

Teaching in Further Education – Delivery and Assessment

Unit DV5V 36

Introductory Guide

The East of Scotland Staff Development Collaborative Group

Version 2 – August 2009

© Crown Copyright

This document is available in alternative formats. If required please contact your Centre.

Acknowledgements

SQA is acknowledged for reproduction of the unit specification.

Contents

SQA Unit Specification	1
Introduction to the Unit.....	11
<i>What This Unit is about.....</i>	11
<i>Outcomes.....</i>	11
<i>Credit Value</i>	11
<i>Prior Experience.....</i>	12
<i>Progression or Related Study</i>	13
Introduction to this Package	14
<i>Approximate Study Time.....</i>	14
<i>How to Use the Package.....</i>	14
Symbols used in the Package	15
Assessment Information.....	16
<i>How you will be Assessed.....</i>	16
<i>When and Where You will be Assessed</i>	16
<i>What You Have to Achieve</i>	16
<i>Additional Support Needs.....</i>	16
<i>Opportunities for Reassessment.....</i>	17
List of Activities.....	18
<i>Checklist of Activities for Section 1</i>	19
<i>Checklist of Activities for Section 2</i>	21
<i>Checklist of Activities for Section 3</i>	22
Other Resources Required.....	23
Attendance/Tutor Contact Requirements.....	23
<i>Tutor Contact Details</i>	23
Candidate Evaluation Form	24
Appendix 1	26
<i>Record of Professional Discussion.....</i>	26
Appendix 2.....	27
<i>An Introduction to Developing Reflective Practice.....</i>	27
Appendix 3	29

Guide to Referencing and Bibliography..... 29

SQA Unit Specification

Description

General Competence for Unit

Develop the skills and knowledge required for managing an effective learning and teaching environment, assessing the learning process and giving feedback to learners.

Understand the roles, rights and responsibilities of the further education lecturer.

This unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

Outcomes

1. Implement a plan to promote learning
2. Assess learning and give feedback
3. Meet professional and legal requirements

Credit Value: 1 HN Credit

Access Statement

Access to this unit is at the discretion of the centre.

Statement of Standards

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Implement a Plan to Promote Learning

Knowledge and/or skills

- Management and delivery of teaching strategies
- Using learning and teaching activities which involve learners
- Arranging the learning environment to complement the learning and teaching approach
- Ways of structuring and presenting information and ideas
- Using differentiation strategies
- Group dynamics
- Barriers to learning and how to overcome them
- Challenge and motivation of learners: high but realistic expectations
- Strategies to develop learning skills of learners
- Information literacy skills required by learners
- Techniques for identifying opportunities to develop core skills
- Sources of information about learners' previous experiences
- Social, cultural and emotional factors and their effect on learning
- Ways of seeking, responding to and giving feedback for learning
- Effective and appropriate communication with learners, colleagues and other professionals for the purposes of facilitating learning
- Using learning, teaching and assessment resources, including materials, to meet diverse learning needs
- Use of ICT to address different learning needs
- Consolidating and reinforcing learning
- Relevant legislation
- The reflective practitioner

Evidence Requirements for Outcome 1

Candidates will provide performance evidence by delivering a minimum of two observed teaching sessions. Over the sessions the candidate should:

- Meet the aims and objectives of the planned session and learners' needs
- Engage the learners
- Promote learning and independent learning
- Demonstrate two learning and teaching methods
- Employ at least two different learning resources

Candidates will provide written evidence in the form of:

- A profile for the group of learners which provides an outline of the course programme which the learners are following and their learning needs
- Learning and teaching plans for the two observed sessions
- An explanation of how the learning, teaching and assessment resources meet the learners' needs
- Reflective notes on the observed sessions

Evidence must be generated in the workplace. The Unit and group of earners selected by the candidate must be agreed with the assessor.

Assessment Guidelines

Candidates will need to identify the sessions for delivering to a group of learners covering both performance and knowledge evidence. Assessment of the candidate's ability to deliver effective learning and teaching sessions should be recorded on a checklist. The group profile and detailed learning and teaching plans for the observed sessions may be those provided as evidence for the Unit: Teaching in Further Education – Planning

Outcome 2

Assess learning and give feedback

Knowledge and/or skills

- College policy and procedures on assessment and feedback including those for alternative assessment arrangements
- Awarding Body Standards for assessment
- timing and conditions for assessment including alternative assessment arrangements for learners with additional needs
- use of criteria, marking, marking schemes and sample solutions to measure competence/knowledge/skills

- making fair and consistent assessment decisions
- giving oral and written feedback to promote learning, affirm achievement and inform future learning goals
- recording evidence against agreed criteria
- record keeping: checklists and schedules, attainment records, use of ICT
- ways of using assessment information to maintain standards
- reporting to other agencies, e.g. employers, schools

Evidence Requirements

Candidates will provide written and performance evidence of their ability to assess Outcomes of learning and provide feedback to learners. Performance evidence will take the form of a) an assessment plan for a Unit b) feedback to at least two learners (one written, one oral) using feedback skills which promote learning, affirm achievement and inform future learning goals and c) assessment records for the learners which meet their organisation's procedures for record keeping.

For written evidence candidates should produce a reflective account of 750 words to justify their assessment decisions. Evidence may also be derived from a professional discussion or produced in audio, video or note format and should be agreed with the assessor.

Evidence must be generated in the workplace. Assessments must not be carried out as case studies, simulations or theoretical exercises

Assessment Guidelines

The assessment plan may be the learning, teaching and assessment plan provided for the Unit : Teaching in Further Education - Planning. Assessment of the candidate's ability to assess the Outcomes of learning, adhere to marking guidelines and give oral feedback to a learner should be recorded on a checklist. One of the observed sessions for Outcome 1 could be used to provide evidence of giving oral feedback to a learner. The candidate is not expected to have the knowledge or skill to design instruments of assessment. Therefore the instruments of assessment which are used should have been previously verified.

Outcome 3

Meet professional and legal requirements

Knowledge and/or skills

- Job descriptions and terms and conditions of service
- Roles, rights and responsibilities
- Professionalism and ethics
- College policy and procedures for guidance and support
- Guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists
- Relevant legislation and good practice: equality and social and cultural diversity: the protection and welfare of children, young people and vulnerable learners; freedom of information, data protection, and copyright
- Continuing professional development

Evidence Requirements

Candidates will provide written evidence, in the form of a commentary (1,000 words), of their ability to meet their professional and legal requirements by:

- Analysing the professional and legal requirements of their job role, including their professional responsibilities in relation to the guidance and support of learners
- Carrying out effective self-evaluation of their practice, supported by examples of actual work practice
- Identifying appropriate ways of enhancing their practice
- Creating an action plan for his/her development needs

Evidence may also be derived from a professional discussion. Reference should be made to appropriate documentation, including college policy and procedures. Evidence of authenticity of the candidate's commentary and work practice should be included, either by witness testimony and/or appending relevant documentation.

Evidence must be generated in the workplace.

Assessment Guidelines

The assessment must be a real evaluation of the candidate's own practice and performance and not carried out as case studies, simulations or theoretical exercises.

Support Notes

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

Whilst the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours

Guidance on the content and context for this Unit

This Unit has been designed for candidates who already have or anticipate having, responsibility for delivering and assessing learning in further education. The experience of facilitating learning, teaching and assessment will enable candidates to use a variety of approaches to empower, motivate and support learners to develop knowledge, skills and attitudes for learning, personal development and employment. By gaining an understanding of their professional and legal requirements they will be enabled to develop best professional practice.

The principal context will be the teaching environment. The candidate should have access to a workplace where evidence to meet the Performance Criteria can be generated. Integration in the delivery and assessment of Teaching in Further Education - Planning is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- The importance of pacing learning and teaching appropriately
- How to sequence and pace communication with learners
- Differing learning contexts i.e. small group, large group, informal with wide scope for interaction between tutors and learners, formal with limited scope for interaction
- Independent learning skills and how to foster these
- How to encourage learners to work effectively on their own
- Theories concerning motivation and ways of motivating learners
- Dynamics of group sessions
- Processes involved in group learning
- Factors likely to effect learning and behaviour in groups
- Barriers to learning in groups
- How to address individual learning needs in a group setting
- How to monitor learners' progress in a group setting

- Issues of equality of opportunity and non-discriminatory practice in relation to group work
- Appropriate and effective use of universal design concept, alternate formats and assistive technologies
- Effective use of ICT
- What constitutes acceptable levels of work to enable learners to meet defined learning outcomes
- Facilitation and intervening skills and how to identify which skills to use and when to use them
- Methods of eliciting personal views
- How to give constructive feedback
- Ways of consolidating and reinforcing learning

Outcome 2

- The role of assessment in relation to the learning cycle
- Appropriate timing and pacing of assessment within a learning programme
- Methods of assessing performance and their characteristics e.g. watching learners perform, setting skills tests, arranging simulations
- Methods of assessing knowledge and their characteristics e.g. oral questioning, written questioning, setting projects and tasks
- Integration of assessment
- Equality, diversity and inclusion issues in relation to assessment
- Alternative assessment opportunities for learners with additional needs
- How to judge evidence reliably
- How to make fair and consistent assessment decisions
- How to monitor and review progress with learners
- How to give constructive feedback to learners according to the nature of the decision taken
- Evidence recording e.g. use of checklists
- Organisational procedures for recording assessment Outcomes including the requirements of Awarding Bodies
- How to record and process assessment decisions
- How to comply with legal requirements with regard to the protection of data

Outcome 3

- job descriptions and terms and conditions of service
- roles, rights and responsibilities of the FE lecturer
- professionalism and ethics
- what constitutes best professional practice

- college policies and procedures for guidance and support, including referral
- the lecturer's role in relation to pre-programme, induction, ongoing and progression support and guidance (this is confined to responsibilities for first-line guidance and support, not those of a course tutor)
- the potential to do harm if lecturers exceed their own levels of competence
- college guidance structure
- learner support, learning support, extended learning support and counselling
- sources for specialist counselling and other professional support and how to access them
- distinctions between learner support and pastoral care functions
- the specific communication needs of individual students, including those with learning difficulties and disabilities
- maintenance of confidentiality
- equality of opportunity and anti-discriminatory practice.
- professional development planning

Guidance on the Delivery and Assessment of this Unit

Candidates should be encouraged to generate evidence of achievement from the workplace. Assessments must not be carried out as case studies, simulations or theoretical exercises.

Direct Observation, oral questioning, written/documentary evidence and professional discussion would be appropriate methods of assessment for this unit. The candidate should also keep a reflective diary describing his/her performance. This form of record would need to be substantiated by an authorised source.

This is a practical unit and its focus is on promoting learning using a variety of different approaches and appropriate resources to meet diverse learners' needs, assessing learners and giving feedback, evaluating the learning experience and planning for improvement of own practice. Candidates should have several opportunities to prepare for the summative assessment.

Opportunities for developing Core Skills

- All elements of the Core Skill of Problem Solving, that is Planning and Organising, critical Thinking and Reviewing and Evaluating will be developed and enhanced as candidates undertake this Unit. As aims and objectives are analysed in detail the identification and assessment of all factors impacting on providing the most effective learning environment and experience will involve a high level of critical thinking. Designing and implementing teaching strategies which allow ongoing opportunities for review and adjustment will be of critical importance. Reflective review and evaluation of the achievements of each stage of delivery will be an essential aspect of competence.
- Candidates will have opportunities to develop a sophisticated level of oral communication skills in questioning, giving information and responding to others in the most appropriate way to progress learning. Signposting key points and adapting register and style to the needs of the learners is integral to achievement. Analysing and responding to others will involve using a range of verbal and non-verbal communication techniques to demonstrate assertive and supportive behaviour which will be critical to successful performance and best practice. Exploration of the value and impact of open and closed questioning and use of a range of active listening techniques is an essential part of competence.
- Although skills in communication are not formally assessed candidates are expected to express essential ideas and information accurately and coherently, use a formal structure and recognised format referencing system and check language, spelling punctuation and syntax for accuracy
- Candidates will need to produce and present materials to a standard which would be professionally acceptable and effective. Resources available should include appropriate software packages to support accuracy and the effective presentation of information. Opportunities exist to create documents, designs, or models from different types of data in a range of media.
- The Unit offers many opportunities to explore ways of enhancing skills in managing co-operative working. Planning and delivering teaching sessions involves the identification of aims which must be tailored to the needs of learners and consistent with available resources. Maximising opportunities to enhance negotiation with others as far as is appropriate by offering encouragement, demonstrating, explaining and adapting behaviour to maximise the strengths of all involved in the learning process will be integral to the role of the teacher. Candidates could practice developing approaches to instruction and negotiation supported by self or group assessment checklists and demonstrate or describe an empathic understanding of the physical emotional and cultural needs of

others to be considered in order to progress communication within the constraints of organisational and legal considerations

Open Learning

This Unit is suitable for open and distance learning delivery. The assessment strategy and guidelines described in this specification must still be applied if this method of delivery is chosen. For further information and advice, please see Assessment and Quality Assurance for Open and Distance Learning [SQA, 2001]

Candidates with Additional Support Needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs, which is available on SQA's website:

www.sqa.org.uk

Introduction to the Unit

What This Unit is about

This Unit will help you to develop the skills and knowledge for managing an effective learning and teaching environment, assessing the learning process and giving appropriate feedback to learners. It will also help you to understand the roles, rights and responsibilities of a lecturer in further education.

Outcomes

There are 3 Outcomes in the Unit.

1. Implement a plan to promote learning
2. Assess learning and give feedback
3. Meet professional and legal requirements

Credit Value

The credit value for this unit is 1 HN Unit.

There are 3 Sections in this Unit.

Section 1: Implement a Plan to Promote Learning

You will look at:

- how to effectively implement a range of learning strategies and use different modes of delivery according to learners' needs
- how to implement and manage group learning effectively
- how to use your learning resources effectively to meet the needs of learners

Section 2: Assess Learning and Give Feedback

You will look at:

- the reasons and purposes for assessing learners
- how to identify when learners should be assessed in a programme of learning
- how to make fair and consistent assessment decisions
- how to give effective feedback to learners on assessment decisions that will inform their future learning goals

Section 3: Meet Professional and Legal Requirements

You will look at:

- the roles, rights and responsibilities of the FE lecturer.
- legislation and good practice in relation to equality, social and cultural diversity and the protection and welfare of children, young people and vulnerable learners.
- The college's policies and procedures for guidance and support, the lecturer's guidance and support roles, responsibilities and boundaries and how they relate to remits for guidance tutors and other specialists.

Prior Experience

Access is at the discretion of the Centre. However, you will normally be expected to have attained:

- competence in Communication skills at SCQF level 6 or above
- competence in numeracy skills at SCQF level 4 or above
- competence in Information Technology Skills at SCQF level 5 or above
- Some knowledge of learning, teaching and assessment in further education

Progression or Related Study

This unit may form part of the Professional Development Award of Advanced Diploma: Teaching in Further Education when undertaken with other related core units:

Advanced Diploma: Teaching in Further Education: An Introduction

Code	Unit Title	HN Credits
DV5X 36	Teaching in Further Education: Planning	1
DV5V 36	Teaching in Further Education: Delivery and Assessment	1

Advanced Diploma: Teaching in Further Education

Code	Unit Title	HN Credits
DV5P 36	Plan and Prepare the Learning Experience	2
DV5K 36	Facilitate Learning, Teaching and Assessment	2
DV5L 36	Develop Professional Practice	1

Introduction to this Package

Section	Title	No of Pages
1	Implement a plan to promote learning	61
2	Assessing learning and giving feedback	44
3	Meet professional and legal responsibilities	38

Approximate Study Time

Section 1 should take you about 20 hours to complete but this does not include any additional reading you may wish to undertake, especially if there are areas you are interested in exploring in more depth.

Section 2 should take you about 10 hours to complete. This is a notional study time which might vary quite a lot depending on how long you have been working in further education and what your previous experience is.

Section 3 should take you about 10 hours to complete. This will vary according to the amount of additional reading required.

How to Use the Package

It is recommended that you work through the package in the order of the Sections. However, if you feel that it would be better for you to do them in a different order ask your tutor's advice.

At the end of this Introductory Guide you will find the following:

- Appendix 1 Record of Professional Conversation
- Appendix 2 An Introduction to Developing Reflective Practice
- Appendix 3 Guide to Referencing and Bibliography

Symbols used in the Package

The following symbols will be used as you work through the Sections. They are explained again in the introduction to each Section. The activities are numbered sequentially



Reflective Activity

This type of activity encourages you to think about the information you have been given and how it applies to your College's context. There is no need to submit these to your tutor for marking and feedback.



Developmental Activity

This type of activity encourages you to find out more about a concept and to form your own opinion about it. These activities are for your personal professional development and again you need not submit these to your tutor.



Review Activity

This activity gives you the opportunity to get some feedback from your tutor. These activities will help your tutor to check that you are ready to undertake the summative assessment tasks.

You are encouraged to complete as many of these activities as you can, as they are an important part of your learning experience. Many of them also support or contribute directly to your summative assessment.

Assessment Information

How you will be Assessed

The work you do for the activities, are all part of the formative assessment for this Unit. You should make sure you keep everything you produce or collect as you work through the package. It may contribute towards the Summative Assessment.

To achieve this Unit the candidate (you) should provide sufficient evidence that you have met the evidence requirements for the Unit as specified within the Statement of Standards for the Unit (see above)

The Summative Assessment for each Outcome of this Unit is contained within the Sections.

Don't throw anything away!

As you work through the package you should keep everything you amass. Any notes, materials you produce, evidence of feedback from your learners as well as the Activities you will be working through may be useful to you in producing the evidence needed for the Summative Assessment.

When and Where You will be Assessed

You can be assessed whenever you and your tutor are satisfied that you are capable of meeting the evidence requirements of the Unit Outcomes.

The assessments will take place in your college or in a place approved by your college.

What You Have to Achieve

You have to produce sufficient performance and written evidence that you have met the required objectives for each Outcome.

Additional Support Needs

If you have any additional support needs which may require an adjustment to the assessment of this Unit you should discuss this with your tutor.

Opportunities for Reassessment

In the event that you do not produce sufficient evidence you will be given the opportunity for remediation and one further attempt at assessment.

List of Activities

The checklists shown on the following pages list the Activities that will be undertaken by you in Sections 1, 2 and 3. You can tick these to record the ones you have completed.

Your tutor has also been provided with similar checklists in the Tutor Guide for this Unit.

Checklist of Activities for Section 1

Activity	Name/description	Evidence	✓/X
1	What is a learning environment?: Search for definition of learning environment	Note of definition	
2	Managing the physical learning environment	Table to transfer of summarised discussions	
3	Adjusting the physical learning environment to meet your needs:	Table to transfer of steps undertaken	
4	The roles of the tutor	Table to transfer	
5	Developing your professional practice	Reflective exercise to transfer	
6	Establishing a rapport with a new group of learners	Summarised discussion/ reflection to transfer	
7	Understanding group dynamics: reading exercise		
8	Managing the learning group	Table to transfer of summarised discussions	
9	Activities that can be incorporated into large group learning sessions	Table to transfer	
10	Using questioning and answering sessions to encourage participation	Summarised notes to transfer	
11	Identifying opportunities to develop core skills	Complete table	
12	Adopting the correct level and type of language exercise	Complete table	
13	What types of learner behaviour are inappropriate?	Complete table	
14	Strategies to promote positive behaviour in the learning environment	Complete table	
15	Meeting the Individual learner's needs. Reading preparation (www)	Complete table	
16	Steps taken to overcome discrimination and promote	Complete table	

	equality of opportunity in your own Institution: research by candidate into own institution		
17	Summarise your legal responsibilities as a tutor	Complete table	
18	Feedback on plans for implementing your observed teaching sessions: individual exercise - requires preparation for tutor feedback	Summarised notes	

Checklist of Activities for Section 2

Activity	Name/description	Evidence	✓/X
1	The purpose of assessment: reflective individual activity	Notes	
2	Identifying opportunities for formative and summative assessment:	Notes	
3	Assessment terminology: individual	Complete table	
4	When to assess?	Notes	
5	Assessment validity	Summarised notes	
6	Assessment checking procedures	Reflective notes	
7	Fair and consistent assessment	Summarised notes of reflection	
8	Reflection on your assessment decisions	Bullet points	
9	Critical reflection on receiving feedback	Summarised notes of group discussion	
10	Different methods of giving feedback	Complete table	
11	Recording and reporting assessment decisions	Notes on table	

Checklist of Activities for Section 3

Activity	Description	Evidence	✓/X
1	Candidate to locate Job Description and Terms and Conditions of Service and check duties listed	Candidate's notes and copy of job description and Terms and Conditions of Service	
2	Candidate to find Code of Practice for own college and respond to questions on this	Candidate's responses to questions and copy of Code of Practice	
3	Web search – candidate to access GTC website and search for documents	Copy of Professional Code for Registered Teachers and Professionalism in Practice documents, and candidate's response to questions	
4	Self-assessed activity on CPD	None	
5	Candidate to find CPD Planner used in own college	Copy of CPD Planner	
6	Candidate to find CPD Log used in own college and access SFEU CPD area	Copy of CPD Log	
7	Candidate to start to plan and log all CPD activity if not already doing so	None at this point	
8	Candidate to locate a copy of Guidance Policy in own college	Copy of College Guidance Policy and Procedures	

Other Resources Required

The introduction to each Section gives you clear advice on the resources you will need for that Section. If you require resources in alternative formats please contact your tutor or student services.

Attendance/Tutor Contact Requirements

You will negotiate this with your tutor. Remember, if at any time there is something you don't understand or need help with, contact your tutor. Whatever it is, it won't go away. If you want help, advice or guidance – **ask**. Don't forget you may have colleagues with more experience than you. Ask them for help too.

Note below your tutor's name, telephone and extension numbers. If you are comfortable using Information and Communication Technology (ICT) and you have access to e-mail, you could note your tutor's e-mail address too. It's a good idea to agree with your tutor times when it should be easy to get hold of them. This can save a lot of 'missed' phone calls.

Tutor Contact Details

Your tutor for this Unit is:

Name: _____

Telephone Number: _____

Email address: _____

Contact Times: _____

Candidate Evaluation Form

The views of candidates who have used these learning materials are important. Your feedback and comments will assist us in evaluating and, where necessary, improving this package for future candidate and tutor use.

We would be grateful if you would spend a little time completing and returning this form to your tutor.

Please answer all of the questions as fully and frankly as possible. Please rate the materials by placing a tick in the appropriate box and adding relevant comments in the space provided.

Thank you for your assistance.

- | | | | | | |
|---|---|---------------------------------------|----------------------------------|----------------------------------|---------------------------------------|
| 1 | Sufficient advice was given in the materials on how to use the package | Very Good
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very Poor
<input type="checkbox"/> |
| 2 | The content meets quality and equality requirements | Very Good
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very Poor
<input type="checkbox"/> |
| 3 | The content was set at an appropriate level for me | Very Good
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very Poor
<input type="checkbox"/> |
| 4 | I understood clearly what was expected of me for each Section | Very Good
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very Poor
<input type="checkbox"/> |
| 5 | The content of each Section was enough to allow me to meet these expectations | Very Good
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very Poor
<input type="checkbox"/> |

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 6 | The use of ICT was relevant and appropriate | Very Good | Good | Poor | Very Poor |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | There were enough appropriate activities in the package | Very Good | Good | Poor | Very Poor |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Feedback to activities was included to let me monitor my progress | Very Good | Good | Poor | Very Poor |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | The learning materials and activities prepared me for assessment | Very Good | Good | Poor | Very Poor |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Advice was included to assist me if I was having problems | Very Good | Good | Poor | Very Poor |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | The package was organised in such a way that it was easy to follow | Very Good | Good | Poor | Very Poor |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | The package is appropriate for use with a minimum of contact from my tutor | Very Good | Good | Poor | Very Poor |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Overall I would rate this package as | Very Good | Good | Poor | Very Poor |
| | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Name..... College..... Date.....

Thank you once again for your assistance

Appendix 1

Record of Professional Discussion

Name:

Tutor Name:

Date:

Unit:

Outcome:

When you are undertaking some of the Activities, you may find that a professional discussion with your tutor will add value to your learning as well as providing required evidence for assessment purposes. Use the space below to record the substance and outcome of any professional discussion that you have with your tutor (or other appropriate person).

Signed (Candidate) Date

Signed (Tutor) Date

Appendix 2

An Introduction to Developing Reflective Practice

Reflective Diary

You are required to keep a well-evidenced reflective diary describing your performance throughout your study of this unit. It is important to get this established at the beginning and to ensure that you regularly keep it up-to-date. This will help you to capture your thinking and will provide evidence for your development as a reflective practitioner. This diary will assist you when you come to write your evaluative report as part of the assessment for this unit.

A reflective diary is a personal document, which records the efforts you are making in your teaching and your reflective thoughts on what you have learnt as a result. This document could be paper-based, electronic or in the form of a blog (see below).

There are no hard and fast rules on how to create and maintain such a diary, the important thing is that it must be meaningful to you.

The layout of your diary is less important than what you write or record. Remember, these are your thoughts and you should just set about recording them as they come to you, remember to date your entries so that you have a chronology of ideas and thought.

Write/record in your diary on a regular basis, it might be helpful to schedule time to do so weekly.

Be selective about what you write/record. Focus on the things that are important. You can include photos, diagrams, etc if they are meaningful to you, or you may wish to create an audio record.

The structure of your recordings is up to you, however you might find the following ideas useful:

A series of questions:

- What am I doing?
- Why am I doing it this way?
- How effective is it?
- How are the learners responding?
- How can I do it better?

The model offered in Alan Chapman's resources at www.businessballs.com/freematerialsinword/reflective_diary_journal_templates.doc

is useful and takes you through the following questions:

- What did I do?
- How do I feel about it?
- What can I take from this?
- What improvement do I want to make?
- What do I need to do or learn to achieve this?
- How will I measure and know that I have succeeded in this?

Presenting a Reflective Diary

You may choose to record your reflections using a variation of the sample template that is provided in the Study Guide. It's important to understand that the template is offered only as a suggestion for the format that you may use and you should feel free to create your own template.

Many teachers and students are reading and contributing to Weblogs, or Blogs as they are commonly known.. A blog is an easily created and regularly updated website with a strong personal perspective. Blogs are typically structured in reverse chronological order so that the most recent information is listed first. Most weblogs are published on the internet, and each entry accommodates a comment facility so that people reading the blog can respond to an entry and initiate conversation with the author. This, together with user-friendly interface of blogs makes blogging software an ideal solution for developing your reflective log.

You can find out more about blogs before you start to think about making your own by browsing at the links below:

What is Blogging?

http://www.bbc.co.uk/webwise/askbruce/articles/browse/blogging_1.shtml

Bibliography

Chapman, A. (2006) *Reflective Diary/Journal Process and Notes*
www.businessballs.com/freematerialsinword/reflective_diary_journal_templates.doc Accessed 25.8.09

BBC (2007) *What is Blogging?*
http://www.bbc.co.uk/webwise/askbruce/articles/browse/blogging_1.shtml
Accessed 25.8.09

Appendix 3

Guide to Referencing and Bibliography

Adopting accurate referencing procedures and conventions is important for several reasons:

- Using references demonstrates the range of reading you have undertaken
- Referencing provides evidence and support to the statements/arguments you bring forward
- Correct referencing enables the reader of your work to locate the publications you have engaged with
- To add someone's work to yours without acknowledgement is plagiarism. This could have serious implications for continuing with the Professional Development Award.

The guidelines presented here are based upon the Harvard system of referencing. It is essential that when you reference within the text of your work and when you include the reference list at the end of your work, you adopt the same standard of referencing style.

Presentation of References

At the end of your report or assignment but before any appendices, there should be a single heading, "Bibliography" under which the references are listed together in alphabetical order.

Included within this list should be all references used within the text of your report or assignment

Citing a reference used in the main part of your report

1. If you quote an author directly you must state the author's name, year of publication and the page numbers. Clearly indicate where the quotation begins and finishes by using quotation marks. You do not have to include the title of the book in the text.

According to Brookfield (1995:42) to be a critically reflective teacher we have "...to see our ideas and practices as needing constant investigation."

(The...at the beginning of the quotation indicates that some of the quotation has been omitted. The full quotation is on page 42)

2. Alternatively you might write:

“It is in the nature of the reflective process for us always to be evolving. We never have the luxury of regarding ourselves as fully finished critical products who have reached the zenith of reflective evolution. We see our ideas and practices as needing constant investigation.” (Brookfield 1995:42)

3. If you are not directly quoting but wish to acknowledge that you have read an author’s work and want to use his/her ideas to support your own thinking then how you reference depends on how the author is entered into the sentence.

Recent studies (Evans 1997; Ainscow 1996) indicate that the teacher/lecturer has a vital role to play on the development of inclusive approaches.

or

McLean (2003) concluded that the four drivers of motivation are engagement, structure, feedback and stimulation.

4. If there are two authors then both should be acknowledged:

Frederickson and Kline (2002) have proposed...

For more than two authors give the surname of the first author followed by et al (and others):

The research of Armitage et al (1999) demonstrated that...

Details in the Bibliography at the end of your report/assignment

Give full details. Take the information from the title page of the publication not the front cover.

The convention is:

Author’s surname, Initials. (Year of publication). Title of book (in italics).
Place of Publication:Publisher

For example:

Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San Francisco
Jossey –Bass

Frederickson, N. and Cline, T. (2002). *Special Educational Needs, Inclusion and
Diversity* Buckingham: Open University Press

If there are subsequent editions of a text the edition should be included in
brackets after the title of the book

Multiple authors and multiple editors

“In a study... Marshall and Wetherell(1989) identified a distinction between
students’ personal selves and their occupational identity...”

Marshall, H. and Wetherell, M. (1989). Talking about career and gender
identities: a discourse analysis perspective. In S.Skevington and D.Baker
(Eds), *The Social Identity of Women* Worcester : Billing and Sons

Note that the *book title* is still the part of the reference details in italics and the
Editors’ surnames are now preceded by their initials.

Secondary Sources

If work from an older source is dealt with at some length in a current book,
recognition is given to both the original author and the current author within the
text. The current book is listed in the references.

“The greatest scope for constructive differentiation in provision is in planning the
curriculum.” (Bennetts, cited in Carter, 1998)

The reader will not find a reference to Bennetts in the references section but a
full reference to Carter will be found.

Journals

The convention is:

Author’s Surname, Initials and further authors if appropriate. (Year of
publication). Title of the article. *Name of Journal*, volume number, part number,
page numbers.

Oakley,A. (1998) Face to face or at a distance? *British Journal of Distance
Learning*,3(3), 71-84.

Balla, J, and Boyle, P. (1994). Assessment of student performance: a framework for improving practice. *Assessment and Evaluation in Higher education*, 19, 1, 17-28.

Websites

The most obvious differences from other referencing conventions are:

- Stating where available
- Stating when accessed
- The crucial importance of getting every detail (letters, symbols and no spaces) of a website address

Give as much detail as possible in the reference section but not in the text of your report. In your text you should put only enough to enable the reader of your report to find the reference in your Bibliography.

You should also indicate the date you last accessed the website.

For example:

In the text

Improving Scottish Education (HMIE, 2006) includes a section on learning and teaching in Scotland's Colleges and concludes that learning and teaching in Scotland's Colleges is responsive and flexible to meet the needs and demands of learners, society and the economy.

In the reference section

HMIE *Improving Scottish Education (2006)*
<http://www.hmie.gov.uk/ise/hmieise.html> Accessed 14.8.09

CD Roms

The convention is:

Author, Date, Title of item, Title of CD Rom, Place of Publication of the CD Rom, Publisher of the CD Rom. CD Rom

Interactive Learning Productions. (1996) *Late Victorians* (CD-Rom) Leeds: Yorkshire International Thomson Multimedia Ltd

References on Referencing

Leeds Metropolitan University. Harvard Style of referencing
<http://www.lmu.ac.uk/lskills/open/sfl/content/harvard/> Accessed 14.8.09

University of Wolverhampton (1997) *Harvard referencing from Print and Electronic Sources*. Wolverhampton: University of Wolverhampton (Libraries and Learning Centres)

Final Thoughts

It is good study practice to note the details of the materials you intend to include in your reference and bibliography section as they arise in your reading and research. It will save you time when you arrive at the writing up stage of your report.