

Teaching in Further Education – Delivery and Assessment

Unit Number DV5V 36

Summative Assessment Guide for Candidates

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Acknowledgements

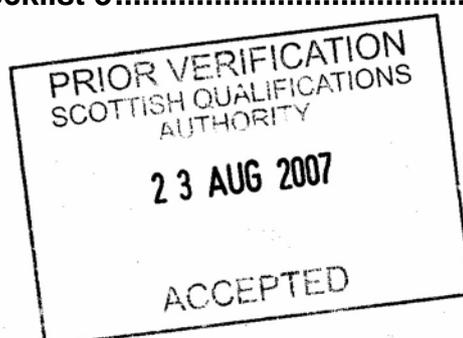
The Project Team, comprising staff from member colleges of ESSDCG (East of Scotland Staff Development Collaborative Group), for managing the development and dissemination of these materials.

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 DV5V 36, Teaching in Further Education – Delivery and Assessment. Reference to the SQA Unit Specification for DV5V 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:				
<p>Demonstrate and/or work with:</p> <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> 	<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"> • <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> 	<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>

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

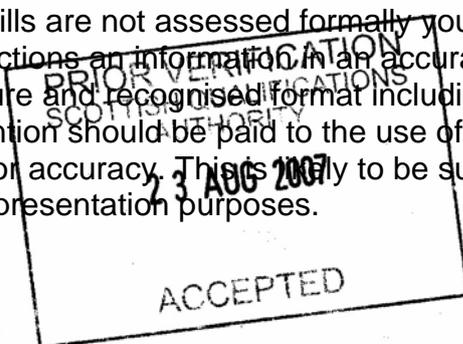
Your portfolio must contain evidence covering all of the knowledge and skills in this checklist.

You 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.

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 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 - Implement a plan to promote learning.

To achieve this: -

1. You must arrange for 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. DV5X 36 – Teaching in Further Education- Planning, the profile, programme outline and learning and teaching plans may be the same as those produced for summative assessments 1 and 2 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.

Summative Assessment 2

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

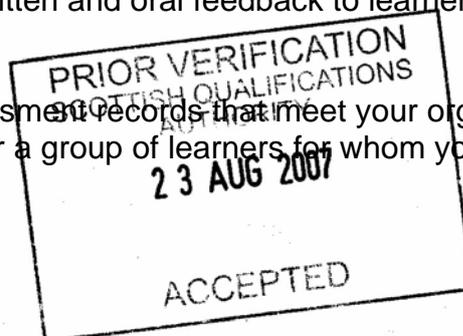
Outcome 2 - Assess learning and give feedback

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. DV5X 36 – Teaching in further education – Planning, this assessment plan may be the same as that produced 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 supported by learner feedback/witness testimony. 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 3 - Meet professional and legal requirements

To achieve this you must: -

For this outcome you are required to provide written evidence, in the form of a commentary (1,000 words), of your ability to meet your professional and legal requirements by:

- Analysing the professional and legal requirements of your job role, including your professional responsibilities in relation to the guidance and support of learners
- Carrying out effective self-evaluation of your practice, supported by examples of actual work practice
- Identifying appropriate ways of enhancing your practice
- Creating an action plan for your development needs

Evidence may also be derived from a professional discussion. Reference should be made to appropriate documentation, including college policy and procedures. Evidence of authenticity of your commentary and work practice should be included, either by witness testimony and/or appending relevant documentation.

Your commentary may be in audio, video or note format and the examples of work practice may be produced on a video, audiotape, or as a written account, and should be agreed with the assessor.

Evidence must be generated in the workplace.



Knowledge and/or Skills Checklist

Teaching in Further Education: Delivery and Assessment (DV5V 36)

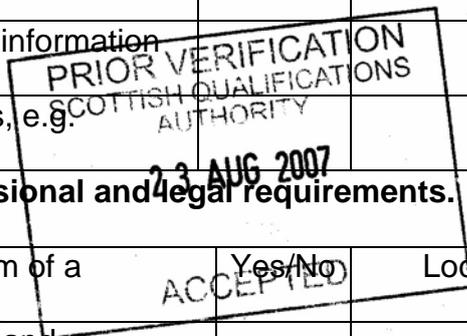
Candidate's Name:

Tutor's name:

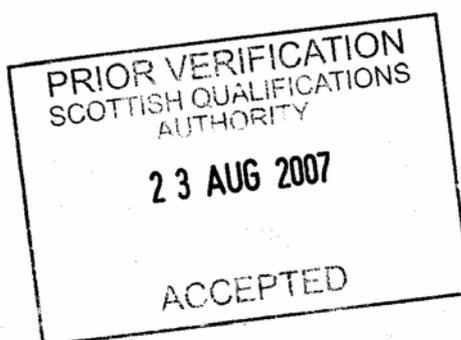
Outcome 1: Implement a Plan to Promote Learning			
Knowledge and/or skills	Yes/No	Location	Tutor
Management and delivery of teaching strategies			
Using a range of learning and teaching activities which involve learners			
Arranging the learning environment to complement the learning and teaching approach			
Ways of structuring and presenting information and ideas			
Using differentiation strategies			
Group dynamics			
Barriers to learning and how to overcome them			
Challenge and motivation of learners: high but realistic expectations			
Strategies to develop independent learning skills of learners			
Information literacy skills required by learners			
Techniques for identifying opportunities to develop core skills			
Sources of information about learners' previous experiences			
Social, cultural and emotional factors and their effect on learning			
Ways of seeking, responding to and giving feedback for learning			
Effective and appropriate communication with learners, colleagues and other professionals for the purposes of facilitating learning			
Using learning, teaching and assessment resources, including			

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materials, to meet diverse learning needs			
Use of ICT to address different learning needs			
Consolidating and reinforcing learning			
Relevant legislation			
The reflective practitioner			
Outcome 2: Assess learning and give feedback			
Knowledge and/or skills	Yes/No	Location	Tutor
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 3: Meet professional and legal requirements.			
Written evidence, in the form of a commentary (1,000 words)	Yes/No	Location	Tutor
Job descriptions and terms and conditions of service			
Roles, rights and responsibilities			



Professionalism and ethics			
College policy and procedures for guidance and support			
Guidance and support roles, responsibilities and boundaries and how they relate to the remits of guidance tutors and other specialists			
Relevant legislation and legal requirements			
Equality and social and cultural diversity			
The protection and welfare of children, young people and vulnerable learners			
Freedom of Information			
Data Protection			
Copyright			
Continuing Professional Development			



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: 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			
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.	1.	
	2.	2.	
At least two different types of learning resource used effectively	1.	1.	
	2.	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)		

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:

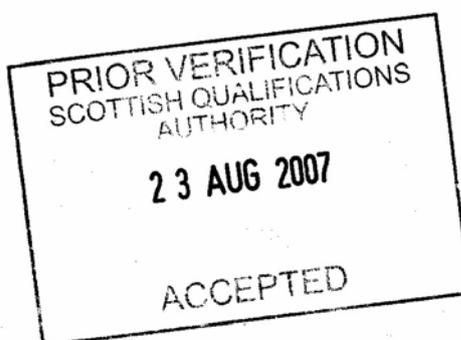
Tutor's Name:

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		

Feedback to candidate:

Result:

Tutor Signature and date:



Summative Assessment Checklist 2

Candidate's Name:

Tutor's Name:

Outcome 2: 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.		

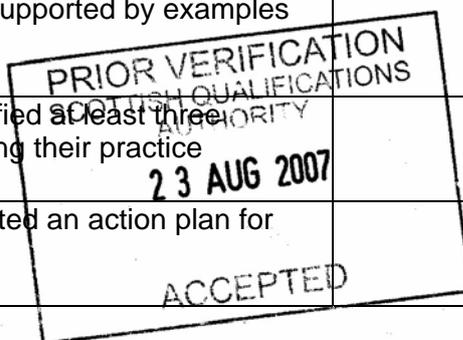


Summative Assessment Checklist 3

Candidate's Name:

Tutor's name:

Outcome 3: Meet professional and legal requirements.		
3. Written evidence, in the form of a commentary (1,000 words)	Achieved Yes/No	Comments
3.1 The candidate accurately analyses the professional requirements of their job role(s), rights and responsibilities.		
3.2 The candidate accurately analyses their professional responsibilities in relation to the guidance and support of learners		
3.3 The candidate accurately analyses the legal requirements of their job in relation to equality and social and cultural diversity		
3.4 The candidate accurately analyses the legal requirements of their job in relation to the protection and welfare of children, young people and vulnerable learners		
3.5 The candidate accurately analyses the legal requirements of their job in relation to Freedom of Information		
3.6 The candidate accurately analyses the legal requirements of their job in relation to Data Protection		
3.7 The candidate accurately analyses the legal requirements of their job in relation to Copyright		
3.8 The candidate has carried out effective self-evaluation of their practice, supported by examples of actual work practice		
3.9 The candidate has identified at least three appropriate ways of enhancing their practice		
3.10 The candidate has created an action plan for their development needs		



Feedback to candidate:
 Result

Tutor signature