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Higher National Unit Specification

General information

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Unit code: J4N6 36

Superclass: GB

Publication date: August 2020

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This unit is aimed at newly appointed and existing college lecturers working within a Scottish college. The unit will develop fundamental skills related to their job role and is aligned to the Professional Standards for Lecturers in Scotland's Colleges.

The unit will help develop a candidate's ability to effectively manage a live learning and teaching environment. It will support the lecturer to deliver impactful learning, teaching and assessment that is research-informed, and which takes account of learners' needs, stage and readiness for learning. Candidates will use learning and assessment feedback, data and critical reflection to evaluate the impact of their practice on learning and attainment. Candidates will also demonstrate compliance with relevant quality assurance processes and requirements. Successful completion of this unit will provide some relevant prior underpinning learning before completing the Teaching Qualification (Further Education) (TQ(FE).

Outcomes

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

1 Deliver inclusive, engaging and innovative learning, teaching and assessment experiences.
2 Comply with relevant quality assurance requirements.
3 Evaluate own learning, teaching and assessment practice for the purposes of improving learning and attainment.

Higher National Unit Specification: General information (cont)

Unit title: Learning, Teaching and Assessment 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 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.

Prior experience of the development of lesson plans is also expected of candidates undertaking this unit. Where this unit is being delivered as part of the Professional Development Award (PDA) *Teaching Practice in Scotland's Colleges* award, candidates will have opportunities to develop these skills within the *Plan and Prepare the Learner Experience in Scotland's Colleges* unit. If this unit is being delivered on a stand-alone basis, then prior skills and experience of lesson planning would likely be found within candidates' day to day practice.

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 PDA: Teaching Practice in Scotland's Colleges and although it can be delivered as a freestanding unit, it is recommended that it should be taught and assessed within this framework. Where the unit is being delivered as part of the PDA it is recommended that delivery of this unit is integrated with the unit, *Plan and Prepare the Learning Experience.*

The principal context will be a college teaching environment. The candidate will require access to learners and to be involved in teaching and assessing 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 candidates and learners should be considered 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: Learning, Teaching and Assessment 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

Deliver inclusive, engaging and innovative learning, teaching and assessment experiences.

Knowledge and/or skills

♦   Learning and teaching strategies
♦   Learning and teaching theories and educational research
♦   Technologies to enhance learning
♦   Learning and teaching resources and environments
♦   Learning management techniques
♦   Accessibility and inclusive practice
♦   Learner readiness
♦   Meta-skills development
♦   Assessment types/forms
♦   Legislation and statutory duties in the college sector

Outcome 2

Comply with relevant quality assurance requirements.

Knowledge and/or skills

♦   Assessment approaches and policies
♦   Assessment arrangements and strategies
♦   Measuring, tracking and recording learner progress
♦   Qualification framework levels

Outcome 3

Evaluate own learning, teaching and assessment practice for the purposes of improving learning and attainment.

Knowledge and/or skills

♦   Feedback mechanisms and practice
♦   Active enquiry
♦   Data informed practice
♦   Critical reflection and evaluation
♦   Barriers to learning and attainment

Higher National Unit Specification: Statement of standards (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Evidence requirements for this unit

Candidates will need to provide evidence of their practice that demonstrates their knowledge and/or skills across all outcomes by:

♦   being observed teaching on two separate occasions, delivering pre-planned lessons to a class group (a minimum of 2 hours of observed practice in total)
♦   participating in a professional discussion (post-observation dialogue) with their assessor after each observed session (30–40 minutes approximate duration after each observed session)
♦   providing evidence of their ability to critically reflect, analyse and evaluate the effectiveness and impact of their practice

During the professional discussion candidates should be supported to critically reflect on their observed practice identifying areas of positive practice and areas for development.

The teaching sessions delivered by the candidate should:

♦   be informed by the prior analysis and identification of learners' needs (individual and class group)
♦   demonstrate active engagement and inclusive participation in learning
♦   use effective learning management techniques
♦   use learning and teaching strategies and associated resources purposefully to support effective and efficient learning for all
♦   use digital technologies to enhance and promote learning
♦   incorporate feedback on student progress and formative assessment of learning
♦   comply with all relevant quality assurance requirements when assessing learning

Candidates will also provide an evaluation of the effectiveness and impact of their practice. This critical reflection and evaluation will be based on the delivery of the observed sessions and must include:

♦   evaluating the effectiveness of their management of the learning environment with reference to any strategies used to overcome or mitigate barriers to learning and attainment
♦   evaluating the effectiveness of their use of specific learning and teaching strategies, theories of learning and teaching and digital technology and subject technological advances
♦   evaluating the extent to which the lessons included opportunities to support the development of core skills/skills for learning, life and work/meta-skills
♦   evaluating the extent to which the lessons were both accessible and inclusive
♦   explaining the influence of active enquiry, educational research and collaboration with others on their developing practice

Higher National Unit Specification: Statement of standards (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

♦ analysing and evaluating their assessment approach and practice with reference to unit/programme/awarding body/college quality assurance requirements and processes, as appropriate
♦ evaluating the impact and use of feedback and formative and, where applicable, summative assessments on supporting learner progress and/or attainment
♦ identifying how their practice complied with relevant legislation and statutory duties
♦ evaluating the effectiveness of their practice using available data and feedback from the assessor in the post lesson professional dialogue and from the learners, with reference to their readiness for learning and assessment
♦ identifying personal strengths and future areas for professional development and improvement.

Conditions of assessment

Evidence of critical reflection to be produced under open-book, unsupervised conditions. It may be gathered over more than one assessment event.

The critical reflection should be between 1,500–1,700 words in length, or equivalent, for example, from a professional discussion (lasting 20–25 minutes) or from a presentation (15–20 minutes duration).

All identified policies, practices and/or educational research should be correctly cited and referenced using Harvard conventions. This should be included within a written response, as a supplementary written record in the case of a professional dialogue or incorporated within the presentation, as appropriate.

Higher National Unit Support Notes

Unit title: Learning, Teaching and Assessment 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 current lecturers who have not completed the 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, 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 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 onto the Teaching Qualification (Further Education) (TQ(FE).

The purpose of the unit is to support the development and effective use of research-informed teaching and assessment practices and to support candidates to develop as lifelong critically reflective practitioners. The unit outcomes provide scope for candidates to directly apply their understanding of learning and teaching theories, educational research and learning and teaching strategies within a dynamic workplace context. The strategies and learning and teaching theories used should be evidence informed and applied in a way that responds to the needs of the learners, ensuring that all learners are full, active participants in learning.

Candidates completing this unit will be developing a range of fundamental skills and knowledge necessary for college lecturers, helping ensure that they can reach evidenced-informed professional decisions and continuously improve and tailor their practice to meet diverse learners' needs and comply with relevant legislation and statutory duties.

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Guidance on approaches to delivery of this unit

This unit should be delivered after the *Plan and Prepare the Learner Experience in Scotland's Colleges* unit when delivered as part of the PDA group award. It focuses on the practical application of knowledge and skills within a specific context — the learning, teaching and assessment of a class group completing a unit/programme of study.

Candidates do not need to be observed teaching the same class group on both occasions. This approach provides additional flexibility for centres and could be used to gather evidence of candidates' skills in learning, teaching and assessment practice where they are involved in working at different SCQF qualification levels or through observing their teaching and assessment of theory based, practical or performance units.

However, if candidates are able to identify and work with a single class group to generate all assessment evidence for both units in the award, this may help them directly apply and develop their practice in a more focused, holistic and sustained way within a more specific context.

The class group(s) selected for this unit should allow the candidate to demonstrate their ability to deliver learning, teaching and assessment in a way that is responsive and tailored to both individual and group needs. The size of the chosen class group is left to the professional judgement of the centre because of variations in typical college class sizes. Many college lecturers commonly teach and assess class groups of approximately 15 or more students. When choosing which class group(s) to use for this unit, centres should ensure that candidates are still able to demonstrate their ability to respond effectively to both individual and group needs when delivering learning, teaching and assessment to their chosen group(s).

Where the unit is being delivered as a stand-alone unit, candidates should, ideally, have some prior knowledge and understanding of the needs of their learners before completing this unit. This should preferably be gained directly, through personal prior experience of working with this class group. It could also be gained indirectly, from information provided by other colleagues working within the department and/or in support roles within the college, if needed.

Prior experience of developing and/or tailoring and adapting existing learning and teaching resources and activities to address learner needs, including the use of digital technologies to enhance and support learning are necessary underpinning skills and knowledge for any candidates completing this unit. In addition, it is also expected that candidates will have prior experience of the development of lesson plans when undertaking this unit on a stand-alone basis with the skills and experience of lesson planning most likely to be found within the candidates' day to day practice. These skills are developed and evidenced within the HN Unit: *Plan and Prepare the Learner Experience in Scotland's Colleges* which forms part of the PDA group award.

In the case of candidates completing this unit as a stand-alone unit, these skills are likely to have been developed/partially developed within their job role as a college lecturer.

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

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.

Outcome 1

Deliver inclusive, engaging and innovative learning, teaching and assessment experiences relevant to learners' needs.

Learning and teaching strategies

Candidates should be familiar with and be able to effectively use a variety of learning and teaching strategies. The strategies and approaches used should be appropriate to and meet the learners' needs, supporting effective learning and progression. For example, the effective setting up, management and co-ordination of:

♦ small and full group teaching activities
♦ peer to peer learning
♦ individual learning
♦ self-directed learning
♦ co-operative and collaborative approaches to learning and teaching
♦ co-design/co-creation opportunities directly involving learners in this process
♦ direct instruction

Theories of learning and teaching and educational research

Candidates should be familiar with and be able to apply knowledge of current and research informed learning and teaching theories and research to 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, and the following:

♦ metacognition and learning
♦ subject specific and vocational theories of learning and teaching including work-based learning
♦ evidence- informed practice drawing upon the latest research findings about approaches with a positive impact on learning and attainment (eg cognitive load theory, retrieval/spaced practice, dual coding, etc)

Candidates at this level should be able to critically evaluate evidence sources and/or educational research findings and data and compare these in relation to how these fit to their own experience as a lecturer. At this level, research findings and data should be evaluated in terms of its credibility and context, helping developing candidates' professional criticality.

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Technologies to enhance learning

Developing digital skills and using technologies to enhance learning is a vital skill for college lecturers. To support this, knowledge of the following topics will help candidates make informed professional choices when using and working with a range of technologies to support and enhance learning and/or assessment.

♦ relevant digital and ICT competencies and frameworks
♦ best practice in creating resources for blended/flipped learning and college Virtual Learning Environments (VLEs) (ABCs, the Learning Wheel, etc)
♦ interactivity and gamification of learning
♦ commonly used software applications (current examples include Microsoft Office and Google Suite) and their applications to 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 scope for enhanced learning, complementary activities and/or for assessment *for* and *of* learning (formative/summative).

Learning and teaching resources and environments

Candidates should understand the impact of the learning environment (virtual or face to face) on learner participation and be able to employ strategies and approaches to create and maintain an effective class climate that is conducive to effective learning. For example, through:

♦ the co-development of ground rules
♦ establishing clear expectations and defining acceptable behaviours and sanctions
♦ employing consistency and fairness when dealing with learners

Candidates should also be able to confidently respond to changing circumstances and the demands of their teaching contexts and delivery methods (face to face/synchronous/ asynchronous online/blended learning), adapting their approach as required to better meet the needs of individuals and groups by, for example:

♦ structuring and sequencing learning activities and ensuring clear instructions are provided for tasks and activities
♦ re-wording/phrasing explanations
♦ providing tailored and prompt feedback to learners
♦ differentiating learning and responses to address learner needs and their stage of learning
♦ considering sustainability in learning, teaching and assessment and so forth

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Learning management techniques

Candidates should be familiar with the work and practical approaches of key theorists' work and be able to apply this understanding. Any learning management techniques should take account of different delivery methods and be appropriate to the age/stage of the learners, for example, when delivering face-to-face learning or delivering asynchronous or synchronous online learning. Possible theorist's on learning management techniques for face-to-face teaching include, for example, Jacob Kounin, Bill Rogers, SORF (structure, organisation, routine, feedback), etc.

Learner readiness /barriers to learning

A key part of effective learning and teaching is determining learners' state of readiness for learning and/or assessment. Knowledge of the following topics will help candidates reach informed decisions and improve the impact of their delivery of the curriculum.

♦ diagnostic assessment of learners/skills profiling tools
♦ direct observation and ongoing monitoring of learner progress including formative assessments (assessing readiness to progress and/or to be summatively assessed)
♦ theories of motivation — Malcolm Knowles (andragogy), Alan MacLean (motivation — learner agency, etc) and so forth
♦ common barriers to learning and practical approaches to mitigate any negative impact on learning (including student confidence levels, self-belief and their ability to self-regulate as well as consideration of social and/or cultural issues that may impact on class interactions and dynamics)

Meta-skills development

Candidates practice should demonstrate their knowledge of core and essential skills their development within the curriculum. This should also take account of transferable skills for the future. Meta-skills, Skills for the Future, 4.0, are timeless, higher order skills that go beyond traditional academic learning, creating adaptive learners that can be successful whatever the future brings. They include:

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

Within learning, teaching and assessment the development of these skills is not always visible to learners. It is important that learners are made aware of the transferable skills they are developing which are vital for the workplace.

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Assessment types/forms

Candidates should understand the purposes of different assessment types (diagnostic/ formative/summative) and understand and be able to use a range of assessment forms (observation/product evaluation/questioning) effectively and efficiently, after due consideration of their relative advantages and limitations.

Candidates should understand the key differences between these be able to use assessment types and forms effectively and appropriately, complying with relevant policy and QA processes:

Assessment types — diagnostic, formative, summative

Assessment forms — questioning, observation, product evaluation

Assessment forms can be further sub divided, for example, assignments, case studies, dissertations, exams or written tests, listening tests, oral questions, oral tests, performances, portfolios, practical activities, professional discussion, projects, simulations, written questions, multiple choice questions (MCQs), etc.

Legislation and statutory duties/accessibility and inclusive practice

Candidates should understand colleges are subject to the Public Sector Equality Duty (PSED) and the impact of this and relevant legislation and policies on their professional role in terms of their professional responsibilities and accountability. Adopting accessible and inclusive practices in learning, teaching and assessment, benefits all learners. Candidates should be aware of and be able to use inclusive practices when delivering learning in traditional, blended and online formats. They should also be aware of the importance of secure, efficient systems of recording, coding and storing of information, and understand their responsibilities and accountabilities in relation to the following:

♦ General Data Protection Regulation (GDPR)
♦ The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations (2018)/WCAG 2.1 web accessibility guidelines.
♦ copyright and Creative Commons licencing
♦ Equality Act (2010)
♦ assessment arrangements/reasonable adjustments
♦ inclusive learning and assessment practices and approaches

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Outcome 2

Comply with relevant quality assurance requirements.

Candidates should be familiar with and be able to comply with all necessary quality assurance policies and practice. They should understand the role and purpose of Internal verification within their college and college staff roles and responsibilities. Knowledge of scheduling, sampling policies and approaches used to maintain standards over time are essential knowledge for college lecturers. This would include knowledge of:
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♦ External verification — the process by which awarding bodies assure the quality of internal assessment; the role of the external verifier (EV)
♦ The complementary purposes of internal verifier (IV) and EV and their role in maintaining standards
♦ Qualification verification — specific policies and processes for different qualification types, EV reports/feedback provided to centres and how this can be used to support staff understanding and continuous professional development (CPD). Awarding body retention of evidence policy (where applicable.) CPD records and appropriate qualifications for the role of assessor/internal verifier (where applicable)

Assessment arrangements and strategies

♦ Awarding body requirements (evidence requirements and conditions of assessment), policies and procedures (including reassessment/remediation)
♦ The principles of assessment; validity, authenticity, reliability, currency, sufficiency (VARCS)
♦ Sources of support and information (internal — college and external — awarding body)
♦ Implementation — roles/responsibilities/college and awarding body processes
♦ The implementation of and compliance with any assessment strategies (where applicable to the unit/programme of learning being delivered)
♦ Providing balance and variety within assessment and in the range of assessment formats used to evidence competence
♦ The pro-active use and coordination of assessment that supports effective progression

Assessment approaches and policies

Candidates should understand the relative benefits and limitations of a range of assessment approaches and be able to apply and manage their chosen approaches effectively. They should know how to and apply assessment conditions consistently, providing only 'reasonable assistance' to learners. Knowledge of assessment approaches and policies would include:

♦ naturally occurring evidence/portfolio approaches to assessment
♦ holistic and/or combined assessment approaches
♦ unit by unit assessment
♦ assessment conditions
♦ reasonable assistance — the amount of support that can be provided by candidates without compromising assessment of learning

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Measuring, tracking and recording of learner progress

Internal — maintaining formal/informal records of learning (unit registers and college course documentation, class trackers etc) and using this information and data to inform next steps for learning and the ongoing refinement of their practice.

External — practical compliance with all awarding body and/or college reporting systems for example, authentication of learner evidence, retention of learner evidence and assessment decision policies.

Outcome 3

Evaluate own learning, teaching and assessment practice for the purposes of improving learning and attainment.

Feedback mechanisms and practice

Providing timely and high-quality feedback is an essential part of learning and teaching and supports student attainment and progression. Candidates should understand the:

♦ Benefits and limitations of using different feedback formats (written/oral/online/video feedback)
♦ Importance of the timing of feedback — the importance of providing feedback on learning as soon as practicable after the event
♦ Need to be specific — defining the aspects you want the learner to focus on and making sure the feedback provided is clear and understood by the learner
♦ Amount of feedback to provide:
   — co-ordination of feedback — working collaboratively with colleagues to ensure any feedback provided to learners is actioned and carried through in other units
   — feed-forward, feedback and feed-up mechanisms — using feedback in a variety of ways to drive and support future improvement

This underpinning knowledge should then be effectively applied in their practice.

Active enquiry is explicitly referenced within the *Professional Standards for Lecturers in Scotland's Colleges*. It is important that candidates are actively encouraged to adopt an active and enquiring mindset, making the most of opportunities for professional development and collaboration that occur and share their learning within their college and further afield.

Active inquiry can be applied to and relates to all aspects of professional learning.

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Data informed practice

Candidates should be able to work with and analyse commonly available data sources (informal and formal) while taking account of data protection regulations. For example, interpreting and using learner performance and other data available on college dashboards, class registers, Performance Indicators for units and courses, unit questionnaires and student/class questionnaires and surveys, etc. Analysis of available data might make use of, for example, SWOT, GAP and/or PEST techniques.

Critical reflection and evaluation

To develop as critically reflective practitioners, candidates may need support to become more self-aware and understand their impact of their practices and approaches, how they are impacted by what is happening around them and to increase their social awareness of how wider social, political and economic factors affect their work and lives. Candidates should be introduced to a range of approaches that could be used to support them develop as critically reflective practitioners, developing their knowledge of different models and approaches to reflection. For example:

♦ reflection in action approaches such as question-based approaches (risk assessment approaches, the three Hs (head-heart-habit), the six Cs of critically reflective practice (creative/critical/competent/confident/challenging/capitalising), 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 key features of critical reflective evaluation — identification of recurring themes, patterns and issues informed by personal experiences, challenging habitual responses and identifying ineffective practices, etc.

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

Candidates could also be encouraged to maintain a reflective log or diary where they can record key learning points and capture any insights about their current practice This would support continuous improvement, while providing opportunities for them to learn from and potentially, to also share and discuss their past experiences with others.

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

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 candidates.

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 that meets the evidence requirements for this unit. Assessment must not be carried out as case studies, simulations or theoretical exercises. This means that candidates must have a teaching commitment which allows them to provide all necessary assessment evidence requirements for this unit.

Appropriate assessment approaches for this unit include observation of the candidate's learning and teaching practice, either in person or online as appropriate, and subsequent post observation professional dialogue.

Evidence of critical reflection and analysis may be presented in a variety of written/oral/e-based formats, as appropriate, but the format should be pre-agreed by the candidate and assessor.

Teaching observations

In preparation for the formal assessment, candidates should provide the assessor with a detailed lesson plan for each observed teaching session prior to being observed. The lesson plans should cover the full duration of the lesson if this is longer than the segment being observed. These lessons plans will not be formally assessed but will provide contextual evidence ahead of the formal teaching observations. These should ideally be provided to the assessor no later than 24 hours before the observed lesson.

Where this unit is delivered as part of the PDA group award, the first of the two teaching observations should, where practicable, be based on delivering the detailed lesson plan candidates produced as part of the *Plan and Prepare the Learner Experience in Scotland's Colleges* unit.

In this instance, although it is possible for candidates to be observed teaching an unmarked lesson plan, we recommend that, where possible, centres try to ensure that the lesson plan has been formally marked and is judged to have met the necessary evidence requirements. Although this approach means that all or part of the lesson plan will need to be marked quickly after being submitted, it will provide a more coherent learning experience as well as helping build the candidate's confidence before they are observed.

A second detailed lesson plan should be produced and submitted to the assessor before they are observed teaching for a second time. This lesson plan will not be marked and is only used to provide supporting context for the observed lesson.

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Where this unit is being delivered on a stand-alone basis, then the lesson plans produced may come from naturally occurring evidence arising from the candidate's day to day practice. Alternatively, lesson plans could be specifically produced for this unit to provide the necessary supporting context ahead of both observed lessons.

Lesson plans produced as contextual evidence for teaching observations should include:

♦ a brief reflection on the previous lesson identifying what went well, what didn't go well and areas of development
♦ lesson aim(s) and 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 and other 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
♦ planning that takes due account of current and relevant legislation and statutory duties

The two observed teaching sessions can be carried out at any appropriate point within the academic session once the candidate has had enough time to develop the necessary skills and knowledge.

While it is anticipated that many observations may be conducted with the assessor in situ, observations could also be carried out remotely, if necessary and be based on the delivery of either synchronous or asynchronous learning, teaching and assessment. For example, by watching a recording of session(s) delivered by candidates or alternatively by the remote observation of the lecturer/learner interactions in online session(s).

The assessor may observe the candidate for either part or for the full duration of the lesson, as appropriate, to ensure that the they can assess all relevant competences and evidence requirements.

Professional dialogue in this context provides an opportunity for candidates and assessors to discuss the observed lessons, clarifying aspects of the candidate's performance and discussing any aspects of the evidence requirements that were not fully explicit within the lesson. Parts of this process and the content and nature of the dialogue will, therefore, be unique to each candidate. In the case of observation of blended or remote delivery of learning, teaching and assessment, this process may include reviewing and discussing learning and teaching activities and resources or other materials available to learners within the college virtual learning environment (VLE).

Post-observation feedback to candidates should include comments relating to the effectiveness of their practice based on the competences defined in the unit evidence requirements. Assessors should also through a combination of observing the teaching and the subsequent professional dialogue, identify areas of positive practice and areas for development in relation to each candidate's practice.

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

All identified area(s) for improvement should be actioned by candidates prior to them completing their second observation. Improvements in practice should also be identified and discussed with candidates in the professional dialogue following the second teaching observation and recorded within the assessor feedback report. These areas for ongoing professional development can then be used to help inform, prioritise and guide any subsequent candidate CPD activity.

Critical reflection and evaluation

Evidence of critical reflection and evaluation of practice should be formally assessed after both scheduled teaching observations have taken place. Candidates should provide a single critically reflective account of their practice within the two observed teaching sessions. To assist with this process, candidates should be encouraged to maintain a reflective diary. The timely recording of personal insights and post lesson reflections will be especially important if there is extended time between the two scheduled teaching observations.

In many cases, evidence of critical reflection on their practice will be produced under unsupervised conditions, so authentication will be required. For coherence and consistency, it is preferable that the assessor who observes the candidate's teaching sessions also assesses the resulting critical reflection.

The timing of the critical reflection and evaluation of practice is at the discretion of the centre. Centre submission deadlines should incorporate enough time to allow the candidates to fully reflect on the teaching observation sessions before any agreed submission date.

In addition to reflecting on the feedback provided by the assessor after the teaching observation(s), candidates should also be encouraged to seek feedback directly from the learners and make use of any available data on learning. Professional dialogue with colleagues and analysis of any resulting student attainment, if available, could also be used to support a 360-degree approach to reflection and evaluation.

This assessment evidence could be presented a variety of ways, but the format should be agreed in advance with candidates. For example, evidence could be produced in a written critically evaluative commentary (paper or electronic format), within a presentation or in a series of short videos or podcasts.

When choosing assessment evidence formats, consideration should always be given to ensure they do not create any unnecessary barriers for candidates. Assessment formats should also support effective progression and skills building to help candidates move on to subsequent Initial Teaching Education (ITE) programmes or other CPD.

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment 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**.

In this unit, candidate evidence of critical reflection and analysis could be produced in electronic format.

Opportunities for developing Core and other essential skills

This unit is designed to raise awareness of professional practice and enhance employability skills related to the role of a college lecturer, including:

♦ communication
♦ collaborative practice and working with others
♦ inclusive practice
♦ digital competence
♦ critical reflection (in, on and for action)
♦ research informed applied practice
♦ career management skills (through the identification of areas for personal development)

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.

Critical reflection and evaluation

These skills will be developed and enhanced as candidates manage and coordinate the delivery of learning, teaching and assessment, taking account of learner needs and then critically reflect on and analyse and evaluate the impact of their practice on learning. Applied underpinning knowledge of effective learning, factors affecting learning, barriers to learning and active engagement in learning and assessment and quality assurance policies and practice will be needed for candidates to effectively deliver inclusive learning, teaching and assessment experiences. These topics will need to be understood and analysed to be effectively applied in practice.

Higher National Unit Support Notes (cont)

Unit title: Learning, Teaching and Assessment in Scotland's Colleges (SCQF level 9)

Candidates will develop as critically reflective practitioners, analysing and evaluating their practice and impact of their approach with reference to a range of information sources, such as learner performance and assessment results and other data related to learning, teaching and assessment. They will interpret and present complex ideas and information accurately and professionally using Harvard referencing conventions, providing evidence of professional reading and research. The references and citations will be directly related to their practice, supporting professional criticality and the development of analysis and evaluation skills when comparing educational theories and research.

Citizenship

Exploring relevant legal and ethical issues and professional values will raise candidates' awareness of the wide-ranging responsibilities and accountabilities of college lecturers. These include the legal requirements for fair and accurate reporting and recording of information, the lawful use of others' work and material, the importance of ensuring technologies for learning are used safely and being aware of diversity and the need to adopt inclusive practice approaches.

Sustainability

Sustainable practices should be encouraged throughout delivery of the unit. This could include the use of digital channels for communication, content distribution and/or the submission of candidate 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

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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 based on the *Professional Standards for Lecturers in Scotland's Colleges (November 2018)* and to complete this unit you will be already working as a lecturer in one of Scotland's Colleges. This unit will help you develop and demonstrate a range of fundamental skills relevant to your job role — skills that will help you deliver learning, teaching and assessment in a way that is appropriate to and supports high-quality learning for all learners. The skills that you develop will help support your ongoing professional development and practice. Successful completion of this unit will provide relevant prior underpinning learning before completing the Teaching Qualification (Further Education) (TQ(FE).

What you will learn

This unit will help you develop as a critically reflective practitioner. The knowledge and skills you will gain will help you make informed evidence-based decisions. It will help you to use learning, teaching and assessment strategies more effectively, helping your learners progress and succeed. During the unit you will demonstrate your ability to adapt your practice and approach to meet the needs of your learners and that you can create and maintain effective and active learning and teaching environments. You will also show you can assess learning and use feedback and data about learner progression to help you identify areas of your practice that are effective along with areas to develop and review, helping you ensure all your learners progress and succeed.

You will be observed delivering two pre- planned lessons to a class group, showing you can deliver inclusive and effective learning, teaching and assessment activities. Within these lessons you will demonstrate the purposeful use of learning and teaching strategies and resources and use of digital technologies to enhance and support effective learning. Your learners should be actively engaged and participating in learning, with you carrying out ongoing formative and/or summative assessment, as appropriate, to their stage of learning.

After each observation you will receive feedback on your practice and will have an opportunity to discuss aspects of your approach and delivery of the lesson, identifying strengths and one or more areas for improvement with your assessor. You will make these improvements before your second observed lesson.

After the observed sessions, you will critically reflect and analyse the impact of your learning, teaching and assessment practice taking account of the feedback you have been given by your assessor and learners, using any available data on learner progress. You will justify your approach, referring to educational research, policies, learning and teaching theories, identifying personal next steps for learning and future improvement.

General information for candidates

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On completion of the unit you will be able to:

♦ Deliver inclusive, engaging and innovative learning, teaching and assessment experiences.
♦ Comply with relevant quality assurance requirements.
♦ Evaluate own learning, teaching and assessment practice for the purposes of improving learning and attainment.