



Group Award Specifications for:

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

Group Award Code: GG87 49

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

Group Award Code: GG82 49

Validation date: 1 May 2013

Date of original publication: June 2013

Version: 04 (November 2020)

Contents

1	Introduction	1
2	Qualification structures	3
	2.1 Structure.....	3
3	Aims of the qualifications.....	3
	3.1 General aims of the qualification	4
	3.2 Specific aims of the qualification.....	4
	3.3 General aims of the qualification	5
	3.4 Specific aims of the qualification.....	5
4	Recommended entry to the qualifications.....	6
	4.1 Core Skills entry profile.....	6
5	Additional benefits of the qualifications in meeting employer needs	7
	5.1 Mapping of qualification aims to Units	9
	5.2 Mapping of Units to the Professional Standards for Lecturers in Scotland's Colleges March 2012.....	10
	5.3 Mapping of Core Skills development opportunities across the qualifications.....	12
	5.4 Assessment Strategy for the qualifications	17
6	Guidance on approaches to delivery and assessment.....	23
	6.1 Sequencing/integration of Units.....	23
	6.2 Recognition of Prior Learning	24
	6.2.1 Articulation and/or progression	24
	6.2.2 Transitional Arrangements.....	25
	6.2.3 Credit transfer.....	25
	6.3 Opportunities for e-assessment.....	26
	6.4 Support materials	26
	6.5 Resource requirements	26
7	General information for centres	27
8	Glossary of terms	28
9	General information for Candidates.....	30

1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

This is the Group Award Specification Document for the Professional Development Award (PDA) Teaching Practice in Scotland's Colleges at SCQF level 9 and the PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9. The PDA Teaching Practice at SCQF level 9 is designed for both inexperienced lecturers who are new in post and existing lecturers with varying levels of experience who may wish to gain formal recognition of their skills and competence; the PDA Developing Teaching Practice at SCQF level 9 is intended for the same target group and in addition lecturers who may be changing their role in teaching and who wish to gain recognition for broadening their basic teaching skills. These PDAs replace the PDAs:

Advanced Diploma
Teaching in Further Education: An Introduction
Group Award Code G85C 18

Advanced Diploma
Teaching in Further Education
Group Award Code G85D 18

This document includes: background information on the development of the Group Awards, their aims, guidance on access, details of the Group Awards structures and Guidance on delivery.

Rationale for revision of the qualifications

PDA Teaching Practice in Scotland's Colleges at SCQF level 9
PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

The Advanced Diploma Teaching in Further Education: An Introduction and the Advanced Diploma Teaching in Further Education were revised in 2006 and have been used since by colleges in Scotland to provide the initial competences required by lecturers to teach in a further education college. These two Group Awards taken together incorporate five Units in total — two Units form the basis of award G85C 18 and three Units the basis of the award G85D 18. During 2012 it was agreed that the Group Awards should be refreshed to align them with the refreshed Professional Standards for Lecturers in Scotland's Colleges published by the Scottish Government in March 2012.

The Professional Standards form the basis of the Teaching Qualification Further Education (TQFE) which is a progression destination for candidates who complete one or both of the Group Awards. It was therefore considered prudent to refresh the PDAs in order to ensure their continued fitness for purpose and to maximize opportunities for credit transfer, both between the PDAs themselves and from each PDA directly into TQFE.

The PDA Developing Teaching Practice at SCQF level 9 provides lateral progression opportunities from the PDA Teaching Practice at SCQF level 9, whereby candidates can build on and broaden their teaching skills by undertaking three additional Units. These additional Units are designed to develop additional skills in relation to guidance and support, assessment and quality standards and professional development.

Title of the qualifications

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

The title of this refreshed qualification has changed to reflect the purpose of the qualification. The title of the previous qualification was in fact misleading, indicating that it was an introduction to teaching when in fact it incorporated the current Professional Standards for Lecturers published by the Scottish Government and was benchmarked at SCQF level 9. This revised title reflects the content of the award in that it has been designed to provide the practical content necessary to enable a candidate to achieve the standard to teach in a college in Scotland.

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

The title of this refreshed qualification has been changed to reflect that the content has been designed to develop a candidate's competence specifically in the areas of:

- ◆ Guidance and Support
- ◆ Assessment and Quality Standards
- ◆ Professional Development

Range of candidates the qualifications are suitable for

Candidates of these qualifications are likely to be working in a college in Scotland and may have had no formal introduction to teaching, nor the opportunity to develop at an early stage of their careers the competences to teach in a college. Alternatively, there may be lecturers with varying levels of experience who wish to gain formal recognition of their skills, or others who may be changing roles and wish to refresh their competences.

Possible employment opportunities for candidates who gain these qualifications

In some further education colleges in Scotland the achievement of one or both of these Group Awards is a pre-requisite for full time employment

Articulation opportunities from these qualifications

These qualifications are designed to articulate as follows:

There is lateral progression from the PDA Teaching Practice at SCQF level 9 to the PDA Developing Teaching Practice at SCQF level 9. Each PDA is also designed to articulate independently with the TQFE courses offered by the universities approved to deliver this qualification, namely Aberdeen, Dundee and Stirling Universities and discussions with each HEI are currently being pursued to agree credit transfer opportunities.

2 Qualification structures

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

This Group Award is made up of 2 SQA HN Unit credits. It comprises 16 SCQF credit points at SCQF level 9.

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

This Group Award is made up of 3 SQA HN Unit credits. It comprises 40 SCQF credit points at SCQF level 9.

2.1 Structure

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H416	36	Plan and Prepare the Learner Experience	1	8	9
H417	36	Learning and Teaching	1	8	9

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H418	36	Plan and Prepare the Learner Experience — Guidance and Support	2	16	9
H419	36	Learning and Teaching — Assessment and Quality Standards	2	16	9
H41A	36	Professional Development	1	8	9

3 Aims of the qualifications

Professional Development Awards are designed for people who are normally in a career or vocation who wish to extend or broaden their skills base. However in some cases they will be designed for those wishing to enter employment. They will assess and certificate progression in a defined set of specialist occupational areas.

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

This qualification's aim is to give candidates awareness of teaching practice in Scotland's colleges and to prepare them to develop practical teaching competences for learning and teaching.

The qualification is mainly aimed at those who are relatively new to teaching and who want to acquire the skills and knowledge to competently teach learners, or those who are more experienced and wish to gain formal recognition of their skills.

3.1 General aims of the qualification

The general aims of the PDA are to enhance candidates' employment prospects, support candidates' continuing professional development and career development and enable progression within the SCQF (Scottish Credit and Qualifications Framework).

- G1 Plan contextualised, inclusive and creative learning opportunities
- G2 Evaluate and select appropriate resources from a wide range of sources
- G3 Implement a range of strategies to promote active and independent learning
- G4 Measure and record progress and attainment of learners
- G5 Comply with internal and external policies and procedures for assessment and verification

3.2 Specific aims of the qualification

The specific aims of the qualification are to provide:

- S1 Skills in setting learning goals
- S2 Identify sources of learning and teaching resources
- S3 Evaluate learning and teaching
- S4 Understand barriers to learning and how to overcome them
- S5 Challenge and motivate learners
- S6 Apply methods of promoting positive behaviour and dealing with inappropriate behaviour
- S7 Implement timing of and conditions for assessment, including alternative assessment arrangements for learners with additional needs
- S8 Implement methods of seeking, responding to and giving feedback for learning
- S9 Measure and record progress and attainment of learners
- S10 Use formative and summative assessment strategies

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

This qualification's aim is to give candidates the opportunity of further developing the competencies, skills and knowledge gained through the PDA Teaching Practice in Scotland's Colleges. The qualification provides an opportunity to develop specific skills and knowledge in the areas of guidance and support, assessment and quality standards and professional development.

The qualification is mainly aimed at those who have gained the initial competencies of practical teaching but the individual Units can also be used as stand-alone CPD Units for the development of specific skills or to update the knowledge of lecturers.

3.3 General aims of the qualification

The general aims of the PDA are to provide essential skills in:

- G1 Planning engaging, inclusive learning opportunities
- G2 Designing a range of engaging and innovative learning and teaching materials
- G3 Implementing the college's policies and procedures for guidance and support
- G4 Devising suitable assessment strategies
- G5 Designing, producing and evaluating a range of assessment instruments
- G6 Complying with the principles, purposes and processes of quality assurance
- G7 Evaluating how professional practice is influenced by applicable statutory requirements
- G8 Promoting good practice in relation to equality, social and cultural diversity
- G9 Undertaking CPD to achieve individual, team, organisational goals and professional standards
- G10 Managing self, relationships and work demands

3.4 Specific aims of the qualification

The specific aims of the qualification are to facilitate an ability to:

- S1 Develop creative, flexible methods of delivery
- S2 Develop learning and teaching activities
- S3 Design, produce and adapt to learner needs a range of effective, engaging learning and teaching materials
- S4 Produce accessible and inclusive learning and teaching materials
- S5 Apply a critical understanding of the principles, nature, purposes and stages of guidance and support
- S6 Respond to the specific communication needs of individual learners
- S7 Select assessment instruments to take account of learners' needs
- S8 Implement holistic approaches to assessment and the integration of assessments
- S9 Implement college quality standards, systems and frameworks
- S10 Carry out an analysis of performance indicators (PIs) and benchmarking data
- S11 Devise ways of using assessment feedback information to reflect upon one's own teaching
- S12 Define roles, rights and responsibilities of a lecturer
- S13 Implement relevant legislation and good practice in relation to equality, social and cultural diversity
- S14 Plan actions to ensure a systematic approach to continuing professional development
- S15 Manage self to engage professionally with learners, colleagues, stakeholders and work demands

4 Recommended entry to the qualifications

Entry to these qualifications is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Candidates would normally be expected to demonstrate competence in the following:

- ◆ *Communication Skills* at SCQF level 6
 - ◆ *Numeracy Skills* at SCQF level 4
 - ◆ *Information and Communication Technology (ICT) Skills* at SCQF level 5
- or
- ◆ similar qualifications or experience

Experience and some knowledge of learning, teaching and assessment in further education would be an advantage. Candidates should be working in a college and have a teaching timetable which provides them with the opportunity to meet the assessment criteria within each of the Units.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for candidates whose Core Skills profile is below the recommended entry level or whether candidates should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Level 6	<p>Writing skills could be assessed by asking applicants to write a 200 word paragraph saying why they wish to undertake this qualification and how their current skills and qualities show that they would be suitable to undertake the qualification.</p> <p>Speaking and listening skills could be assessed through a structured discussion in a group interview situation.</p>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Numeracy	Level 4	Applicants' numeracy skills could be assessed using a short test, such as interactive Core Skills CD-Rom, available from SQA, however it would be more valuable to ask candidates in a group discussion situation to talk about their understanding of the barriers that lots of people have to using maths in their everyday lives, including maths anxiety as well as having lost skills over time.
Information and Communication Technology (ICT)	Level 5	Applicants' ICT skills could be assessed using a short test, such as interactive Core Skills CD-Rom, available from SQA, however it would be more valuable to ask candidates in a group discussion situation to talk about their understanding of the barriers that lots of people have to using ICT in their everyday lives.
Problem Solving	Level 5	Problem Solving might be assessed by asking applicants to discuss ways of supporting literacies learners to overcome emotional and physical barriers to attending learning opportunities.
Working with Others	Level 5	Working with Others can be assessed during a discussion and looking for ways in which applicants build on each others' ideas and suggestions and respond to each other positively to make decisions.

5 Additional benefits of the qualifications in meeting employer needs

These qualifications were designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualifications. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in the latest version of the Scottish Government's Professional Standards for Lecturers in Scotland's Colleges, published in March 2012. In addition, significant opportunities exist for candidates to develop the more generic skills, known as Core Skills through doing these qualifications.

The refreshed awards have a number of benefits when compared to the previous versions:

- (i) based on the philosophy of Curriculum for Excellence, the Units have a more focussed structure in relation to the Knowledge and Skills which are identified.
- (ii) the integration of assessments has been significantly improved within and across the Units.
- (iii) the Evidence Requirements have also been expanded to include a range of response options such as the use of mobile technologies.
- (iv) inclusiveness strategies have been incorporated within the terminology of the Units.
- (v) the Group Award title and those of the individual Units now identify more clearly the content of the Group Award and component Units.
- (vi) the refreshed awards will benefit from the development of support materials designed to be compatible with the principles of CfE, allowing lecturers to use their professional judgement and adapt materials to the specific needs of their candidates.
- (vii) the awards have been specifically designed to offer lateral progression opportunities at SCQF level 9, and employers may choose to offer lecturers the chance to progress into a TQFE programme having obtained the PDA Teaching Practice at SCQF level 9. There is no requirement to complete the PDA Developing Teaching Practice at SCQF level 9 before progressing onto TQFE. One of the main benefits of the refreshed awards is in addressing the widely held misconception that the previous Advanced Diploma awards started at SCQF level 8 with The Advanced Diploma Teaching in Further Education: an Introduction — G85C 18 and finished at SCQF 9 — The Advanced Diploma Teaching in Further Education — G85D 18. Both of the refreshed Group Awards are clearly benchmarked at SCQF level 9.
- (viii) candidates who wish to progress from the Advanced Diploma Teaching in Further Education: an Introduction (G85C 18) onto the refreshed PDA Developing Teaching Practice at SCQF level 9 may do so seamlessly without the need to provide further evidence of competence in their lecturing skills. Employers may therefore be assured that existing lecturers will have the opportunity to undertake relevant CPD in a cost efficient manner, either by taking individual stand-alone Units or the entire Group Award and will be meeting the standards of competence defined by the Scottish Government.

5.1 Mapping of qualification aims to Units

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

Code	Unit title	Aims									
		1	2	3	4	5	6	7	8	9	10
H416 35	Plan and Prepare the Learner Experience	G1 S1	G2 S2	S3							
H417 36	Learning and Teaching			G3	G4 S4	G5 S5	S6	S7	S8	S9	S10

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

Code	Unit title	Aims															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
H418 36	Plan and Prepare the Learner Experience — Guidance and Support	G1 S1	G2	G3 S2	S4	S5	S6										
H419 36	Learning and Teaching — Assessment and Quality Standards				G4	G5	G6	S7	S8	S9	S10	S11	S12				
H41A 36	Professional Development							G7	G8	G9	G10			S13	S14	S15	S16

5.2 Mapping of Units to the Professional Standards for Lecturers in Scotland's Colleges March 2012

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

SQA Unit		Mapped to Initial Professional Standard	
Plan and Prepare the Learner Experience	Outcome 1	Planning and Preparing the Learning Experience	Outcome 2
	Outcome 2	Planning and Preparing the Learning Experience	Outcome 4
Learning and Teaching	Outcome 1	Teaching/Facilitating Learning	Outcome 3
	Outcome 2	Teaching/Facilitating Learning	Outcome 6
	Outcome 3	Assessment	Outcome 7
	Knowledge and Skills Outcome 1	Teaching/Facilitating Learning	Outcome 4

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

SQA Unit		Mapped to Initial Professional Standard	
Plan and Prepare the Learner Experience — Guidance and Support	Outcome 1	Planning and Preparing the Learning Experience	Outcome 1
	Outcome 2	Planning and Preparing the Learning Experience	Outcome 3
	Outcome 3	Guidance and Support	Outcome 3
	Knowledge and Skills Outcome 1 and 2	Teaching and Facilitating Learning	Outcome 5
	Knowledge and Skills Outcome 3	Guidance and Support	Outcomes 1,2 and 4
	Core Skills and Skills for Learning Life and Work	Planning and Preparing the Learning Experience	Outcome 6
Learning and Teaching — Assessment and Quality Standards	Outcome 1	Assessment	Outcome 1
	Outcome 2	Assessment	Outcome 2 and 3
	Outcome 3	Quality and Standards	Outcome 1 and 2
	Outcome 4	Planning and Preparing the Learning Experience	Outcome 5
	Knowledge and Skills Outcome 1	Professional Practice and Development	Outcome 2
	Knowledge and Skills Outcome 4	Teaching/Facilitating Learning	Outcomes 1 and 2
	Assessment	Outcomes 4 and 5	

5.3 Mapping of Core Skills development opportunities across the qualifications

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H416 36	Plan and Prepare the Learner Experience	S	S			S	S	S	S	S	S	S
H417 36	Learning and Teaching	S	S			S	S	S	S	S	S	S
H418 36	Plan and Prepare the Learner Experience — Guidance and Support	S	S			S	S	S	S	S	S	S
H419 36	Learning and Teaching - Assessment and Quality Standards	S	S	S	S	S	S	S	S	S	S	S
H41A 36	Professional Development	S	S			S	S	S	S	S	S	S

S = Signposted

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

Candidates will have significant Core Skills before they undertake the PDA. All practical activities of the course provide a context for developing and enhancing these skills in taking responsibility for personal learning in a workplace context.

Facilitating learning, teaching and assessment of diverse groups and individuals will enable the use of a variety of approaches to empower, motivate and support learners to develop knowledge, skills and attitudes for learning and personal development and employment. An understanding of Skills for Learning, Life and Work including health and wellbeing, employability, enterprise and citizenship and sustainable development will underpin all learning experiences.

The Core Skills are at levels from Access 3 to Higher (SCQF level 3–SCQF level 6)

- ◆ *Communication*
- ◆ *Information and Communication Technology (ICT)*
- ◆ *Numeracy*
- ◆ *Problem Solving*
- ◆ *Working with Others*

Signposting of development opportunities in Skills for Learning, Life and Work
Core Skills (SCQF level 6)

- ◆ *Problem Solving*
 - Critical Thinking — Analyse a complex situation or issue
 - Planning and Organising — Plan, organise and complete a complex task
 - Reviewing and Evaluating — Review and evaluate a complex problem solving activity

Analysing and evaluating a complex range of information to promote active and independent learning. Planning and delivering learner experience to comply with legislation and meet course aims and diverse learner needs. Assure learner development of skills for Learning, Life and Work. Identifying constraints and requirements affecting resources and timescales. Managing and implementing a comprehensive range of complex practical tasks in the gathering, analysing, reporting and presenting of information. Planning, delivering and completion of tasks within available, appropriate and sustainable resources. Planning and organising materials to meet professional, organisational and Quality requirements within timescales. Implement timing of and conditions for assessment including alternative assessment arrangements for learners with additional needs.

Personal reflection on approaches taken to reach accurate, valid conclusions in Review and Evaluation reports.

- ◆ *Communication*
 - Read, understand and evaluate complex written communication
 - Produce well-structured written communication on complex topics
 - Produce and respond to oral communication on a complex topic

Effective and appropriate communication with learners, colleagues, and other professionals for the purposes of facilitating learning. Critical analysis and evaluation of a wide range of complex textual and graphic data to assure currency of practice.

Attending during teaching sessions to the individual and group using appropriate verbal and non-verbal communication techniques to meet learner needs. Production and written/oral presentation of materials for learning and assessment in the most appropriate structure, format for purpose and end users. Responding appropriately to direct and inferred questions and modifying approaches to achieve best practice.

Professional standard of literacy in reporting, using the Harvard system of referencing.

- ◆ *Working with Others*
 - In complex interactions, work with others co-operatively on an activity/activities
 - Review work with others

Defining the nature and scope of goals, roles and responsibilities to ensure effective practice. Negotiation and partnership working with learners, colleagues and partner agencies, to ascertain diverse needs, share and disseminate relevant data.

Listening actively to respond effectively and progress best practice using the most appropriate methods and technologies while working to the strengths of all involved in the learning process. Manage group dynamics, encouraging the principles of health and wellbeing, employability, enterprise and citizenship. Reflectively evaluate personal achievement in meeting stated aims and objectives, with adaptation and modification of approaches throughout delivery of learning experiences.

- ◆ *ICT*
 - Accessing Information /Providing and Creating Information
 - Use ICT independently to carry out complex searches across a range of tasks
 - Use ICT independently to carry out a range of processing tasks

Effective use of current hardware/software to search, access and analyse complex data from a varied range of sources. Analysing, collating and presenting text and graphics to support learning. Mastery of learning technologies to address different and diverse learning needs. Management of data in most appropriate format for purpose and readership/audience. Efficient management, organisation and efficient storage of records. Ability to deal with simple hardware/software problems. Awareness and full consideration and care with security issues throughout all activities.

- ◆ *Numeracy*
 - Using Graphical Information
 - Apply a wide range of graphical skills to interpret and present complex information in everyday situations
 - Using Number
 - Apply in combination a wide range of numerical methods to solve complex problems in everyday and specialised situations

Calculation and communication of complex information on assessment results, resource requirements and usage. Interpretation of numerical, statistical and graphic data in order to support resource calculations and quality requirements. Production and presentation of graphics in learning and assessment materials. Understanding and communicating strategic management of timescales. Application of methods to measure attainment.

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

Candidates will have significant Core Skills before they undertake the PDA. All practical activities of the course provide a context for developing and enhancing these skills in taking responsibility for personal learning in a workplace context.

Facilitating learning, teaching and assessment of diverse groups and individuals will enable the use of a variety of approaches to empower, motivate and support learners to develop knowledge, skills and attitudes for learning and personal development and employment. An understanding of Skills for Learning, Life and Work including health and wellbeing, employability, enterprise and citizenship and sustainable development will underpin all learning experiences.

The Core Skills are at levels from Access 3 to Higher (SCQF level 3–SCQF level 6)

- ◆ *Communication*
- ◆ *Information and Communication Technology (ICT)*
- ◆ *Numeracy*
- ◆ *Problem Solving*
- ◆ *Working with Others*

Signposting of development opportunities in Skills for Learning, Life and Work
Core Skills (SCQF level 6)

◆ *Problem Solving*

- Critical Thinking — Analyse a complex situation or issue
- Planning and Organising — Plan, organise and complete a complex task
- Reviewing and Evaluating — Review and evaluate a complex problem solving activity

Analysing and evaluating a complex range of information to promote active and independent learning. Planning and delivering learner experience to comply with legislation, organisational requirements, course aims and diverse learner needs. Assuring learner development of skills for Learning, Life and Work. Identifying and managing constraints affecting resources and timescales. Managing and implementing a comprehensive range of complex practical tasks in the gathering, analysing, reporting and presenting of information. Planning, delivering and completion of tasks within available, appropriate and sustainable resources. Planning and organising materials to meet professional, organisational and Quality requirements within timescales. Implement timing of and conditions for assessment including alternative assessment arrangements for learners with additional needs. Personal reflection on approaches taken to reach accurate, valid conclusions and plan appropriate CPD for the future.

◆ *Communication*

- Read, understand and evaluate complex written communication
- Produce well-structured written communication on complex topics
- Produce and respond to oral communication on a complex topic

Effective and appropriate communication with learners and the curriculum team. Critical analysis and evaluation of a wide range of complex data to assure currency and creative practice. Provision of guidance and support to promote confidence and independence by using a range of positive verbal and non-verbal communication techniques. Design, production and written/oral presentation of materials for learning and assessment in the most appropriate structure, format for purpose and learners with diverse needs.

Professional standard of literacy in written reporting.

5.4 Assessment Strategy for the qualifications

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

Unit	Outcomes 1 and 2
Plan and Prepare the Learner Experience	<p>Candidates will provide workplace evidence of their teaching practice in the form of:</p> <ul style="list-style-type: none"><li data-bbox="730 496 1957 592">(a) A profile for a group of learners (a minimum of six) which provides an outline of the course/programme which the learners are following and the factors affecting their ability to learn.<li data-bbox="730 632 1973 695">(b) An inclusive learning, teaching and assessment plan for a minimum of 20 hours of learning. The Unit/programme/subject specification should be appended to the plan.<li data-bbox="730 735 2002 831">(c) A minimum of four detailed and consecutive lesson plans. The plans must specify appropriate organisational details, resources to be used and include the use of appropriate learning technologies to support learning.<li data-bbox="730 871 1957 999">(d) An evaluative report/commentary of 750 words justifying and evaluating the selection of learning and teaching activities, assessment instruments and resources in meeting the programme requirements and how evidence of working in partnership with learners will be gathered.

Unit	Outcomes 1, 2 and 3
Learning and Teaching	<p>Candidates will provide workplace evidence of their teaching practice in the form of:</p> <p>(a) The observation of a minimum of two teaching sessions covering a minimum of four hours of teaching. Over the sessions the candidate should:</p> <ul style="list-style-type: none"> ◆ meet the aims and objectives of the planned session and learners' needs ◆ engage the learners ◆ promote learning and independent learning ◆ demonstrate at least two learning and teaching methods ◆ employ at least two different learning resources ◆ incorporate at least two technologies which enhance learning into the sessions <p>(b) A profile for the group of learners which provides an outline of the course/programme which the learners are following and their learning needs.</p> <p>(c) Learning teaching and assessment plans and lesson plans for the two observed sessions.</p> <p>(d) Evidence in the form of a commentary (500 words) of how the learners were provided with feedback on assessment decisions which would promote their learning and achievement.</p> <p>(e) Evidence in the form of a commentary (500 words) on the two observed teaching sessions which include an explanation of how the learning and teaching, assessment and resources met the learners' needs and a personal self-reflection by the candidate on own performance during the delivery of each teaching session.</p>
<p>The commentary may be in audio, video or note format and should be agreed with his/her assessor. This evidence may also be derived from a professional dialogue.</p> <p>It is expected that candidates will include among their resources learning activities that they have produced themselves.</p> <p>Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.</p>	

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

Unit	Outcomes 1 and 2	Outcome 3
<p>Plan and Prepare the Learner Experience — Guidance and Support</p>	<p>Candidates will provide workplace evidence of their teaching practice in the form of:</p> <ul style="list-style-type: none"> (a) A profile for a group of learners which provides an outline of the course/programme which the learners are following and the factors affecting their ability to learn in an inclusive environment. (b) A learning resources pack, for a minimum of 10–12 hours of learning. The pack must include a minimum of four of each of the following new materials designed by the candidate: <ul style="list-style-type: none"> ◆ learning materials, eg handouts, individual learning materials, visual materials ◆ formative assessment instruments (summative assessments where possible) ◆ materials for technologies which enhance learning 	<p>Candidates will provide evidence in the form of a commentary (1,000 words) of how they have applied a critical understanding of the principles, nature, purposes and stages of guidance and support to learner's needs, highlighting examples from practice and including the following:</p> <ul style="list-style-type: none"> (a) How college policies and procedures for guidance and support, including referral have been applied. (b) The identification of good practice in relation to equality, social and cultural diversity and inclusive practice. (c) The lecturer's role in relation to pre-programme, induction, on-going and progression support and guidance. (d) The need to maintain confidentiality.

Unit	Outcomes 1 and 2	Outcome 3
	<p>(c) The candidate must clearly acknowledge which of the materials are new and which materials have been sourced elsewhere (from existing packages, etc). A witness testimony from the line manager should be used to authenticate that the new materials were created by the candidate.</p> <p>(d) An evaluative commentary of 1,500 words. Candidates should justify their selection of inclusive learning and teaching activities, assessment instruments, resources and materials, and technologies which enhance learning in meeting the programme requirements and learner needs and how they are linked to Outcomes 1 and 2.</p>	

Unit	Outcomes 1 and 2	Outcomes 3 and 4
<p>Learning and Teaching — Assessment and Quality Standards</p>	<p>Candidates will produce an assessment strategy based on a case study of a minimum of two learners from their teaching practice (1,000 words) which includes the following:</p> <ul style="list-style-type: none"> (a) A commentary on their college policy and procedures for assessment including when alternative assessment arrangements are appropriate. (b) An assessment plan for a Unit which includes the design, production and evaluation of a minimum of two instruments of assessment. (c) Feedback to at least two learners (one written, one oral) using feedback skills which promote learning, affirm achievement and inform future learning goals (d) Assessment records for the learners which fulfil the criteria for record keeping within the candidates organisation. 	<p>Candidates will provide written evidence, in the form of a case study based on their own teaching practice and contribution to quality assurance (1,000 words), in which they demonstrate that they make an effective contribution to the curriculum team by:</p> <ul style="list-style-type: none"> (a) Analysing the function of the curriculum team in quality assurance, improvement and enhancement (b) Producing a personal self-evaluation of their contribution to quality assurance, improvement and enhancement both as an individual and as a member of the curriculum team, supported by a minimum of two examples of actual work practice (c) Evaluating and reflecting on their own teaching practice and the effect it had on the learners' experience. Candidates must provide at least one example from their practice and it should include a minimum of two methods of obtaining feedback from learners.

Unit	Outcomes 1 and 2	Outcomes 3 and 4
Professional Development	a commentary (1,500 words), evaluating how they meet the professional and legal requirements of their job role, to include examples from their professional responsibilities and showing how they promote good practice in relation to equality, social and cultural diversity.	<p>A commentary (1,500 words) which identifies their development needs in relation to:</p> <ul style="list-style-type: none"> ◆ continuing professional development and how this might enhance their practice ◆ the achievement of individual, team and organisational goals ◆ the management of relationships with colleagues, learners and work demands which promote personal, emotional and physical well-being.
<p>The commentary and examples of work practice may be in audio, video or note format and should be agreed with the assessor.</p> <p>Reference should be made to appropriate documentation, including college policies and procedures.</p> <p>Where appropriate, evidence may also be derived from a professional discussion.</p> <p>Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.</p>		

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of Units

It is strongly recommended that candidates of the PDA should undertake the Units in the following sequence; in order to ensure background knowledge and skills are in place as candidates meet each Outcome:

The Group Awards could be done in the following sequence. However, this is not compulsory and some candidates may choose to complete only one.

Sequence	
1	PDA Teaching Practice in Scotland's Colleges at SCQF level 9
2	PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

Within each of the Group Awards the Units should be done in the sequence indicated.

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

Sequence	
1	Plan and Prepare the Learner Experience
2	Learning and Teaching

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

Sequence	
1	Plan and Prepare the Learner Experience - Guidance and Support
2	Learning and Teaching - Assessment and Quality Standards
3	Professional Development

NOTE: These Units can be done as individual stand-alone Units.

6.2 Recognition of Prior Learning

SQA recognises that candidates gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a candidate would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

The PDA Teaching Practice in Scotland's Colleges at SCQF level 9 is designed to articulate laterally with the PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9. The PDA Developing Teaching Practice is designed to develop additional skills in the areas of guidance and support, assessment and quality standards and professional development. Both PDAs are designed to articulate independently with TQFE courses offered by the universities approved to deliver this qualification, namely Aberdeen, Dundee and Stirling universities. In some circumstances a candidate who has completed the PDA Teaching Practice in Scotland's Colleges may wish to proceed directly to undertake a TQFE course and this should be possible with some credit transfer being awarded towards TQFE.

6.2.2 Transitional Arrangements

There are many similarities between the refreshed PDA's Teaching Practice in Scotland's Colleges and Developing Teaching Practice in Scotland's Colleges and the previous PDAs — Advanced Diploma Teaching in Further Education: An Introduction (G85C 18) and the Advanced Diploma Teaching in Further Education (G85D 18). However, distinct changes have been made to the structure of the refreshed awards to reduce duplication within and between the awards and to make the Units in the PDA Developing Teaching Practice suitable for use as stand-alone CPD Units.

It is likely that the majority of candidates will complete the existing PDAs within session 12/13 and those who do not will have a further two years until the end of July 2015 to gain certification. New candidates will commence on the refreshed PDAs in 13/14, which means there will be no need to implement transitional arrangements. No transitional arrangements have been put in place, however candidates could apply for APL towards the refreshed Units based on achievement of the current Unit(s) if they so wish. Those candidates who wish to proceed from the Advanced Diploma Teaching in FE: an Introduction (G85C 18) directly into the refreshed PDA Developing Teaching Practice in Scotland's Colleges will be able to do so without any requirement to achieve additional evidence.

6.2.3 Credit transfer

University of Aberdeen

PDA Teaching Practice in Scotland's Colleges

There is an exemption from the co-tutor observation as part of the *Teaching Qualification Further Education (TQFE)* 'Developing Professional Practice in Further Education' course.

PDA Developing Teaching Practice in Scotland's Colleges

There is an exemption for 15 credits against the *TQFE* 'Developing Professional Practice in Further Education' course (which is a 30 credit course) whether at SCQF level 9 or level 11. In this way, account will be taken of the professional practice elements of the course, but the course assessment will still require to be completed. This will mean that the Masters level *TQFE* participants will generate evidence of achievement at Masters level without requiring a 'top-up' activity. There will be a reduction of the course activity required (against the 15 credits), although the summative assessment demands will remain the same. The teaching experience hours required will also be reduced from 120 to 80 hours (this also sits within the *TQFE* 'Developing Professional Practice' course).

University of Stirling

PDA Teaching Practice in Scotland's Colleges/ PDA Developing Teaching Practice in Scotland's Colleges

For those candidates who have achieved the PDA: Teaching Practice in Scotland's Colleges (GG87 49) and/or the PDA: Developing Teaching Practice in Scotland's Colleges (GG82 49), an exemption from the 'Adult Education' or 'Professional Practice' modules will be given and will instead undertake the 'Accreditation of prior PDA' module.

Students who are studying the *TQFE* programme at undergraduate level (SCQF level 9) are awarded 20 credit-points if they have achieved either of the above PDAs.

University of Dundee

PDA Teaching Practice in Scotland's Colleges

Credit for one of the two mandatory TQFE observations.

PDA Developing Teaching Practice in Scotland's Colleges

The same as currently offered for *Teaching in Further Education (G85D 18)*, ie 20 credits at SCQF level 9 is given. This means that participants holding this PDA will need to write a credit top up for the remaining 10 credits of the first of the two 30 credit modules.

Postgraduate participants will need to demonstrate an ability to raise the level of their writing to SCQF level 11 in their credit top up.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in the Units. E-assessment means 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 candidate 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.

6.4 Support materials

There are currently no assessment support materials available for this qualification. However existing support materials still provide a useful benchmark of standards required. It is intended to produce support materials for the start of Session 13/14.

6.5 Resource requirements

Staff delivering this qualification should be experienced lecturers usually holding the qualification TQ(FE) and have knowledge of the PDA Group Awards and Units.

The Unit 'Learning and Teaching' requires candidates to provide evidence of practice through observation. The observer could be an experienced lecturer appointed by the college such as a course mentor, tutor or assessor.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All instruments of assessment used within this/these qualification(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/GuideToAssessment).

8 Glossary of terms

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ candidates may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
04	Update to Section 6.2.3. Credit Transfer; University of Stirling	27/11/20
03	Completion of <i>Mapping of qualification aims to Units</i> table (S8-10) for PDA: Teaching Practice in Scotland's Colleges at SCFQ level 9(GG87 49); Section 5.1	01/05/20
02	Update to Section 6.2.3: Credit Transfer.	31/10/13

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for Candidates

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The Professional Development Award (PDA) Teaching Practice in Scotland's Colleges at SCQF level 9 is designed for inexperienced lecturers new in post and also lecturers who are changing their role in teaching. The Professional Development Award Developing Teaching Practice in Scotland's Colleges at SCQF level 9 has been designed to provide development opportunities for lecturers completing the Teaching Practice PDA particularly in the areas guidance and support, assessment and quality standards and professional development. The Developing Teaching Practice Units are also designed to be used as standalone Units that can be undertaken by lecturers wishing to update their skills in these particular areas

The Units are designed to enable a lecturer to gain the knowledge and skills required to plan and prepare for the delivery of learning and teaching programmes as a lecturer within one of Scotland's Colleges. The Units are aligned with and based on the Scottish Government document 'Professional Standards for Lecturers in Scotland's Colleges' published in March 2012.

The structure of the Group Awards are as follows:

PDA Teaching Practice in Scotland's Colleges at SCQF level 9

H416 36 *Plan and Prepare the Learner Experience*

H417 36 *Learning and Teaching*

PDA Developing Teaching Practice in Scotland's Colleges at SCQF level 9

H418 36 *Plan and Prepare the Learner Experience — Guidance and Support*

H419 36 *Learning and Teaching — Assessment and Quality Standards*

H41A 36 *Professional Development*

To gain the Group Award you will have to complete all of the Units which make up the Group Award.

Assessments are unique to each Unit and where it has been possible assessments for individual Outcomes have been integrated. Assessment evidence can also be provided through a number of methodologies including evidence derived from a professional discussion.

On completion of the Group Awards or individual Units successful candidates will be well placed to progress their career as a competent lecturer in Scotland's Colleges.