

**Northampton College**  
**New Competency Booklet**  
**Teaching**

September 2008

## Introduction to Competencies

The College uses competencies as part of the selection process, probationary review, mentoring/coaching and at the appraisal meeting. There are three different groups of competencies dependant upon the job role. This booklet looks at the competency needed for teaching roles which includes:

- Lecturers
- Trainers
- Employee Development Executives (Band B of the Business Centre pay spine.)

All of College competencies are underpinned by the College's Core Values:

### College Values

***Northampton College helps people achieve their potential by....***

- Respecting and helping each other
- Engaging people through teaching with expertise and enthusiasm
- Developing people through learning
- Bring out the best in each other
- Playing a positive role in our community

### How will the Competencies be used?

Competencies will be used as part of the selection process as well as part of reviewing performance during the probationary period, with the mentor and then at the appraisal meeting. Prior to the selection interview or review meeting you will be asked to think of specific examples of where and when you have demonstrated effective performance in each competency. For example under ***Planning for Learning*** –you may be asked to describe how you went about planning for a lesson that you have recently taken.

Competencies that you know need developing should be shared with your line manager so that developmental support can be discussed. For example, you may wish to improve the way you engage with learners – under the competency ***Specialist Learning and Teaching***.

These competencies are based on the LLUK Professional Standards for Lecturers, Tutors and Trainers in the Lifelong Learning Sector (2007). The full Professional Standards are given after the competencies on pages 5 - 8.

### Planning for Learning (Domain D)

- 1) Produces schemes of work and session plans which meet the aims and needs of individual learners
- 2) Negotiates and records learning goals with learners
- 3) Uses feedback to inform future planning
- 4) Contributes to planning as part of a team and evaluates this contribution

### Learning and Teaching (Domain B)

- 1) Establishes a learning environment where learners feel safe, secure, confident and valued
- 2) Uses a range of effective and appropriate learning and lecturing techniques which motivate and engage learners
- 3) Uses a range of effective resources, including new and emerging technologies
- 4) Demonstrates effective oral, written and non-verbal communication
- 5) Evaluates their delivery of lecturing and undertakes appropriate professional development
- 6) Collaborates with colleagues and learners to encourage learner progress

### Specialist Learning and Teaching (Domain C)

- 1) Demonstrates current knowledge and expertise in their own specialist area, including appropriate literacy, language and numeracy skills
- 2) Undertakes regular and relevant professional development in their specialist area
- 3) Enthuses and motivates learners about the specialist area
- 4) Develops learners' skills relevant to employment in the specialist area, including functional skills

## Assessment for Learning (Domain E)

- 1) Applies appropriate methods of assessment fairly and effectively
- 2) Devises and use a range of assessment tools, to check learning objectives are met
- 3) Contributes effectively to the organisation's quality cycle and external body requirements
- 4) Uses and evaluates assessment information to plan support and encourage learners' planning

## Access and Progression (Domain F)

- 1) Provides appropriate information to learners on student services, college facilities and relevant external services
- 2) Provides current information to learners on potential career, training or education opportunities in their specialist area
- 3) Works with colleagues to provide effective support and guidance to learners

**The following values set out in Domain A, support and inform all the commitments, knowledge and practice set out in the other domains.**

## **Professional values and practice (Domain A)** (These support and inform all the commitments, knowledge and practice set out in the other domains.

- 1) Uses evaluation and reflection to improve own practice
- 2) Maintains a learning environment which conforms to statutory requirements
- 3) Promotes equality in learning and lecturing and engages with diversity
- 4) Encourages learners to recognise how learning can empower them
- 5) Keeps up to date with current learning practice and theory
- 6) Communicates and collaborates with others to develop their practice and enhance learners' experience

## LLUK Professional Standards for Lecturers, Tutors and Trainers in the Lifelong Learning Sector (2007)

### *Planning for Learning (Domain D)*

<b>Evidence of demonstration gained through e.g. scheme of work session plans, eILPs</b>
DP 1.1 Plan coherent and inclusive learning programmes that meet learners' needs and curriculum requirements, promote equality and engage with diversity effectively.
DP 1.2 Plan lecturing sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies.
DP 1.3 Prepare flexible session plans to adjust to the individual needs of learners.
DP 2.2 Negotiate and record appropriate learning goals and strategies with learners.

<b>Evidence of demonstration gained through e.g. student evaluation, self-assessment, professional discussion, CPD records, IfL CPD portal reflection</b>
DP 2.1 Plan for opportunities for learner feedback to inform planning and practice.
DP 3.1 Evaluate the success of planned learning activities.
DP 3.2 Evaluate the effectiveness of own contributions to planning as a member of a team.

### *Learning and Teaching (Domain B)*

<b>Evidence of demonstration gained through observation of lecturing/tutorials</b>
BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued.
BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes.
BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning.
BP 2.1 Provide learning activities which meet curriculum requirements and the needs of all learners.
BP 2.2 Use a range of effective and appropriate lecturing and learning techniques to engage and motivate learners and encourage independence.
BP 2.3 Implement learning activities which develop the skills and approaches of all learners and promote learner autonomy.
BP 2.4 Apply flexible and varied delivery methods as appropriate to lecturing and learning practice.
BP 2.5 Encourage learners to use their own life experiences as a foundation for their development.
BP 3.1 Communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance learning.
BP 3.2 Use listening and questioning techniques appropriately and effectively in a range of learning contexts.
BP 3.3 Structure and present information clearly and effectively.
BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies.

<b>Evidence of demonstration gained through e.g. student evaluation, self-assessment, professional discussion, CPD records, IfL CPD portal reflection</b>
BP 2.6 Evaluate the efficiency and effectiveness of own lecturing, including consideration of learner feedback and learning theories.
BP 2.7 Use mentoring and/or coaching to support own and others' professional development, as appropriate.
BP 3.4 Evaluate and improve own communication skills to maximize effective communication and overcome identifiable barriers to communication.
BP 3.5 Identify and use appropriate organisational systems for communicating with learners and colleagues.
BP 4.1 Collaborate with colleagues to encourage learner progress.
BP 5.2 Select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity.

### ***Specialist learning and teaching (Domain C)***

<b>Evidence of demonstration gained through observation of lecturing/tutorials</b>
CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.
CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area.
CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning.
CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies.
CP 4.2 Work with learners to identify the transferable skills they are developing and how these might relate to employment opportunities.

<b>Evidence of demonstration gained through e.g. student evaluation, self-assessment, professional discussion, CPD records, IfL CPD portal reflection</b>
CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context.
CP 3.1 Apply appropriate strategies and theories of lecturing and learning to own specialist area.
CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.
CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.
CP 4.1 Access sources for professional development in own specialist area.

### ***Assessment for Learning (Domain E)***

<b>Evidence of demonstration gained through observation of lecturing/tutorials</b>
EP 1.1 Use appropriate forms of assessment and evaluate their effectiveness in producing information useful to the lecturer and the learner.
EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate, those which exploit new and emerging technologies.
EP 2.1 Apply appropriate methods of assessment fairly and effectively.
EP 3.1 Ensure that learners understand, are involved and share in responsibility for assessment of their learning.
EP 4.1 Use assessment information to promote learning through questioning and constructive feedback, and involve learners in feedback activities.

<b>Evidence of demonstration gained through e.g. student evaluation, self-assessment, professional discussion, CPD records, IfL CPD portal reflection</b>
EP 1.3 Develop, establish and promote peer- and self-assessment as a tool for learning and progression.
EP 2.2 Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.
EP 2.3 Design appropriate assessment activities for own specialist area.
EP 2.4 Collaborate with others, as appropriate, to promote equity and consistency in assessment processes.
EP 3.2 Ensure that access to assessment is appropriate to learner need.
EP 4.2 Use feedback to evaluate and improve own skills in assessment.
EP 5.1 Contribute to the organisation's quality cycle by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions and learners' progress.
EP 5.2 Conduct and record assessments which adhere to the particular requirements of individual learning programmes and, where appropriate, external bodies.
EP 5.3 Communicate relevant assessment information to those with a legitimate interest in learner achievement, as necessary/appropriate.

### ***Access and Progression (Domain F)***

<b>Evidence of demonstration gained through observation of lecturing/tutorials</b>
FP 2.1 Provide effective learning support, within the boundaries of the lecturing role.

<b>Evidence of demonstration gained through e.g. student evaluation, self-assessment, professional discussion, CPD records, IfL CPD portal reflection</b>
FP 1.1 Refer learners to information on potential current and future learning opportunities and appropriate specialist support services.
FP 1.2 Provide learners with appropriate information about the organisation and its facilities and encourage learners to use the organisation's services, as appropriate.
FP 3.1 Provide general and current information about potential education, training and/or career opportunities in relation to own specialist area.
FP 4.1 Provide general and current information about a range of relevant external services.
FP 4.2 Work with colleagues to provide guidance and support for learners.

***Professional values and practice (Domain A)***

<b>Evidence of demonstration gained through observation of lecturing/tutorials</b>
AP 1.1 Encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations.
AP 6.2 Demonstrate good practice through maintaining a learning environment which conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults.

<b>Evidence of demonstration gained through e.g. student evaluation, self-assessment, professional discussion, CPD records, IfL CPD portal reflection</b>
AP 2.1 Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship.
AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.
AP 3.1 Apply principles to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity.
AP 4.1 Use relevant theories of learning to support the development of practice in learning and lecturing.
AP 4.2 Reflect on and demonstrate commitment to improvement of own personal and lecturing skills through regular evaluation and use of feedback.
AP 4.3 Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of research.
AP 5.1 Communicate and collaborate with colleagues and/or others, within and outside the organisation, to enhance learners' experience.
AP 5.2 Communicate information and feedback about learners to others with a legitimate interest, appropriately and in a manner which encourages trust between those communicating and respects confidentiality where necessary.
AP 6.1 Conform to statutory requirements and apply codes of practice.
AP 7.1 Keep accurate records which contribute to organisational procedures.
AP 7.2 Evaluate own contribution to the organisation's quality cycle.
AP 7.3 Use feedback to develop own practice within the organisation's systems.