



Arrangements for:
Advanced Diploma
Teaching in Further Education: An
Introduction

Group Award Code: G85C 18

Validation date: March 2006

Date of original publication: May 2008

Version: 02 (January 2012)

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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1 Introduction

This is the Arrangements Document for the *revised Group Award Advanced Diploma Teaching in Further Education: An Introduction at SCQF level 9, which was validated in March 2006*. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

Following the publication of *The National Guidelines on occupational standards and provision leading to TQ (FE) and related professional development* in 1997, SQA Higher National Units, based on the Occupational Standards, were developed to meet the needs of lecturers¹ in Scottish Colleges. Three Professional Development Awards (PDAs) were developed from the Units and validated in 2000. These were:

- ◆ Certificate: Introduction to Teaching in Further Education
- ◆ Advanced Certificate: Teaching in Further Education
- ◆ Diploma: Teaching in Further Education

In Spring 2003 the Scottish Government (formerly Scottish Executive) decided to carry out a review of the Occupational Standards which would take account of changes, both within the post-school-educational sector and in the wider policy environment, that have had a significant impact on the current and future skill needs of lecturers in Scottish Colleges. The review was to ensure that lecturers are trained to the highest possible standards and involved widespread consultation with Colleges and other stakeholders. Following the review a set of new professional standards for the initial training of college lecturers was finalised and published by the Scottish Government in the *'Professional Standards for Lecturers in Scotland's Colleges'* in June 2006. The publication is available on the Professional Development Forum (PDF) website².

The PDA Advanced Diploma Teaching in Further Education: An Introduction at SCQF level 9 has been developed to replace the Certificate: Introduction to Teaching in Further Education. It takes account of changes that have been made in the Standards.

2 Rationale for the revision of the award

The rationale for revision of the award is to take account of the new professional standards for lecturers in the college sector thereby ensuring that lecturers have up-to-date skills, knowledge and understanding to deliver high quality learning and teaching to learners. The standards and indicative content included in the Units, which make up the proposed PDA, are included in Appendix 1.

¹ A member of teaching staff employed in one of Scotland's Colleges

² <http://www.fepdfscotland.co.uk/professionalstandards.htm> (accessed on 20.03.08)

3 Aims of the award

3.1 General aims of the award

Those who are employed to teach in Scottish Colleges possess specialist subject knowledge, skills and experience when they are recruited but they may not have teaching experience. The main aims of this award are therefore:

- ◆ to form part of an effective programme of induction for lecturers new to teaching
- ◆ to enable best practice to be learnt at the start of the new lecturer's career
- ◆ to enable lecturers to provide high quality teaching, to create effective opportunities for learning and to enable all learners to achieve to the best of their ability
- ◆ to provide opportunities for initial training to be delivered locally and with greater flexibility thereby increasing the number of staff who have a recognised teaching qualification, particularly those who are part-time and temporary; and
- ◆ to build up confidence

3.2 Specific aims of the award

Specific aims of the award are

- 1 The development of lecturers' knowledge, skills and understanding of:
 - 1.1 planning a learning, teaching and assessment strategy
 - 1.2 selecting and using resources
 - 1.3 implementing a learning and teaching plan
 - 1.4 assessing learning and giving feedback
 - 1.5 the lecturer's professional and legal requirements
- 2 Encouraging the development of reflective practice.

3.3 Target groups

The target group for the award is staff employed to teach in Scottish Colleges who do not hold a recognised teaching qualification, eg TQ (FE), TQ (SE). For further information on Qualifications Equivalent to TQ (FE) see the PDF website³.

The award is recommended as a minimum qualification for temporary lecturers employed in Scottish colleges. (The Review of Scotland's Colleges: Inspiring Achievement: The Report of the Staffing, Learners and Learning Environments Group, Chapter 3, Section C — Teacher Training for New Lecturers, Scottish Government, June 2007.⁴)

- 3 Temporary lecturers whose contract lasts for at least an academic year and includes nine or more hours of class contact each week should be required to complete the *Advanced Diploma: Teaching in Further Education: An Introduction*; and

³ <http://www.fepdfscotland.co.uk/tqfe.htm> (accessed on 26.03.08 and 18.4.08)

⁴ <http://www.scotland.gov.uk/Publications/2007/06/27154841/3> (accessed on 20.03.08 and 18.4.08)

- 4 Where colleges use contracts which last for less than an academic year or where a lecturer is contracted to more than one college, a temporary lecturer whose contracts include a total of 360 or more hours of class contact time should also be required to complete the *Advanced Diploma: Teaching in Further Education: An Introduction*.⁵

3.4 Employment opportunities

There are employment opportunities within the post-compulsory education sector in Scotland for qualified professionals who are expert in teaching their subject and vocational area. Many staff choose to work in the sector because they feel the work gives them the opportunity to use their skills and abilities while committing to education as a means of changing lives⁵.

4 Access to awards

Access to the award will be at the discretion of the centre. Normal recommended entry qualifications for candidates will be:

- ◆ they must meet the minimum requirements for entry to TQ (FE) laid down in the Memorandum on Entry Requirements to Courses of Teacher Education in Scotland 6. For further information on meeting the Entry Requirements for TQ (FE) — Guidance for Colleges see the PDF website⁷.
- ◆ they should be employed in a Scottish College

5 Award structure

The award comprises two Higher National Units at SCQF level 9, each with a SQA credit value of 1 credit, making a total of 2 SQA credits.

5.1 Framework

Unit Title	Code	SCQF Credit points	SCQF level	SQA Credit Value
Teaching in Further Education — Planning	DV5X 36	8	9	1
Teaching in Further Education — Delivery and Assessment	DV5V 36	8	9	1

⁵ <http://www.scotland.gov.uk/Resource/Doc/82254/0043889.pdf> (accessed on 26.03.08)

⁶ <http://www.fepdfscotland.co.uk/tqfe.htm> (accessed on 26.03.08)

⁷ <http://www.fepdfscotland.co.uk/documents.htm> (accessed on 26.03.08)

5.2 Mapping information

The Units map to the specific aims of the award as follows:

Aim	Unit/Outcome
1.1	TFE Planning — Outcome 1
1.2	TFE Planning — Outcome 2
1.3	TFE Delivery and Assessment — Outcome 1
1.4	TFE Delivery and Assessment — Outcome 2
1.5	TFE Delivery and Assessment — Outcome 3
2	TFE Planning — Outcome 1 TFE Delivery and Assessment — Outcomes 1, 2 and 3

5.3 Articulation, professional recognition and credit transfer

Credit Transfer for any of the 4 SQA assessment Units FD41 04, F7BV 34, D94L 04, BSWJ 04

Credit should be given for Outcome 2 of Unit DV5V 36 Introduction to teaching in Further Education – Delivery and Assessment to candidates with any of the following assessment units:

FD41 04: Assess Workplace Competence using Direct and Indirect Methods

F7BV 34: Carry out the Assessment Process

D94L 04: Assess Candidates Using a Range of Methods (A1)

BSWJ 04: Assess Candidates Using Differing Sources of Evidence (D33)

This should also be supported by a witness testimony of current practice.

Articulation

The Advanced Diploma Teaching in Further Education: An Introduction (TFE: I) has been designed so that the Outcomes from both Units are wholly embedded in the Units contained in the PDA Advanced Diploma Teaching in Further Education (TFE). The evidence provided for the Outcomes in TFE: I will therefore meet the Evidence Requirements for 5 of the Outcomes in TFE and credit transfer can be granted to candidates who progress from TFE: I to TFE see below.

Unit DV5X 36 *Teaching in Further Education — Planning*

The two Outcomes in this Unit are the same as **Outcomes 1 and 2 of the Unit DV5P 36 *Plan and Prepare the Learning Experience*** (PPL) in the Advanced Diploma Teaching in Further Education. Candidates who successfully achieve Unit DV5X 36 and subsequently enroll for Unit DV5P 36 should be given credit for Outcomes 1 and 2 if they can provide evidence of current competence in relation to the skills, knowledge and understanding they gained in Unit DV5X 36.

Unit DV5V 36 Teaching in Further Education— Delivery and Assessment

Outcomes 1 and 2 in this Unit are the same as **Outcomes 2 and 3 of Unit DV5K 36 Facilitate Learning, Teaching and Assessment (FLTA)** and Outcome 3 is the same as **Outcome 2 of Unit DV5L 36 Develop Professional Practice (DPP)** in the Advanced Diploma Teaching in Further Education.

Candidates who successfully achieve Unit DV5V 36 and subsequently enroll for the above Units in the Advanced Diploma Teaching in Further Education should be given credit if they can provide evidence of current competence in relation to the skills, knowledge and understanding they gained in Unit DV5V 36 as follows:

Outcomes 2 and 3 of Unit DV5K 36 Facilitate Learning, Teaching and Assessment

*Candidates may be exempt from further observation for **Outcome 1 of Unit DV5K 36** provided that the checklists used for the two observations for **Unit DV5V 36 record** all the criteria required for Outcome 1 of FLTA Unit. They must, however, provide additional evidence for the knowledge and/or skills for the Outcome. This could be through giving a written/oral reflective account of their teaching practice, supported by witness testimony, or through professional discussion.

Outcome 2 of Unit DV5L 36 Develop Professional Practice

A summary is shown in the table below:

Advanced Diploma Teaching in Further Education		Credit transfer from TFE: An Introduction
Unit	Outcome	Unit
PPL	1 Plan effective learning and assessment taking account of learners' needs.	TFE-P O1
	2 Evaluate and select appropriate resources.	TFE-P O2
	3 Design and produce accessible and inclusive learning and teaching materials.	
	4 Plan and justify a strategy to evaluate a learning experience.	
FLTA	1 Create and maintain an interactive, supportive, inclusive and safe learning environment.	<i>*see note above</i>
	2 Implement a plan to promote learning.	TFE-D&A O1
	3 Assess learning and give feedback.	TFE-D&A O2
	4 Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.	
DPP	1 Contribute to quality assurance, improvement and enhancement in the curriculum team.	
	2 Meet professional and legal requirements.	TFE-D&A O3

This means that candidates, whose employment status changes, for example from temporary to permanent part-time, could progress to TFE, receiving credit transfer as outlined, and then to a Teaching Qualification (Further Education) with credit for TFE. It is a condition of approval that providers of TQ (FE) shall give credit transfer to all candidates who have gained the ‘Advanced Diploma: Teaching in Further Education’. The amount and nature of the credit will vary depending on the university⁸.

6 Approaches to delivery and assessment

The principal context will be the Scottish college environment with a focus on experiential learning and assessment in the workplace. A varied range of delivery modes could be used, including blended learning and distance learning. The Scottish Funding Council has funded the development of open learning materials to support the delivery of the award. These are Crown Copyright and are available on the PDF website⁹. Unit assessment exemplars are available on SQA’s secure website. This will enable candidates to achieve the award in a variety of timescales and different Units at different centres. Generally candidates should be able to achieve the award in 6–12 months.

Candidates should have completed Unit DV5X 36, *Teaching in Further Education — Planning*, before undertaking Unit DV5V 36, *Teaching in Further Education — Delivery and Assessment*. There are opportunities for the integration of assessment if the candidate’s group of learners is the same in Outcome 1 of Unit DV5V 36 *Teaching in Further Education— Delivery and Assessment* as that profiled for Outcome 1 of Unit DV5X 36 *Teaching in Further Education — Planning*:

- (a) the same group profile may be used
- (b) the lesson plans that were developed can be used for the observed lessons
- (c) the assessment plan, required for Outcome 2, can be the learning, teaching and assessment plan developed for Unit DV5X.

Staff delivering, assessing and internally verifying the awards must hold a recognised teaching qualification and have considerable recent experience of teaching in the college sector. Any new member of staff to the delivery team must be approved by the PDF in advance. A CV template is available on the PDF website¹⁰.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

⁸ <http://www.fepdfscotland.co.uk/tqfe.htm> (accessed on 20.03.08)

⁹ <http://www.fepdfscotland.co.uk/tandamaterials.htm> (accessed on 25.03.08)

¹⁰ <http://www.fepdfscotland.co.uk/applications.htm> (accessed on 09.05.08)

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

This award is relevant to you if you teach in a Scottish college but do not have a teaching qualification. The main aims of the award are:

- ◆ to enable best practice to be learnt at the start of your teaching career
- ◆ to enable you to provide high quality teaching, to create effective opportunities for learning and to enable all your learners to achieve to the best of their ability; and
- ◆ to build your confidence

The two Units within the award will provide you with the knowledge, skills and understanding to:

- ◆ plan a learning, teaching and assessment strategy
- ◆ select and use resources
- ◆ implement a learning and teaching plan
- ◆ assess learning and give feedback
- ◆ meet your professional and legal requirements
- ◆ reflect on your practice and understand its impact on learning

Assessment includes both written evidence, in the form of evaluative reports commentaries and reflective accounts and performance evidence from your workplace. There are opportunities for professional discussion. You will be required to produce a learning, teaching and assessment plan, which includes the specification of resources. You will be observed delivering at least two learning and teaching sessions and giving assessment feedback to learners.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Professional Standards for Initial Teacher Training/Education included in the Advanced Diploma Teaching in FE: An Introduction

Appendix 1: Professional Standards for Initial Teacher Training/Education included in the Advanced Diploma Teaching in FE: An Introduction

Text in *bold italic* indicates the standards included in this award.

1 GUIDANCE AND SUPPORT

Standards	Indicative content
1 Demonstrate a critical understanding of the principles, nature, purposes and stages of guidance and support.	i Confidentiality, impartiality, key information, informed choices, learner-centred approaches.
2 <i>Define the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists.</i>	ii Individual and group approaches: formal and informal. iii <i>The lecturer's role in relation to pre-programme, induction, ongoing and progression support and guidance.</i>
3 Promote and facilitate equality of opportunity and access to learning by providing effective guidance and support.	iv The importance and implications of the learner's prior knowledge, experience and motivation.
4 <i>Implement the college's policies and procedures for guidance and support.</i>	v Initial assessment techniques, including screening and the use of diagnostic/induction tools and assistive technologies.
5 Identify learners' needs and provide appropriate guidance and support, referring to specialists where appropriate.	vi Strategies for anticipating, identifying and responding appropriately to the diverse needs of learners.
6 Obtain and use feedback from learners to evaluate and develop own practice in guidance and support.	vii Electronic information and advice sources available to learners. viii Concepts of access, inclusion, retention and progression. ix Individual/Personal Learning and Support Plans. x <i>Learner support, learning support, extended learning support and counselling.</i> xi Curriculum and pastoral guidance. xii Legal and ethical considerations. xiii Socio-economic circumstances. xiv Aspects of social and cultural diversity, eg faiths, gender, race, disability and age including young learners. xv Policies and procedures of partner schools. xvi Potential progression and articulation routes, including employment, other college programmes and courses delivered by HEIs. xvii Methods of obtaining learner and stakeholder feedback.

2 PLANNING AND PREPARING THE LEARNING EXPERIENCE

Standards	Indicative content
1 Demonstrate a critical understanding of principles of curriculum design and planning and theories of learning, teaching and assessment.	i Curriculum models. ii Change and developments in the curriculum.
2 <i>Plan for effective learning in the vocational or subject area taking account of the needs of all learners and appropriate principles and theories.</i>	iii <i>Subject knowledge, understanding and skills and how these are interpreted for learning.</i> iv Current and emerging theories of learning, teaching and assessment.
3 <i>Evaluate and select appropriate resources.</i>	v <i>Aims and objectives of learning; learning goals.</i>
4 Design and produce appropriate learning, teaching and assessment materials.	vi <i>Modes of delivery</i> vii <i>Coherent and progressive learning programmes.</i>
5 Design and justify a strategy to evaluate a learning experience.	viii <i>Lesson and assessment plans.</i> ix <i>Criteria for selection of learning and teaching activities, eg variety, challenge, motivation, range, organisation.</i> x <i>Inclusive practice to meet diverse learners' needs, eg factors of age, gender, disability, and ethnicity.</i> xi <i>Strategies to promote positive attitudes to social and cultural diversity.</i> xii <i>Strategies to promote Core Skills, skills for citizenship and skills for employability.</i> xiii <i>Strategies to promote literacies.</i> xiv <i>Strategies to promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour.</i> xv <i>Health and safety considerations.</i> xvi <i>Appropriate use of ICT to support learning.</i> xvii <i>Criteria for evaluation and selection of types of resources.</i> xviii Copyright legislation. xix Evaluation planning: focus, qualitative and quantitative data, methods of collection of data, criteria for success.

3 TEACHING/FACILITATING LEARNING

Standards	Indicative content
1 Create and maintain an interactive, supportive, and safe learning environment that is conducive to learning.	i Relevant legislation, standards and guidelines as they apply to children, young people and adults: health and safety, protection and welfare, anti-discrimination and equality.
2 Communicate effectively and develop appropriate relationships that promote learning, positive behaviour and an ethos of mutual respect amongst learners.	ii The lecturer as a positive role model for learners. iii Methods for promoting positive behaviour and dealing with inappropriate behaviour.
3 <i>Implement effectively a broad range of strategies to promote learning and independent learning at various levels and/or using different modes of delivery.</i>	iv College and/or partner schools' codes of conduct. v The impact of lecturers' and learners' individual behaviours and attitudes.
4 <i>Identify and take appropriate actions to address the collective and individual needs of learners.</i>	vi <i>Group dynamics.</i> vii Strategies to promote positive attitudes to social and cultural diversity.
5 <i>Promote positive attitudes to human diversity through accessible learning and teaching resources.</i>	viii <i>Management and delivery of teaching strategies.</i> ix <i>Barriers to learning and how to overcome them.</i>
6 <i>Use learning, teaching and assessment resources effectively to meet diverse learning needs.</i>	x <i>Challenge and motivation of learners; high but realistic expectations.</i> xi. Interpersonal skills, professionalism, ethics.
7 Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.	xii <i>Strategies to develop the learning skills of learners.</i> xiii <i>Information literacy skills required by learners.</i> xiv <i>Techniques for identifying Core Skills.</i> xv <i>Information about learners' previous experiences.</i> xvi <i>Social, cultural and emotional factors and their effect on learning.</i> xvii <i>Differentiation strategies.</i> xviii <i>Ways of seeking, responding to and giving feedback for learning.</i> xix <i>Effective and appropriate communication with learners, colleagues, other professionals and external agencies.</i> xx <i>Use of ICT to address different learner needs.</i> xxi Appropriate application of assistive technologies. xxii <i>The reflective practitioner.</i>

4 ASSESSMENT

Standards	Indicative content
1 Devise suitable assessment strategies based on a critical understanding of the principles, purposes, means and terminology of assessment.	i <i>Assessment for learning; assessment for certification.</i>
2 Design, produce, use and review assessment instruments taking account of learners' needs and the class, group, subject or Unit being taught.	ii Principles of validity, reliability, practicability, and fairness in assessment.
3 Evaluate, and <i>justify appropriate selections from, a broad range of assessment instruments taking account of learners' needs and the class, group, subject or Unit being taught.</i>	iii Formative and summative; peer and self; formal and informal; continuous and terminal; internal and external assessment.
4 <i>Measure and record progress and attainment.</i>	iv <i>Assessment methods: written, oral, online, product assessment; assessment by observation, witness testimony.</i>
5 <i>Use assessment feedback to promote learning, affirm achievement, and inform future learning goals.</i>	v Norm-referenced, grade-related criteria, criterion-referenced, self-referenced, and diagnostic assessment.
6 Use assessment results as evidence to inform the evaluation of learning and teaching.	vi Legal considerations, eg health and safety, disability, discrimination, equality, copyright and data protection.
7 Implement external and internal policies and procedures for assessment and moderation/verification.	vii <i>Awarding body standards.</i>
	viii <i>Policies and procedures of awarding bodies, colleges and other relevant agencies, eg schools, in relation to assessment, re-assessment, appeals, special assessment arrangements and plagiarism.</i>
	ix <i>Timing and physical conditions of assessment.</i>
	x <i>Criteria for evaluation and selection of assessment instruments, eg variety, good practice.</i>
	xi <i>Adaptation of assessment instruments to meet diverse learner needs, eg sensory impairment, dyslexia.</i>
	xii <i>Literacy and language issues.</i>
	xiii <i>Appropriate use of ICT in assessment.</i>
	xiv <i>Transparency and use of criteria, marking, marking schemes and sample solutions to measure learning.</i>
	xv <i>Oral and written feedback to learners.</i>
	xvi <i>Reporting to other agencies, eg employers, schools.</i>
	xvii <i>Record keeping: checklists and schedules, attainment records, use of ICT.</i>
	xviii Moderation/verification: awarding body requirements, sampling criteria, documentation.

5 QUALITY AND STANDARDS

Standards	Indicative content
1 Demonstrate a critical understanding of the principles, purposes and processes of quality assurance, improvement and enhancement.	i Definitions of quality.
2 Implement effectively college arrangements for quality assurance, improvement and enhancement as an individual and as a member of a team.	ii College quality standards, systems and frameworks.
3 Contribute effectively to the quality roles and functions of curriculum teams.	iii Academic quality standards, systems and frameworks eg SFC/HMIE, awarding bodies and SQMS.
4 Critically evaluate own practice in teaching/facilitating learning and assessing using a range of approaches.	iv Organisational quality standards eg Chartermark, IIP and ISOs.
5 Use an appropriate range of evidence to identify strengths and areas for enhancement; weaknesses and areas for improvement at team and individual levels.	v Quality standards relating to partnership agreements eg with colleges, partner schools, higher education institutions and businesses.
6 Agree targets, formulate individual action plans and contribute to team plans to address identified areas for enhancement and improvement.	vi Quality roles and remits.
	vii Processes, procedures and pro formas.
	viii Evaluative modes of thinking and writing.
	ix Self-evaluation, audit, review and benchmarking.
	x Identification and sharing of best practice.
	xi Sources of evidence.
	xii Quantitative and qualitative data.
	xiii Data collection methods eg questionnaires, observations, surveys, discussion groups and interviews.
	xiv Analysis of performance indicators (PIs), eg under-represented groups, attainment, achievement, retention and progression.
	xv Feedback from learners and other key stakeholders, eg partner schools, employers and community organisations.
	xvi Target setting, action planning, and monitoring and reviewing progress.

6 PROFESSIONAL PRACTICE AND DEVELOPMENT

Standards	Indicative content
1 Demonstrate a critical understanding of how Further Education is influenced by, and contributes to, policy and the wider social, economic and cultural environment.	i Current government policies/initiatives, strategies and goals. ii The funding environment in which Scotland's Colleges operate. iii Collaboration: schools, colleges and universities.
2 Critically reflect on own values and deal with issues in accordance with the values and ethics that underpin professional practice.	iv <i>Relevant legislation and good practice: equality and social and cultural diversity; the protection and welfare of children, young people and vulnerable learners; freedom of information, data protection, copyright.</i>
3 <i>Work with a comprehensive understanding of the roles, rights and responsibilities of the FE lecturer.</i>	v Promotion of: environmental awareness, sustainable development; citizenship; healthy lifestyles.
4 <i>Comply with legislation and adopt good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.</i>	vi <i>Job descriptions and terms and conditions of service.</i> vii The college's ICT policy and e-systems.
5 Manage self, relationships and work demands to promote personal, emotional and physical well-being.	viii Current and emerging learning and assistive technologies. ix College processes for: strategic and operational planning including the contribution made by lecturers, staff development and career review.
6 Engage in reflective practice.	x Strategies to promote health, safety and wellbeing of both self and colleagues, including methods for the prevention/reduction of stress.
7 Review professional development needs and negotiate professional development activities to achieve individual, team and organisational goals.	xi Strategies to promote good relationships with colleagues: interpersonal and communication skills, equality and inclusiveness and conflict resolution. xii Engagement with recent and relevant research, educational theory and practice. xiii Evidence based approaches to developing teaching and learning. xiv Requirements and opportunities for continuing professional development. xv Current practices in industry/commerce/business processes. xvi Networks for sharing good practice including online discussion.