



**Continuing
Professional Development
FRAMEWORK
for Recognising
Champions of Learning**

Draft 5 (updated April 2016)

*to support peer learning and sharing amongst
teachers and management in VET*

www.palcpd.eu

Project Partners:

- Belfast Metropolitan College, **Northern Ireland** (Lead)
- City of Dublin Education and Training Board, **Ireland** (with support from the CDET
Curriculum Development Unit)
- Kaunas University of Technology (KTU), **Lithuania**
- Kodolanyi Janos Foiskola (KJF), **Hungary**
- University of Humanities and Economics, Lodz, **Poland**

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Promoting Accreditation of Learning (PAL)

What is PAL?

PAL is a professional development system designed to help recognise and reward the informal and nonformal¹ learning of professionals working in education.

Its key objective is to promote and strengthen peer to peer learning and sharing amongst teachers and management in VET schools, colleges and centres². Building awareness of this form of professional development makes its value explicit.

Professional Development itself has been defined as

“Any process or activity that provides added value to the capability of the Professional through the increase in knowledge, skills and personal qualities for appropriate execution of professional and technical duties, often termed *competence*.”ⁱ

The PAL system provides:

- a **Framework** document that explains how the PAL professional development systems works and how PAL points are earned and rewarded
- a **Toolkit** describing different methodologies that can be used to support peer learning and sharing
- a **Tracking Tool** to help teachers record their peer learning and sharing
- a **Self-evaluation / Reflection Tool** to help teachers reflect on what they have learnt, what learning can be transferred/ applied and what the next steps might be
- a **PAL Learning Champion** status to recognise when a teacher has completed the PAL professional development system

¹ See table and discussion on p6 on definitions of learning

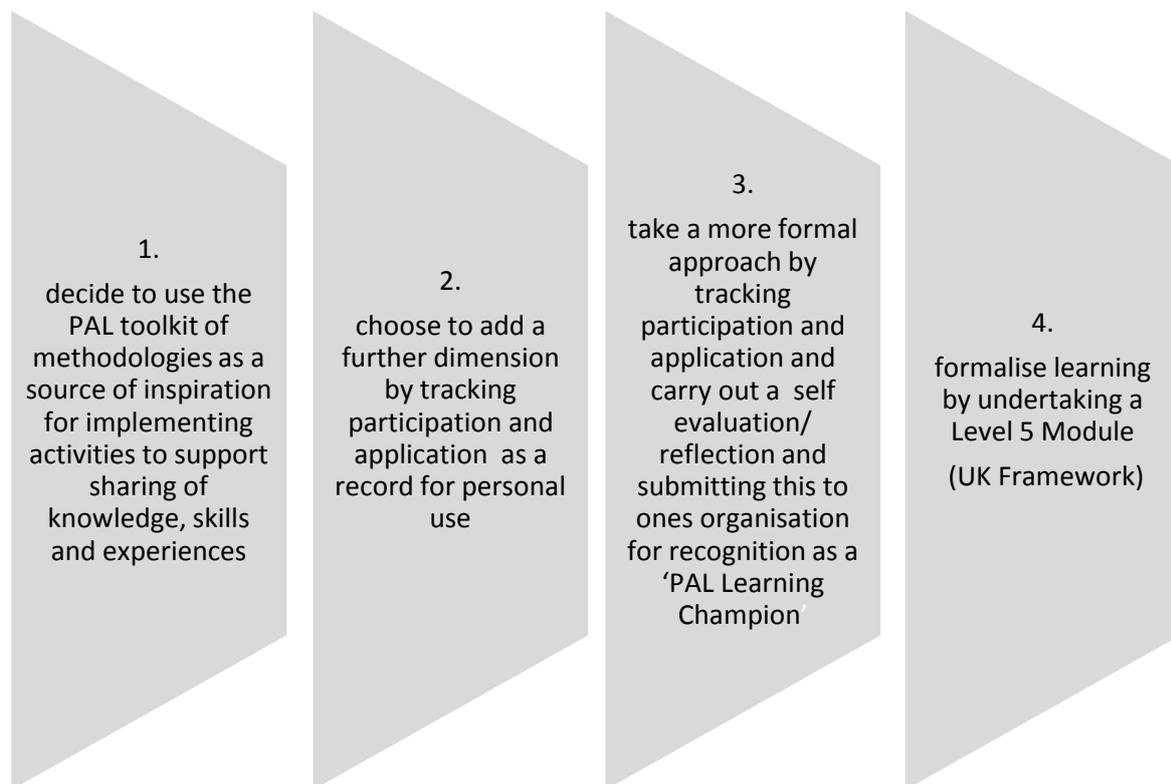
² For the sake of brevity the term ‘Teacher’ is used in this document to cover Teachers, Tutors, Trainers and Management. The term ‘college’ is used to cover any VET school, college, or centre.



Is participation in PAL Voluntary?

Participation in the PAL system is on a voluntary basis. A strength of the system is that it affords the professional the option to engage with it on one or more different levels e.g.

Individuals can:



What is the value of the PAL System?

Informal learning takes place every day in colleges e.g. by sharing ideas, resources, expertise and strategies with others. The act of sharing or learning from others often goes unrecognised. In many cases individuals are not fully aware of the value of their contribution to the professional development of others, or their potential to support the professional development of others.

Teachers engaging with the PAL system have the opportunity to record, reflect on and transfer learning from peer learning experiences and have those experiences acknowledged, recognized and rewarded internally.

Colleges that participate in the PAL System of professional development recognize the validity and value of informal learning and sharing as continuing professional development. Individuals within those colleges who meet the criteria for the position of “PAL Learning Champion”³ are accredited and recognized by their institution for their commitment to professional development within education.

How is informal learning defined in PAL?

Learning itself is a concept that is open to interpretation. Some measure learning by looking at the outcome while others emphasize the process or journey. It is not a simple task therefore to differentiate between and definitively define the three main forms of learning; formal; non-formal and informal. They can easily overlap; making it difficult to draw a clear line between where one ends and the other begins.

The Commission of the European Communities describes the different forms of learning as follows:

European Commission. 2001. *Making a European Area of Lifelong Learning a Reality*. Brussels: Commission of the European Communities (2001: 32-33)

³ See [p7 for definition](#) of Learning Champion

The table below further illustrates how the three areas of learning compare based on the European Commission’s definition.

	Context	Level of Structure	Learning Intentions	Certification
Informal learning	Results from daily life activities related to work, family or leisure.	Not structured in terms of learning objectives, learning time or learning support	May be intentional but in most cases it is non-intentional or ‘incidental’/random	Typically does not lead to certification.
Non-formal learning	Not provided by an education or training institution	Structured in terms of learning objectives, learning time or learning support	Intentional from the learner’s perspective.	Typically does not lead to certification
Formal learning	Experiences typically in an education or training institution /setting	Structured learning objectives	intentional from the learner’s perspective	Typically leads to certification

While the key focus of the PAL professional development system is on transfer and integration of informal learning, it is clear from the descriptions of each category of learning above that some of the learning and sharing encouraged and recognised by the PAL model goes beyond the informal learning category. Furthermore, efforts to recognise and validate informal peer learning experiences may move the learning out of the informal realm and into the non-formal realm according to this construct.

The intention of the PAL system is not to place greater significance on non-formal learning over informal, rather it offers the individual the option of having that informal peer learning experience validated. The PAL system also affords teachers the opportunity to have their PAL work formally accredited should they choose to pursue the Level 5 Learning Module (UK framework) *Developing and Evaluating Practitioner Skills in Training & Education*.

What is the purpose of the PAL Framework?

The purpose of the PAL model is twofold; to motivate staff to promote and engage in informal learning and sharing and, to support learning organizations to recognize 'PAL Learning Champions' in their staff who have demonstrated commitment to the professional development of their peers.

'PAL Learning Champions' are :

"those tutors who undertake informal sharing of their resources, expertise & strategies with others and promote the value of learning to others. They act as PALS to others & act as role models / champions for learning".

In order to be recognised as a 'PAL Learning Champion', a staff member needs to engage in a range of peer learning and sharing activities within their organisation. The emphasis should be on informal and nonformal learning and sharing activities rather than formal professional development which is typically funded, formally organised and /or certified.

What Resources or Tools are available to support the implementation of the PAL 'Learning Champion' model?

To support the implementation of the PAL professional development model and members of staff working towards becoming 'PAL Learning Champions' there are a number of PAL Resources / Tools available to assist this process.

The PAL Resources / Tools are however not just limited to teachers working toward becoming learning champions. One or more of the PAL Resources / Tools can be used flexibly by a teacher or group of teachers to support informal and non-formal learning.

The PAL Resources / Tools include:

1. PAL Framework Document

The PAL Framework document provides an explanation of peer sharing of learning and a backdrop for understanding how the PAL Model of professional development works. It

outlines how to become a 'PAL learning Champion' and it includes supporting templates for logging PAL activities and reflecting on sharing and learning activities.

2. PAL Toolkit

The PAL Toolkit provides some ideas around methodology. It offers inspiration and guidance to staff and organisations on practical strategies that can be used to support the process of informal sharing of learning .

The PAL toolkit recognises the vast experience that already exists amongst teachers and managers within educational institutions and the fact that it is not always necessary to seek expertise from outside an organisation to facilitate CPD sessions for staff.

Multifarious approaches can be used to support professional sharing of knowledge, skills, practice and experience amongst colleagues. The methods and collaborative activities in the toolkit are just a small example of processes that can be used to help to draw on and make explicit this wealth of experience, as such it should be regarded as a working document, evolving over time

This toolkit focuses on the 'process' and provides step by step guidelines to help to structure and facilitate CPD sessions for staff where the key purpose is to create an environment where staff can share and learn from each other.

3. PAL Tracking Tool⁴

The PAL Tracking Tool is a recording tool to help teachers monitor and track their own peer learning and sharing. If recognition as "Learning Champion" is being sought, this recording tool can be submitted to a nominated person/department within the teachers organisation to assist with the process of verifying and recognising the staff member as a 'PAL Learning Champion'. Examples of completed tracking tools can be found in appendices 3 & 5.

4. Self-Reflection Template⁵

A summary self-evaluation template supports reflection during and at the end of the 30 point PAL cycle of sharing and learning. The Self-Reflection is only a requirement for those wishing to apply for Learning Champion Status. Examples of completed self-reflection templates can be found in appendices 4 & 6.

⁴ See appendix 1

⁵ See appendix 2

What are PAL Points and how are they earned?

PAL points are points that are allocated and accumulated for participation at PAL professional development events and activities in one's own organisation and for the transfer and integration of subsequent learning.

Some examples of the types of methodologies that can be used are detailed in the PAL Toolkit.

How many PAL points are needed to achieve the status of Learning Champion?

30 PAL points need to be achieved within an academic year at least 10 of which must come from facilitating an informal learning activity in your organisation. (see Category 2 below), Two categories of learning and sharing are relevant to the PAL Model and the awarding of PAL Points.

Category 1

Participating in & reflecting on an informal / non formal learning activity in ones own organisation. The reflection captures how learning was Integrated into work practice (including incidental learning) = **5 points each**

Category 2

Preparing & facilitating and / or presenting at an informal / non formal sharing activity with peers in ones own organisation = **10 points each**⁶

At least one category 2 activity must be included as part of the 30 PAL Points when making an application for Learning Champion status.

⁶ It is intended that work associated with identifying a learning need, potential audience, suitable presenters and co-ordinating an event is valued and recognised in the same way that the work associated with presenting at a PAL event is. However, in many instances this will be the same person. A maximum of 10 points can be earned at any PAL event.

Category	Examples (this list is not exhaustive)	Recognition
<p>1. Participating in an informal/ non formal learning activity <u>in your own organisation</u> & recording how the learning was integrated into your work</p>	<p>Professional development activities in ones own organisation where individuals are participants e.g.</p> <ul style="list-style-type: none"> • Attending a 'show and tell' session or café style workshop organised in one's own organisation • Going on a site/industry visit or internship/externship organised through the organisation and related to a programme taught by a teacher or a role they carry out • Reading/accessing and discussing educational literature or resources by participating in a professional book club run by the organisation • Participating in an online discussion forum with peers that has been set up through the organisation • Shadowing / observing a colleague in the organisation 	<p>5 PAL points</p>
<p>2. Preparing & Facilitating and/or Presenting at an informal/ non-formal sharing activity with peers <u>in your own organisation</u> & recording your learning</p>	<p>Professional development activities in ones own organisation where individuals prepare & facilitate and / or present to other peers in the organisation e.g.</p> <ul style="list-style-type: none"> • Making a presentation to a group of peers in your organisation on what you have learnt from a site / industry visit or internship / externship • Making a presentation to peers / writing a reflective piece for the staff newsletter on a professional book that you have read • Sharing learning with peers following attendance at a conference / training event • Setting up a professional blog and facilitating an online discussion for individuals in your organisation • Giving a lightening talk or making a presentation at a 'show and tell event in your organisation • Facilitating a table at a café style workshop for individuals in your organisation • Demonstrating the use of a new ICT tool / new equipment to a group of colleagues 	<p>10 PAL points</p>



	<ul style="list-style-type: none"> • Providing the opportunity for a colleague to shadow you with follow up discussion • Writing a set of resources and sharing these with colleagues 	
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What combination of activities can make up the 30 PAL Points?

The 30 PAL Points must include at least 10 PAL points that come from a Category 2 activity. After that, the remaining balance of 20 PAL Points can come from any combination of Category 1 or 2 activities e.g.

30 PAL Points might be achieved in one of the following ways:

Category 1: Participating	Category 2: Facilitating	TOTAL
4 x activities @ 5 PAL Points each	1 x activity @ 10 PAL Points	=30
or		
2 x activities @ 5 PAL Points each	2 x activities @ 10 PAL Points	=30
or		
	3 x activities @ 10 PAL Points	=30

Are there examples of the PAL model and framework in practice?

Case Study 1 - Joe

<p>Joe has identified the need to update his knowledge of industry practice. He arranges with the support of his college to visit a local employer and engages in shadowing and discussion. Joe determines how he will update the programme he teaches to reflect the current practice in the field. Joe includes an entry in his PAL Learning & Sharing Tracking Log and identifies how learning from the visit can be integrated into his programme.</p>	<p>Joe will gain 5 PAL points for participating in this professional development activity organised through his college.</p>
<p>Joe then writes a blog on his experiences and facilitates an online discussion with his peers in the organisation on how this information could be integrated into their programmes. Joe includes an entry in his PAL Learning & Sharing Tracking Log and identifies how learning from the blog / sharing with peers has been / can be integrated into his professional role / practice.</p>	<p>Joe will gain a further 10 PAL points for facilitating & reflecting on this professional development activity that he has organised for peers in his college.</p>
Total	15 PAL points



Case Study 2 - Jane

Jane has been using an online guide provided on the internal college Moodle site to learn how to use a new ICT tool with her students. She has gained positive feedback from her students. Jane includes an entry in her PAL Learning & Sharing Tracking Log and identifies how learning has been Integrated into her work with her students.	Jane will gain 5 PAL points for participating in this professional development activity made available by her college.
Jane then organises to demonstrate how to use this tool with two colleagues and supports them in practising, using the EDIP model (Explain, Demonstrate, Imitate and Practice). Jane includes an entry in her PAL Learning & Sharing Tracking Log and identifies how learning from this peer sharing activity with peers has been / can be Integrated into her professional role / practice.	Jane will gain a further 10 PAL points for facilitating & reflecting on this professional development activity that she has organised for peers in her college.
Total	15 PAL points

What are the deadlines for applying for Learning Champion status and how long is the status valid for?

While each organisation will be responsible for determining its own timeline, deadlines, period of validity for champion of learning status, it is likely that the model would broadly follow the following:

September to March	Ongoing participation / facilitation of PAL activities and completion of tracking tool etc.
By end March	Applications for Learning Champions status
April	Review of applications for Champion status
May / June	Certification / Awards Ceremony
Valid period	Learning Champion status valid for 1 year from Certification.
	This means that in order for the Learning Champion status to be maintained the cycle should begin again immediately following certification in order to have an application ready to submit the following year.

What process do I need to follow if I want to be recognised as a Learning Champion?

1. Potential Learning Champions will be required to attend an induction briefing facilitated by their own organisation. This will include an explanation of the PAL Model / Framework, PAL toolkit and participation in one methodology from the toolkit, demonstration of the PAL tracking tool and review of the PAL self-reflection template.
2. Following induction, potential Learning Champions will participate in and facilitate informal and / or non-formal learning activities and track these on their PAL tracking tool.
3. When 30 PAL points have been achieved within the academic year (at least 10 of which must come from facilitating an informal learning activity), the potential Learning Champion will submit their PAL tracker and completed self-reflection template for review.
4. Learning Champion status will be awarded by one's own organisation and recognised through a celebratory event / PAL certificate.
5. Learning Champions may choose to be formally recognised by completing an accredited (certified) module (see appendix 7, *Developing and Evaluating Practitioner Skills in Training & Education*)

Who is responsible for running the PAL model and awarding the status of Learning Champion to individuals?

Each organisation is responsible for:

- running and administering its own PAL system of professional development
- distributing PAL documentation to staff that includes the organisations logo if wished. The original authors must be acknowledged / credited
- publishing its own dates for PAL induction sessions, deadlines etc.
- identifying an individual who will review completed documentation for the purpose of approving PAL Learning Champion status
- organising their own PAL awards ceremony / PAL certification.

Appendix 1.

PAL LEARNING & SHARING TRACKING LOG ⁷						
Name:			School/College/Centre:		Academic Year:	Date of Submission:
Date:	Title of Session	Category of Activity i.e. Category 1 = participating or Category 2 = facilitating	Methodology used e.g. Café Style Workshop, Show and Tell etc.	Professional Development intention for attending/ undertaking the activity	How was learning from the PAL CPD activity Integrated into your work practice afterwards (include any incidental learning)	PAL Points achieved Category 1 =5 points or Category 2 = 10 points
Total						

For office use only:	
Date Received:	Reviewed by:

⁷ While an electronic tracking tool is available to individuals choosing to keep a record of PAL learning and sharing activities, it is also possible to capture each activity on the template above and transfer the information at a later stage to the e-tracking tool.



Appendix 2.

Summary Self Evaluation / Reflection⁸

One summary self-reflection should be submitted when the 30 PAL point cycle of activity has been completed.

Name:

Academic Year:

School/College/Centre Name:

<p style="text-align: center;">What?</p> <p>What have I learned during the PAL Learning Champion period from:</p> <ol style="list-style-type: none"> 1. participating in informal / non formal learning activities? 2. facilitating informal non formal learning activities? 	
<p style="text-align: center;">Transfer?</p> <p>What positive results have the PAL peer learning and sharing activities had for:</p> <ol style="list-style-type: none"> 1. my own performance? 2. my colleagues? 3. my students? 	
<p style="text-align: center;">What next?</p> <p>What do I plan to do next to:</p> <ol style="list-style-type: none"> 1. support / enhance my own professional development? 2. promote peer learning and sharing within my organisation? 	

For office use only:	
Date Received:	Reviewed by:

⁸ The Self-Reflection template is only required for individuals wishing to apply for Learning Champion Status.

Exemplar 1 : Learning and Sharing Tracking Log

Name: Exemplar 1				School/College/Centre: Exemplar 1	Academic Year: 15/16	Date of submission: 5.4.16
Date:	Title of Session	Category of Activity i.e. Category 1 = participating or Category 2 = facilitating	Methodology used e.g. Café Style Workshop, Show and Tell etc.	Professional Development intention for attending/undertaking the activity	How was learning from the PAL CPD activity Integrated into your work practice afterwards (include any incidental learning)	PAL Points achieved Category 1 =5 points or Category 2 = 10 points
20.1.16	Show and Tell and PAL briefing for staff in Springvale learning	2	Show and Tell	To share resources and practice	Gained 2 new ideas and have used a new 5 minute lesson plan and shared this with other colleagues	10
16.2.16	Practical session on use of TEL tools	2	EDIP	To learn how to use new TEL tools	Gained range of new ideas and have integrated answer garden, padlet, tricider and mind jet into curriculum delivery	10
16.2.16	Digital classroom at University of Ulster	1	Field Trip	To experience new style of classroom and impact of technology in classroom	Gained new insight of what future classrooms may look like, shared information and pictures with colleagues, has encouraged me to get students to use own devices (mobiles/tablets) in class	5
4.2.16	Standardisation of new CIPD Level 5 unit in Leadership and Management	2	Standardisation	To standardise resources and assessment of the new L&M unit with colleague new to the programme	Standardised resources discussed and shared and placed on student VLE, assessment requirements agreed	5
TOTAL						30

PAL Tracking Tool

Exemplar 1: Summary Self Evaluation / Reflection

Appendix 4.

Name: Exemplar 1	Academic Year: 15/16	School/College/Centre: Exemplar 1
<p style="text-align: center;">What?</p> <p>What have I learned during the PAL Learning Champion period from:</p> <ol style="list-style-type: none"> 1. participating in informal / non formal learning activities? 2. facilitating informal non formal learning activities? 	<p><i>From participating in informal learning I have learnt a great deal from colleagues, the opportunity to meet informally has provided opportunity for relaxed yet meaningful discussion of ideas and resources. The discussion element has been the most useful as it has allowed sharing of practice, particularly regarding what has worked and what has gone wrong. The ability to share and practice in a safe relaxed environment has also aided the learning experience. From facilitating informal learning activities I have gained confidence in my abilities and benefitted from gaining new knowledge and resources from other teachers, some of whom I had never met or are from a different curriculum areas or organisations. This has provided an excellent networking opportunity and has allowed me to benefit from a new group of contacts and expertise which I would have not previously considered or realised was available.</i></p>	
<p style="text-align: center;">Transfer?</p> <p>What positive results have the PAL peer learning and sharing activities had for:</p> <ol style="list-style-type: none"> 1. my own performance? 2. my colleagues? 3. my students? 	<p><i>Positive results on my own performance have included a growth in confidence, particularly in the use of ICT and TEL tools in the classroom. The effective use of these was evidenced in my annual appraisal observation and during a recent External Quality Assurance visit by our CIPD awarding body. I also had the opportunity to share impacts of the PAL project during a recent visit by the Education Training Inspectorate in Feb 16. The sessions I have facilitated have been well received by colleagues and I have supported my team to use several new ICT /TEL tools and improve their confidence in use of the interactive whiteboards. Standardisation with a colleague new to the Level 5 CIPD programme has ensured support and consistency both for this member of staff and the students. Student feedback including learner surveys and Staff student consultation meetings have included positive feedback about the use of new TEL tools with unit delivery.</i></p>	
<p style="text-align: center;">What next?</p> <p>What do I plan to do next to:</p> <ol style="list-style-type: none"> 1. Support / enhance my own professional development? 2. Promote peer learning and sharing within my organization? 	<p><i>To support and enhance my own development I plan to continue to improve my confidence in use of ICT and TEL in the classroom. I plan to do this through shadowing and co-teaching with a digital expert and participating in informal learning with other colleagues who are using these tools. I plan to continue to promote peer learning and sharing within my organisation by facilitating more sessions on TEL tools and also networking with colleagues currently involved in TEL pilots to learn from their experiences. I am conscious that I am likely to also require some formal learning in this area. I also plan to visit a colleague from North regional college for further insights into their use of ICT. During each course self evaluation review process I will review the course action plans and integrate further opportunity for formal and informal professional development/peer learning as appropriate for 16/17.</i></p>	

PAL
Exemplar 2 : Learning and Sharing Tracking Log

Appendix 5.

Name: Exemplar 2			School/College/Centre: Exemplar 2		Academic Year: 15/16	Date of submission: 21.3.16
Date:	Title of Session	Category of Activity i.e. Category 1 = participating or Category 2 = facilitating	Methodology used e.g. Café Style Workshop, Show and Tell etc.	Professional Development intention for attending/ undertaking the activity	How was learning from the PAL CPD activity Integrated into your work practice afterwards (include any incidental learning)	PAL Points achieved Category 1 =5 points or Category 2 = 10 points
10/11/15	Student Support Team Workshop	2	EDIP	Sharing best practice & theory of an integrated model bespoke for schools Student Support Teams	Allowed for reflection and clarification around sound psychological and educational principles for Student Support Teams I am working with	10
11/11/15	Staff Supervision	1	Shadowing	Learn from experienced colleague about her model of supervision for groups	Has informed how I will approach this work with my own groups	5
21/12/15	Critical Incident Management Training	2	EDIP	Building the resilience and capacity of staff in one of my centres through the dissemination of psychological knowledge & theory.	Increased knowledge following research on the autonomic nervous system. Increased understanding of how Critical Incidents are handled and viewed in one of my centres.	10
17/02/16	Training Needs Analysis –Sharing of Learning	1	Action Learning Set	Introduction into how a TNA approach could be used in my centres.	It has allowed me to adopt a broader way of approaching & identifying actual needs in centres.	5
TOTAL						30

PAL Tracking Tool

Exemplar 2: Summary Self Evaluation / Reflection

Appendix 6.

Name: Exemplar 2	Academic Year: 15/16	School/College/Centre: Exemplar 2
<p style="text-align: center;">What?</p> <p>What have I learned during the PAL Learning Champion period from:</p> <ol style="list-style-type: none"> 1. participating in informal / non formal learning activities? 2. facilitating informal non formal learning activities? 	<ol style="list-style-type: none"> 1. <i>I have learned many new skills, methodologies and reviewed their applications. I have learned that there is a wide knowledge base in our team and it is important to allow time to learn from this. I love being a facilitator of learning, personal growth and the further development of insight leading to change. Participation in activities has given me practical tools to work with colleagues.</i> 2. <i>Facilitation of events has allowed me to deepen my practice and knowledge and further my knowledge and training through research and practice. I have learned the value of sharing experiences with peers and reflecting on improvements to be applied in the future.</i> 	
<p style="text-align: center;">Transfer?</p> <p>What positive results have the PAL peer learning and sharing activities had for:</p> <ol style="list-style-type: none"> 1. my own performance? 2. my colleagues? 3. my students? 	<ol style="list-style-type: none"> 1. <i>My own work has benefitted from research and insight gained from sharing my learning. It has consolidated much of my learning and has generated a new approach to my work with teams. I have gained increased confidence in presenting and facilitating learning. I have gained from the space to reflect with peers on common experiences and hearing new ideas. Knowing that I may be asked to share my learning with colleagues encourages me to reflect on it and put time aside for it after the event.</i> 2. <i>Feedback from colleagues has been very positive and they have requested more input. It has raised their awareness and changed their practice in conducting an aspect of their work. Staff have greater capacity and have developed their sense of self efficacy and well-being.</i> 3. <i>The space for reflection has contributed to offering the students a better space in which to learn. Students are meeting a more resourced staff. I have applied my learning of new methodologies to bear on my work with students.</i> 	
<p style="text-align: center;">What next?</p> <p>What do I plan to do next to:</p> <ol style="list-style-type: none"> 1. Support / enhance my own professional development? 2. Promote peer learning and sharing within my organization? 	<ol style="list-style-type: none"> 1. <i>I will continue to seek out PAL opportunities. I hope to become more familiar with more of the methodologies.</i> 2. <i>I hope to pass on further learning to my colleagues to build on the work of this year. I hope to incorporate more of the methodologies in a project I am engaged in. I hope to share these methodologies with my colleagues. I hope to set aside time to promote peer learning with the various teams I work with.</i> 	

References:

ⁱ Professional Associations Research Network, 2003

Formal Recognition

Appendix 7.

The unit “*Developing and Evaluating Practitioner Skills in Training & Education*” is accredited by the Institute of Leadership and Management at Level 5 within the UK. It has a credit value of 4.

The aim of this unit is to enable practitioners to appraise their own professional skills and standards against recognised quality standards and benchmarks in order to be able to encourage learning and development of others as well as self as part of the PAL system.

The Learning outcomes and assessment criteria are detailed below. Assessment is via Work-Based Assignment with Portfolio evidence and Reflective Review of PAL activities. Full details of the unit specification, scheme of work, lesson plan and assessment guidance will be contained in a separate module handbook.

Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)
1 Understand learning styles	1.1 Analyse different learning styles 1.2 Evaluate the rationale for different approaches to learning based on the concept of differing learning styles
2 Understand how people learn	2.1 Analyse ways in which people learn 2.2 Analyse blockages to the learning process 2.3 Evaluate methods and development activities to support the learning of others
3 Understand quality standards	3.1 Evaluate the purpose of quality standards 3.2

	Appraise the impact of quality standards on professional practice
4 Be able to support the learning of others	<p>4.1 Use skills as a staff development practitioner with learners or in partnerships with peers in different contexts</p> <p>4.2 Select and apply a range of development solutions to support the learning of others</p>
5 Be able to evaluate the impact of scholarship and professional practice against sector standards and benchmarks	<p>5.1 Assess the impact of scholarship, and professional practice against professional and awarding organisation standards</p> <p>5.2 Manage staff development interventions that satisfy organisational requirements of time, cost and quality</p>
6 Be able to review own continuous professional development requirements	6.1 Appraise own development needs and produce personal development plans