Unit Title:	**Evaluating learning programmes**
OCR unit number:	51
Level:	Level 4
Credit value:	3
Guided learning hours:	15
Unit reference number:	L/503/5790

Unit purpose and aim

The aim of this unit is to enable learners to understand the principles of evaluating learning programmes and use evaluation methods and data to understand how these can be used to improve learning programmes.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Understand the principles of evaluating learning programmes	**The Learner can:** 1.1 Analyse the principles of evaluating learning 1.2 Discuss how the principles can be applied to learning programmes	Learners should consider the following: • What is evaluation in learning? • What are the main principles of evaluation? • How can these principles be linked to the learning programme they deliver on? Learners could think about the different purposes for evaluation and who the findings are for. Learners could consider different forms of evaluation approaches; sharing and critiquing of various techniques should be encouraged. Learners should be directed to consider the links between evaluation objectives and evaluation processes. Learners could be introduced to recognised theoretical approaches to

Learning Outcomes	Assessment Criteria	Teaching Content
		evaluating learning e.g. Donald L Kirkpatrick's Evaluation Model Learners could review the objectives and learning outcomes for their session or sessions and establish how evaluation could measure whether they have been achieved Discussions could decipher not just how to measure the quality of the learning experience but also the impact of the learning experience on the learner in their own practice Defining roles and responsibilities within the evaluation process could be established.
2 Understand and use evaluation methods	2.1 Develop a framework for the evaluation of learning programmes 2.2 Devise objectives in order to achieve evaluation aims 2.3 Apply and justify methods for evaluating the effectiveness of learning programmes	Learners should think about why they are measuring and what information they want to get out of the process before selecting a tool e.g. questionnaire Learners could think about when evaluation should take place selecting the most relevant opportunity for the learner to feed back on how effective they felt the learning event was in terms of their development.
3 Understand how to collect and analyse data for the purpose of evaluating learning programmes	3.1 Apply relevant guidelines and legislation relevant to the collection and analysis of data 3.2 Apply and justify methods of collecting data used to evaluate learning programmes 3.3 Apply and justify methods of analysing data used to evaluate learning	Learners should consider the range of regulations relevant to data collection and demonstrate how they comply with them in practice with regards to collection and dissemination e.g. data protection act. Learners should consider the different methods of collection and utilise the most appropriate method within their practice. They should be able to explain

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Learning Outcomes	Assessment Criteria	Teaching Content
		why they chose the method they did. They could consider factors such as: - deciding who is going to collect the information and how and when it is going to be collected and collated -is the evaluation of the learning programme something that will be done every so often or a one-off event; for example after the introduction of new techniques or processes?
4 Understand how evaluation results can be used to improve learning programmes	4.1 Apply techniques and methods to present an analysis of evaluation results 4.2 Explain how evaluation results can be used to improve learning programmes, identifying factors affecting implementation	Learners need to consider various methods in presenting data. Is the data qualitative or quantitative? Learners could consider the relevance of I.T. in presenting evaluation results and what appropriate techniques are available. In considering how to use the data to improve learning programmes, learners need to ensure the accuracy of their findings and establish what outcomes are within their control to address and what aspects are beyond their role and responsibilities.
5 Understand how to evaluate the effectiveness of own practice	5.1 Review own practice in evaluating learning, reflecting on validity and reliability of data collected and the effectiveness of methods used	Learners need to be able to ascertain whether the evaluation tools they used were accurate in portraying learners' views and that they measured what was intended. Were there any factors that may have influenced the findings? Would learners use the evaluation approach again and why? Reflecting on strengths and areas for improvement in using various evaluation approaches, what influences their choice. For example would they use the same approach for a different type of learner?

Learning Outcomes	Assessment Criteria	Teaching Content
		How to recognise own strengths and developmental areas in collating data

Assessment

This unit will be assessed in the centre and externally verified by OCR assessors.

To successfully achieve the unit candidates must produce evidence that meets all of the assessment criteria in the unit.

Guidance on assessment and evidence requirements

Evidence for this unit could consist of:

- Assignment
- Project
- Presentation to peers of evaluation activities undertaken
- Product evidence consisting of - Evaluation activities completed, records and results produced etc
- CPD log; Self reflective account; Personal development/Action Plan
- Minutes of meeting discussing evaluation approaches to be implemented or which has been implemented, results and findings, agreeing of improvements to learning programmes from analysis of data etc

This is a level 4 unit and therefore the assessment criteria require the candidate to utilise higher order thinking in order to meet the assessment requirements. Tutors are encouraged to be mindful of the taxonomies of learning and concentrate on the verbs used within the assessment criteria in their delivery, learner support, feedback and assessment in ensuring candidates are working at the level required and producing evidence for assessment that is of a level 4 standard.

Centres are encouraged to demonstrate best practice within their own initial teacher training programmes and where possible encourage their learners to reflect and critique on how the learning outcomes have been met within their programme of study and then apply this to their own teaching practice. Candidates could be directed to evaluate the evaluation process utilised on the teacher training programme and consider its effectiveness in capturing their feedback.

National Occupational Standards (NOS) mapping/signposting

This unit is underpinned by:

- New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector (2007).

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Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	√	Representing		Use ICT systems	√
Reading	√	Analysing		Find and select information	√
Writing	√	Interpreting		Develop, present and communicate information	√

Resources

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 practic*e. 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

Kember, D & Ginns, P (2011) Evaluating Teaching and Learning: A Practical handbook for colleges, universities and the scholarship of teaching. Routledge 1st Edition

Kirkpatrick, D (1994) Evaluating Training Programs. Berrett-Koehler Publishers Inc

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

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

Pollard, A (2008) Reflective Teaching: Evidence informed Professional Practice. Continuum Internaltional Publisher Group Ltd

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 OCR web site
www.ofsted.gov.uk The Office for Standards in Education.
www.hmie.gov.uk Her Majesty's Inspectorate of Education (Scotland)
www.ifl.ac.uk The Institute for Learning
www.**lsis**.org.uk The Learning and Skills Improvement Services
http://www.excellencegateway.org.uk/ The Excellence Gateway
www.niace.org.uk The National Institute of Adult Continuing Education
www.qia.org.uk The Quality Improvement Agency
www.ukces.org.uk UK Commission for Employment and Skills

http://www.businessballs.com/**training**programevaluation.htm

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .

This unit is a shared unit. It is located within the subject/sector classification system:

1.3 Education and training
13.1 Teaching and lecturing

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