Level 4 OCR Teaching in the Lifelong Learning sector – qualification units

Unit 11 - Evaluating Learning Programmes

Level 4
QCA Accreditation Number D/500/8982

Unit Description

Unit aims:

- To develop an understanding of the principles in evaluating learning programmes

- To develop the learner's understanding in how collating and analysing data will impact on learning programmes

- To develop the learner's understanding of how evaluation results can be used to improve learning programmes

- To enable learner's to evaluate the effectiveness of their own current practice in evaluating learning

Credit value: 3

Unit synopsis:

This unit is about:

- Forms and methods of evaluating learning

- Understanding appropriate evaluation methods

- How to collate and analyse data for the purpose of evaluating learning programmes

- Reviewing own practice in evaluation

Examples of teaching and learning strategies:

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the student-teacher. This list is not exhaustive:

- Small group discussion

- Directed study and research

- Lecture

- Resource based learning

- Question and answer

- Micro teaching session

- Role play

- Discussion

- Lecture and exposition

- Games

- Debate

Guidance on delivery for centres

This unit is an optional unit and consideration should be given to linking the relevance of evaluation throughout the learning process.

The delivery should be in accordance with the knowledge criteria and these areas can be used as learning objectives within the delivery of the unit.

Examining a current form of evaluation and how it has been transformed into data could be one way of identifying the issues around this unit. Alternatively, candidates could examine the Certificate programme as a whole and how it could be evaluated, identifying some of the positives and negatives about the evaluation process.

This unit can be linked into the micro-teach session and candidates could be asked to evaluate one of their teaching sessions i.e. devising a relevant evaluation document which can be transformed into data.

In relation to the delivery of this unit it is important that any taught session on evaluation of learning programmes be scheduled at a relevant point to allow further evaluation to take place.

Guidance on assessment for centres

Various forms of assessment could be used in this unit, depending on the delivery method. Candidates can submit a report demonstrating their level of knowledge and

understanding in relation to evaluating learning programmes, however considering there are micro-teaching sessions within this certificate there should be an expectation that some evaluation documentation will already have been used. If candidates have developed an evaluation document then this, along with a reflective journal/report to accompany it, may ensure that candidates meet the unit criteria.

If an assessor feels there is insufficient evidence produced then candidates could be given the opportunity to give a presentation on evaluating learning programmes or could take part in a professional discussion with their assessor, all of which should be recorded on DVD and stored as evidence.

Suggested reading

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only.

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

Curzon, L. (1997) *Teaching in Further education: an outline of principles and practice*. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2001) *Schools – achieving success*. London: HMSO

Gibbs, G. (1995) *Assessing Student Centred courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

Gravells A (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Seminars and tutorials*. Bristol: Technical and Educational Services

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Lectures*. Bristol: Technical and Educational Services

Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer

Maslow, A. (1987*) Motivation and Personality*. New York: Harper & Row

Petty G (2004) *Teaching Today* (3rd Edition), Nelson Thornes

Pring, R. (1995) *Closing the Gap: Liberal Education and vocational Preparation*. London: Hodder and Stoughton

Reece I and Walker S (2003) *Teaching, Training and Learning: A practical Guide (5th Edition)*

Business Education Publishers Ltd

Rowntree, D. (19XX) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page

Wallace s, (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters

Websites
www.ocr.org.uk
www.qca.org.uk
www.dfes.gov.uk
www.lluk.org.uk

Assessment Criteria, Knowledge and Practice

1. Understand the principles of evaluating learning programmes

		Assessment Criteria	**Knowledge**	**Evidence Linked to Practice**
1.1		Identify and analyse the principles of evaluating learning	• What is evaluation in learning • The main principles of evaluation • Evaluation and the links to the learning programme	• This learning outcome may be presented in a report
1.2		Discuss how the principles can be applied to learning programmes		

2. Understand and use appropriate evaluation methods

		Assessment Criteria	**Knowledge**	**Evidence Linked to Practice**
2.1		Identify and develop an appropriate framework for the evaluation of learning programmes	• Different forms of evaluation • Links between learning objectives and evaluation processes • Different methods of evaluating	• Report • Lesson plan • Scheme of work
2.2		Devise appropriate objectives in order to achieve evaluation aims		
2.3		Identify, justify and apply appropriate methods for evaluating the effectiveness of learning programmes		

3. Understand how to collect and analyse data for the purpose of evaluating learning programmes

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Identify and apply relevant guidelines and legislation relevant to the collection and analysis of data	• Legislation relevant to collection of data • Different methods of collection • How to analyse data	• Report • Presentation • Evaluation documentation
3.2	Identify, justify and apply methods for the collection of data to be used for evaluation of learning programmes		
3.3	Identify, justify and apply methods for the analysis of data to be used for evaluation of learning programmes		

4. Understand how evaluation results can be used to improve learning programmes

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Use appropriate techniques and methods to present an analysis of the evaluation results	• Relevant I.T. in presenting evaluation results • What appropriate techniques are available • Evaluate data and how the results may improve learning programmes	• Report • Reflective journal • Presentation
4.2	Explain how the results can be used to improve learning programmes, indicating factors to be taken into consideration in their implementation		

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5. Understand how to evaluate the effectiveness of own practice

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Review own practice in evaluating learning, reflecting on validity and reliability of data collected and the effectiveness of methods used.	• How to recognise own strengths and developmental areas in collating data	• Reflective journal