

Teaching in Further Education - Planning

Unit DV5X 36

Introductory Guide

The East of Scotland Staff Development Collaborative Group

Version 2 – August 2009

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Acknowledgements

SQA is acknowledged for reproduction of the unit specification.

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SQA Unit Specification

Unit purpose: This Unit is designed to enable candidates to develop the skills and knowledge required to plan and prepare the learning experience taking account of learners' prior knowledge and skills, methods of learning, teaching and assessment, and available resources.

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

On completion of the Unit the candidate will be able to:

1. Plan effective learning and assessment taking account of learners' needs.
2. Evaluate and select appropriate resources.

Credit points and level: 1 HN Credit at SCQF level 9: (8 SCQF 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 Doctorates.

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 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: An 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 — Delivery and Assessment. 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. The candidate is required to produce a learning, teaching and assessment plan, which includes the specification of resources. There must be arrangements in place to ensure the authenticity of the work produced.

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

The Unit will be assessed holistically by combining Outcomes 1 and 2 for assessment purposes. Evidence Requirements and assessment guidelines for the Unit appear after Outcome 2.

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

Plan effective learning and assessment taking account of learners' needs

Knowledge and/or skills

- Subject knowledge and skills and how these are interpreted for learning
- Writing aims and objectives
- Setting learning goals
- Coherent and progressive learning programmes
- Modes of delivery
- Ways of learning and related learning strategies
- Lesson and assessment plans
- Selecting learning and teaching activities to meet the programme and learner requirements
- Appropriate use of ICT to support learning, teaching and assessment
- Inclusive practice to meet diverse learners' needs
- Strategies to promote positive attitudes to social and cultural diversity.
- Strategies to promote literacy and numeracy
- Strategies to promote independent learning
- Strategies to promote Core Skills, skills for citizenship and skills for employability

- Sequencing learning in a way likely to foster and maintain learners' enthusiasm and motivation
- Purposes of assessment (for learning, for certification)
- Selecting assessment instruments
- Timing of and conditions for assessment including alternative assessment arrangements
- Health and safety considerations
- Legal considerations
- The reflective practitioner

Outcome 2

Evaluate and select appropriate resources

Knowledge and/or skills

- Sources of learning and teaching resources
- Types of learning and teaching resources
- Selecting resources, including materials, to take account of diverse learners' needs and the class, group, subject or Unit being taught
- Use of learning resources which contribute to the achievement of learning objectives
- Use of information and communication technology (ICT) to enhance learning

Evidence Requirements for the Unit

Candidates will provide performance (product) evidence in the form of:

- (a) A learning, teaching and assessment plan for a minimum of 20 hours of learning. The Unit/programme specification should be appended to the plan.
- (b) A minimum of four detailed and consecutive lesson plans. The plans must specify appropriate organisational details, resources to be used and include the use of ICT to support learning.

Candidates will provide written evidence in the form of:

- (a) A profile for a group of learners which provides an outline of the course/programme which the learners are following and the factors affecting their ability to learn.

- (b) An evaluative report/commentary of 750 words. Candidates should justify their selection of learning and teaching activities, assessment instruments and resources in meeting the programme requirements and learner needs. The commentary may be in audio, video or note format and should be agreed with his/her assessor. This evidence may also be derived from a professional discussion.

Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.

Evidence must be generated in the workplace. The Unit and group of learners, selected by the candidate, must be agreed with his/her assessor.

Assessment guidelines for the Unit

Candidates will need to identify a Unit or programme of learning, covering both performance and knowledge evidence, to deliver to a group of learners.

The group profile and detailed lesson plans, including learning resources, may be used for the observed learning and teaching sessions for Outcome 1 of the Unit, Introduction to Teaching in Further Education — Delivery & Assessment. The learning, teaching and assessment plan may be used as the assessment plan required in Outcome 2 of the above Unit.

Administrative Information

Unit code: DV5X 36

Unit title: Teaching in Further Education — Planning

Superclass category: GA

Date of publication: February 2006

Version: 01

Source: SQA

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Introduction to the Unit

What This Unit is About

This Unit is about the knowledge and skills you need to plan and prepare for the delivery of learning and teaching programmes

Outcomes

There are 2 outcomes in the unit.

1. Plan effective learning and assessment taking account of learners' needs.
2. Evaluate and select appropriate resources.

Credit Value

The credit value for this unit is 1 HN Credit at SCQF level 9: (8 SCQF credit points at SCQF level 9).

What you will learn:

You will learn how to develop a learning, teaching and assessment plan for a Unit or programme of learning:

- In outline timetable format, including details of appropriate learning and teaching activities, assessment instruments and resources
- As detailed lesson plans

This will enable you to apply the skills gained to design or modify further programmes for your learners.

Prior Experience

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

- Communication skills at SCQF level 6
- Numeracy skills at SCQF level 4
- Information Technology skills at SCQF level 5

or

- Experience and some knowledge of learning, teaching and assessment in further education

Progression or Related Study

This unit may form part of the Professional Development Award Advanced Diploma: An Introduction to 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

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 this Package

Section	Title	No of Pages
1	Plan effective learning and assessment taking account of learners' needs	88
2	Evaluate and select appropriate resources	30

Approximate Study Time

Section 1 should take your candidates about 30 hours to complete but this does not include additional reading you may wish to undertake.

Section 2 should take about 10 hours to complete. Again 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 Discussion
- Appendix 2 An Introduction to Developing Reflective Practice
- Appendix 3 Guide to Referencing and Bibliography

Symbols Used in the Package

As you work through this Section you will find the following types of activities:



Reflective Activity

This type of activity encourages you to think about the information you have been given and how it applies to your college 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 and self-assessed questions 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 all the required criteria for each Unit outcome.

The Summative Assessment for each outcome of this unit is contained within the Assessment Exemplar.

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 and Self-Assessed Questions 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 written evidence that you have met all objectives for each section.

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 of you failing to 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 undertaken by you in Section 1 and Section 2. You can tick these to record the ones you have completed.

Checklist of Activities for Section 1

Activity	Description	Evidence	✓/X
1	Describe the types of learners you have in your classes	Candidate's notes describing their learners	
2	Benefits of a Learning, Teaching and Assessment Plan	Candidate's notes	
3	Design a Learning, Teaching and Assessment plan	Produce a Learning, Teaching and Assessment plan	
4	Ripples Model	Consider Race's 'ripples' and suggest ways of promoting these in your lesson.	
5	Kolb's Cycle	Prepare a lesson using Kolb's cycle	
6	Honey and Mumford	Find out your own learning style	
7	VAK Learning Style	Use VAK learning style test	
8	Andragogy and self-directed learning theory	Notes on self-directed learning theory	
9	Experiential Learning	Notes then description of using experiential learning	
10	How theories will influence teaching	Choose 3 theories and describe how they will influence your delivery	

Activity	Description	Evidence	✓/X
11	Learner-centred and teacher-centred methods	Think of 8 methods of teaching and put them in correct category	
12	Facilitative activities	List advantages and disadvantages of 8 methods	
13	Justify teaching strategies	Reflect on effectiveness of 2 recent teaching sessions	
14	Factors that influence effective learning	Complete table of barriers to learning	
15	Student support services	Find out who to contact in your college	
16	ICT in practice	Use a Wiki to add 6 commonly used learning technologies	
17	Independent Learning	Search internet then make notes on strategies to encourage independent learning	
18	Methods of assessment	List assessment methods	
19	Strategies to include essential skills	Describe strategies to embed essential skills into your lessons	
20	Valid or invalid objectives	Consider whether examples are valid or invalid	
21	Aims and objectives in a lesson plan	Prepare aims and objectives for a lesson	
22	Planning a lesson	Make notes on planning a lesson	
23	Pace and structure of a lesson	Reflect on how well structured a paced a recent lesson was	

24	Produce a lesson plan	Complete your lesson plan	
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Checklist of Activities for Section 2

Activity	Description	Evidence	✓/X
1	Learning and Teaching Resources	Define resources and make a list of resources	
2	Evaluating resources in current practice	Reflecting on your current practice using resources	
3	Criteria for evaluating and selecting resources	Make a list of criteria for selecting resources	
4	Additional support needs	Internet research then complete table	
5	Using assistive technologies and/or adapting resources	Complete tables	
6	Using new resources from the internet	Complete table describing new resources you might implement	
7	Action plan for using appropriate resources	Produce an action plan for developing your practice in relation to learning and teaching resources	
8	Accessible and inclusive teaching	Meaning of accessible and inclusive learning	
9	Evaluative sentences	Complete table	

Other Resources Required

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

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 (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

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.