

AG3 the Journey

SQA SQA's HN Business Network Support Event - 8th February 2018.

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The Task

Developing Skills for Personal Effectiveness - DF4E 34

- **Student Materials**
- **Instruments of Assessment**
- **Target at Agriculture students**

The Facts

Actual

- Unit Specification
- 60 hours

Desired

- Existing ASP
- Existing Instruments of Assessment
- Experience of Teaching the Module
- Experience of the Module
- Peer Input
- 300 hours!

Starting Point

Clearly Identified

- Overall Aim of Unit
- Each Outcome Statement
- Underpinning Principles
- Candidate requirements
- Evidence Requirements
- Assessment Guidelines.

Asked for Experience in the network.

Spoke to a couple of experienced writers.

On Reflection

Prioritise!

- Underpinning Principles
- Finding Experience if at all possible
- Get some regular support or write as part of a team

Structure

- VLE allows for a variety of mediums and networked classes demand a slightly different approach.
- **Consider learning styles** (1 , 2 & 3)
The Phoenix!
- **Identify tools of learning and link to Assessment Materials**
Blackboard VLE
Blackboard Collaborate (4)
Self reflection/Action Plan - LO1
Group work - LO1 & LO2
Team Challenge - LO2
Peer Reflection - LO1 & LO2

Approach

- Move away from notes and slides
- Deliver general information for reading
- Build curriculum specific in class
- Mix of media – You Tube, Ted, Internet, Library links.
- Flipped Learning (5)

Post Research Content

- Cross-Referenced Materials with Unit Specification Candidate Abilities.
- Then took an overview of Assessment Guidelines for each module.
- Aim was to minimise duplication and maximise learning whilst developing portfolio of assessment material.
- Identify main tools of assessment –
Action Plan
Team Activity – Game Development
Diary bringing together Work Experience and Team Activity.
Case Study

In Hindsight...

- I would have worked as part of a team.
- Dug deeper for experience in unit development.
- Identified and built closer relationship with SQA Advisor
- Listened to the voice of experience in their time estimations and then expanded it significantly.
- Hounded out pan Scotland people experienced in delivering the unit.
- Asked to deliver the unit first time around as part of the final review process to allow tweaks.

References

1. [Learning Styles - Mumford - Leicester University](#)
2. [Vark-learn.com](#)
3. [Reasons to Avoid Learning Styles - British Council](#)
4. [Blackboard Collaborate - Best Practice](#)
5. [Higher Education Academy](#)