

Teaching in Further Education – Delivery and Assessment

Unit DV5V 36

Tutor 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 descriptor.

Contents

SQA Unit Specification	1
Introduction to the Unit.....	12
<i>What This Unit is About.....</i>	12
<i>Outcomes.....</i>	12
<i>Credit Value</i>	12
<i>Prior Experience.....</i>	14
<i>Progression or Related Study</i>	14
Introduction to This Package	15
<i>Approximate Study Time.....</i>	15
<i>How to Use the Package.....</i>	15
Symbols Used in the Package.....	16
Assessment Information.....	17
<i>When and Where Candidates Will be Assessed.....</i>	17
<i>What Candidates Have to Achieve</i>	17
<i>Additional Support Needs</i>	18
<i>Opportunities for Reassessment.....</i>	18
List of Activities.....	19
<i>Checklist of Activities for Section 1</i>	20
<i>Checklist of Activities for Section 2</i>	22
<i>Checklist of Activities for Section 3</i>	23
Summative Assessment	25
<i>Outcome 1.....</i>	25
<i>Outcome 2.....</i>	26
<i>Outcome 3.....</i>	26
Other Resources Required.....	28
Attendance/Tutor Contact Requirements.....	28
Tutor/Candidate Contact Sheet.....	29
Tutor Evaluation Form	30
Appendix 1	32
<i>Record of Professional Discussion</i>	32
Appendix 2	33

<i>An Introduction to Developing Reflective Practice</i>	33
Appendix 3	35
<i>Guide to Referencing and Bibliography</i>	35

SQA Unit Specification

Description

General Information for Centres

Unit Title: Teaching in Further Education – Delivery and Assessment

Unit Code: DV5V 36

Unit Purpose: This Unit is designed to enable candidates to develop the skills and knowledge required for managing an effective learning and teaching environment, assessing the learning process and giving feedback to learners. It will promote understanding of 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.

On completion the candidate will be able to:

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

Credit Points and level: 1HN Credit at SCQF level 9: (16SCQF credit points at SCQF level 9*)

** SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework(SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels ranging from Access 1 to Doctorate.*

Recommended Prior Knowledge and Skills: Access to this Unit is at the discretion of the Centre. However, candidates would normally be expected to have competence in communication skills at SCQF level 6, Numeracy skills at SCQF level 4 and Information Technology skills at SCQF level 5 or similar qualifications or experience and some knowledge of learning, teaching and assessment in further education.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Communication, Working with Others and Information Technology at SCQF level 6 and Numeracy at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for Delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This is a mandatory Unit in PDA Advanced Diploma: Introduction to Teaching in Further Education and it is recommended that it should be taught and assessed within this framework. Delivery of this Unit can be integrated with the Unit Introduction to Teaching in Further Education – Planning. 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.

Assessment: This Unit will be assessed by written and performance evidence. Candidates will be assessed by observation of learning and teaching sessions and giving assessment feedback to learners. They are required to carry out an evaluation of the learning experience and reflect on their own practice. There must be arrangements in place to ensure the authenticity of the work produced.

Statement of Standards

The sections of the Unit stating the Outcomes, knowledge and/or skills and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

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 independent 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

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
- Identify appropriate ways of enhancing their practice
- Create 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 is designed to enable your candidate to develop the knowledge and skills needed for managing an effective learning and teaching environment, assessing the learning process and giving appropriate feedback to learners. It will also develop understanding of the roles, rights and responsibilities of a lecturer in further education. It is aligned with Professional Standards for Lecturers in Scotland's Colleges <http://www.fepdfscotland.co.uk>

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.

Section 1: Implement a Plan to Promote Learning

Candidate will look at:

- how to effectively implement a broad range of learning strategies to promote learning and independent learning at various levels and/or using different modes of delivery
- how to identify and take appropriate actions to address the collective and individual needs of learners
- how to promote positive attitudes to human diversity through accessible learning and teaching resources
- how to use learning and teaching resources effectively to meet the needs of learners

Section 2: Assess Learning and Give Feedback

Candidate will look at:

- how to measure and record progress and attainment
- how to identify when learners should be assessed in a programme of learning
- how to make fair and consistent assessment decisions
- how to use assessment feedback to promote learning, affirm achievement, and inform future learning goals

Section 3: Meet Professional and Legal Requirements

Candidate 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, the candidate 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 Requirements	38

Approximate Study Time

Section 1 should take candidates about 20 hours to complete but this does not include any additional reading they may wish to undertake.

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

Section 3 should take candidates 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 your candidates work through the package in the order of the Sections. However, you, and they, might feel that it would be better to do them in a different order. You can negotiate this with your candidate(s).

At the end of this Tutor 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

These appendices are also included in the Introductory Guide for candidates.

Symbols Used in the Package

The following symbols will be used as candidates 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

To achieve the Unit, candidates must be able to show that they have covered the whole of the content listed in the knowledge and skills section and this must be available for assessment.

The work your candidate(s) do for the activities and self-assessed questions is all part of the formative assessment for this Unit. You should advise them to keep everything they produce or collect as they work through the package. It may contribute towards the Summative Assessment.

A record of professional discussion may be used to record discussions with your candidate about their performance or understanding of any of the topics in the learning materials. They should keep this record as additional evidence of their learning. Professional discussion pro-forma is provided at appendix 1.

Tell them not to throw anything away!

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

When and Where Candidates Will be Assessed

Candidates can be assessed whenever they and their tutor are satisfied that they 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 Candidates Have to Achieve

Candidates have to produce sufficient written evidence that they have met all the required criteria for each outcome.

Additional Support Needs

If your candidates disclose an additional support need, which may require an adjustment to the assessment of this unit, you should discuss this with the appropriate person in your centre. Remember you have a duty to make reasonable adjustments for candidates with additional support needs.

Opportunities for Reassessment

In the event of candidates failing to produce sufficient evidence they 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 undertaken by candidates in Sections 1, 2 and 3.

These checklists outline the type of information that candidates should be saving.

Candidates have also been provided with similar checklists in the Introductory Section 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	

Activity	Description	Evidence	✓/X
9	Candidate to produce outline of staff guidance roles in own organisation and to investigate student support services available and information on referral.	Staff roles, support services information and notes on referral and your notes on How Guidance Works in candidate's own college	
10	Candidate to produce notes on their own role in guidance, eg pre-entry induction etc	Candidate's notes plus college documentation relating to pre-entry guidance, induction, pre-exit information	
11	Legislation relating to inclusion, equal opportunities, Data Protection, etc	College Policies on legislation covered by the unit - note	

Summative Assessment

Outcome 1

The key activities for this task are the observation of the candidate carrying out two teaching sessions to groups of learners.

In each of these sessions they must demonstrate that they have:

- met the aims and objectives of the learners as identified in the associated lesson plans
- met the individual needs of the learners within the learning group
- used teaching and learning strategies that have actively engaged learners in the learning process
- used methods to promote independent learning
- used at least two different learning and teaching methods
- used at least two different types of learning resource effectively

Written Accounts

For each of these two teaching sessions they must provide written evidence of:

- the profile of the group of learners that the sessions pertain to, including their individual learner needs
- an outline of the course/programme that these learners are following

Note that the profile and programme outline may be the same as those produced for *Teaching in Further Education –Planning* where they are also undertaking this Unit

- learning and teaching plans for the two observed sessions (these may be two of the plans produced for the Unit *Teaching in Further Education – Planning* where they are also undertaking this Unit)
- a short written explanation of how the learning, teaching and assessment resources used have met the learners' needs
- a set of reflective notes regarding each of the two observed sessions

Outcome 2

The key activities for this task are the observation of the candidate's written and oral feedback practice for assessment.

In giving feedback they must demonstrate that they have:

- provided formative feedback to the learner to promote future learning
- affirmed their achievement (or otherwise)

As the assessor, you will observe them giving oral feedback to at least one candidate. This may be through direct observation of their feedback or you may agree to accept video, audio recorded or transcribed notes of oral feedback.

Written Accounts

- a written assessment plan for a Unit that the candidate is responsible for delivering (this may be the same assessment plan as produced for *Teaching in Further Education -Planning* where they are also undertaking this Unit.
- for both of the candidate's assessment decisions that you have observed feedback (written and oral) they should provide a single written reflective account (750 words) justifying their assessment decisions.
- produce complete assessment records that meet their organisation's record keeping requirements for a group of learners that they are responsible for.

Outcome 3

Candidates will provide evidence of their ability to meet their professional and legal requirements.

Written Accounts

Candidates will produce a commentary of approximately 1,000 words on their ability to demonstrate best professional practice 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 (authenticated by witness testimony and/or relevant documentation)
- identifying appropriate ways of enhancing their practice
- creating an action plan for their development needs

Other Resources Required

The introduction to each Study Section gives candidates clear advice on the resources they will need for that Section.

As their tutor you have a role to help them access the required resources or to make them available in alternative formats. Look through the Study Sections and make sure you can provide the necessary advice. Depending on the requirements of your candidate(s) this might involve a range of cross-college provision, but it is in the realm of Information and Communication Technology (ICT) that a complete beginner to this area could need extra support. They will possibly benefit from some in-house staff development to overcome their anxieties.

Attendance/Tutor Contact Requirements

You will negotiate this with your candidate(s). Remember, if at any time there is something they don't understand or need help with, they might need to get in touch with you, especially if they can't get support and advice from their colleagues.

Make sure they know your telephone and extension number. It is a good idea to agree mutually suitable times for them to get hold of you. If you have an e-mail address and they are confident to communicate with you in this way then you can agree to use this. Remember to keep in touch. Some candidates might feel very unsure about asking for help in case they are seen to be not coping. They might have colleagues who are happily working through the package and don't need help, so they are afraid to ask. You have a really important role here in ensuring everything is going all right for your candidate(s).

Tutor/Candidate Contact Sheet

Candidate:

Course of study:

Telephone:

Email address:

Contact date	Contact method E.g. email/tel call Tutor email/tel call	Comments E.g. advice on..... Feedback on.....

It is good practice to keep a record of advice given and feedback offered to candidates, you can do this by keeping a simple record and filing email correspondence for future reference. This can be particularly helpful if any candidates feel they are not receiving adequate support, it enables you to demonstrate the contact you have had with them. It also serves as a prompt to contact candidates who are working independently and may not require a lot of direct contact.

Tutor Evaluation Form

The views of tutors who have used these learning materials with candidates 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 the person in your centre with responsibility for quality improvement.

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 | The content is pitched at the appropriate level for the target candidate | 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 is accurate and up-to-date | Very Good
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very Poor
<input type="checkbox"/> |
| 4 | The content meets the requirements of the stated outcomes/aims/objectives | Very Good
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very Poor
<input type="checkbox"/> |
| 5 | The content is sufficient to allow the candidate to achieve the stated outcomes/aims/objectives | Very Good
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very Poor
<input type="checkbox"/> |
| 6 | The learning approaches are appropriate | Very Good
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very Poor
<input type="checkbox"/> |
| 7 | The use of ICT is relevant and appropriate | Very
<input type="checkbox"/> | Good
<input type="checkbox"/> | Poor
<input type="checkbox"/> | Very
<input type="checkbox"/> |

	Good		Poor	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The language is suitable for the target candidate	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
9 A sufficient range of activities are included	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
10 Appropriate feedback has been included	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
11 The package is structured in such a way as to allow the candidate to find their way through the materials	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
12 This package is appropriate for use with a minimum of tutor contact	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <input type="checkbox"/>
13 Overall I would rate this package as	Very Good <input type="checkbox"/>	Good <input type="checkbox"/>	Poor <input type="checkbox"/>	Very Poor <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 (2009) *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

2. 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.