



Group Award Specification for:

Professional Development Award (PDA): Teaching Practice in Scotland's Colleges

Group Award Code: GR5K 49

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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 higher education institutes (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 document includes background information on the development of the group award and its aims; guidance on access; details of the group award structure and guidance on delivery.

Rationale for revision of the qualification

This is the group award specification document for the Professional Development Award (PDA): Teaching Practice in Scotland's Colleges at SCQF level 9. This qualification is available through colleges and the University of the Highlands and Islands.

It has been designed to reflect the range of practical skills and knowledge required by college lecturers and is aligned to key professional competences identified within the updated [Professional Standards for College Lecturers in Scotland's Colleges](#) (2018). The PDA has been revised to ensure its continued fitness for purpose, following the updating of the professional standards, to better reflect the range of skills needed by college lecturers today. These updates to the award will also support the ongoing professionalism of lecturers, strengthening the commitment of staff to engage in ongoing career long professional development of their skills, maximising opportunities for credit transfer into TQ(FE) (Teaching Qualification (Further Education) programmes).

Title of the qualification

The title of the PDA, Teaching Practice in Scotland's Colleges, has not changed as it continues to reflect the content of the award and encompasses the practical skills necessary for lecturers working in a college in Scotland.

Range of candidates the qualification is suitable for

The award is designed for college lecturers currently working in Scotland who have subject specific expertise but no formal teaching qualifications. Evidence of competence will be gathered within the workplace.

Candidates for this award should have a teaching timetable which provides them with the opportunity to meet the assessment criteria described in the two mandatory units. Candidates for this award are likely to be relatively new in post but they should preferably have some prior experience of planning and delivering the learning, teaching and assessment of students before starting this award.

Scope of the award

This award provides a valuable opportunity for recently appointed college lecturers to evidence their personal commitment to career long professional learning and development. The award provides candidates with a valuable opportunity to formally recognise their developing professional skills and competences relating to the delivery of effective learning, teaching and assessment — core competencies of their role. It will allow them to learn about, develop and demonstrate a variety of specialist and high-level transferable skills including, setting suitably challenging learning goals, seeking feedback on learning and using feedback from learning and other available data to inform next steps for learning and to support improved learner attainment.

Candidates will develop their understanding of the barriers to learning faced by college students and learn how to overcome or mitigate their effect on learning and active engagement. They will develop their knowledge of relevant legislation and educational policy, demonstrating the ability to plan and deliver effective, accessible, and inclusive learning, teaching and assessment opportunities, in response to identified learner needs.

Use of effective formative and summative assessment strategies and technologies to support learning are also important components of the award. Candidates will develop and apply selected research informed approaches and practices and evaluate their impact on student learning, supporting attainment and learner progression pathways. They will apply learning management strategies by creating positive environments for learning and will critically reflect on and evaluate their practice, identifying areas for personal development and improvement.

This award may be used to provide a progression pathway onto the Teaching Qualification (FE) programme offered by the universities approved to deliver this qualification, namely the Universities of Aberdeen, Dundee and Stirling.

Each individual unit specification provides detailed information on the evidence requirements and approaches to assessment necessary for successful completion of each unit. Assessment in this award is focused on the practical demonstration of a range of fundamental skills and competences required of a college lecturer. This practical evidence is supplemented by complementary critically reflective evaluations of their practice which, for increased flexibility for centres, can be produced in a variety of formats (audio, video, or written format, or obtained through a professional discussion).

2 Qualification structure

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

This group award is made up of two mandatory SQA unit credits. It comprises 16 SCQF credit points at SCQF level 9.

2.1 Structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J4N5	36	Plan and Prepare the Learner Experience in Scotland's Colleges	1	8	9
J4N6	36	Learning, Teaching and Assessment in Scotland's Colleges	1	8	9

3 Aims of the qualification

The overall aim of the PDA is to enhance candidates' professional core competences and abilities, supporting their career long professional learning and development aligned to the Professional Standards for Lecturers in Scotland's Colleges (2018).

The qualification is primarily aimed at newly appointed and existing college lecturers working in any of Scotland's colleges who want to acquire the skills and knowledge to competently teach and assess learners. Completing this PDA will allow candidates to gain formal recognition of their skills while working on a part-time or full-time basis as a lecturer in one of Scotland's colleges.

3.1 General aims of the qualification

Completion of this award will help raise candidates' awareness of research informed learning, teaching and assessment practices and help them apply this knowledge when preparing and delivering effective learning, teaching and assessment. Their professional choices and decision-making will take account of the individual and collective needs of their learners, supporting improved learner progress and attainment.

The general aims of the PDA are to:

- G1 Enable candidates to develop and demonstrate a range of core competences and generic skills pivotal to their role as a college lecturer.
- G2 Provide recognition of candidates' ability to collaborate with others to plan and deliver innovative, inclusive, and effective learning, teaching and assessment.
- G3 Develop candidates' ability to interpret and use feedback, assessment and available data on learner performance and attainment to support future learning and improved student attainment.
- G4 Develop candidates' ability to engage in critically reflective practice to support a culture of quality improvement.
- G5 Support critical engagement with current educational policies and theories, that will promote the use of evidenced informed practices.

3.2 Specific aims of the qualification

The specific aims of the qualification are to provide opportunities for candidates who have responsibility for delivering and assessing programmes/units to learners to develop the skills and knowledge required to:

- S1 Set learning goals and establish effective and efficient plans for learning in response to identified learners' needs.
- S2 Prepare effective and sustainable learning and teaching activities and resources in collaboration with others.
- S3 Provide feedback to and seek feedback from learners and others using formative and summative assessment strategies to support learning and progression.
- S4 Apply classroom management strategies, identifying potential barriers to learning and mitigating their impact on learning.
- S5 Apply accessible and inclusive practice approaches and use digital technologies to support learning.
- S6 Comply with relevant quality assurance processes, implementing conditions for assessment, including alternative assessment arrangements, where appropriate.
- S7 Support the development of core and digital skills within the delivery of subject specific learning and assessment.
- S8 Critically evaluate their planning and practice and its impact on learning and student attainment.

4 Recommended entry to the qualification

Entry to this qualification 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 (QDT) as guidance only.

Candidates would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ *Communication* at SCQF level 6
- ◆ *Numeracy* at SCQF level 4
- ◆ *Problem Solving* at SCQF level 5
- ◆ *Information and Communication Technology (ICT)* at SCQF level 5
- ◆ *Working with Others* at SCQF level 4
- ◆ or similar qualifications or experience

Candidates completing this award should have a teaching timetable which provides them with the opportunity to meet the assessment criteria for the two mandatory units.

Before commencing this qualification, candidates should have a basic understanding of how to plan and deliver effective learning, teaching and assessment for adults and/or young people. This may have been developed through their role as a college lecturer but could also have been gained through previous work or employment in a school, community learning or a training and development role.

4.1 Core Skills entry profile

The Core Skills entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would 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	SCQF level 6	<p>Good communication skills (oral, reading and writing) are required as candidates will need to read, understand and evaluate a range of documentation including legislation, policies and undertake professional research/reading related to learning theories. Candidates will have to produce a variety of documentation including a detailed lesson plan and a learning, teaching and assessment plan that identify learning activities, resources and strategies that they will use to support effective learning in response to identified learner needs.</p> <p>They will also require to be able to engage in professional dialogue about their practice and critically reflect on and evaluate their practice, analysing the impact of their preparation, planning and delivery of learning. They will also use Harvard style referencing conventions to document evidence of their professional reading and research.</p>
Numeracy	SCQF level 4	<p>A basic level of numerical skills is essential for candidates undertaking this qualification. They will need to interpret numerical information and interpret data on learner achievement to identify and plan next steps for learning and to use data to inform the critical evaluation of the impact of their practice on student attainment and progress.</p>
Information and Communication Technology (ICT)	SCQF level 5	<p>Candidates will need to have a range of ICT skills and be able to apply these when selecting and using specific technologies to enhance learning. They will need to be familiar with accessing and using a variety of digital technologies and using these to support and enhance learning by presenting information using a variety of digital formats (within observed lessons and on learning and assessment materials hosted on college virtual learning environments (VLEs).</p>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	SCQF level 5	<p>Critical analysis, planning and reviewing and evaluating are integral parts of this qualification.</p> <p>Effecting planning skills are required to prepare learning, teaching and assessment activities designed to reflect unit/course requirements and which take account of identified student needs.</p> <p>Critical analysis and evaluation are also an integral part of this qualification. Candidates will need to analyse and evaluate research; policies; reflect on their practice; and their planning, preparation, delivery and assessment of learning.</p>
Working with Others	SCQF level 4	<p>The skill of Working with Others will be needed to engage with others when planning and preparing learning, teaching and assessments.</p> <p>Skills in working collaboratively with others will also be required, when carrying out their role as a college lecturer teaching and assessing students. Candidates will be actively seeking feedback from others and adapting their behaviour in response to fluid and dynamic learning environments and situations.</p>

5 Additional benefits of the qualification in meeting employer needs

This qualification was 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 qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for candidates to develop the more generic skill, known as Core Skills through doing this qualification.

The refreshed award has several additional benefits when compared to the previous version:

- (i) the units are more focused with more explicitly defined knowledge, understanding and skills statements and clearer evidence requirements that are informed by the updated Professional Standards for Lecturers in Scotland's Colleges (2018). The size and nature of the qualification means that new college lecturers can quickly demonstrate core competences and demonstrate a commitment to career long professional learning after commencing their employment.
- (ii) the new unit titles better represent the content and nature of the expected learning and the group award title.
- (iii) duplication of assessment has been significantly reduced within and across the units.
- (iv) the refreshed unit specifications incorporate additional flexibility, taking account of the differing needs of college lecturers and the range of contexts they work within.
- (v) there is an increased focus on the development of candidates as critically reflective practitioners within the award with candidates asked to engage critically with educational practices and to use evidence informed approaches to support improved learning and attainment.
- (vi) Although there is no formal requirement to complete the PDA: Developing Teaching Practice at SCQF level 9 before progressing onto TQ (FE), the alignment to the new Professional Standards for Lecturers in Scotland's Colleges, and the focus on using research informed practice, use of data and critical reflective practice, makes this qualification of value when supporting professional career-long professional learning and development. Candidates completing the award will develop a range of core competencies that will help them to better perform their professional role while waiting to begin a TQ (FE) (Teaching Qualification (FE) programme.

5.1 Mapping of qualification aims to units

Code	Unit title	General aims				
		1	2	3	4	5
J4N5 36	Plan and Prepare the Learner Experience in Scotland's Colleges	X	X	X	X	
J4N6 36	Learning, Teaching and Assessment in Scotland's Colleges	X		X	X	X

Code	Unit title	Specific aims							
		1	2	3	4	5	6	7	8
J4N5 36	Plan and Prepare the Learner Experience in Scotland's Colleges	X	X	X		X			X
J4N6 36	Learning, Teaching and Assessment in Scotland's Colleges			X	X	X	X	X	X

5.2 Mapping of Units to the Professional Standards for Lecturers in Scotland's Colleges (November 2018)

The units in this award provide opportunities that will contribute to the development and/or application of the following underpinning knowledge, values and skills:

Code	Unit title	Professional Standards for Lecturers in Scotland's Colleges												
		Values			Knowledge and Understanding					Professional Practice				
		1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5
		Students at the centre	Leadership of learning	Continuous professional improvement	Political, social and economic drivers	Learning, teaching and assessment theory and approaches	Technologies and resources for learning, teaching and work	Student pathways within the wider education community	The principles, processes and purposes of quality assurance and improvement	Ongoing professional learning	Effective and inclusive practice and engagement with students and partners	Creates innovative curriculum design and learning and teaching	Effective application of digital technologies to learning, life and work	Critical reflective and collaborative practice in learning and teaching
J4N5 36	Plan and Prepare the Learner Experience in Scotland's Colleges	1.1.1 1.1.4 1.1.5	1.2.2 1.2.5	1.3.2 1.3.3 1.3.4	2.1.1 2.1.2 2.1.3 2.1.4	2.2.2 2.2.3 2.2.5 2.2.6 2.2.8 2.2.12	2.3.1 2.3.5 2.2.5	2.4.2	2.5.2 2.5.3	3.1.2 3.1.3 3.1.4	3.2.2 3.3.3 3.3.4 3.3.6	3.3.2 3.3.3 3.3.4 3.3.5	3.4.2 3.4.3	3.5.2 3.5.3
J4N6 36	Learning, Teaching and Assessment in Scotland's Colleges	1.1.2 1.1.3 1.1.4 1.1.5	1.2.2 1.2.3 1.2.4	1.3.1 1.3.3 1.3.4 1.3.5	2.1.1 2.1.2 2.1.3 2.1.4	2.2.1 2.2.3 2.2.9 2.2.10	2.3.1 2.3.3	2.4.2	2.5.2 2.5.3 2.5.4 2.5.5	3.1.2 3.1.3 3.1.4	3.2.1 3.3.2 3.3.3 3.3.4 3.3.5	3.3.2 3.3.3 3.3.4 3.3.5	3.4.2 3.4.3	3.5.2

5.3 Mapping of Core Skills development opportunities across the qualification(s)

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
J4N5 36	Plan and Prepare the Learner Experience in Scotland's Colleges	S	S	S	S	S	S	S	S	S	S	S	S
J4N6 36	Learning, Teaching and Assessment in Scotland's Colleges	S	S	S	S	S	S	S	S	S	S	S	

S = signposted Core Skills

Signposted: Learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification by completing the unit(s).

5.4 Assessment strategy for the qualification(s)

Unit	Outcome 1	Outcome 2	Outcome 3
Plan and Prepare the Learner Experience in Scotland's Colleges	<p>A group profile — written/oral format.</p> <p>An inclusive learning, teaching and assessment plan — written/oral format.</p> <p>Both produced under open-book/unsupervised conditions.</p>	<p>A detailed lesson plan — written/oral format.</p> <p>Open-book/unsupervised conditions.</p>	<p>A critical analysis of lesson planning and preparation, using a Harvard system of referencing — audio/video/professional dialogue/written format.</p> <p>Explanation of collaborative practice — produced under open-book unsupervised conditions — written/oral format.</p> <p>Both produced under open-book/unsupervised conditions.</p>
Learning, Teaching and Assessment in Scotland's Colleges	<p>Observation of practice by the assessor — (face-to-face/blended/synchronous/asynchronous delivery).</p> <p>2 x observed teaching sessions</p> <p>2 x post-observation professional dialogues with their assessor</p>		<p>An evaluation of the effectiveness and impact of their practice, with Harvard references — audio/video/professional dialogue/written format.</p> <p>Open-book/unsupervised conditions (evidence may be gathered over more than one assessment event).</p>

6 Guidance on approaches to delivery and assessment

It is expected that centres will deliver the PDA: Teaching Practice in Scotland's Colleges at SCQF level 9 using similar methods to those used within the predecessor award. This PDA is a workplace award and candidates will be working as a college lecturer before starting this qualification. The nature and scope of the units are designed to reflect the skills and knowledge they will be expected to use while carrying out their everyday job role as a lecturer in Scotland's colleges.

The class group(s) selected for this award should allow the candidate to demonstrate their ability to plan, prepare and deliver learning, teaching and assessment in a way that is responsive and tailored to both individual and group needs. Although not mandatory, where candidates are able to identify and work with a single class group to generate all assessment evidence for both units in the award, this would help them directly apply and develop their practice in a more focused, holistic and sustained way, within a specific context.

The same class group does not need to be used for both observations. This provides additional flexibility for centres and this approach could be used to gather evidence of a more diverse range of skills in learning, teaching and assessment practice. For example, when candidates are involved in planning, preparing and delivering learning at different SCQF levels or when they are observed teaching and assessing different types of learning (theoretical/practical or performance-based learning).

Assessment evidence of practical competence will be gathered through observation of teaching. This may include the direct observation of candidates teaching their students in college, indirect or remote observation of the delivery of online learning to students, either synchronous or asynchronous, where appropriate, or a combination of these. Complementary evidence of lesson and resource planning and production and critical evaluation of practice is also required, and this evidence can be presented in a variety of formats. It is recommended that formats are agreed in advance, between the candidate and the assessor.

Evidence of competence is likely to be gathered over several months, under open-book conditions. Centres should ensure that their assessment schedule provides candidates with sufficient time to produce and compile all necessary assessment evidence. The assessment strategy for this award would support use of a portfolio approach to gathering evidence of candidate competence.

6.1 Sequencing/integration of units

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 the *Learning, Teaching and Assessment in Scotland's Colleges* unit. These skills are developed and evidenced within the HN Unit, *Plan and Prepare the Learner Experience in Scotland's Colleges* which is the other mandatory unit in the PDA group award.

It is therefore, strongly recommended that candidates of the PDA should complete the units in the following sequence, to ensure background knowledge and skills are in place and are developed and applied incrementally:

Sequence	
1	Plan and Prepare the Learner Experience in Scotland's Colleges
2	Learning Teaching and Assessment in Scotland's Colleges

The units in this award can also be completed individually as stand-alone units. Please refer to the guidance sections in the Unit Specifications for further advice and information.

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 with TQ(FE) courses offered by the universities approved to deliver this qualification, namely Aberdeen, Dundee and Stirling. Some credit transfer may be awarded by individual universities for successful completion of the PDA award.

Note: Credit transfer arrangements are based on consideration of the degree of alignment and comparability of the skills developed within the PDA and an institution TQ (FE) programme, so different credit transfer arrangements may apply to different TQ (FE) providers. These arrangements are subject to review when universities revise and update their TQ (FE) programmes.

6.2.2 Professional recognition

This award has been aligned and mapped to the Professional Standards for Lecturers in Scotland's Colleges (2018) but offers no formal professional recognition.

6.2.3. Credit Transfer

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.

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.

To support the development of candidates, colleges could use the breakdown of the listed knowledge and skills within the guidance section of the units as a basis for creating e-learning opportunities using their VLEs. A variety of online learning content and assessments could be developed for candidates, and they could be asked to upload group profiles and plans for learning teaching and assessment, to college VLEs.

E-assessment could also be used for formative assessment purposes ahead of completing later summative assessments. For example, e-based content and learning materials could also be used to provide opportunities for individual candidates to participate in online professional discussion about their practice and to support the development of reflective practice and critical thinking skills.

6.4 Support materials

There are currently no assessment support materials available for this qualification.

6.5 Resource requirements

Evidence of competence will be gathered within the workplace.

Staff delivering this qualification should be experienced lecturers who have the TQ(FE) qualification or equivalent and have knowledge of the PDA group award and units.

The unit *Learning Teaching and Assessment in Scotland's Colleges* requires candidates to provide evidence of practice through observation. The observer should 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 candidates 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 assessments 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 (www.sqa.org.uk/GuideToAssessment).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

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.

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

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
02	Insertion of Section 6.2.3. Credit Transfer; to include credit transfer agreements from the University of Stirling and University of Dundee	27/11/20

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 all lecturers in any of Scotland's colleges — from inexperienced lecturers not long in post, to lecturers who want to find out more about current practice in planning, preparing and delivering the learner experience and gain formal recognition of their skills.

The award and unit content are focused on the development of a range of competences described within the updated Professional Standards for Lecturers in Scotland's Colleges (2018). By completing this award, you will be demonstrating that, in your work as a college lecturer, you are using, developing and refining these skills and competences.

The group award is made up of two mandatory units:

J4N5 36 *Plan and Prepare the Learner Experience in Scotland's Colleges*
J4N6 36 *Learning Teaching and Assessment in Scotland's Colleges*

To gain the group award you will have to successfully complete both units.

The units will develop your ability to successfully tailor your approach to better meet and proactively respond to the needs of your students. These skills will support you to better plan, prepare and deliver accessible and inclusive learning, teaching and assessment as a lecturer within one of Scotland's Colleges.

Assessment evidence of your practical competence will be gathered through observation of your teaching. This process may include direct observation of teaching students within college or indirect observation of you delivering blended or online learning to your students (synchronous/asynchronous) as appropriate.

You will also be asked to evidence your ability to effectively plan and prepare learning and assessment based on previously identified individual and class needs and to critically reflect on and evaluate your practice. You can evidence these abilities in a variety of formats including deriving evidence from professional discussion with your assessor. These skills will be fundamental in helping you develop your professional practice and evaluate the impact of your approach on learner progress and success.

Throughout this process you will have opportunities to develop a range of core and essential skills. For example, you will have opportunities to develop your communication and digital skills through your critical engagement with educational research informed practices and when considering how these approaches could be used within your day to day practice to support improved learning. You will also develop your ability to work collaboratively with others to plan and deliver learning, teaching and assessments that are accessible and inclusive for face to face and/or online learning environments.

On completion of the group award you will have developed a range of underpinning skills and competences that will help you with your future studies, such as completing a TQ (FE) programme.