

Outcome 2

Prepare appropriate informed resources which facilitate, support and progress learning.

Knowledge and/or skills

- Learning, teaching and assessment resources
- Technologies supporting learning
- Learning environment
- Sustainability in learning, teaching and assessment
- Assessment design

Outcome 3

Critically analyse the planning and preparation of learning, teaching and assessment.

Knowledge and/or skills

- Critical analysis
- Evidence-based practice
- Reflective practice
- Collaborative practice
- National priorities

Higher National Unit Specification: Statement of standards (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Evidence requirements for this unit

Candidates will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Provide evidence (written/oral) of their planning practice that includes:

A class group profile providing an outline of the unit/programme which the learners are following to include:

♦   unit/programme
♦   class group size
♦   any pre-entry requirements for the unit/programme
♦   prior knowledge and experience in the class group
♦   any social/cultural issues within the class group

A summary of the individual learning needs within the class group providing relevant information about the key factors affecting and/or promoting their ability to learn, including:

♦   personal characteristics
♦   learning and additional support needs identified for individual learners in respect of any protected characteristic they share including associated assessment arrangements

An inclusive learning, teaching and assessment plan (with a copy of the unit/programme specification appended) which covers the unit or programme the learners are undertaking. The plan must include:

♦   dates, times and duration of all planned lessons
♦   topic/subject area for each lesson
♦   summary of the learning and teaching activities for all lessons
♦   the resources (including technologies) to be used in each lesson
♦   the timing and conditions of all assessments, including formative and summative assessments and alternative assessment arrangements

One detailed lesson plan, which includes:

♦   a reflection on the previous lesson identifying what went well, what didn't go well and areas for development
♦   lesson aim(s) and specific, measurable, achievable, realistic, and time-bound (SMART) objectives
♦   the effective sequencing of learning and teaching activities to suit the delivery method(s)
♦   resources to support learning
♦   identified opportunities to develop learners' essential skills and skills required for learning, life and work
♦   planned formative assessment of learning
♦   the use of digital technologies to support learning
♦   learning environment requirements or constraints
♦   an explanation of how your planning takes account of current and applicable legislation and statutory duties

Higher National Unit Specification: Statement of standards (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

An explanation of the collaborative practice that has been undertaken with learners, colleagues and/or others to design the learning, teaching and assessment plan and lesson plan (500–750 words or equivalent, such as a professional discussion for 10–15 minutes, or a presentation for 5–10 minutes).

A critical analysis of the rationale for the selection of learning, teaching and assessment activities, assessment instruments and resources with reference to research (1,200–1,500 words or equivalent, such as a professional discussion for 15-20 minutes, or a presentation for 10–15 minutes). This must include:

♦ a justification of the planned learning activities
♦ sustainability in learning and teaching and assessment
♦ an explanation of the influence that political, social and economic drivers have had on your planning and preparation choices
♦ anticipated outcomes and impact on the learner experience

Conditions of assessment

Assessments are to be open book and carried out in unsupervised conditions.

References to relevant reading and research should be compiled using a Harvard system of referencing. Where alternative formats are being used, Harvard references should be presented as a supplementary written record in the case of a professional dialogue or incorporated within the presentation slides.

Higher National Unit Support Notes

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

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 are currently delivering and assessing learning in one of Scotland's colleges, such as newly appointed lecturers and lecturers who have not completed the Teaching Qualification (Further Education) (TQ(FE) award. As such, candidates will require access to a learning environment and be working with their chosen class group over a period of time to be able to generate the required evidence for this unit. The content of this unit is aligned with the Professional Standards for Lecturers in Scotland's Colleges, published in November 2018.

Candidates completing this unit will be working as a college lecturer with some prior experience of delivering learning and assessments. This may be in either a part-time or full-time capacity. The unit may also be suitable for other college staff involved in the planning and delivery of learning and assessment provided their job role includes a teaching commitment that allows them to fully satisfy and generate all necessary assessment evidence for the unit.

Successful completion of this unit and the other unit of this group award will provide candidates with a range of useful underpinning knowledge and skills that will help them progress to the Teaching Qualification (Further Education) (TQ(FE).

The purpose of this unit is to develop the candidate's ability to plan effective, learning, teaching and assessment that takes account of their students' needs. Within this unit candidates will develop their understanding of the need for ensuring the planning process takes account of accessibility, inclusive and sustainable practice, preparing resources which will facilitate, support and progress their students' learning. Candidates will work in collaboration with others, to ensure that their planning for learning, teaching and assessment is effective and efficient and critically analyse and reflect on their planning approach and choices and their likely impact on student learning and progress.

This unit would be better considered holistically, although the outcomes do flow from planning activities for a group of learners to preparing resources and then reflecting and critically analysing the choices made.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Guidance on approaches to delivery of this unit

In terms of the sequence of delivery, if this unit is being taught as part of the group award Professional Development Award (PDA) in Teaching Practice in Scotland's Colleges, it should be completed first as planning must happen before learning, teaching and assessment. Whilst the target market is lecturers new in post as well as those who are, perhaps, relatively experienced lecturers seeking a formal recognition of their practice, it is recommended that candidates do not undertake the unit until such times as they have some prior experience of learning, teaching and assessment upon which they can reflect and improve their planning.

Working through one unit/programme of learning or with one class group of learners, this unit should develop a candidate's thinking behind the planning to make learning happen.

Candidates will need to first gain an understanding of their class group of learners, placing their needs at the centre of planning. Learners should be considered as learning partners, so that the planned activities can be both effective and efficient for the particular class group. Resources that candidates plan to use with their learners may either be legally sourced, adapted or created. Through the process of planning learning, candidates should be reflecting on the extent to which their choice of and sequencing of learning activities and chosen resources will meet and address the needs of the unit or programme and their appropriateness for the class group. Candidates may need varying levels of support in finding or making learning, teaching and assessment resources. For example, in the use digital tools for formative assessments or the use of questioning techniques to elicit the desired information from each learner. Candidates may also need to work in collaboration with other colleagues such as needs-led assessors to identify and develop or source resources for those learners with the protected characteristic of disability.

Candidates should be encouraged to draw on a range of sources, including recent research, in making judgements, gaining an appreciation for current national priorities. They will need to collaborate with others such as colleagues, internal/external stakeholders and particularly their learners. Candidates should be familiar with the effective and responsible use of Information and Communication Technology (ICT) equipment and software applications in the design and production of materials to support the learning process and specialist equipment for assistive technology. Development of efficient electronic systems of recording, coding and storing information for ease of reference should be encouraged.

While the knowledge and/or skills sections provide a list of the mandatory knowledge on which candidates will be assessed, the following list of topics provides additional guidance for any centres delivering this unit.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Outcome 1

To plan effective and efficient learning, teaching and assessment activities in collaboration with others, candidates should develop knowledge and skills in the following areas:

Learner needs

This relates to the needs of each learner as an individual and candidates should understand any specific support needs or potential barriers to progression and success that could affect their learners. As with any group of learners, a candidate should expect to encounter individuals with diverse learning experiences, differing levels of prior experience, skills and motivations for learning and support needs. These aspects should be taken into consideration when planning for learning and assessment. Therefore, candidates will require to get to know the learners on an individual basis, identifying the learners' personal characteristics such as their motivation, ability or confidence. The protected characteristics of learners must also be taken into account, for example disability, religion/belief, gender to identify any reasonable adjustment necessary/assistive technology/strategy that may be required for the learner to the achieve their learning goals/aims of the programme or meet the standard of the qualification being undertaken. In some cases, such as learners progressing from other courses within the college or from school, additional support needs may have already been identified in advance. Personalised planning for learning in collaboration with learners is desirable.

Learning goals

A learning, teaching and assessment plan, or schedule of work, should provide a breakdown of topics for one unit or subject to meet awarding body or programme requirements.

The unit/subject/course specification should be appended to the plan. By including summative assessment points, this gives an overview of the overall learning goals. Overall learning goals may require further collaboration with peers and other stakeholders, such as employers.

Lesson planning

This is the skill of taking a lesson aim and its objectives and creating a schedule of activities that motivate and engage learners. Lesson planning should be based on sound theories of learning and teaching and have a clear and logical structure. Within the lesson plan, candidates should set aims and SMART (specific, measurable, achievable, realistic, and time-bound) objectives for their lesson. This approach allows both lecturers and students to monitor progress in learning within and after the lesson, identifying the extent of any learning that has taken place before determining any next steps for future learning.

Planned lesson activities should be engaging, relevant to the subject, tailored to the learning environment and address the identified needs of the group of learners. Lesson activities should be carefully constructed to allow students to develop and build upon prior learning effectively and to provide appropriate levels of demand and challenge for the students.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Lesson phases, pace, the smooth and effective transitioning between different lesson activities, differentiation, inclusive approaches and managing lesson activities within specific learning environment(s) are important considerations when lesson planning.

Learning and teaching theories and activities

Candidates should explore and consider a variety of theories, considering how these relate and could be applied to their group of learners and subject area. They should be familiar with and be able to use their knowledge of current and research informed learning and teaching theories and activities when planning and preparing for learning, teaching and assessment.

They should be encouraged to continually reflect on and review their own practice drawing on a variety of pedagogical approaches relevant to working in a college context. For example, andragogy, heutagogy and connectivism, cognitivism, behaviourism, amongst others. This may include subject specific and vocational theories of learning and teaching and work-based learning as appropriate.

They should be aware of a wide variety of learning and teaching activities and how these can be effectively used to create progressive and engaging learning experiences. This should include consideration of evidence- informed practice and learning and teaching activities which are shown to have a positive impact on supporting learner attainment and progression (eg cognitive load theory, retrieval/spaced practice, dual coding, etc).

Candidates should understand how to effectively pace and use a variety of activities within their planning, for example:

♦ independent learning activities
♦ small group tasks and collaborative learning (such as think/pair/share, carousel or jigsaw co-operative learning activities).
♦ practical tasks and demonstrations
♦ peer learning, teaching and assessment
♦ direct instruction, and so forth

Inclusive practice

It is important that all learners are included and given appropriate support to access the same opportunities. Candidates must recognise and respect the diversity of each learner employing a variety of teaching methods and a flexible approach. In addition to considering the support needs of individual learners, this aspect also includes a consideration of different learning preferences and engaging even the quietest, most introverted learners.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Collaborative practice

Critical reflective and collaborative practice in learning and teaching and the ability to use this to enhance the quality of the learning experience is a vital for college lecturers.

Candidates should engage in professional dialogue with other colleagues and peers, drawing on their knowledge and experience to better inform planning for individual and groups of learners. Collaboration with others can occur in many ways, including the co-design of learning with students, where applicable. Consulting a needs-led assessor can help identify and secure any additional assistive support that is required. Learning technologists and other support staff can also provide valuable advice and support when devising e-learning activities or assessments.

Delivery methods

Delivery of learning, teaching and assessment can take place in a variety of learning environments, for example, within face to face delivery of learning with learners in a class or other physical location. Learning, teaching and assessment can also take place in an online setting using synchronous or asynchronous approaches or any combination of these methods. Any chosen delivery method should include consideration of the appropriate balance between lecturer led control and student autonomy, ensuring that learners are given appropriate scope and responsibility to shape and/or co design their own learning, where appropriate.

Assessment planning

Scheduling of learning and teaching topics in the learning, teaching and assessment plan should ensure that summative assessments are planned at appropriate points, in collaboration with learners. Formative assessment is an integral part of learning and teaching, allowing lecturers and learners to check the extent to which any lesson objectives are being or have been achieved. Formative assessment opportunities should be explicit within any lesson plan.

Assessment planning should also take account of building in time for any additional consolidation of learning that might be necessary and any associated summative reassessment that may be required.

Legislation and statutory duties in the college sector

The college sector is subject to the Public Sector Equality Duty (PSED) therefore, candidates should be made aware of the Equality Act 2010, the Protected Characteristics and the impact of this legislation on their practice. Another piece of legislation that is pertinent for college lecturers is the General Data Protection Regulation (GDPR) and it is vital that candidates understand the differences between personal and sensitive data and store and process data within the scope of these regulations. At the time of writing, other relevant legislation for lecturers includes, mental health considerations, health and safety legislation, copyright, and the Public Sector Bodies Accessibility Regulations (Websites and Mobile Applications), 2018/WCAG 2.1 web accessibility guidelines.

There may also be other areas of legislation and/or statutory duties relevant to specific subject areas that candidates must comply with in their lesson planning.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Outcome 2

To prepare appropriate informed resources which facilitate, support and progress learning, candidates should develop these knowledge and skills:

Learning and teaching resources

The selection of learning and teaching resources should always be informed by the class group profile and individual learning needs, as well as the subject area.

Resources for learning and teaching may be created, developed, adapted or curated. Candidates' learners may also produce resources as part of their activities. Consideration should be given to the group of learners and their individual and collective needs with professional decisions about the suitability of resources being informed by any identified individual and collective needs of the learners. Candidates should take due account of any differences in the learners' stage and pace of learning, their prior knowledge and experiences, their learning preferences along with any reasonable adjustments that are required for individual learners (use of assistive technologies, adapted formats or use of specific support strategies identified by Needs-led assessors or other support services).

Technologies supporting learning

Developing learners' digital literacy skills is vital in supporting them to develop skills that they can apply in both the workplace and their personal lives. Digital technology and digital skills development should be a part of all learning, teaching and assessment plans. Ideally all lesson plans too, although this may not always be practical. This includes specialist assistive technology but also, for example, learners using their own devices to complete an online quiz or capture evidence of their learning. Technology should be used appropriately to enhance the learning experience and not simply used for its own sake. Virtual Learning Environments (VLE) or other online solutions (current examples include Microsoft Office and Google Suite) could be used to enable blended learning, offering learning activities and assessments.

Learning environment

Learning environments refer to any area(s) where learning and teaching activities will take place. These may include indoor, outdoor, fully online or blended learning environments. When planning and preparing for learning, teaching and assessment consideration should be given to potential barriers or restrictions as well as any resources available within the learning environments and their potential impact of learning, teaching and assessment planning. Candidates should also understand the potential impact of the learning environment (virtual or face-to-face) on learner participation when planning for learning, teaching and assessment.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Sustainability in learning, teaching and assessment

Sustainability should be built into any planning for learning, teaching and assessment. Wasteful resource practices should be minimised or avoided and any associated ongoing costs for organisations and for learners being factored into decision making. Alternative ways of delivering lessons may minimise any negative impact on the environment but may potentially lead to other negative or unintended consequences whether these delivered. For example, online delivery of learning, teaching and assessment may reduce the need for printed resources, but creating videos with large file sizes or asking learners to upload videos for assessment purposes to a VLE may be problematic in terms of the time it takes to upload the files and download speeds/costs and availability of Wi-Fi and Internet/mobile contract arrangements can create barriers to learning.

Candidates should try to avoid or minimise any negative impact on the environment at all times, repurposing resources, co-creating and sharing materials, making use of Open Education Resources (OER) and using virtual simulators, etc to ensure their practices are sustainable. Where appropriate, candidates should identify where there may be opportunities to raise awareness of and/or promote sustainability within the context of their subject matter/ discipline.

Assessment design

Effective assessment design begins with having a clear understanding of the purpose of the assessment and how effective it is in providing valid and reliable information on learning. Building in opportunities for assessment (formative/summative) is an integral part of the planning and preparation and the subsequent delivery of learning.

Candidates should be aware of the complementary nature and purposes of formative and summative assessments and be able to plan and produce and/or adapt them effectively for their specific needs and purposes. For example, formative assessments may be formal, such as practice tasks or tests delivered under the same conditions of assessment that will be applied in subsequent summative assessments. This process could also include consideration of existing assessment planning where alternative assessment arrangements are required.

Formative assessments may also be more informal in nature and used within lessons to gain an understanding of learners' level of understanding of a specific topic by using pre-planned and differentiated questioning techniques, deepen the learning or another topic or concept. In both instances, formative assessment provides important information that should inform any future activity.

When designing or adapting summative assessments, candidates should understand how to ensure they comply with college policies and awarding body requirement, where appropriate. Candidates should understand the VARCS principles (validity, authenticity, reliability, currency and sufficiency) and understand and comply with relevant college systems/ processes for centre-devised instruments of assessment or adaptations of existing assessment instruments.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Outcome 3

To critically analyse the planning and preparation of learning, teaching and assessment, candidates should develop these knowledge and skills:

Critical analysis

Candidates should be encouraged to critically analyse of all parts of their planning and preparation, leading to an informed justification of their approach and their choice of learning activities, resources and planning for assessment.

Critical analysis of candidates' practice should include consideration of the parts, the links between these parts, and the resulting potential impact of these features, on the intended learning. Analysis should focus on helping candidates identify aspects of their planning for learning that are most likely to be effective in supporting learning and areas of their approach which were not fully considered or addressed in their decision making.

This process will help candidates reach an informed conclusion on how well their preparation and planning for learning took account of a range of important factors such as:

♦ the previously identified needs of individual learners and any more generic group needs
♦ how effective they were in ensuring effective coverage of the unit/programme content
♦ the extent to which their planning ensured and supported efficient and progressive learning over time
♦ the extent to which they took account of and balanced a variety of additional needs and requirements (eg legislation, college and other policies/political, social and economic drivers, sustainability, etc)

Evidence-based practice

Candidates should relate their practice to the learning theories considered in outcome 1. There may be an element of contrast or a critique of a theory and candidates should be encouraged to adopt and compare a variety of evidence relating to which learning and teaching activities, theories and assessment practices are most appropriate to the needs of their learners and subject matter. Candidates will use their understanding of which approaches are most likely to have a positive impact on learning and attainment (eg cognitive load theory, retrieval/spaced practice, dual coding, etc) when critically analysing the effectiveness of their planning and preparation of resources for learning, teaching and assessment.

Reflective practice

College lecturers are expected to engage in a career-long process of continuous professional improvement and to regularly reflect critically on and evaluate their practice and how this contributes to student success. Reflection may be informed by a candidate's own opinion but should also include considerations of feedback from their learners and even peers.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

There are many ways to engage in reflective practice and candidates should be encouraged to find and use an approach that works for them. They should develop an understanding of a variety of alternative approaches and models of reflection, for example:

♦ reflection in action approaches such as question-based approaches (risk assessment approaches, the three Hs; head-heart-habit, etc)
♦ reflection on action approaches such as question-based frameworks, eg Driscoll and problem-solving approaches such as mind maps used to make a visual representation of ideas, issues and the connections between them
♦ reflection for action approaches (eg chunk up, chunk down and embedded whys
♦ 'theorising practice' — how to draw upon professional experiences and use knowledge critically, learning from both mistakes and successes

The application of these skills should be encouraged as part of lecturers' day-to-day practice.

Candidates could be encouraged to maintain a reflective log or diary throughout this unit, where they note key learning points and ideas. This supports continuous improvement and fosters learning from past experiences. This process may also include a note of lessons learned, as in what worked and what didn't, which can then be used to inform future practice.

Collaborative practice

Candidates should be encouraged to consider the extent to which they can and already collaborate with their learners, colleagues and external partners, including employers, to plan for the delivery of excellence in learning.

Developing a shared or collective understanding of effective practice is important and candidates should be encouraged to engage in regular professional learning with their peers and with the wider educational community. Involving and seeking feedback from learners on the effectiveness of their approach can be built into lesson planning and preparation of resources.

Sharing experiences of what is effective with others out with your own subject area/discipline should be encouraged along with course team collaboration when planning for learning. Because most colleges deliver programmes of learning comprising of multiple individual units, collaborative practice is important in ensuring that staff understand how their approach and practices complement each other. Differences in approach can be used as a stimulus for a critique of their own practice, leading to personal development actions by candidates. Professional discussion and collaboration with others either directly or indirectly involved in the delivery or support of learning will help ensure the choices candidates make when planning and preparing learning are as effective as possible.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

National priorities

This relates to current Scottish Government strategies and Education Scotland initiatives, whilst also considering local market intelligence. At the time of writing, key drivers include the importance of supporting learners to develop digital literacy and essential skills that will prepare them for work and to participate fully and safely in society and the world around them, the development of workplace skills and 'work ready learners', equality, mental health, sustainability. Candidates should understand how these national priorities inform college policies and practices, considering the extent to which their own practice is influenced or shaped by these strategies and initiatives.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types 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. It is recommended that this unit is assessed holistically through the building up of a portfolio of evidence, ideally digital, that includes a reflective journal or diary. This could include a group profile pro forma and naturally occurring evidence in the form of a learning, teaching and assessment plan, or schedule of work, and a lesson plan.

If this unit is being delivered as part of the PDA award, centres are encouraged to integrate the delivery and assessment of both units, where practicable. Where candidate teaching commitments and centre delivery arrangements mean there is likely to be insufficient time for the completion and marking of lesson plans ahead of candidate's scheduled teaching observation, centres may ask candidates to prepare and submit a partially completed lesson plan after they complete their learning teaching and assessment plan. Assessors could pre-mark all other parts of the candidate's lesson plan. Candidates would then complete the reflection on the previous lesson and resubmit the fully completed lesson plan before their first observed lesson. This approach should minimise any difficulties in ensuring centres have sufficient time to mark candidate assessments prior to the candidates being observed delivering the lesson.

Evidence of collaboration with learners, peers and others could be noted in a reflective diary. This could be produced in written or oral form. Candidates at this level should express complex ideas and information accurately and professionally.

Evidence of critical analysis may be presented in audio, video or written format with relevant references and sources compiled using the Harvard referencing system.

All formats should be agreed in advance with candidates.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

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 and other essential skills

This unit is designed to encourage independent working, raise awareness of professional practice and enhance employability skills, including:

♦ communication
♦ creativity
♦ digital competence
♦ working independently
♦ using initiative and being proactive
♦ research and investigation
♦ planning and organising
♦ time management and meeting deadlines
♦ critically analysis

The extent and breadth of opportunities to develop the above skills will vary dependent on the approach to delivery of the unit and the assessment evidence formats used.

Problem solving

These skills will be developed and enhanced as candidates plan and prepare resources to support effective and efficient learning. 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.

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.

Higher National Unit Support Notes (cont)

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

Candidates will also have opportunities to develop transferable meta-skills such as:

♦ the ability to self-manage
♦ social intelligence
♦ innovation

Citizenship

Exploring relevant legal and ethical issues should raise the candidate's awareness of the wide-ranging responsibilities placed upon those working in Scotland's colleges. These include the legal requirements of the public sector, and the lawful use of others' work and materials. Candidates should consider these responsibilities and requirements in their reflective logs.

Sustainability

Sustainable practices should be encouraged throughout delivery of the unit. This could include the use of digital channels for communication, content distribution and the submission of work. All relevant working practices could be reviewed to ensure environmental sensitivity, recycling and waste reduction.

History of changes to unit

Version	Description of change	Date

General information for candidates

Unit title: Plan and Prepare the Learner Experience in Scotland's Colleges (SCQF level 9)

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 in one of Scotland's Colleges. It is based on the *Professional Standards for Lecturers in Scotland's Colleges* published in November 2018. Evidence to meet the requirements of this unit must be from the workplace, not a simulated environment. You should be in the role of a Lecturer in one of Scotland's Colleges before you begin this unit so that you can generate the required evidence.

Together with the HN Unit *Learning, Teaching and Assessment in Scotland's Colleges*, this unit forms the group award PDA in Teaching Practice in Scotland's Colleges. Successful completion of the group award should prepare you for the Teaching Qualification (Further Education) (TQ(FE).

What you will learn

You will learn, or enhance your knowledge of, how to plan and prepare for learning. It is likely you will consider this unit holistically, although it does flow from planning activities for a group of learners to preparing resources and then critically analysing the choices you have made. In practice, it is likely that you will plan and prepare one full unit of learning or equivalent from your timetable, with one group of learners.

You will also have the opportunity to improve your writing skills and further develop as a reflective practitioner. You may find it helpful to maintain a reflective diary noting your learning, recording your collaborations with learners and peers and analysing the decisions you make. You are encouraged to read widely, drawing on a range of sources in making judgements, gaining an appreciation for current national priorities. Collaboration with others is a key focus of this unit.

Core Skills should be developing naturally in this unit. For example, *Problem Solving* in planning for efficiency and effectiveness; *Information and Communication Technology (ICT)* in developing learning activities with supporting technology and in the recording of evidence for this unit; communication in collaborating with others and producing assessment reports in either written or verbal form.

On completion of this unit you will be able to:

♦ Plan effective and efficient learning, teaching and assessment activities in collaboration with others.
♦ Prepare appropriate informed resources which facilitate, support and progress learning.
♦ Critically analyse the planning and preparation of learning, teaching and assessment.