UNIT 40: BUSINESS WORK EXPEREINCE
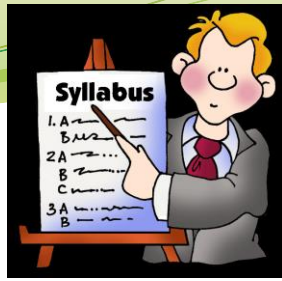
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UNIT 40: BUSINESS WORK EXPEREINCE

- LEARNING OUTCOME 3:BE ABLE TO MONITOR AND EVALUATE PROGRESS OF WORK-BASED PROJECT

THE BASIC SYLLABUS

- 1. Understand ways to arrange appropriate industry experience.

- 2. Be able to agree aims and objectives of work-based project with others.

- 3.Be able to monitor and evaluate progress of work-based project.

- 4. Be able to present report on work-based project.
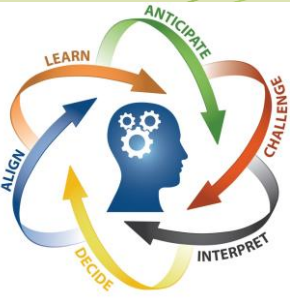
LEARNING OUTCOMES

- Be able to agree aims and objectives of work based project with others

- At the end of the class the students should be able to:
- AC 3.2: Maintain a reflective practice journal to monitor progress

OVERVIEW

- Monitoring is the continuous assessment of the intervention and its environment with regard to the planned objectives, results, activities and means. Monitoring enables a stakeholder to review progress and to propose action to be taken in order to achieve the objectives. Monitoring identifies actual or potential successes or failures as early as possible and facilitates timely adjustments to the operations.

- Monitoring takes place at all levels of management and uses both formal reporting and informal communications. Representatives of different stakeholders are engaged in monitoring.

REFLECTIVE SCHOLAR-PRACTITONER

- A Reflective scholar practitioner is one who ask searching questions about an experience. Most questions that would be asked do not form out of thin air but from the contexts in which one is working, or in response to situations in which you find yourself.

REFLECTIVE PRACTICE JOURNAL

- "Reflective practice is something more than thoughtful practice. It is that form of practice that seeks to problematise many situations of professional performance so that they can become potential learning situations and so the practitioners can continue to learn, grow and
- develop in and through practice" (Jarvis, 1992 p.180)

REFLECTIVE PRACTICE JOURNAL

- A reflective journal may include what you have done, what you have learnt and how you have found your day or week. Maybe you can include the thoughts of the experiences that you are having, the things that you have enjoyed, the things that you have done well and the things that you could have done better - which you can then reflect on.
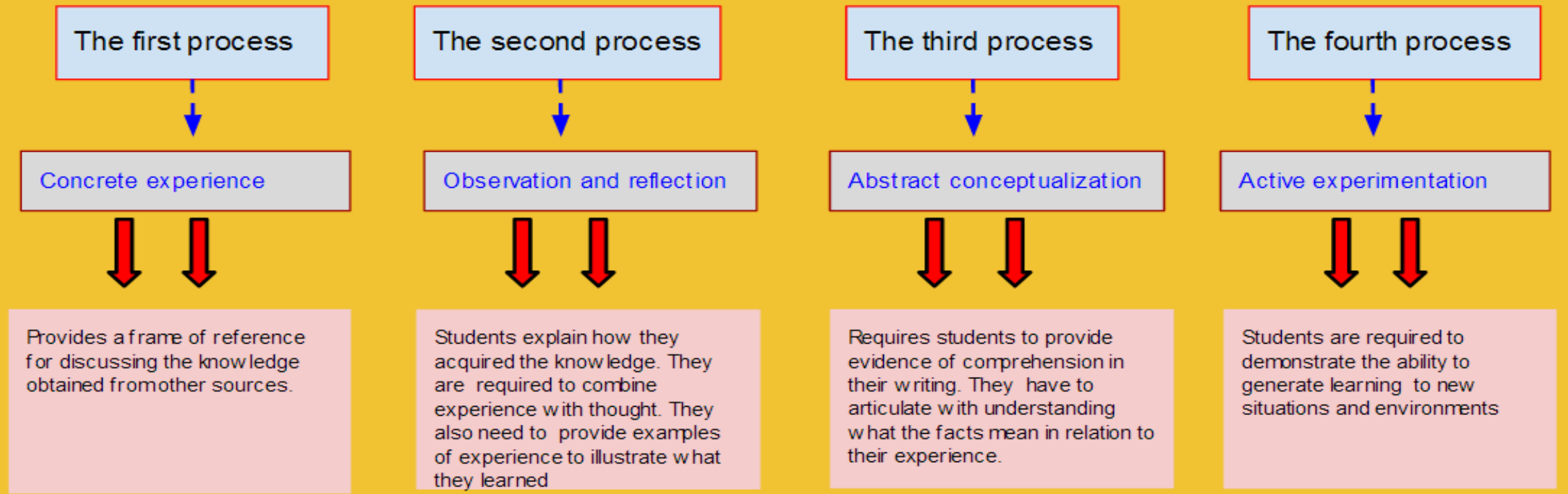
REFLECTIVE PRACTICE JOURNAL

Kolb's Experiential Learning Theory

www.educatorstechnology.com

The first process	The second process	The third process	The fourth process
Concrete experience	Observation and reflection	Abstract conceptualization	Active experimentation
Provides a frame of reference for discussing the knowledge obtained from other sources.	Students explain how they acquired the knowledge. They are required to combine experience with thought. They also need to provide examples of experience to illustrate what they learned	Requires students to provide evidence of comprehension in their writing. They have to articulate with understanding what the facts mean in relation to their experience.	Students are required to demonstrate the ability to generate learning to new situations and environments

GATHERING

- This is about issues currently being faced and how the organisation will address same. The more information you have about the issue itself and the ways it has been approached, the more likely you are to be able to devise an effective program or intervention of your own.

- There are obviously many sources of information, and they vary depending on what you're looking for. In general, you can consult existing sources or look at "natural examples," examples of actual programs and interventions that have addressed the issue.

RECORDING AND REVIEWING

- In every workplace you are required to identify and keep records. The records that you are required to keep will be determined by your job tasks.

- Both the physical and financial records of the business are vital for planning purposes, meeting legislative requirements and the efficient operation of the business on a daily basis.

RECORDING AND REVIEWING

- By having a better understanding of what records to keep and how to keep records, you will gain the skills and knowledge to participate in your workplace more efficiently and effectively. You cannot rely on your memory, so you need to record your physical and financial transactions.
- Through this process we are able to:
- satisfy various legal requirements
- assist in preparation of tax returns
- to help management identify areas where efficiencies can be introduced
- enable management to monitor business, exercise control and make informed decisions
- use information from the past to plan for the future

RECORDING AND REVIEWING

- It is important when considering implementing recording systems that they are simple, easy to use, effective and suit the business.
- The 4 basic rules for record keeping are:
- Useful — Don't waste your time keeping records you will never use.
- Easy to use — Simple and neat to encourage you to use the system.
- Accurate — Bad records can lead to poor decisions.
- Compulsory – These are the records you are required to keep by law e.g. financial records for tax returns

RECORDING AND REVIEWING

- A business will need information, surveys and data more than once. This means that it is important to review how data is maintained and updated as re-collecting information is wasteful of time and resources.

- Based on the fact that a successful workplace is an efficient workplace, you must review whether the maintenance and updating process is easy or time consuming.

COLLECTING EVIDENCE

- Evidence refers to anything that is used to demonstrate or determine the truth of a matter. It is the information for which a case is built-on and the evidence will help to make decision on a matter.

- Below are the steps that can be used to collect evidence.

- **1. Set objectives**

- Before you begin to collect evidence the following must be decided:-

- Why you are seeking this evidence?

- When it will be collected

- How to use the results to improve what you do

- What do you want to find out? Keep it simple and focused:

COLLECTING EVIDENCE

- What new knowledge did students learn during a visit to a specific host organisation and how did this knowledge increase their understanding?

- You are trying to understand:

- What the outcome of this learning is for the people concerned?

- What the broad impact of this learning might be?

COLLECTING EVIDENCE

- **2. Review existing data**
- Review the data you collect already:
- Letters from users
- User surveys
- Project evaluation forms
- Other…

COLLECTING EVIDENCE

- **3. Develop your research tools**

- Selecting your research method:

- Will it generate the information you need?
- Will it produce qualitative or quantative data?
- Can you measure the quality, range and diversity of learning?
- Is it simple to use and easy to administer?
- Is it comprehensible to and suitable for the target group?
- Do you need to used it in conjunction with another method?
- Timeliness - when to undertake and for how long?
- Will it generate a large enough sample?

COLLECTING EVIDENCE

- **4. Your research method - reducing bias**
- Using the Generic Learning Outcomes enables you to structure evidence of learning that otherwise may be labelled as unscientific or anecdotal.
- **5. Your research method - a consistent approach**
- Be clear about what you have done to find your evidence:
- How you have done it e.g. what tools you have used, users targeted
- Why you have done it this way
- The limits of your study - what you did not do and why

COLLECTING EVIDENCE

- **6. Your research method - ethics**
- Consider the following issues:
- Honesty - are those involved in the research clear about how and why it will be used?
- Ownership - do you need permission to use the evidence you have collected? Who will you need to get permission from
- Safety - have you considered the safety of the people involved including researchers as well as those you are targeting?
- Anonymity and confidentiality - can you guarantee this?
- Professional integrity - have you maintained this to the best of your ability?

COLLECTING EVIDENCE

- **7. Code and analyse data**
- Organise your data
- Analyse it by examining and interpreting it in a robust and consistent way
- Show a transparent audit trail of data collected, sorted and analysed

- **8. Presenting your evidence**
- The meaning and significance of your results:
- What do you now know about what people have learnt?
- Do you still need to find out more about a particular type of user or a particular type of learning?
- How does this change or add to the picture you already have?
- How are you going to use his evidence to help you improve what you do?

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