

Plan and Prepare the Learning Experience

Unit Number DV5P 36

Summative Assessment Guide for Candidates



The East of Scotland Staff Development Collaborative Group

2007

Acknowledgements

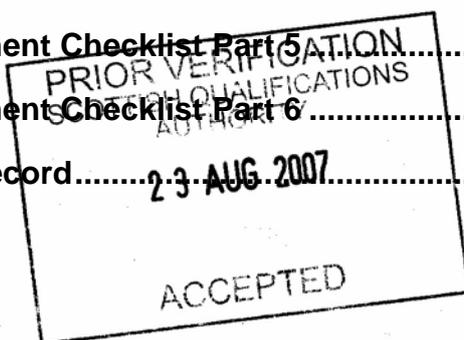
The Project Team, comprising staff from member colleges of ESSDCG (East of Scotland Staff Development Collaborative Group), for managing the development and dissemination of these materials.

SCQF for the Level 9 Descriptor.



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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 DV5P 36, Plan and Prepare the Learning Experience. Reference to the SQA Unit Specification for DV5P 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 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:				
<p>Demonstrate and/or work with:</p> <ul style="list-style-type: none"> • a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/discipline • a critical understanding of a selection of the principal theories, principles, concepts and terminology • knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments 	<p>Use a selection of the principal skills, techniques, practices and/or materials associated with a subject/discipline .</p> <p>Use a few skills, techniques, practices and/or materials that are specialised or advanced.</p> <p>Practise routine methods of enquiry and/or research.</p> <p>Practise in a range of professional level contexts which include a degree of unpredictability.</p>	<p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues.</p> <p>Identify and analyse routine professional problems and issues.</p> <p>Draw on a range of sources in making judgements.</p>	<p>Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline for example:</p> <ul style="list-style-type: none"> • make formal and informal presentations on standard/ mainstream topics in the subject/discipline to a range of audiences • use a range of IT applications to support and enhance work • interpret, use and evaluate numerical and graphical data to achieve goals/ targets 	<p>Exercise autonomy and initiative in some activities at a professional level.</p> <p>Take some responsibility for the work of others and for a range of resources.</p> <p>Practise in ways which take account of own and others' roles and responsibilities.</p> <p>Work under guidance with qualified practitioners.</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.</p>

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Review of 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 learners' needs.
2. Evaluate and select appropriate resources.
3. Design and produce accessible and inclusive learning and teaching materials
4. Plan and justify a strategy to evaluate a learning experience

In order to achieve this unit you must demonstrate your knowledge and skills by carrying out the planning and preparation of the learning experience and fully documenting your activity in accordance with the detailed instructions provided in this Guide.

You must produce a portfolio of evidence containing:

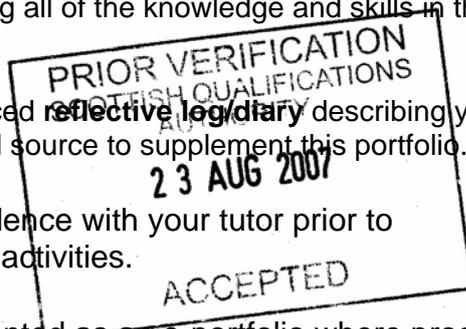
- all the work you produce in response to the **reflective, developmental and review activities** in the study sections for this unit.
- all the materials that relate to the **summative assessments** in this guide.
- the completed **knowledge and/or skills checklist** that indicates where these are evidenced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

You should always agree sources of evidence with your tutor prior to undertaking 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.



There are six parts to the summative assessment for this unit.

Part 1

You must write a profile for a group of learners that provides an outline of the course/programme that the learners are following and the factors affecting their ability to learn.

Note. Candidates who have been awarded the Unit Introduction to Teaching in Further Education – Planning (DV5X 36) have already prepared a profile for a group of learners, and are therefore not required to produce product evidence in respect of Part 1.

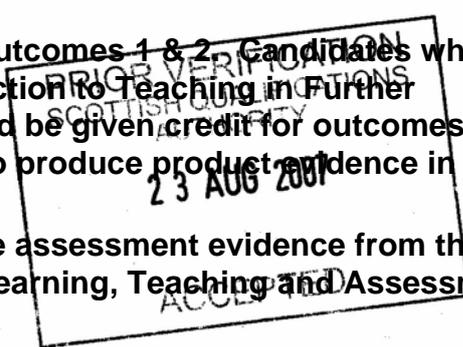
However if you wish to use summative assessment evidence from Part 1 to achieve the Unit – Facilitate Learning, Teaching and Assessment (DV5K 36) they must be completed.

Parts 2 & 3 Learning, Teaching and Assessment Plan, and Detailed Lesson Plans

The design of a learning, teaching and assessment plan (and detailed lesson plans) creates opportunities for you to develop the most effective learning experience for your learners. Although a formal plan is to be produced, you are expected to design teaching strategies that allow opportunities for review and adjustment. You should not feel that your engagement with learners is constrained by the plan, and should feel free to adjust your plan according to the circumstances of each session.

Note. Parts 2 & 3 relate to Learning Outcomes 1 & 2. Candidates who have been awarded the Unit - Introduction to Teaching in Further Education – Planning (DV5X 36) should be given credit for outcomes 1 and 2 and are therefore not required to produce product evidence in respect of either of Part 2 or Part 3.

However if you wish to use summative assessment evidence from these parts to achieve the Unit – Facilitate Learning, Teaching and Assessment (DV5K 36) they must be completed.



Part 4 Materials Pack

You may be working with groups of learners where packs of material already exist. This assessment creates opportunities to continue to work with these packs, but to adapt, enhance, individualise or differentiate the resources available by developing new, additional or alternative materials.

If you are working on a new programme, or one where there are no appropriate existing materials, the materials that are developed may all be new and could provide appropriate product evidence for assessment.

You must clearly acknowledge all materials identifying those which are new and those which have been sourced elsewhere (from existing packages etc). A witness testimony from the line manager could be used to authenticate that the candidate created the new materials themselves.

Part 5 Evaluation Strategy

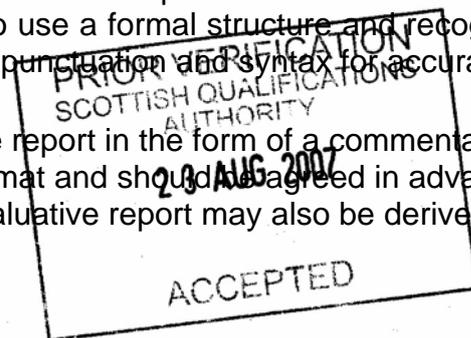
Part of the process of planning and preparing any learning experience involves thinking about evaluation approaches. An evaluation strategy should be produced in the form of a short written report and is likely to be of no more than 500 words.

Part 6 Evaluative Report

The evaluative report creates the opportunity for you to link theory to practice, showing how professional practice is underpinned by theory, literature and best practice. Additionally, the evaluative report facilitates the process of reflective practice, encouraging you to reflect upon aspects of your practice and to evaluate the learner experience.

The written report should be in an appropriate format, within an acceptable word count and academic register. Although skills in written communication are not formally assessed, you will be expected to express essential ideas and information accurately and coherently, to use a formal structure and recognised format, and to check language, spelling, punctuation and syntax for accuracy.

You may prefer to produce an evaluative report in the form of a commentary which may be in audio, video or note format and should be agreed in advance with your tutor. The evidence for the evaluative report may also be derived from a professional discussion.



Summative Assessment Part 1

Learner Profile

You must write a profile for a group of learners that provides an outline of the course/programme that the learners are following and the factors affecting their ability to learn. You should discuss the group of learners that will be following this teaching, learning and assessment plan. You may find it useful to link this to the plan(s) you produce for Parts 2 and 3. Alternatively, you may wish to consider an entirely different group of learners following a different learning plan.

Summative Assessment Part 2

Learning, Teaching and Assessment Plan

You are required to produce a learning, teaching and assessment plan for a minimum of 20 hours of learning.

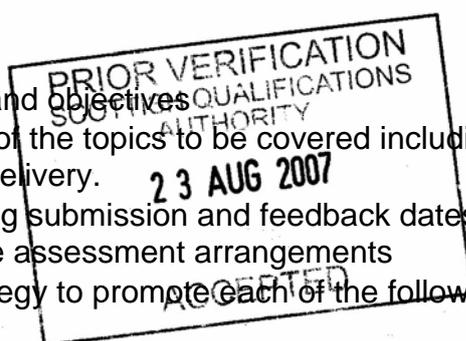
The learning, teaching and assessment plan which you produce should cover both subject knowledge and skills for delivery to a group of learners.

The unit or programme specification that your plan refers to should be appended to your written submission.

The plan should include the following:

- Clearly stated over-arching aims and objectives
- A session-by-session breakdown of the topics to be covered including teaching methods and modes of delivery.
- An assessment schedule (including submission and feedback dates where appropriate) and alternative assessment arrangements
- Indication where at least one strategy to promote each of the following is embedded:

literacy
numeracy,
independent learning
core skills
skills for citizenship
skills for employability



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Summative Assessment Part 3

Detailed lesson plans

You are required to produce a minimum of four detailed and consecutive lesson plans which relate to the teaching learning and assessment plan produced in Part 1 of this summative assessment.

The lesson plans must each specify the following:

- Organisational details (such as field trips, laboratory or work-based learning, lesson duration, meeting times, accommodation)
- Resources required (for learners and tutors such as protective clothing, specialist equipment, flipchart)
- Use of ICT to support learning

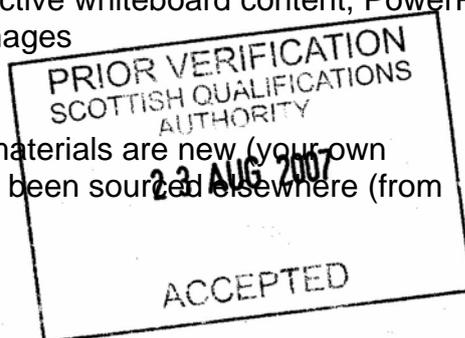
Summative Assessment Part 4

Materials Pack

You must develop a materials pack for a minimum of 10 – 12 hours learning. This learning will be included in your 20 hours teaching, learning and assessment plan that you designed in Part 1. The pack must include a minimum of four of each of the following new materials designed by you:

- Written learning materials eg handouts, case study, role play, quiz
- Visual learning materials eg interactive whiteboard content, PowerPoint presentations, diagrams, digital images

You should acknowledge clearly where materials are new (your own development), and where materials have been sourced elsewhere (from existing packages etc.).



Summative Assessment Part 5

You must prepare an evaluation strategy for the 20 hours of learning in your learning, teaching and assessment plan for Part 2 of the summative assessment for this unit.

The following details should be specified:

- 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

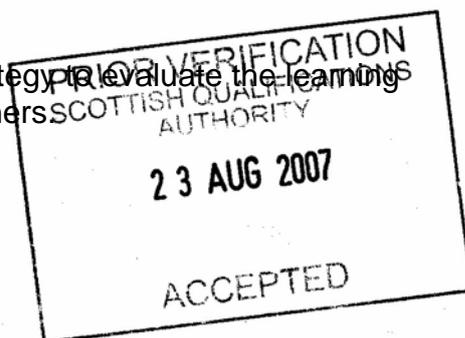
Summative Assessment Part 6

You must write an evaluative report/ commentary of 1,500 words. In this report you should justify your selection of :

- Learning and teaching activities
- Assessment instruments
- Resources and materials
- Evaluation strategy

In each case you should discuss how your choice meets the programme requirements and learner needs.

You should also justify your planned strategy to evaluate the learning experience of your chosen group of learners.



Knowledge and/or Skills Checklist

Plan and Prepare the Learning Experience (DV5P 36)

Candidate's Name:

Tutor's name:

Outcome 1: Plan effective learning and assessment taking account of learner's needs.	
Knowledge and/or skills	Source and location in portfolio. e.g. Commentary, Activity Number and Portfolio page number or Appendix number.
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	
Appropriate use of ICT to support learning, teaching and assessment	
Inclusive practice to meet diverse learners' needs	
Strategies to promote 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	Source and location in portfolio. e.g. Commentary, Activity Number and Portfolio page number or Appendix number.
Sources of learning and teaching resources	
Types of learning and teaching resources	
Selecting resources 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	
Outcome 3: Design and produce accessible and inclusive learning and	

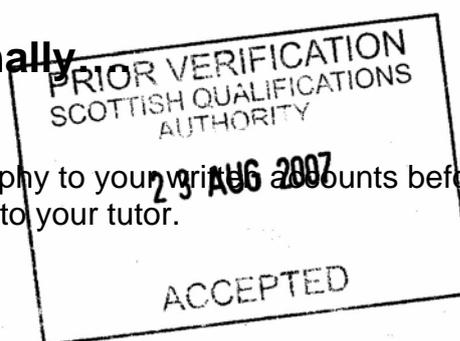
teaching materials	
Knowledge and/or skills	Source and location in portfolio. e.g. Commentary, Activity Number and Portfolio page number or Appendix number.
Sources of learning and teaching material	Source and location in portfolio. e.g. Commentary, Activity Number and Portfolio page number or Appendix number.
Selecting and adapting accessible and inclusive materials to meet the programme requirements and learner needs	
Producing accessible and inclusive new materials to meet programme requirements and learner needs	
Ways of structuring materials to support learning.	
Use of information and communication technology (ICT) to extend and enhance learning	
Selecting assessment instruments to take account of learners' needs and the class, group, subject or Unit being taught	
Adaptation of assessment instruments to meet diverse learner needs, e.g. sensory impairment, dyslexia	
Equal opportunities legislation and good practice	
Literacy and language issues	
Copyright legislation	
Appropriate use of ICT in assessment	
Outcome 4: Plan and justify a strategy to evaluate a learning experience	

Knowledge and/or skills	Source and location in portfolio. e.g. Commentary, Activity Number and Portfolio page number or Appendix number.		
Evaluation planning: focus, qualitative and quantitative data, methods of collection of data, criteria for success.			
Advantages and disadvantages of different data collection methods			
Using feedback from learners and other tutors			
Ways of using assessment information to monitor the effectiveness of the learning process			
Questioning techniques			
How to interpret information			
Organisational procedures for review and evaluation			
Relevant legislation			

You should ensure that this completed checklist is in your portfolio for ease of reference before submission to your tutor.

And Finally

Add a Glossary of Terms and a Bibliography to your writing accounts before submitting your Summative Assessment to your tutor.



Tutor Marking Checklists

(for candidate information)



Summative Assessment Checklist Part 1

Candidate's Name:

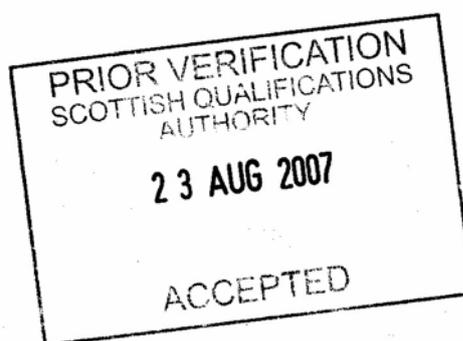
Tutor's Name:

1. Learner Profile		
Evidence in profile	Achieved Yes/No	Comments
1.1 The profile for a group of learners includes an outline of the course/programme which they are following		
1.2 The profile should make reference to the following: - <ul style="list-style-type: none">• Any pre-entry requirements• Age profile of the group• Gender profile of the group• Progression to further study		
1.3 The profile of the learners includes the factors affecting their ability to learn (such as maturity, prior learning, additional support requirements)		

Feedback to candidate:

Result:

Tutor's signature and date:

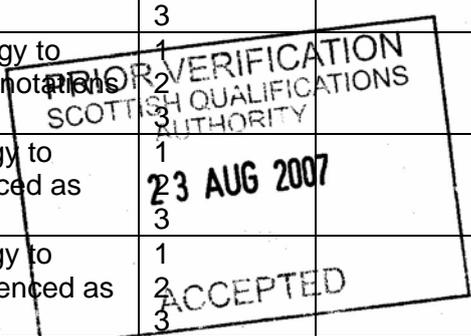


Summative Assessment Checklist Part 2

Candidate's Name:

Tutor's Name:

2. A learning, teaching and assessment plan for 20 hours learning		
Evidence in plan (Copy of the Unit Specification or equivalent must be included)	Achieved Yes/No	Comments
2.1 The plan meets the requirements of the Unit/programme specification		
2.2 The plan clearly shows arrangements for learners with additional support needs		
2.3 The plan clearly evidences the over-arching aims and objectives.		
2.4 The plan details a session-by-session breakdown of the topics to be covered and is coherent and progressive.		
2.5 The plan includes an assessment schedule (including submission and feedback dates where appropriate) and alternative assessment arrangements		
2.7 The plan overall includes at least one strategy to promote social and cultural diversity (this may be evidenced as annotations to the plan)	1 2 3	
2.8 The plan overall includes at least one strategy to promote literacy. (this may be evidenced as annotations to the plan)	1 2 3	
2.9 The plan overall includes at least one strategy to promote numeracy. (this may be evidenced as annotations to the plan)	1 2 3	
2.10 The plan overall includes at least one strategy to promote independent learning. (this may be evidenced as annotations to the plan)	1 2 3	
2.11 The plan overall includes at least one strategy to promote core skills. (this may be evidenced as annotations to the plan)	1 2 3	
2.12 The plan overall includes at least one strategy to promote skills for citizenship. (this may be evidenced as annotations to the plan)	1 2 3	
2.13 The plan overall includes at least one strategy to promote skills for employability. (this may be evidenced as annotations to the plan)	1 2 3	



Feedback to candidate:

Result:

Tutor's signature and date:

Summative Assessment Checklist Part 3

Lesson Plan 1

Candidate's Name:

Tutor's Name:

3. A minimum of 4 detailed lesson plans		
Lesson Plan 1. (Copy of the Unit Specification or equivalent must be included)	Achieved Yes/No	Comments
3.1,1 The plan gives an overview of the learners. (class, subject, context, level number of students etc)		
3.1,2 The plan indicates any required preparation		
3.1,3 The plan contains a description of the learning environment		
3.1,4 The plan indicates how the candidate will meet the diverse individual and collective needs of their learners		
3.1,5 The plan specifies learning goals		
3.1,6 The plan specifies delivery methods		
3.1,7 The plan specifies timings for activities		
3.1,8 The plan specifies assessment activity		
3.1,9 The plan specifies any health and safety requirements		
3.1,10 The plan specifies organisational details (such as field trips/work based, lesson duration, meeting times)		
3.1,11 The plan specifies the required resources (such as protective clothing, interactive whiteboard, flipchart)		
3.1,12 The plan specifies the use of ICT to support learning (such as VLE, video, blog, wiki)		
3.1,13 The plan includes an opening and a conclusion to the lesson.		



Feedback to candidate:

Result:

Tutor Signature and date:

Lesson Plan 2

Candidate's Name:

Tutor's Name:

3. A minimum of 4 detailed lesson plans		
Lesson Plan 2. (Copy of the Unit Specification or equivalent must be included)	Achieved Yes/No	Comments
3.2,1 The plan gives an overview of the learners. (class, subject, context, level number of students etc)		
3.2,2 The plan indicates any required preparation		
3.2,3 The plan contains a description of the learning environment		
3.2,4 The plan indicates how the candidate will meet the diverse individual and collective needs of their learners		
3.2,5 The plan specifies learning goals		
3.2,6 The plan specifies delivery methods		
3.2,7 The plan specifies timings for activities		
3.2,8 The plan specifies assessment activity		
3.2,9 The plan specifies any health and safety requirements		
3.2,10 The plan specifies organisational details (such as field trips/work based, lesson duration, meeting times)		
3.2,11 The plan specifies the required resources (such as protective clothing, interactive whiteboard, flipchart)		
3.2,12 The plan specifies the use of ICT to support learning (such as VLE, video, blog, wiki)		
3.2,13 The plan includes an opening and a conclusion to the lesson.		



Feedback to candidate:

Result:

Tutor Signature and date:

Lesson Plan 3

Candidate's Name:

Tutor's Name:

3. A minimum of 4 detailed lesson plans		
Lesson Plan 3. (Copy of the Unit Specification or equivalent must be included)	Achieved Yes/No	Comments
3.3,1 The plan gives an overview of the learners. (class, subject, context, level number of students etc)		
3.3,2 The plan indicates any required preparation		
3.3,3 The plan contains a description of the learning environment		
3.3,4 The plan indicates how the candidate will meet the diverse individual and collective needs of their learners		
3.3,5 The plan specifies learning goals		
3.3,6 The plan specifies delivery methods		
3.3,7 The plan specifies timings for activities		
3.3,8 The plan specifies assessment activity		
3.3,9 The plan specifies any health and safety requirements		
3.3,10 The plan specifies organisational details (such as field trips/work based, lesson duration, meeting times)		
3.3,11 The plan specifies the required resources (such as protective clothing, interactive whiteboard, flipchart)		
3.3,12 The plan specifies the use of ICT to support learning (such as VLE, video, blog, wiki)		
3.3,13 The plan includes an opening and a conclusion to the lesson.		

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Feedback to candidate:

Result:

Tutor Signature and date:

Lesson Plan 4

Candidate's Name:

Tutor's Name:

3. A minimum of 4 detailed lesson plans		
Lesson Plan 4. (Copy of the Unit Specification or equivalent must be included)	Achieved Yes/No	Comments
3.4,1 The plan gives an overview of the learners. (class, subject, context, level number of students etc)		
3.4,2 The plan indicates any required preparation		
3.4,3 The plan contains a description of the learning environment		
3.4,4 The plan indicates how the candidate will meet the diverse individual and collective needs of their learners		
3.4,5 The plan specifies learning goals		
3.4,6 The plan specifies delivery methods		
3.4,7 The plan specifies timings for activities		
3.4,8 The plan specifies assessment activity		
3.4,9 The plan specifies any health and safety requirements		
3.4,10 The plan specifies organisational details (such as field trips/work based, lesson duration, meeting times)		
3.4,11 The plan specifies the required resources (such as protective clothing, interactive whiteboard, flipchart)		
3.4,12 The plan specifies the use of ICT to support learning (such as VLE, video, blog, wiki)		
3.4,13 The plan includes an opening and a conclusion to the lesson.		



Feedback to candidate:

Result:

Tutor Signature and date:

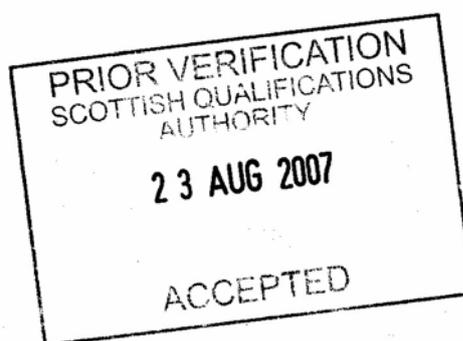
Summative Assessment Checklist Part 4

Candidate's Name:

Tutor's Name:

4. Materials pack for a minimum of 10 to 12 hours of learning		
Contents of materials pack (Copy of the Unit Specification or equivalent must be included)	Achieved Yes/No	Comments
4.1 The materials pack clearly acknowledges where materials are new (the candidate's own development) and where materials have been sourced elsewhere (from existing packages etc.)		
4.2 Evidence of a minimum of four new written learning materials (e.g. handouts, case study, role play, quiz) developed by the candidate. The candidate must show how they can be adapted to make them accessible and inclusive.	1. 2. 3. 4.	
4.3 Evidence of a minimum of 4 new visual learning materials of different types (e.g. interactive whiteboard content, PowerPoint presentation, diagrams, digital images) developed by the candidate The candidate must show how they can be adapted to make them accessible and inclusive.	1. 2. 3. 4.	
4.4 Evidence of the use of ICT to extend and enhance learning.		
4.5 Evidence of at least two new assessment activities.	1 2	
4.6 Evidence of how these assessment activities would be adapted to meet diverse learner needs		

Feedback to candidate:



Result:

Tutor Signature and date:

Summative Assessment Checklist Part 5

Candidate's Name:

Tutor's Name:

5. An evaluation strategy for 20 hours of learning		
Contents of evaluation strategy	Achieved Yes/No	Comments
5.1 Two different methods of data collection (such as observation, peer feedback, questionnaires) which ensure that both qualitative and quantitative data is obtained.	1. 2.	
5.2 The timing of the data collection (an indication of where in the overall learning plan evaluation will take place) to allow for monitoring and improvement of the learning process.		
5.3 The way the data will be interpreted		
5.4 How the data will be used to monitor and improve the effectiveness of the learning process		

Feedback to candidate:

Result:

Tutor Signature and date:



Summative Assessment Checklist Part 6

Candidate's Name:

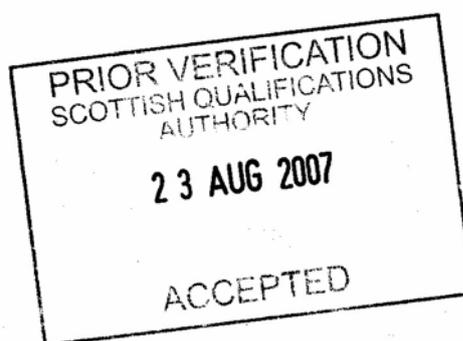
Tutor's Name:

6. Evaluative report (1500 words)		
Contents of report	Achieved Yes/No	Comments
6.1 The report justifies the candidate's selection of learning and teaching activities		
6.2 The report justifies the candidate's selection of assessment instruments		
6.3 The report justifies the candidate's selection of resources and materials		
6.4 The report justifies the candidate's selection of the evaluation strategy		
6.5 The justifications are underpinned by at least three references to appropriate literature (e.g. books, journals, websites) which are referenced according to the Harvard Referencing System		
6.6 The report contains a comprehensive reference bibliography using the Harvard Referencing System		

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
Profile for a group of learners			
A learning, teaching and assessment plan for 20 hours learning			
Four detailed consecutive lesson plans			
Materials pack of 10 to 12 hours learning together with assessment materials			
An evaluation strategy			
An evaluative report			

Result:

Tutor Signature and date:

Verifier Signature and date:

