

**New Practice Educator training**

**Pre-reading & course preparation pack**

**Time required:**

* **90 minutes before Day 1**
* **30 – 60 minutes before day 2**

**Introduction**

The practice education team for Occupational Therapy and Physiotherapy are looking forward to meeting you on the upcoming study days. All Practice Educators must undergo a formal period of preparation for the role of supervising and assessing students on placement, in line with Royal College of Occupational Therapy (2010) and by the Chartered Society of Physiotherapy (2010) requirements.

Here at UW we believe that becoming a Practice Educator can greatly enhance your own learning and practice as a therapist. We have therefore developed this 2-day training to support you to feel ready to take on the challenge. Face to face learning is encouraged so that you can develop networks of people outside of your practice area and discuss and learn from therapists with different skills and ideas.

This pre-reading and course preparation contains some reading and tasks to be completed prior to attending the first study day. Engaging in pre-reading enables the course to be more interactive and therefore enjoyable. We know that you are busy, so we have amended our start time accordingly to enable you to do this on the day if you prefer. The room in which the course will be delivered is available for you to do this, although you might find it a bit noisy & distracting as course tutors prepare for the day.

This is followed by some reflective tasks for you to complete at the end of the first day, and a SWOT analysis which you may like to complete before each placement to help you to understand your own learning needs – you are welcome to photocopy or reproduce this as required. Please bring all of your preparation work back with you to the study days.

**Reading to be completed prior to Study Day 1**

# Glossary

**Assessment:** The purpose of all assessment is to provide formal feedback to students and Academic staff of the level of competence or performance of students against agreed criteria or standards. Formative and summative assessment of the students learning and achievements are a necessary component of Practice Education. Assessment should identify areas of achievement and areas of learning still to be addressed.

**Practice Educator (PE):** An identified and trained health professional who facilitates practice education (a subset of education theory and methods) of students in the practice learning placement. All Practice Educators must undergo formal training and regular updates as per requirement of the COT, CSP and HCPC.

**Practice Co-ordinator:** An identified and trained health professional who is responsible for co-ordinating all practice learning placements at a specified hub with the University.

**Zoned Academic (ZA):** An identified member of the University team who communicates directly, as required, with the student and PE before, during and following placement. They are responsible for responding to student or PE concerns during the practice learning placement.

**Practice Learning Document (PLD)**: A manual for students and Practice Educators which provides the specific outcomes and assessment requirements for each practice learning placement. It is the students’ responsibility to ensure completion and submission of the PLD, and the practice educators’ responsibility to record and sign off the requirements of the placement.

**Practice Learning Module:** The unit of learning (module or subject) within the curriculum that requires a Practice Learning Placement. Each module has identified learning outcomes, assessment and required readings. Some modules include on campus preparation sessions and Action Learning Sets (for debriefing and reflection) to support the learning on placement. Each Practice Learning Module Outline is provided at the back of each Practice Learning Document.

**Practice Learning Placement**: A component of the University of Worcester course where students undertake learning in a work-based setting under the supervision of a Practice Educator. There are 5 Practice Learning Placements in the program.

**Supervision:** A process within practice education of “facilitating change in the learner that enables the process of assessment without itself being an assessment” (COT 2008). Supervision encourages students to reflect on their practice learning, identify their achievements and areas for improvement and set goals for further practice experience. A **minimum standard** of one hour a week (or pro rata equivalent) should be designated for face to face supervision of individual or group of students. Online and telephone supervision is possible in some specific circumstances where geographic distance and/or other limitations preclude a face to face meeting.

**Course Structure**

The University of Worcester Occupational Therapy and Physiotherapy courses run in parallel to each other, allowing inter-professional learning in where there are shared professional requirements.

Theory and practice learning placements are integrated to facilitate development of practical and professional knowledge and skills alongside the underpinning theoretical concepts of the professions to develop competent graduates.

The shared educational aims of both courses are to prepare the student to:

* Achieve the HCPC Standards of Proficiency (2012) providing eligibility to apply to register with the HCPC and membership of the Occupational Therapy or Physiotherapy professional bodies.
* Practice in a professional manner; reflect upon and critically evaluate own abilities and limitations, in accord with the *HCPC (2012*) *Standards of Proficiency* acknowledging the need to seek appropriate assistance.
* Critically reflect upon contemporary theoretical perspectives which provide the underpinning knowledge base for professional practice.
* Analyse the wider political, cultural, economic and social context of current health and social care provision.
* Critically analyse the complexity of professional, ethical and legal frameworks and their impact on Occupational Therapy and Physiotherapy decision making.
* Practice in a fair and anti-discriminatory way, in accordance with professional, ethical and legal frameworks ensuring the primacy of service user interests and well-being.
* Demonstrate competence in assessing, planning, managing, auditing, and reflect and review practice in order to modify Occupational Therapy or Physiotherapy provision accordingly within a range of care settings.
* Locate and evaluate evidence and research; apply best available evidence, knowledge and appropriate repertoire of skills indicative of safe and effective Occupational Therapy or Physiotherapy practice.
* Be an accountable practitioner, who demonstrates the ability to have flexible leadership, management and business skills that enable them to contribute with skill and confidence to effective multi-professional team working to ensure the total needs of service users and their family are addressed.
* Articulate and justify clinical reasoning, decision making and problem-solving processes to challenge Occupational Therapy or Physiotherapy provision and critically evaluate the outcomes of interventions and service delivery strategies.

The Occupational Therapy and Physiotherapy course utilise a spiral curriculum in order to facilitate application of learning to practice within all levels of study. The complexity of learning increases with each module and year and it is expected that students will develop their skills and competencies progressively throughout the program. Although there are differences between the two courses in terms of content, generally the focus of each level builds on the foundation set by the previous level of learning.

**Spiral Curriculum Models for BSc (Hons) Occupational Therapy and Physiotherapy**

**Spiral Curriculum Model: BSc (Hons) Occupational Therapy**

* Occupation
* Theoretical Underpinning
* Professionalism
* Communication
* Self-Management
* Occupational Advocacy
* Responsibility and autonomy
* Leading others
* Effective teams
* Enabling Participation
* Research Evidence
* Professional Reasoning
* Collaborating with Others

Evaluation and Application

Principles of Practice

Leadership Management and Team Working

Level 5

Groups

Level 4

Individual

Level 6

Populations

**Spiral Curriculum Model: BSc (Hons) Physiotherapy**

* Professionalism
* Theoretical Underpinning
* Communication
* Self Management
* Dealing with complexity
* Responsibility and Autonomy
* Effective Teams
* Leading others
* Developing clinical reasoning
* Enabling
* Collaboration with Others

Evaluation and Application

Principles of Practice

Leadership Management and Team Working

Level 5

Level 4

Level 6

**BSc (Hons) Physiotherapy and BSc (Hons) Occupational Therapy Modules**

**In Level 4 (year 1)** the focus will be on learning the foundational sciences and core professional practices, including client centred practice, professional communication and self-management.

**In level 5 (year 2)** students will develop greater knowledge of evidence-based practice and application of theory to practice, students will also focus on providing assessment and intervention services for clients and collaborating within teams.

**In Level 6 (year 3)** there is greater emphasis on complex case management and on working in diverse settings. In addition, students will develop leadership skills, autonomy and consideration of health policy at population and community levels.

**Module Structure**

|  |  |
| --- | --- |
| **Occupational Therapy** | **Physiotherapy** |
| Foundation Sciences A: Anatomy & Physiology | Foundation Sciences for Physiotherapy Practice 1 (Anatomy) |
| Promoting Health and Wellbeing through Occupation | Foundation Sciences for Physiotherapy Practice 2 (Pathophysiology) |
| Philosophy & Practice of Occupational Therapy | Guiding Principles of Physiotherapy Practice |
| Foundation Sciences B: Psychology | Exercise for Health and Wellbeing |
| Evidence informed Occupational Therapy |
| Practice Learning 1 | Practice Learning 1 |
| Foundations for Professional Practice | |

Level 5: Year 2

|  |  |
| --- | --- |
| **Occupational Therapy** | **Physiotherapy** |
| Factors Affecting Occupation | Applied Sciences 1 (Musculoskeletal) |
| Enabling Occupation | Applied Sciences 2 (Cardiovascular and Respiratory) |
| Applied Sciences 3 (Neurology) |
| Practice Learning 2 | Practice Learning 2 |
| Practice Learning 3 | Practice Learning 3 |
| Applied Research & Evidence Based Practice | |
| Teamwork for Professional Practice | |

Level 6: Year 3

|  |  |
| --- | --- |
| **Occupational Therapy** | **Physiotherapy** |
| Advancing Professional Diversity | Managing patients with complex needs |
| Practice Learning 4 | Practice Learning 4 |
| Practice Learning 5 | Practice Learning 5 |
| Independent Study | Independent Study |
| Leadership for Professional Practice | |
| Enhancing Employability | |

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# Practice Learning Modules

There are 5 mandatory Practice Learning Modules in the Occupational Therapy and Physiotherapy courses:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level of Study |  | Approximate Hours completed | Placement Structure | |
| Semester | Days |
| **YEAR ONE** | Practice Learning 1 | 190 | Semester 2 | 19 hours per week worked over Wednesday, Thursday & Friday as specified by the Practice Educator, for 10 weeks  Student are able to work alternative hours outside of the standard working week where required |
| **YEAR TWO** | Practice Learning 2 | 380 | Semester 1 | 19 hours per week worked over Monday, Tuesday and Wednesday as specified by the Practice Educator, for 10 weeks each placement.  Student are able to work alternative hours outside of the standard working week where required |
| Practice Learning 3 | Semester 2 |
| **YEAR THREE** | Practice Learning 4 | 552 | Semester 1 | 34.5 hours a week worked as specified by the Practice Educator. Half a day study time each week is not included in hours but should be negotiated with the practice educator |
| Practice Learning 5 | Semester 2 |
| Total: | | 1122 |

# Introduction to Practice Learning

Practice learning is an essential component of all Occupational Therapy and Physiotherapy education programs. The Royal College of Occupational Therapists (COT) and the Chartered Society of Physiotherapy (CSP) require that all students complete a minimum of 1000 hours of practice prior to graduation. Practice learning encompasses a range of learning experiences that seek to prepare graduates to be competent to practise across a wide range of services and meet the challenges of contemporary practice (Thomas et al, 2005). The experience gained through practice education ensures graduates meet the minimum competency standards, influence graduate career choice (Rodger et al, 2007), increase recruitment for the organisations in which they are placed (Thomas, et al, 2007), and are directly related to the responsibilities of the health professionals as required by HCPC.

Theory and practice learning placements run concurrently throughout Level 4 (year one) and Level 5 (year two) to fully support the theory and practice links necessary for graduate Occupational Therapist and Physiotherapists. This is further supported by delivery of action learning sets within the university curriculum, focussing on enabling students to make the required theory / practice links. At Level 6 students complete two fulltime six-week block placements, one in each semester. The opportunity to have full time placements will facilitate increasing student autonomy and preparation for practice while in a safe practice environment.

Great emphasis is placed on learning within a supportive and supervised practice learning environment. There is an expectation that students will receive a minimum of one hour face to face supervision each week (or equivalent in part-time practice placements). This minimum standard highlights the importance of setting aside a specific time when progress towards the identified learning goals can be reviewed and feedback can be provided. The use of constructive and supportive feedback as an individualised teaching and learning method to facilitate student learning from practice experiences is a key role for Practice Educators. Supervised practice learning is critical in facilitating student competence in delivering safe, effective, high quality health and social care. Together the student will become proactive and take initiative in developing their skills, and the Practice Educator provides the opportunities for students to learn from experience and practise competencies in diverse, rapidly changing, complex health and social care environments across the health-illness continuum. Furthermore, supervised practice learning ensures that the public are safeguarded by developing responsible, accountable and autonomous professionals.

Practice learning will aim to facilitate adherence to the appropriate Health and Care Professions Council (HCPC 2012) standards. These standards underpin the University’s modular learning outcomes to ensure that students satisfy these upon qualification.

The Health and Care Professions Council (HCPC 2012) requires all Physiotherapists and Occupational Therapists to comply with the following:

## *Professional Autonomy and Accountability*

* Be able to practise within the legal and ethical boundaries of their specific profession.
* Be able to practise in a non-discriminatory manner.
* Understand the importance of and maintain confidentiality.
* Understand the importance of and obtain informed consent.
* Be able to exercise a professional duty of care.
* Be able to practise as an autonomous professional, exercising their own professional judgement.
* Recognise the need for effective self-management and management of workload and resources to be able to practise accordingly.
* Understand the obligation to maintain fitness to practise.

## *Professional Relationships*

* Be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers.
* Be able to contribute effectively to work undertaken as part of a multi-professional team.
* Be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, service users, their relatives and carers.
* Understand the need for effective communication throughout the care of the service user.

***Identification and Assessment of Health and Social Care Needs***

* Be able to gather appropriate information.
* Be able to select and use appropriate assessment techniques.
* Be able to undertake or arrange investigations as appropriate.
* Be able to analyse and critically evaluate the information collected.

## *Formulation and Delivery of Plans and Strategies for Meeting Health and Social Care Needs*

* Be able to use research, reasoning and problem solving skills to determine appropriate actions.
* Be able to draw on appropriate knowledge and skills in order to make professional judgements.
* Be able to formulate specific and appropriate management plans including the setting of timescales.
* Be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully.
* Be able to maintain records appropriately.

## *Critical Evaluation of the Impact of, or Response to, the Registrant’s Actions*

* Be able to monitor and review the on-going effectiveness of planned activity and modify it accordingly.
* Be able to audit, reflect on and review practice.

## *Knowledge Understanding and Skills*

* Know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice.
* Know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities.
* Understand the need to establish and maintain a safe practice environment

**Year 1: Practice Placement 1**

**The Focus of Practice Learning Placement 1 is to enable students to:**

* Be introduced to professional practice.
* Demonstrate professional autonomy and accountability (professional behaviour).
* Demonstrate professional relationships (professional communication).
* Identify and assess health and social needs, in practice.
* Under supervision, make decisions, deliver, monitor and / or record practice strategies.
* Apply theoretical knowledge to practice

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## Year 2: Practice Placement 2 and 3

**The Focus of Practice Learning Placement 2 & 3 is to enable the students to:**

* Strengthen the theoretical knowledge that underpins practice.
* Demonstrates effective inter-professional team working.
* Select appropriate assessment strategies and outcome measures.
* Assess under supervision non- complex clients / cases.
* Choose, implement and document range of safe and effective treatment / interventions under supervision.
* Demonstrate clinical / professional reasoning processes at a beginning level.

## Year 3: Practice Placement 4 and 5

**The Focus of Practice Learning Placement 4 & 5 is to enable the student to:**

* Critically reflect and confidently articulate the theoretical basis for professional practice.
* Establish collaborative partnerships with other professions, based on professional communication and behaviours.
* Demonstrate effective leadership and management skills in relation to professional and inter professional practice.
* Demonstrate and critically reflect on profession practice provision in relation to more complex client and cases, under supervision.
* Evaluate own skills and develop own professional practice with reference to the evidence base.

**End of Pre-Reading. Please complete the 3 tasks below.**

**Task 1: Understanding your own learning preferences**

**Honey and Mumford**

**Learning Styles Questionnaire**

This questionnaire is an internationally used tool designed by Peter Honey and Alan Mumford, designed to find out your preferred learning style(s). This questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style and having a greater understanding of those that suit the style of others.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you prefer, you can complete the questionnaire online here: <https://www.mint-hr.com/mumford.html>

|  |  |  |  |
| --- | --- | --- | --- |
| **If you agree more than you disagree with a statement put a tick by it. If you disagree more than you agree put a tick by it. Be sure to tick each item** | | **Agree** | **Disagree** |
| 1 | I have strong beliefs about what is right and wrong, good and bad |  |  |
| 2 | I often act without considering the possible consequences |  |  |
| 3 | I tend to solve problems using a step-by-step approach |  |  |
| 4 | I believe that formal procedures and policies restrict people |  |  |
| 5 | I have a reputation for saying what I think, simply and directly |  |  |
| 6 | I often find that actions based on feelings are as sound as those based on careful thought and analysis |  |  |
| 7 | I like the sort of work where I have time for thorough preparation and implementation |  |  |
| 8 | I regularly question people about their basic assumptions |  |  |
| 9 | What matters most is whether something works in practice |  |  |
| 10 | I actively seek out new experiences |  |  |
| 11 | When I hear about a new idea or approach, I immediately start working out how to apply it in practice |  |  |
| 12 | I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc. |  |  |
| 13 | I take pride in doing a thorough job |  |  |
| 14 | I get on best with logical, analytical people and less well with spontaneous, "irrational" |  |  |
| 15 | I take care over the interpretation of data available to me and avoid jumping to conclusions |  |  |
| 16 | I like to reach a decision carefully after weighing up many alternatives |  |  |
| 17 | I'm attracted more to novel, unusual ideas than to practical ones |  |  |
| 18 | I don't like disorganised things and prefer to fit things into a coherent pattern |  |  |
| 19 | I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done |  |  |
| 20 | I like to relate my actions to a general principle |  |  |
| 21 | In discussions I like to get straight to the point |  |  |
| 22 | I tend to have distant, rather formal relationships with people at work |  |  |
| 23 | I thrive on the challenge of tackling something new and different |  |  |
| 24 | I enjoy fun-loving, spontaneous people |  |  |
| 25 | I pay meticulous attention to detail before coming to a conclusion |  |  |
| 26 | I find it difficult to produce ideas on impulse |  |  |
| 27 | I believe in coming to the point immediately |  |  |
| 28 | I am careful not to jump to conclusions too quickly |  |  |
| 29 | I prefer to have as many resources of information as possible - the more data to think over the better |  |  |
| 30 | Flippant people who don't take things seriously enough usually irritate me |  |  |
| 31 | I listen to other people's points of view before putting my own forward |  |  |
| 32 | I tend to be open about how I'm feeling |  |  |
| 33 | In discussions I enjoy watching the manoeuvrings of the other participants |  |  |
| 34 | I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance |  |  |
| 35 | I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc. |  |  |
| 36 | It worries me if I have to rush out a piece of work to meet a tight deadline |  |  |
| 37 | I tend to judge people's ideas on their practical merits |  |  |
| 38 | Quiet, thoughtful people tend to make me feel uneasy |  |  |
| 39 | I often get irritated by people who want to rush things |  |  |
| 40 | It is more important to enjoy the present moment than to think about the past or future |  |  |
| 41 | I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition |  |  |
| 42 | I tend to be a perfectionist |  |  |
| 43 | In discussions I usually produce lots of spontaneous ideas |  |  |
| 44 | In meetings I put forward practical realistic ideas |  |  |
| 45 | More often than not, rules are there to be broken |  |  |
| 46 | I prefer to stand back from a situation |  |  |
| 47 | I can often see inconsistencies and weaknesses in other people's arguments |  |  |
| 48 | On balance I talk more than I listen |  |  |
| 49 | I can often see better, more practical ways to get things done |  |  |
| 50 | I think written reports should be short and to the point |  |  |
| 51 | I believe that rational, logical thinking should win the day |  |  |
| 52 | I tend to discuss specific things with people rather than engaging in social discussion |  |  |
| 53 | I like people who approach things realistically rather than theoretically |  |  |
| 54 | In discussions I get impatient with irrelevancies and digressions |  |  |
| 55 | If I have a report to write, I tend to produce lots of drafts before settling on the final version |  |  |
| 56 | I am keen to try things out to see if they work in practice |  |  |
| 57 | I am keen to reach answers via a logical approach |  |  |
| 58 | I enjoy being the one that talks a lot |  |  |
| 59 | In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations |  |  |
| 60 | I like to ponder many alternatives before making up my mind |  |  |
| 61 | In discussions with people I often find I am the most dispassionate and objective |  |  |
| 62 | In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking |  |  |
| 63 | I like to be able to relate current actions to a longer-term bigger picture |  |  |
| 64 | When things go wrong, I am happy to shrug it off and "put it down to experience" |  |  |
| 65 | I tend to reject wild, spontaneous ideas as being impractical |  |  |
| 66 | It is best to think carefully before taking action |  |  |
| 67 | On balance I do the listening rather than the talking |  |  |
| 68 | I tend to be tough on people who find it difficult to adopt a logical approach |  |  |
| 69 | Most times I believe the end justifies the means |  |  |
| 70 | I don't mind hurting people's feelings so long as the job gets done |  |  |
| 71 | I find the formality of having specific objectives and plans stifling |  |  |
| 72 | I'm usually one of the people who puts life into a party |  |  |
| 73 | I do whatever is expedient to get the job done |  |  |
| 74 | I quickly get bored with methodical, detailed work |  |  |
| 75 | I am keen on exploring the basic assumptions, principles and theories underpinning things and events |  |  |
| 76 | I'm always interested to find out what people think |  |  |
| 77 | I like meetings to be run on methodical lines, sticking to laid down agenda, etc. |  |  |
| 78 | I steer clear of subjective or ambiguous topics |  |  |
| 79 | I enjoy the drama and excitement of a crisis situation |  |  |
| 80 | People often find me insensitive to their feelings |  |  |

**Scoring the Honey & Mumford Questionnaire**

The Questionnaire is scored by awarding one point for each ticked item you agree with. There are no points for items that you disagree with. Simply indicate on the lists below which items were ticked by checking the box next to the appropriate question number, then count up how many you identified in each column.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2 |  | 7 | ☐ | 1 | ☐ | 5 | ☐ |
| 4 |  | 13 |  | 3 |  | 9 |  |
| 6 |  | 15 |  | 8 |  | 11 |  |
| 10 |  | 16 |  | 12 |  | 19 |  |
| 17 |  | 25 |  | 14 |  | 21 |  |
| 23 |  | 28 |  | 18 |  | 27 |  |
| 24 |  | 29 |  | 20 |  | 35 |  |
| 32 |  | 31 |  | 22 |  | 37 |  |
| 34 |  | 33 |  | 26 |  | 44 |  |
| 38 |  | 36 |  | 30 |  | 49 |  |
| 40 |  | 39 |  | 42 |  | 50 |  |
| 43 |  | 41 |  | 47 |  | 53 |  |
| 45 |  | 46 |  | 51 |  | 54 |  |
| 48 |  | 52 |  | 57 |  | 56 |  |
| 58 |  | 55 |  | 61 |  | 59 |  |
| 64 |  | 60 |  | 63 |  | 65 |  |
| 71 |  | 62 |  | 68 |  | 69 |  |
| 72 |  | 66 |  | 75 |  | 70 |  |
| 74 |  | 67 |  | 77 |  | 73 |  |
| 79 |  | 76 |  | 78 |  | 80 |  |
|  | |  | |  | |  | |
| **Activist** | | **Reflector** | | **Theorist** | | **Pragmatist** | |

**Interpreting the Honey & Mumford Questionnaire**

**Activists**

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but in doing so; they seek to centre all activities on themselves.

**Reflectors**

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

**Theorists**

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories models and systems thinking. Their philosophy prizes rationality and logic. "If it's logical it's good". Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their "mental set" and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgments, lateral thinking and anything flippant.

**Pragmatists**

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sorts of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities "as a challenge". Their philosophy is: "There is always a better way" and "if it works it's good

**Task 2: Understanding your learning preferences continued**

**Neil Flemings (2006) VARK Questionnaire**

**Instructions**

Choose the answer which best explains your preference and tick the box to the most relevant letter(s). Please tick more than one if a single answer does not match your perception. Leave blank any question that does not apply. Alternatively you can complete the questionnaire on the VARK website if you prefer: <http://subscription.vark-learn.com/HelpsheetsPage.aspx>

1. You are helping someone who wants to go to your airport, the centre of town or railway station. You would:

|  |  |  |
| --- | --- | --- |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| a. | go with her. |  |
| b. | tell her the directions. |  |
| c. | write down the directions. |  |
| d. | draw, or show her a map, or give her a map. |  |

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| --- | --- | --- |
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1. A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:

|  |  |  |
| --- | --- | --- |
| a. | seeing the diagrams. |  |
| b. | listening. |  |
| c. | reading the words. |  |
| d. | watching the actions. |  |

1. You are planning a vacation for a group. You want some feedback from them about the plan. You would:

|  |  |  |
| --- | --- | --- |
| a. | describe some of the highlights they will experience. |  |
| b. | use a map to show them the places. |  |
| c. | give them a copy of the printed itinerary. |  |
| d. | phone, text or email them. |  |

1. You are going to cook something as a special treat. You would:

|  |  |  |
| --- | --- | --- |
| a. | cook something you know without the need for instructions. |  |
| b. | ask friends for suggestions. |  |
| c. | look on the Internet or in some cookbooks for ideas from the pictures. |  |
| d. | use a good recipe. |  |

1. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:

|  |  |  |
| --- | --- | --- |
| a. | talk about or arrange a talk for them about parks or wildlife reserves. |  |
| b. | show them maps and internet pictures. |  |
| c. | take them to a park or wildlife reserve and walk with them. |  |
| d. | give them a book or pamphlets about the parks or wildlife reserves. |  |

1. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?

|  |  |  |
| --- | --- | --- |
| a. | Trying or testing it. |  |
| b. | Reading the details or checking its features online. |  |
| c. | It is a modern design and looks good. |  |
| d. | The salesperson telling me about its features. |  |

1. Remember a time when you learned how to do something new. Avoid choosing a physical skill, eg. riding a bike. You learned best by:

|  |  |  |
| --- | --- | --- |
| a. | watching a demonstration. |  |
| b. | listening to somebody explaining it and asking questions. |  |
| c. | diagrams, maps, and charts - visual clues. |  |
| d. | written instructions – e.g. a manual or book. |  |

1. You have a problem with your heart. You would prefer that the doctor:

|  |  |  |
| --- | --- | --- |
| a. | gave you a something to read to explain what was wrong. |  |
| b. | used a plastic model to show what was wrong. |  |
| c. | described what was wrong. |  |
| d. | showed you a diagram of what was wrong. |  |

1. You want to learn a new program, skill or game on a computer. You would:

|  |  |  |
| --- | --- | --- |
| a. | read the written instructions that came with the program. |  |
| b. | talk with people who know about the program. |  |
| c. | use the controls or keyboard. |  |
| d. | follow the diagrams in the book that came with it. |  |

1. I like websites that have:

|  |  |  |
| --- | --- | --- |
| a. | Things I can click on, shift or try. |  |
| b. | Interesting design and visual features. |  |
| c. | Interesting written descriptions, lists and explanations. |  |
| d. | audio channels where I can hear music, radio programs or interviews. |  |

1. Other than price, what would most influence your decision to buy a new non-fiction book?

|  |  |  |
| --- | --- | --- |
| a. | The way it looks is appealing. |  |
| b. | Quickly reading parts of it. |  |
| c. | A friend talks about it and recommends it. |  |
| d. | It has real-life stories, experiences and examples. |  |

1. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

|  |  |  |
| --- | --- | --- |
| a. | a chance to ask questions and talk about the camera and its features. |  |
| b. | clear written instructions with lists and bullet points about what to do. |  |
| c. | diagrams showing the camera and what each part does. |  |
| d. | many examples of good and poor photos and how to improve them. |  |

1. Do you prefer a teacher or a presenter who uses:

|  |  |  |
| --- | --- | --- |
| a. | demonstrations, models or practical sessions. |  |
| b. | question and answer, talk, group discussion, or guest speakers. |  |
| c. | handouts, books, or readings. |  |
| d. | diagrams, charts or graphs. |  |

1. You have finished a competition or test and would like some feedback. You would like to have feedback:

|  |  |  |
| --- | --- | --- |
| a. | using examples from what you have done. |  |
| b. | using a written description of your results. |  |
| c. | from somebody who talks it through with you. |  |
| d. | using graphs showing what you had achieved. |  |

1. You are going to choose food at a restaurant or cafe. You would:

|  |  |  |
| --- | --- | --- |
| a. | choose something that you have had there before. |  |
| b. | listen to the waiter or ask friends to recommend choices. |  |
| c. | choose from the descriptions in the menu. |  |
| d. | look at what others are eating or look at pictures of each dish. |  |

1. You have to make an important speech at a conference or special occasion. You would:

|  |  |  |
| --- | --- | --- |
| a. | make diagrams or get graphs to help explain things. |  |
| b. | write a few key words and practice saying your speech over and over. |  |
| c. | write out your speech and learn from reading it over several times. |  |
| d. | gather many examples and stories to make the talk real and practical. |  |

**The VARK Questionnaire Scoring Chart**

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Check the box next to the letters that correspond to your answers e.g. If you answered b and c for question 3, check V and R in the question 3 row as shown below.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Question | A category | | B category | | C category | | D category | |
| 3 | K |  | V |  | R |  | A |  |

**Scoring Chart**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Question** | **a. category** | | **b. category** | | **c. category** | | **d. category** | |
| **1** | **K** |  | **A** |  | **R** |  | **V** |  |
| **2** | **V** |  | **A** |  | **R** |  | **K** |  |
| **3** | **K** |  | **V** |  | **R** |  | **A** |  |
| **4** | **K** |  | **A** |  | **V** |  | **R** |  |
| **5** | **A** |  | **V** |  | **K** |  | **R** |  |
| **6** | **K** |  | **R** |  | **V** |  | **A** |  |
| **7** | **K** |  | **A** |  | **V** |  | **R** |  |
| **8** | **R** |  | **K** |  | **A** |  | **V** |  |
| **9** | **R** |  | **A** |  | **K** |  | **V** |  |
| **10** | **K** |  | **V** |  | **R** |  | **A** |  |
| **11** | **V** |  | **R** |  | **A** |  | **K** |  |
| **12** | **A** |  | **R** |  | **V** |  | **K** |  |
| **13** | **K** |  | **A** |  | **R** |  | **V** |  |
| **14** | **K** |  | **R** |  | **A** |  | **V** |  |
| **15** | **K** |  | **A** |  | **R** |  | **V** |  |
| **16** | **V** |  | **A** |  | **R** |  | **K** |  |

**Calculating Your Scores**

Count the number of each of the VARK letters you have checked to get your score for each VARK category

|  |  |
| --- | --- |
| Total number of **V’**s checked | Enter Score. |
| Total number of **A’**s checked | Enter Score. |
| Total number of **R’**s checked | Enter Score. |
| Total number of **K’**s checked | Enter Score. |

**VARK Learning Styles Interpretation**

**Visual**

Those with a preference for visual communication strategies are holistic and want to see the big picture first. Visual learners like to use strategies such as:

* Symbols, graphs, maps, logos and free-drawn plans.
* Different colours and highlighters.
* Pictures, videos, posters and slides where the emphasis is on the design (not the sound, or words, or the content).
* Different fonts, upper and lower case letters and underlining.
* Different spatial arrangements on the page including white space; the clear spaces between text and diagrams, say in your newsletter.
* Brochures and newsletters with diagrams and charts or graphs.
* Charts, decision trees and flow diagrams.
* Books and business reports with diagrams and flow charts.
* drawing things such as plans and diagrams.
* Working with logos, branding and designing e.g. marketing your resources.
* Reports filled with graphs, charts and diagrams.
* People who use gestures and picturesque language.
* **Feedback** is based on graphs of targets and goals.

**Aural**

Those with a preference for aural communication strategies prefer the use of listening and talking and like strategies such as:

* Paying attention when others are speaking.
* Join or set-up discussion and focus groups.
* Shift any pictures and graphs into talk and chat.
* Ask people to repeat back what you have said or to say it again so you can hear it differently.
* Have conversations with themselves.
* Repeat information to others and use your voice to show emphases.
* Use voice recorders.
* Discuss topics with others. Argue your case.
* Attend training sessions.
* Explain new ideas to other people. Check out their ideas with their own.
* Present findings orally.
* Talk things over, even if they have not got things sorted out before they start.
* To explain things by talking.
* Putting forward a case - for and against.
* Debates and arguments and *'deep'* discussions with colleagues.
* To listen to those who know a lot and who have authority.

**Read/Write**

Those with a preference for reading and writing communication strategies prefer the use of reading and writing and like strategies such as:

* Lists
* Dictionaries and glossaries of business terms.
* Handouts
* Books, Business magazines and journals.
* Manuals with instructions.
* Definitions, constitutions, legal documents, minutes and rules.
* Reading lists.
* Writing titles and headings that clearly explain what follows.
* Biographies of successful business operators – *'The seven important strategies of ...'*
* Bullet points and numbered paragraphs.
* Articles about trends.
* Correcting language errors. Spell-checking emails.
* To use lists (*a, b, c, d,* and *1, 2, 3, 4*) and to order things into your categories.
* To arrange your words into hierarchies and points.
* Order and structure in anything presented.
* SWOT analyses showing **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats.
* Strategic and management plans.
* Clarity in what has been written.
* **Feedback** based on written comments and a table of figures showing detailed results.

**Kinaesthetic**

Those with a preference for kinaesthetic communication strategies prefer application and practice and like strategies such as:

* Use of all of the senses - sight, touch, taste, smell, hearing
* Real-life examples that explain and simplify principles.
* Hands-on approaches.
* Trial and error.
* Solutions to problems. Finishing tasks.
* Role-plays.
* On-site visits, "walk-arounds", and displays.
* Collecting exhibits, samples, photographs, examples
* Videos, photos and pictures of real action, especially your own.
* Trials and pilot schemes.
* Talking about real things in your life.
* Practical problems.
* Outcomes that can be measured.
* Demonstrations followed by application of what has been learned.
* Being part of a work team.
* Being valued for your experiences.
* **Feedback** based on face-to-face discussions with examples of projects showing successes (or failures).

(VARK learn limited 2016. Available from: <http://subscription.vark-learn.com/HelpsheetsPage.aspx>)

**Task 3:**

During the first day of the course you will be asked to discuss with other participants what you understand by the following terms. If these are completely new to you, you might like to look them up before attending the course.

* Iterative​ Learning
* Transformative​ Learning
* Situated Learning

**End of Day 1 Preparation**

**Preparation for Study Day 2**

**Task 1:**

Reflect on how you think you have learnt best today and complete the table:

|  |  |
| --- | --- |
| What has been effective for your learning?  Enter text here | What alternative techniques would you have preferred today?  Enter text here |

**Task 2**

|  |
| --- |
| Now that you know what your preferred learning preference is, consider what makes an effective learning environment for your personal learning style(s)?  Enter text here |

|  |
| --- |
| What are the challenges of educating a student with a different learning style(s) to your own?  Enter text here |

**Task 3:**

Have a look through the assessment document (Sample PLD) and note any questions you may have to ensure that they are answered during the course of day 2

|  |  |
| --- | --- |
| Questions:  Enter text here | Answers:  Enter text here |

**End of preparation for day 2 tasks**