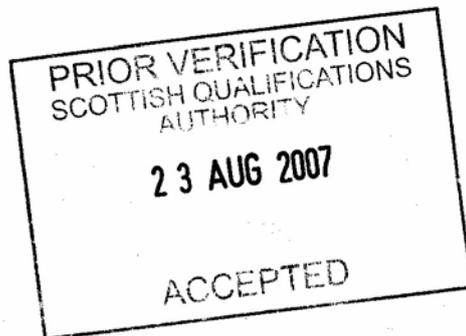


Facilitate Learning, Teaching and Assessment

Unit Number DV5K 36

Summative Assessment Guide for Candidates



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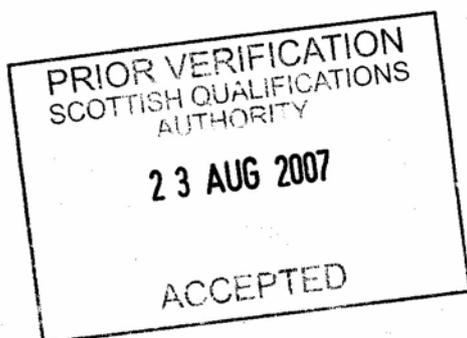
The East of Scotland Staff Development Collaborative Group

2007

Acknowledgements

The Project Team, comprising staff from member colleges of ESSDCG (East of Scotland Staff Development Collaborative Group), for managing the development and dissemination of these materials.

SCQF for the Level 9 Descriptor.



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23 AUG 2007

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Introduction to Summative Assessment Guide for Candidates

What this Guide is About

The Summative Assessment Guide explains what you have to do and the standards you have to meet in order to achieve Unit Number DV5K 36, Facilitate Learning, Teaching and Assessment. Reference to the SQA Unit Specification for DV5K 36 (in the Introductory Guide to the materials for this Unit) will further clarify the assessment requirements.

It includes:

- SCQF descriptor for Level 9
- the 3 summative assessments you will be required to complete.



SCQF Level 9 Descriptor

(for reference only)

This unit has been levelled at SCQF Level 9. That is equivalent to SHE Level 3 (for example Ordinary Degree or Graduate Certificate level).

The descriptor below sets out the characteristic generic outcomes of Level 9 learning.

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication ICT and numeracy skills	Autonomy, accountability and working with others
Characteristic outcomes of learning at Level 9 include the ability to:				
Demonstrate and/or work with: <ul style="list-style-type: none"> • <i>a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline</i> • <i>a critical understanding of a selection of the principal theories, principles, concepts and terminology</i> • <i>knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments</i> 	Use a selection of the principal skills, techniques, practices and/or materials associated with a subject/discipline . Use a few skills, techniques, practices and/or materials that are specialised or advanced. Practise routine methods of enquiry and research. Practise in a range of professional level contexts which include a degree of unpredictability.	Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues. Identify and analyse routine professional problems and issues. Draw on a range of sources in making judgements.	Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline for example: <ul style="list-style-type: none"> • <i>make formal and informal presentations on standard/ mainstream topics in the subject/discipline to a range of audiences</i> • <i>use a range of IT applications to support and enhance work</i> • <i>interpret, use and evaluate numerical and graphical data to achieve goals/ targets</i> 	Exercise autonomy and initiative in some activities at a professional level. Take some responsibility for the work of others and for a range of resources. Practise in ways which take account of own and others' roles and responsibilities. Work under guidance with qualified practitioners. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.

Review of Summative Assessment

In order to achieve this unit you must demonstrate your knowledge and skills by carrying out the facilitation of teaching learning and assessment and fully documenting your work in accordance with the detailed instructions provided in this Guide.

You must produce a portfolio of evidence containing:

- all the work you produce in response to the **reflective, developmental and review activities** in the study sections for this unit.
- all the materials that relate to the **summative assessments** in this guide.
- the completed **knowledge and/or skills checklist** that indicates where these are evidenced in the portfolio

Your portfolio must contain evidence covering all of the knowledge and skills in this checklist.

You could consider producing a well-evidenced **reflective log/diary** describing your performance, substantiated by an authorised source to supplement this portfolio. any summative assessment activities.

The **portfolio of evidence** may be presented as an e-portfolio where product evidence is stored electronically, or in a paper based format. Any portfolio must incorporate efficient systems of recording, coding (for example list of contents, page numbering) and storing information for ease of reference.

Assessment will be in the form of direct observation of your practice by your tutor and will be supported by assessed reflective written accounts

Although communication skills are not assessed formally you will be expected to express key concepts, reflections and information in an accurate and coherent manner using formal structure and recognised format including the Harvard system of referencing. Attention should be paid to the use of language, spelling, punctuation and grammar for accuracy. This is likely to be supported by the use of ICT word processing for presentation purposes.

Summative Assessment 1

Satisfactory completion of this summative assessment meets the evidence requirements for: -

Outcome 1 - Create and maintain an interactive, supportive, inclusive and safe learning environment.

and

Outcome 2 - Implement a plan to promote learning.

To achieve this: -

1. You must arrange with your tutor to carry out observations of two different teaching sessions to groups of learners.

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

- Met the aims and objectives identified in the associated lesson plans
- Met the individual needs of the learners within your learning group
- Used teaching and learning strategies that have actively engaged your 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

2. Prior to each of these two teaching sessions you must provide your tutor with:

- 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
- Learning and teaching plans for the two observed sessions.

(N.B. If you have also undertaken, or are undertaking, Unit No. DV5P 36 – Plan and Prepare the Learning Experience the profile, programme outline and learning and teaching plans may be the same as those produced for summative assessments 1, 2 and 3 for that unit.)

3. Produce a short written explanation of how the learning, teaching and assessment resources used in these two teaching sessions have met the learners' needs.

4. Complete a set of reflective notes regarding each of the two observed sessions.

(N.B These reflective notes can be integrated with those for summative assessment 3 for this Unit)



Summative Assessment 2

Satisfactory completion of this summative assessment meets the evidence requirements for: -

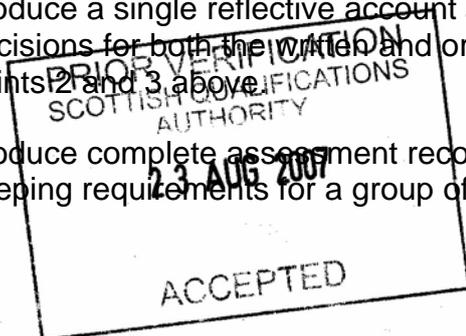
Outcome 3 - Assess learning and give feedback

To achieve this you must: -

1. Produce a written assessment plan for a Unit that you are responsible for delivering.

(N.B. If you have also undertaken, or are undertaking, Unit No. DV5P 36 – Plan and Prepare the Learning Experience this assessment plan may be the same as that produced for for the summative assessment 1 for that unit.)

2. Provide evidence of written feedback that you have given to at least one learner demonstrating skills that promote learning, affirm achievement and help the learner to inform future learning goals.
3. Be observed by your tutor giving oral feedback to at least one learner demonstrating skills that promote learning, affirm achievement and help the learner to inform future learning goals. This may be through direct observation of your feedback or your tutor may agree with you to accept video, audio recorded or transcribed notes of oral feedback. The latter forms must be prior-agreed with your tutor.
4. Produce a single reflective account (750 words) justifying your assessment decisions for both the written and oral feedback to learners evidenced in points 2 and 3 above.
5. Produce complete assessment records that meet your organisation's record keeping requirements for a group of learners for whom you are responsible.



Summative Assessment 3

Satisfactory completion of this summative assessment meets the evidence requirements for: -

Outcome 4 - Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.

To achieve this you must: -

1. Carry out an evaluation of your own practice for facilitating teaching, learning and assessment. Your strategy should include the following detail:-

- A minimum of two different methods of data collection
- The timing of the data collection
- How the data will be interpreted
- How the data will be used to monitor and improve the effectiveness of the learning process

You should then produce a written reflective account (1000 words) of your own practice for facilitating teaching, learning and assessment, providing critical analysis of the quality of your own teaching and the associated learning experience.

You should use: -

- feedback from your tutor observations in summative assessment 1 of this Unit
- data that you have collected through your evaluation strategy
- relevant literature that justifies your arguments (referenced using the Harvard system of referencing).

This account can integrate the reflective notes that you were asked to produce as part of summative assessment 1 for this Unit.

(N.B. If you have also undertaken, or are undertaking, Unit No. DV5P 36 – Plan and Prepare the Learning Experience you may use the evaluation strategy designed for summative assessment 4 for that unit.)

2. Use this reflective account and the associated data that informed it to draw up an action plan for the improvement of your teaching practice.

Knowledge and/or Skills Checklist

Facilitate Teaching, Learning and Assessment (DV5K 36)

Candidate's Name:

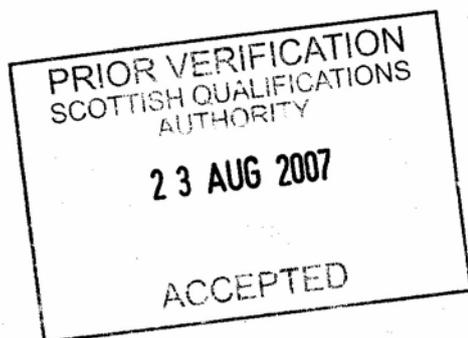
Tutor's name:

Outcome 1: Create and maintain an interactive, supportive, inclusive and safe learning environment	
Knowledge and/or skills	Source and location in portfolio. e.g. Commentary, Activity Number and Portfolio page number or Appendix number.
Arranging the learning environment to complement the learning and teaching approach	
The teacher as a positive role model for learners	
Interpersonal skills	
Professionalism and ethics	
The impact of teachers' and learners' individual behaviours and attitudes	
Strategies for promoting positive behaviour	
Methods of managing inappropriate behaviour	
Managing behaviours to promote interaction and learner involvement	
Establishing relationships with the learner appropriate to their background, abilities and learning needs	
Equality promotion strategies which comply with legislation	
Strategies to promote positive attitudes and cultural diversity	
Strategies to promote mutual respect	
Identified support strategies and/or assistive technologies	
College and/or partner schools code of conduct	

Relevant legislation, standards and guidelines as they apply to children, young people and adults	
Health and Safety requirements applicable to the learning environment	
The reflective practitioner	
Outcome 2: Implement a Plan to Promote Learning	
Knowledge and/or skills	Location
Management and delivery of teaching strategies	
Using a range of learning and teaching activities which involve learners	
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	
Outcome 3: Assess learning and give feedback	
Knowledge and/or skills	Location
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	
Outcome 4: Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice	
Knowledge and/or skills	Location
Gathering, reflecting on and interpreting evidence of the learning experience	
Gathering, reflecting on and interpreting evidence of own performance	
Ways of using assessment information to reflect upon one's own teaching	

Target setting, action planning, monitoring and reviewing	
The important legislation in relation to information gained for evaluation purposes	
How to carry out evaluation as a reflective practitioner	



And Finally....

Add a Glossary of Terms and a Bibliography to your written accounts before submitting your Summative Assessment to your assessor.



Tutor Marking Checklists (for candidate information)



Summative Assessment Checklist 1

Candidate's Name:

Tutor's name:

Outcome 1: Create and Maintain an interactive, supportive and safe learning environment Outcome 2: Implement a Plan to Promote Learning			
Assessment	Achieved Yes/No	Tutor's Signature	Date
First practical observed teaching session			
Profile of learner group for the session			
Outline of the course/programme the learners are following			
Learning and teaching plan for the session			
A short written explanation of how the learning, teaching and assessment resources used in the teaching session have met the learners' needs			
A set of reflective notes regarding the observed session.			
First practical observed teaching session achieved.			
Second practical observed teaching session			
Profile of learner group for the session			
Outline of the course/programme the learners are following			
Learning and teaching plan for the session			
A short written explanation of how the learning, teaching and assessment resources used in the teaching session have met the learners' needs			
A set of reflective notes regarding the observed session.			
Second practical observed teaching session achieved			

Assessment Checklist for Observed Teaching Session 1

Candidate's Name:

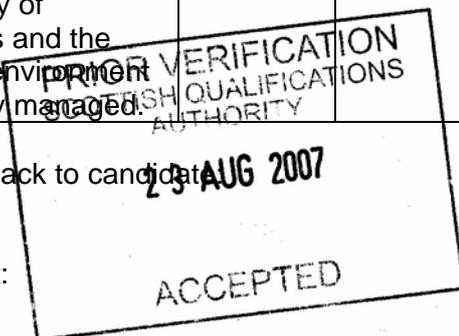
Tutor's Name:

Criteria	Yes/No	Comment	
Aims and objectives identified in the associated lesson plan met			
Individual needs of the learners within the learning group met at least 3 ways			
Teaching and learning strategies to actively engage the learners in the learning process		Strategies	How they were effective
Methods to promote independent learning			
At least two different learning and teaching methods used	1. 2.	1. 2.	
At least two different types of learning resource used effectively	1. 2.	1. 2.	
All practical issues such as health and safety, accommodation, availability of resources and the learning environment effectively managed.			

Feedback to candidate:

Result:

Tutor Signature and date:



Checklist for Written Accounts relating to Observed Teaching Session 1

Candidate's Name:

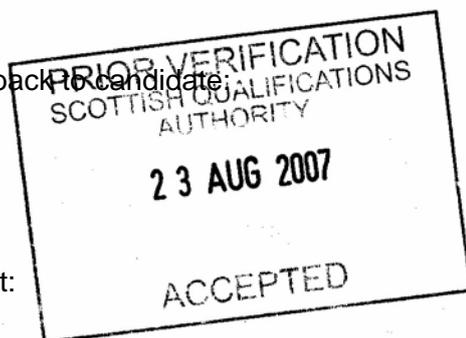
Tutor's Name:

Criteria	Yes/No	Comment
Profile for learner group contains individual learner' needs and outlines the programme of learning		
Lesson plan details organisational details/resources required and use of ICT to support learning		
Short written account explains how the teaching session has met the learners' needs in at least three different ways		
Reflective account regarding own teaching practice (may be in summative assessment 3)		

Feedback to candidate:

Result:

Tutor Signature and date:



Assessment Checklist for Observed Teaching Session 2

Candidate's Name:

Tutor's Name:

Criteria	Yes/No	Comment	
Aims and objectives identified in the associated lesson plan met			
Individual needs of the learners within the learning group met in at least 3 ways.	1. 2. 3.		
Teaching and learning strategies to actively engage the learners in the learning process		Strategies	How they were effective
Methods to promote independent learning			
At least two different learning and teaching methods used	1. 2.	1.	2.
At least two different types of learning resource used effectively	1. 2.	1.	2.
All practical issues such as health and safety, accommodation, availability of resources and the learning environment effectively managed.			

Feedback to candidate:

Result:

Tutor Signature and date:

Checklist for Written Accounts relating to Observed Teaching Session 2

Candidate's Name:

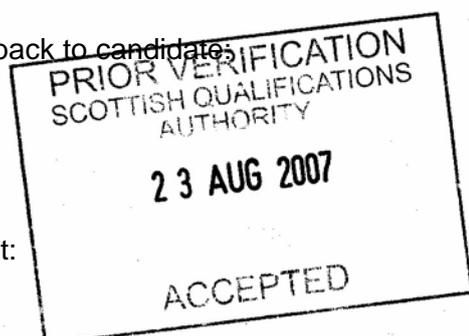
Tutor's Name:

Criteria	Yes/No	Comment
Profile for learner group contains individual learner' needs and outlines the programme of learning		
Lesson plan details organisational details/resources required and use of ICT to support learning		
Short written account explains how the teaching session has met the learners' needs		
Reflective account regarding own teaching practice (may be in summative assessment 3)		

Feedback to candidates:

Result:

Tutor Signature and date:



Summative Assessment Checklist 2

Candidate's Name:

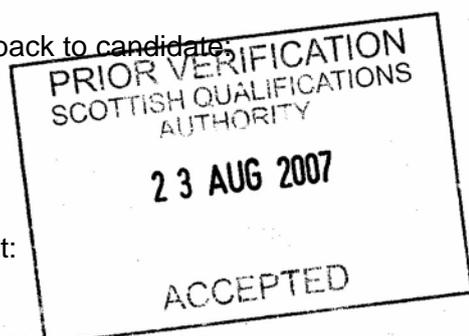
Tutor's Name:

Outcome 3: Assess learning and give feedback			
Assessment	Achieved Yes/No	Tutor's Signature	Date
Written assessment plan for a Unit that the candidate is responsible for delivering			
Written feedback that the candidate has given to at least one learner that promotes learning, affirms achievement & informs future learning goals. (see checklist following)			
Tutor observation of the candidate giving oral feedback that promotes learning, affirms achievement & informs future learning goals to at least one learner. (see checklist following)			
A single reflective account (750 words) justifying the candidates assessment decisions for both the written and oral feedback			
Complete, clear and appropriate assessment records for a group of learners for whom the candidate is responsible that meets the record keeping requirements of their organisation			

Feedback to candidate:

Result:

Tutor Signature and date:



Checklist for written feedback for at least one learner

Candidate's Name:

Tutor's name:

Tutor observation of the candidate giving oral feedback that promotes learning, affirms achievement & informs future learning goals to at least one learner		
Criteria for written feedback	Yes/No	Comment
Uses an appropriate format. (this might be an agreed proforma)		
Given timeously		
Is fair and consistent.		
Is clear about any assessment decision		
Language used is appropriate for the individual learner.		
Is clear about the standard required.		
Supports the learner to learn through the assessment process		
Is clear about any remedial activity that may be needed		
Is clear about the re-assessment process if appropriate.		
Affirms learner progress		
Affirms achievement and consolidates learning		
Constructively identifies areas for improvement		
Supports the understanding of future learning goals.		



Checklist for tutor observation of oral feedback to at least one learner

Candidate's Name:

Tutor's name:

Tutor observation of the candidate giving oral feedback that promotes learning, affirms achievement & informs future learning goals to at least one learner		
Criteria for oral feedback	Yes/No	Comment
Given in an appropriate environment.		
Given at an appropriate time.		
Is fair and consistent.		
Language used is appropriate for the individual learner.		
Is clear about the standard required.		
Supports the learner to learn through the assessment process		
Is clear about any remedial activity that may be needed		
Is clear about the re-assessment process if appropriate.		
Affirms learner progress		
Affirms achievement and consolidates learning		
Constructively identifies areas for improvement		
Supports the understanding of future learning goals.		

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Summative Assessment Checklist 3

Candidate's Name:

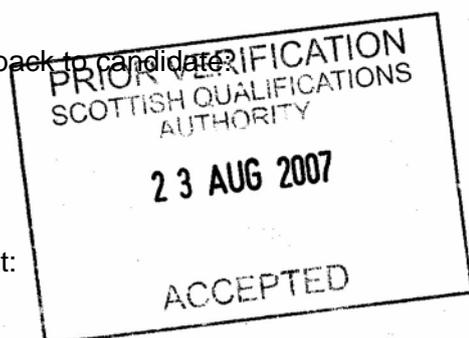
Tutor's name:

Outcome 4: Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on implications for future practice			
Assessment	Achieved Yes/No	Tutor's Signature	Date
An evaluation of the candidate's own practice for facilitating teaching, learning and assessment using an effective evaluation strategy			
A written reflective account (1000 words) of the candidate's own practice for facilitating teaching, learning and assessment which has interpreted information from learning experience, own practice and assessment			
Account is underpinned by at least three references to appropriate literature (e.g. books, journals, websites) which are referenced according to the Harvard Referencing System			
An action plan for the improvement of the candidate's teaching practice which contains appropriate targets for improvement			

Feedback to candidate:

Result:

Tutor Signature and date:



Unit Achievement Record

Candidate's Name:

Tutor's name:

Assessment	Achieved Yes/No	Tutor's Signature	Date
<p>Outcome 1 - Create and maintain an interactive, supportive, inclusive and safe learning environment and</p> <p>Outcome 2 - Implement a plan to promote learning.</p> <ul style="list-style-type: none"> • 2 Practical observed teaching sessions • Profiles of learner group for these sessions • Outlines of the course/programme these learners are following • Learning and teaching plans for the sessions • A short written explanation of how the learning, teaching and assessment resources used in these two teaching sessions have met the learners' needs • A set of reflective notes regarding each of the two observed sessions. 			
<p>Outcome 3 - Assess learning and give feedback-</p> <ul style="list-style-type: none"> • A written assessment plan for a Unit that the candidate is responsible for delivering • Evidence of written feedback that the candidate has given to at least one learner • Tutor observation of the candidate giving oral feedback to at least one learner • A single reflective account (750 words) justifying the candidate's assessment decisions for both the written and oral feedback • Complete assessment records for a group of learners for whom the candidate is responsible that meets the record keeping requirements of their organisation 			

<p>Outcome 4 - Implement a strategy to evaluate the quality of own teaching and the learning experience and reflect on the implications for future practice.</p> <ul style="list-style-type: none">• An evaluation of the candidate's own practice for facilitating teaching, learning and assessment• A written reflective account (1000 words) of the candidate's own practice for facilitating teaching, learning and assessment• An action plan for the improvement of the candidate's teaching practice			
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Result:

Tutor Signature and date:

Verifier Signature and date:

