

# **Teaching in Further Education – Planning**

## **Unit Number DV5X 36**

### **Tutor Guide**

**The East of Scotland Staff Development Collaborative Group**

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## **Acknowledgements**

SQA is acknowledged for reproduction of the unit specification.

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## SQA Unit Specification

### General Information for Centres

#### 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.

#### Outcomes

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)

#### 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.

### **Statement of Standards**

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

### **Administrative Information**

**Unit code:** DV5X 36

**Unit title:** Teaching in Further Education - Planning

**Superclass category:** GA

**Date of publication:** February 2006

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**Source:** SQA

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## Support Notes

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While 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 is designed to enable candidates to develop the skills and knowledge required to enhance their professional practice through understanding the roles, rights and responsibilities of the further education lecturer, including those related to support and guidance and the quality of the learner experience, to comply with relevant legislation and to manage self, relationships and work demands.

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 Plan and Prepare the Learning Experience, Facilitate Learning, Teaching and Assessment and Develop Professional Practice 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

- advantages/disadvantages of different teaching methods and when to use them
- criteria for selection of learning and teaching activities, eg variety, challenge, motivation, range, organisation
- ways of incorporating all aspects of the learning cycle in the learning process
- factors that affect learning, including personal characteristics and circumstances of learners, learners' previous experience of learning, access to materials, environment, social setting, social relationships
- learning styles and how they affect learning and teaching
- access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
- inclusive practice to meet learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity

- learner centred approaches to teaching eg use of exercises, activities, presentation, demonstration, instruction to group, one-to-one coaching, information and communications technology (ICT)
- ways of using information and communications technology (ICT) to support delivery e.g. word processing handouts and worksheets, using a presentation package, e-mail, computer conferencing, using materials on the internet, e-assessment
- organisational factors to be considered in the learning and teaching plan — location, meeting times, lesson duration, course content, sequence, availability of resources, aids and equipment, tutors and learners involved
- how to pace and sequence teaching
- how to structure learning to achieve required Outcomes
- strategies to promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour
- methods of enabling students to work effectively on their own and the place of these methods in learning, teaching and assessment
- the purposes of formative and summative assessment
- advantages and disadvantages of different assessment methods: written, oral, online, product assessment; assessment by observation, witness testimony
- criteria for evaluation and selection of assessment instruments, eg variety, good practice variety/type of different teaching aids/resources eg people, time, materials, equipment, facilities
- appropriate timing and pacing of assessment within a learning programme
- legal considerations, eg health and safety, disability, discrimination, equality, ICT

## **Outcome 2**

- college procedures and operating practice for the acquisition of resources — planning, scheduling and feedback mechanisms
- potential and effective use of different resources i.e. audio-visual equipment, text-based material, computer based, graphics
- information technology and specialist equipment and their uses in supporting learning
- assistive technologies
- how to assess which learning materials are not suited to the particular learner and learning activity
- resource constraints influencing the selection of learning and teaching techniques and how to make best use of available resources
- the availability of resources and how this affects learning

### **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 are appropriate methods of assessment for this Unit. The candidate should also keep a well-evidenced reflective diary describing his/her performance. This form of record would need to be substantiated by an authorised source.

The main focus of this Unit is the development of a learning, teaching and assessment plan, resources and materials for a Unit and a strategy to evaluate the learning experience and candidates should have several opportunities to prepare for the summative assessment.

The evidence in the candidate's portfolio could provide evidence towards a qualification based on occupational competence in lecturing in further education.

### **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 the unit. As the aims and objectives of teaching sessions are analysed in detail the identification and assessment of all factors impacting on providing the most effective learning experience will involve a high level of critical thinking.

Designing teaching strategies which allow on-going opportunities for review and adjustment will be of critical importance.

- Skills in accessing and evaluating sources of information and ideas will be developed, in order that candidates are able to analyse in depth current reference materials from a range of Internet sites, DVD/CD based databases and news archives. Checklists to support analytical evaluation of information might be useful, and include criteria to check on the currency, authority, accuracy, and balance of all information accessed.
- Candidates should be familiar with effective and responsible use of ICT equipment and software applications in the design and production of materials to support the learning process. The need to develop efficient systems of recording, coding and storing information for ease of reference, such as log books, diaries, and folders should be emphasised.

- The ability to calculate and convey complex information on use of resources and timescales involved is an aspect of competence. Candidates could be provided, if necessary, with formative opportunities to develop skills in the interpretation of numerical, statistical and graphic data in order to support resource calculations and quality initiatives.

### **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.

### **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 are appropriate methods of assessment for this Unit. The candidate should also keep a well-evidenced reflective diary describing his/her performance. This form of record would need to be substantiated by an authorised source.

The main focus of this Unit is the development of a learning, teaching and assessment plan, resources and materials for a Unit and a strategy to evaluate the learning experience and candidates should have several opportunities to prepare for the summative assessment.

The evidence in the candidate's portfolio could provide evidence towards a qualification based on occupational competence in lecturing in further education.

### **Outcome 1**

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- ways of incorporating all aspects of the learning cycle in the learning process
- factors that affect learning, including personal characteristics and circumstances of learners, learners' previous experience of learning, access to materials, environment, social setting, social relationships
- learning styles and how they affect learning and teaching

- access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
- inclusive practice to meet learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity
- learner centred approaches to teaching eg use of exercises, activities, presentation, demonstration, instruction to group, one-to-one coaching, information and communications technology (ICT)
- ways of using information and communications technology (ICT) to support delivery e.g. word processing handouts and worksheets, using a presentation package, e-mail, computer conferencing, using materials on the internet, e-assessment
- organisational factors to be considered in the learning and teaching plan — location, meeting times, lesson duration, course content, sequence, availability of resources, aids and equipment, tutors and learners involved
- how to pace and sequence teaching
- how to structure learning to achieve required Outcomes
- strategies to promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour
- methods of enabling students to work effectively on their own and the place of these methods in learning, teaching and assessment
- the purposes of formative and summative assessment
- advantages and disadvantages of different assessment methods: written, oral, online, product assessment; assessment by observation, witness testimony
- criteria for evaluation and selection of assessment instruments, eg variety, good practice variety/type of different teaching aids/resources eg people, time, materials, equipment, facilities
- appropriate timing and pacing of assessment within a learning programme
- legal considerations, eg health and safety, disability, discrimination, equality, ICT

## Outcome 2

- college procedures and operating practice for the acquisition of resources — planning, scheduling and feedback mechanisms
- potential and effective use of different resources i.e. audio-visual equipment, text-based material, computer based, graphics
- information technology and specialist equipment and their uses in supporting learning

- assistive technologies
- how to assess which learning materials are not suited to the particular learner and learning activity
- resource constraints influencing the selection of learning and teaching techniques and how to make best use of available resources
- the availability of resources and how this affects learning

### **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](http://www.sqa.org.uk)

## **General information for candidates**

### **What this Unit is about**

This Unit is about the knowledge and skills the candidate needs to plan and prepare for the delivery of learning and teaching programmes.

### **What the candidate will learn**

The candidate 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 the candidate to apply the skills gained to design or modify further programmes for his/her learners.

### **On completion of the Units the candidate will be able to:**

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

## Introduction to the Unit

### What this Unit is About

This Unit is about the knowledge and skills the candidate needs 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).

### Prior Experience

Access is at the discretion of the Centre. However, the candidate 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: Teaching in Further Education: An Introduction 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**

### **Approximate Study Time**

Section 1 should take candidates about 30 hours to complete but this does not include additional reading they 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 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 Discussion
- 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 Study Sections.

### Formative Assessment

As candidates work through this Section they 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**

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 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.

## **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 a candidate 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 Section 1 and Section 2.

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	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	

## Summative Assessment

The summative assessment for this unit is designed so that satisfactory completion of all the elements meets the evidence requirements for the outcomes of the unit.

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

In order to achieve this unit the candidate must demonstrate their knowledge and skills by carrying out the planning and preparation of the learning experience and fully documenting their work in accordance with the detailed instructions provided in the **Summative Assessment**.

The **summative assessment** has been broken down as follows:

- A learning, teaching and assessment plan for 20 hours learning
- Four detailed consecutive lesson plans
- A profile for a group of learners
- An evaluative report/commentary (750 words)
- A reflective log/diary.

Summative assessment checklists are included in the **Summative Assessment** to ensure that all of the assessment activities have been satisfactorily completed.

## **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. 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:**

<b>Contact date</b>	<b>Contact method</b> E.g. email/tel call Tutor email/tel call	<b>Comments</b> 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<br><input type="checkbox"/> | Good<br><input type="checkbox"/> | Poor<br><input type="checkbox"/> | Very Poor<br><input type="checkbox"/> |
| 2 | The content meets quality and equality requirements   | Very Good<br><input type="checkbox"/> | Good<br><input type="checkbox"/> | Poor<br><input type="checkbox"/> | Very Poor<br><input type="checkbox"/> |
| 3 | The content is accurate and up-to-date  | Very Good<br><input type="checkbox"/> | Good<br><input type="checkbox"/> | Poor<br><input type="checkbox"/> | Very Poor<br><input type="checkbox"/> |
| 4 | The content meets the requirements of the stated outcomes/aims/objectives                       | Very Good<br><input type="checkbox"/> | Good<br><input type="checkbox"/> | Poor<br><input type="checkbox"/> | Very Poor<br><input type="checkbox"/> |
| 5 | The content is sufficient to allow the candidate to achieve the stated outcomes/aims/objectives | Very Good<br><input type="checkbox"/> | Good<br><input type="checkbox"/> | Poor<br><input type="checkbox"/> | Very Poor<br><input type="checkbox"/> |
| 6 | The learning approaches are appropriate   | Very Good<br><input type="checkbox"/> | Good<br><input type="checkbox"/> | Poor<br><input type="checkbox"/> | Very Poor<br><input type="checkbox"/> |

7 The use of ICT is relevant and appropriate	Very Good	Good	Poor	Very Poor
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 The language is suitable for the target candidate	Very Good	Good	Poor	Very Poor
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 A sufficient range of activities are included Good	Very	Good	Poor	Very
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 Appropriate feedback has been included	Very Good	Good	Poor	Very Poor
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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	Good	Poor	Very Poor
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12 This package is appropriate for use with a minimum of tutor contact	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](http://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](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](http://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](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.