

Teaching in Further Education – Planning

Unit Number DV5X 36

Summative Assessment Guide for Candidates

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developed by

The East of Scotland Staff Development Collaborative Group

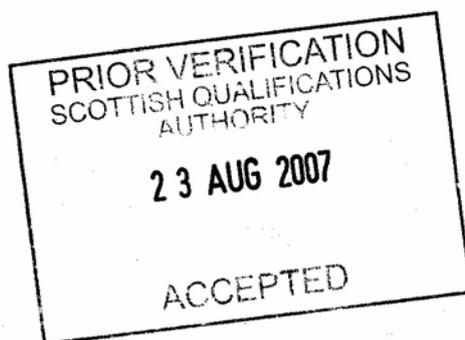
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Acknowledgements

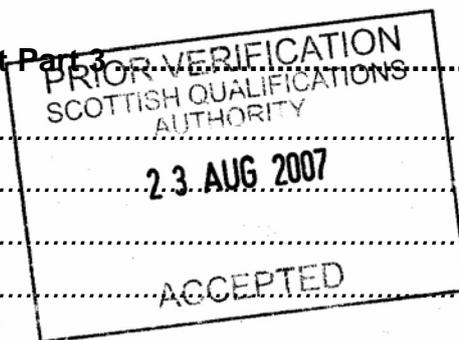
The Project Team, comprising staff from member colleges of ESSDCG (East of Scotland Staff Development Collaborative Group), for managing the development and dissemination of these materials.

SCQF for the Level 9 Descriptor.



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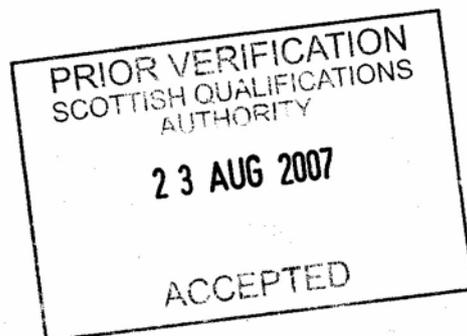
Introduction to Summative Assessment Guide for Candidates

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 DV5X 36, Teaching in Further Education - Planning. Reference to the SQA Unit Specification for DV5X 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:				
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/or 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

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.

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 four 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.

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.

Part 4 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.

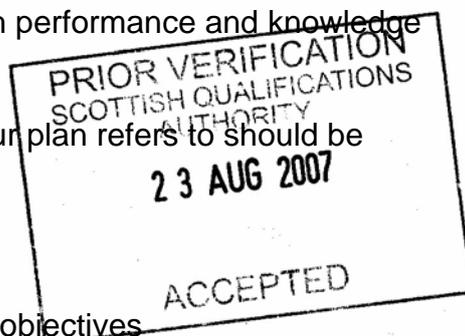
The plan that you produce should cover both performance and knowledge evidence, to deliver to a group of learners.

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
- An assessment schedule (including submission and feedback dates where appropriate) and alternative assessment arrangements
- Indication where one or more strategies to promote any of the following are embedded:

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



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 2 of this summative assessment.

The lesson plans must each specify the following:

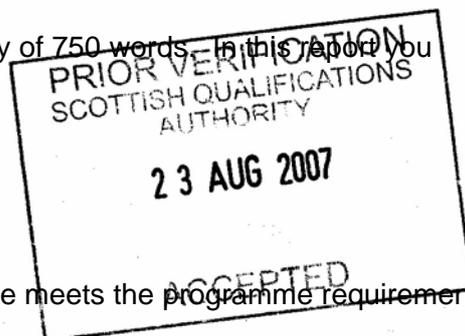
- Organisational details (such as field trips, laboratory or work-based learning, lesson duration, meeting times, accommodation)
- Resources required (for learners and tutors such as protective clothing, specialist equipment, flipchart)
- Use of ICT to support learning

Summative Assessment Part 4

You must write an evaluative report/ commentary of 750 words. In this report you should justify your selection of:

- Learning and teaching activities
- Assessment instruments
- Resources

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



Knowledge and/or Skills Checklist

Teaching in Further Education: Planning (DV5X 36)

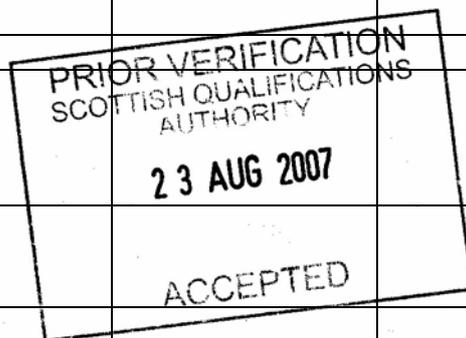
Candidate's Name:

Tutor's name:

Outcome 1: Plan effective learning and assessment taking account of learner's needs.			
Knowledge and/or skills	Yes/No	Location	Tutor
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			

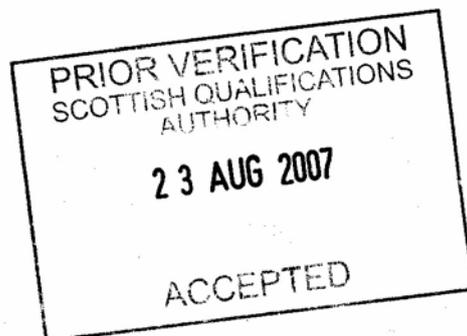


Sequencing learning in a way likely to foster and maintain learners' enthusiasm and motivation			
Purposes of assessment (for learning, for certification)			
Selecting assessment instruments			
Timing of and conditions for assessment including alternative assessment arrangements			
Health and safety considerations			
Legal considerations			
The reflective practitioner			
Outcome 2: Evaluate and select appropriate resources.			
Knowledge and/or skills	Yes/No	Location	Tutor
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			

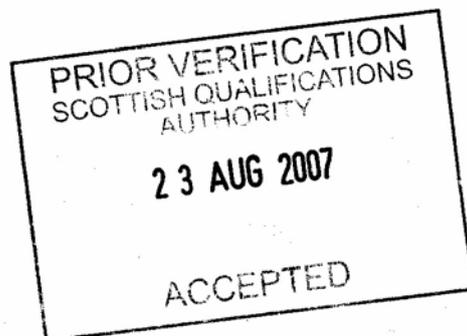


And Finally....

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



Tutor Marking Checklists (for candidate information)



Summative Assessment Checklist Part 1

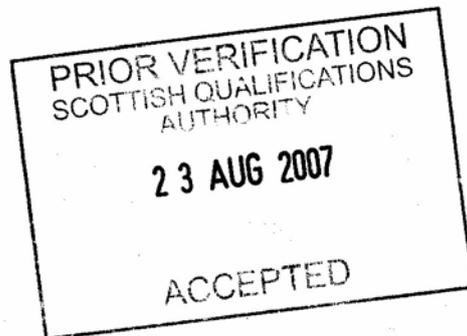
Candidate's Name:

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	
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.		



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. Evaluative report (750 words)		
Contents of report	Achieved Yes/No	Comments
4.1 The report justifies the candidate's selection of learning and teaching activities		
4.2 The report justifies the candidate's selection of assessment instruments		
4.3 The report justifies the candidate's selection of resources and materials		
4.4 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		
4.5 The report contains a comprehensive reference bibliography using the Harvard Referencing System		

Feedback to candidate:

Result:

Tutor Signature and date:

