Other resources   Learning Teaching & Assessment

2017

Take the LEAD (Lead Engage, Achieve, and Develop) Module – Working with Students to Formally Recognise their Learning From Co-Curricular And Extra-Curricular Activities

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Lead, Engage, Achieve, Develop (LEAD) Handbook

2017-18

Introduction and Welcome

The module was designed to recognise the high level of commitment that many students put into both extra-curricular and co-curricular activities as well as the personal development that can be grained through this engagement. The Module has been developed in a way that each participant decides how they would like to develop their selected employability skills through the creation of a personal learning plan with their tutor mentor. In this way, each module is tailored to the individual's needs within the context of their extra-curricular and co-curricular activities. By being able to demonstrate evidence of having developed a range of employability skills during their time at college it is hoped that successful completion of this module, will enhance a student's future career prospects.

Jen Harvey, Head of the Learning, Teaching and Technology Centre,
Rachel O'Connor, Campus Life Research and Project Officer

Module Handbook Contents

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LEAD Module Mentors 2016-2017

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Key Points to remember:

1. For all information and for the submission of your assessment material, please contact your assigned mentor on the details above.
2. A Google Drive folder has been set up and you will be invited once you are registered in the programme to view handouts and PowerPoints.

Important dates (mandatory attendance)

DIT Grangegorman, Bradogue Building, Studio. All day workshop will be from 9.30am to 4 pm on the following dates;

- 17th November 2017 : Engagement Workshop
- 26th of January 2018: Goal Setting, Reflection and Resilience
- 3rd March 2018: Leadership Workshop

Optional Evening Workshops: DIT Aungier St, each workshop will be from 5.30 pm to 7.00 pm on the following dates;

- 22nd November 2017 WordPress workshop
- 13th February 2018 Mind Mapping Workshop

Other Important dates:

- Nov. 24th WordPress: Learning contract with skills detailed
- Nov. 24th WordPress: 1 piece of evidence per skill to be loaded on blog
- Dec. 1st   Evidence of skills on WP portfolio.
- Apr. 28th   Final Submission

<h1>Lead, Engage, Achieve, Develop (LEAD)</h1>

The module was designed to recognise the high level of commitment demonstrated by students who take a leadership role within extra-curricular and co-curricular activities as well as the personal and professional development skills that they gain through this engagement. All students interested in enrolling on the module are required to demonstrate that they have the pre-requisite skills, drive and enthusiasm as well as the opportunities to successfully achieve the learning outcomes within the subsequent academic year.

Module Description:

This module is designed to encourage, promote and support student development of a range of employability skills through taking a leadership role within extra-curricular and co-curricular activities. These activities could involve leadership roles in coordinating volunteering, peer mentoring, and participation in student societies, clubs and other organisations.

Module Aim:

This module aims to recognise and award credit to the important learning that takes place outside the confines of formal academic study, in particular the personal and professional skills developed by undertaking a leadership role over a sustained period of time. It also aims to provide participants with the skills and knowledge to enable them to detail and critically reflect on the ways in which they plan, develop and achieve programme specific employability skills, including leadership skills, through engagement within extra-curricular and co-curricular activities.

Learning Outcomes:

On successful completion of this module the learner will be able to:

- Independently plan how they can develop a range of employability skills, including leadership skills, through identified learning opportunities within extra-curricular and co-curricular activities
- Demonstrate evidence of a range of employability skills, including leadership skills, gained through extra-curricular and co-curricular activities
- Reflect critically on the learning occasioned by engagement as a leader within these activities
- Determine their role as an active citizen within a wider society through engaging with others through a variety of extra-curricular and co-curricular activities
- Communicate a critical self-awareness
- Compile a portfolio which provides evidence of knowledge and skills gained through engagement and reflection on their role within extra-curricular and co-curricular activities

Learning and Teaching Methods:

The Module Learning Outcomes are achieved through participation in 3 one day Module workshops, 2 evening workshops as part of a negotiated programme of extra-curricular, co-curricular and independent learning activities. The module is completed over a minimum period of 6 months. Each participant negotiates a personal development plan of activities with their tutor as part of this process. This plan is reviewed during the module and then submitted as part of the module assessment.

Module tutor mentoring sessions

Three small group tutorials will be held in the second semester to help students plan, develop and reflect upon their experiences as they create their portfolios of evidence. Each of the tutorials focus on the aspects of the workshop.

Breakdown of hours

- Engagement Workshop (6.5 hours)
- WordPress Workshop (1.5 hours)
- Goal Setting, Reflection and Resilience Workshop (6.5 hours)
- Mind Mapping Workshop (1.5 hours)
- Leadership Workshop (6.5 hours)
- Small group tutorials (6 hours)
- Independent learning and engagement in ECA/CCAs (71.5 hours)

Independent Learning and engagement in ECA/CCAs

Students are required to do preparatory and follow up reading for module group sessions and tutorials. In addition, students are expected to work independently on their extra-curricular and co-curricular activities, following a personal learning agreement negotiated with their tutor. They will be expected to log their involvement (through a personal blog) and then reflect on their experiences as part of their portfolio assessment.

Module Content

The Module content covers the following topics and is designed in line with the Module learning outcomes. Additional sessions might be added to support elements of the Module if required.

LEAD - **leadership and planning**– identification of opportunities for employability skills development, including Leadership skills, personal development planning, building personal capabilities, situating your work in its organisational and social context. Setting goals for engagement in activities; developing learning goals and making plans for individual development; developing an action plan for this module.

ENGAGE – **Logging your engagement in activities.** Gathering evidence of engagement in extra-curricular and co-curricular activities and documenting involvement.

ACHIEVE –**reflecting on your personal achievements** evidenced-based learning; reflective learning blog; linking your experience to employability skills development and reviewing your PDP

DEVELOP - **capturing your personal development journey within your portfolio:** components of the portfolio/drawing together reflection and evidence; self-review of learning and development. Developing a portfolio statement of progress and personal development

Essential Reading to include:

Cottrell, S (2003) Skills for Success: personal development planning 2nd Edition. Palgrave McMillan.

Module Assessment:
The module assessment comprises a collection of evidence that demonstrates that the participant has met with the module learning outcomes. The module is assessed through the completion of one of the three options listed below:

> 1) A 2,500 word reflective writing essay and the presentation of evidence in agreed Portfolio format.
> 2) A presentation of evidence in agreed Portfolio format with 2,500 words embedded within the presentation.
> 3) A project agreed upon the student and mentor that includes all the elements within the award (lead, engage, achieve, and develop).

It is highly recommended that all participants take the option to submit an initial draft of 500 words to their mentor on or before April 7th 2018. All draft work will be returned with a written commentary within one week receipt.

Assessment is according to DIT General Assessment Regulations. A copy of the general assessment regulations at
http://www.dit.ie/qualityassuranceandacademicprogrammerecords/student-assessment-regulations/general/

1. **LEAD - leadership and planning (to include introduction, personal development plan and learning agreement (approx. 300 words))**
2. **ENGAGE Log of engagement in activities (approx. 300 words per skill + exemplars/evidence)**
3. **ACHIEVE – reflecting upon personal achievements – (approx. 800 words)**
4. **DEVELOP – capturing your personal journey / portfolio presentation (approx. 300 words)**

Assessment deadlines

- Nov. 24th WordPress: Learning contract with skills detailed

- Nov. 24th WordPress: 1 piece of evidence per skill to be loaded on blog
- Dec. 1st   Evidence of skills on WP portfolio.
- Apr. 28th   Final Submission

Attached: Learning Contract and Assessment Rubric

Lead, Engage, Achieve, Develop (LEAD) Module

Student Name: *Mentor Name:*   *Date:*

LEAD	Personal leadership and planning to Succeed with the LEAD Award	
	- Briefly (less than 50 words) describe your engagement within extra-curricular and co-curricular activities - Briefly (less than 60 words) outline the three skills you are going to develop and what opportunities you will have to do so. - Briefly (less than 50 Words) describe your leadership qualities	
Task	Return this Agreement to my mentor by November 24th, along with a Contact Number and Address	
Mentor Comment		

ENGAGE	Logging engagement in activities	
	Describe the evidence you will provide of your sustained involvement, leadership/coordination of a range of different activities, taking responsibility of EC/CC activities over the course of the LEAD award	
Task	Set up WordPress Portfolio and invite Mentor to view by the 24th of November. Update WordPress Blog throughout the award	
Mentor Comment		

ACHIEVE	**Reflecting upon personal achievements** Briefly (less than 100 words) describe what you want to achieve through your involvement in the LEAD Award What do you think will be the top three benefits of completing the module?	Grade
Task	Posting a number reflections on personal achievements and skill development on WordPress	
Mentor Comment		

DEVELOP	**Capturing your personal journey / portfolio presentation (approx 300 words)**	Grade
	Consider (Less than 100 words) how will you demonstrate the development of your Chosen skills and Leadership qualities	
Task	By December 1st Develop a Mind Map that outlines how you would lie to develop your employability and personal skills	
Mentor Comment		

Signature of Examiner: **Date:**

Lead, Engage, Achieve, Develop (LEAD) Module

Student Name: *Mentor Name:*   *Date:*

LEAD	Personal leadership and planning (to include introduction, personal development plan and learning agreement (300 words)).	Grade
	<u>Merit award</u> : realistic and achievable personal development plan to achieve a range of different skills, accomplishable within designated timeframe is provided. Clear demonstration of their self-awareness of personal strengths and areas for further development. Insights into issues and impact of actions or decisions on oneself and others are outlined. Uses own initiative to achieve all personal goals <u>Pass award</u> : adequate personal development plan outlining development of a range of skills to be achieved as part of this module. Recognition that actions/ decisions have impacted upon oneself and others <u>Not there yet</u> : insufficient evidence of personal development planning and development of employability skills , impact on others	
Mentor Comment	Explanation and advice	

ENGAGE	Log of engagement in activities (approx 300 words per skill + exemplars/evidence)	Grade
	<u>Merit award</u> : Evidence of sustained level of involvement, leadership/coordination of a range of different activities, taking responsibility of EC/CC activities provided for a period of at least 1 year <u>Pass award</u> : evidence of sustained level of engagement in a range of different EA/CC activities provided for a period of at least 1 yr <u>Not there yet</u> : insufficient evidence of engagement in EA/CC activities provided	
Mentor Comment	Explanation and advice	
ACHIEVE	Reflecting upon personal achievements (approx 800 words)	Grade

	Merit award : clear articulation of connections made between employability skills development through extra-curricular and co-curricular activities, clear insight into and implications of incidents and events demonstrated within personal reflections Pass award : evidence of development of employability skills alongside a sustained level of involvement in a range of ECA/CC activities provided. Demonstration of a range of key skills developed. Reflections on a number of EC and CCA activities demonstrated Not there yet : negligible achievements demonstrated and reflections included,	
Mentor Comment	Explanation and advice	

DEVELOP	Capturing your personal journey / portfolio presentation (approx 300 words)	Grade
	Merit award : well articulated, well presented, coherent portfolio of evidence outlining how each Module Learning Outcomes has been met. Significant personal development and growth evidenced, consideration of implications for the future included. Clear summary conclusions and accompanying reflective overview pulling evidence together Pass award : clear, coherent presentation of evidence aligned to module learning outcomes, steady progress made. Attempt to pull portfolio Not there yet : poor presentation of portfolio evidence, poor standard of writing, limited personal development demonstrated.	
Mentor Comment	Explanation and advice	

Signature of Examiner: **Date:**

Reflective practice

What is reflection?

Reflection is: Our ability to extrapolate learning from one situation and gain insight by applying it to others. When we reflect, we consider deeply something which we might not otherwise have given much thought to. This helps us to learn.

Reflection is concerned with consciously looking at and thinking about our experiences, actions, feelings and responses and then interpreting or analysing them in order to learn from them (Boud *et al*., 1994; Atkins and Murphy, 1994). Typically we do this by asking ourselves questions about what we did, how we did it and what we learnt from doing it. Schön (1991) distinguishes between *reflection-on-action* and *reflection-in-action* in the following way:

Reflection-in-action is concerned with practicing critically. So, a physiotherapy student working with a client on an exercise programme is making decisions about the suitability of particular exercises, which exercise to do next and judging the success of each exercise at the same time as they are conducting the activity.

Reflection-on-action on the other hand, occurs after the activity has taken place when you are thinking about what you (and others) did, judging how successful you were and whether any changes to what you did could have resulted in different

Taken from http://www.learningdevelopment.plymouth.ac.uk

Developing your employability skills – **Prompts on reflection**.

A complex activity aimed at investigating one's own action in a certain situation and involving a review of the experience, an analysis of the cause and effects and the drawing of conclusions concerning the future actions, and which result in a changed conceptual perspective. —Definition of Reflection by Woerkom 2006

Process for reflection:

Thinking and asking the following questions about your skills and delivery of them in the learning situation.

1. What Happened or what did I do?
2. How did I feel about it?
3. What is my honest (objective) assessment of what happened and the causes?
4. What can I take from this?
5. What improvement do I want to make or assist?
6. What do I need to learn to achieve this?
7. How will I measure and know I have succeeded?

References and further reading

LaBoskey, V. K. (1994) Development of Reflective Practice. New York Teaching College Press.

Setting up and using your blog

As part of the LEAD module assessment, you are being asked to gather evidence of your development of your three selected employability skills as you progress through the module. We are also asking you to reflect on your experiences. One way to keep a record of your progress is through a blog. You are required to submit blog entries as part of your portfolio assessment and so, we expect you to maintain your blog entries at least once a week.

To assist you with this process a number of Wordpress workshops will be held to teach you the basic skills to set up your blog. You must attend one of the sessions, held either November or.

http://murcha.wordpress.com/2008/03/14/20-reasons-why-students-should-blog/ provides you with 20 reasons why you might like to Blog anyway!

The section on Reflective practice provides guidance in ways that you might develop your reflective skills. In your Blog you might like to keep a note of an event/experience/activities related to your module skills development. It might be something that you planned/ initiated or something that just happened that you feel you have learned from.

- You might want to try and describe the event, who was there, what was the context, what was your role/others role in the event?
- How did you feel, why do you remember the event in particular? What was the outcome, if any?
- Finally think about whether the experience was positive or negative, what did you learn, if anything? What might you do differently the next time etc?

You will choose three from the six key skills to develop. Everyone will participate in the Leadership skill development.

The Skills are:

The Effective Communicator: *expresses ideas effectively and conveys information appropriately and accurately. Shown by a range of verbal and non-verbal signals that the information being received is understood. Recognises and respects different perspectives and appreciates the benefits of being open to the ideas and views of others.*
http://www.ted.com/talks/julian_treasure_5_ways_to_listen_better

Communication skills development prompts
- Consider how you have used your written skills in order to get an important point across. How did you approach this? What was the result?
- Because people have different preferences, what works with one person does not necessarily work with another. Consider a situation where you had to be flexible in your style of relating to others in order to achieve your goals. How did you vary your communication style with a particular individual? What happened?
- Think of a situation when you had to use your verbal communication skills in order to gain information that was important to you. How did you approach this? What was the outcome?
- How do you ensure people know that you have taken account of their views?
- Think about a time when your active listening skills really paid off for you. What was the situation? What did you achieve?
- What have you done to improve your listening skills?
- Thinking about a situation when you had to present complex information, how did you ensure that the other person understood?
- Think about a recent successful experience in making a speech or presentation. How did you prepare? What obstacles did you face? How did you handle them?
- Consider a time when you were particularly effective in a talk you gave. What was different in making it effective?

NOTES:

Active Team Players: *builds and develops appropriate relationships with academic staff, peers, colleagues, customers and suppliers at all levels within an organisation; has a capacity to work with others towards a common goal; ability to give and receive feedback.*
http://www.ted.com/talks/tom_wujec_build_a_tower

Team working skills development prompts:
- Think about an example of how you worked effectively with people to accomplish an important result. What did you do? What was the result?
- Consider a situation when you have been successful at empowering a group of people in accomplishing a task. What did you do? Why did it work well?
- Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the end result?
- Think of your best example of working co-operatively as a team member to accomplish an important goal. What was the goal or objective? To what extent did you interact with others on this project?
- Think about the most difficult challenge you have faced in trying to work co-operatively with someone who did not share the same ideas? What was your role in achieving the work objective? What was the long term impact on your ability to get things done while working with this person?
- Gaining the attention of others can be difficult. Think of a specific example when you had to do that in order to achieve a team goal. What did you do?
- Think about activity/event/ experience where you had to work closely with others. How did it go? How did you overcome any difficulties?
- Think about your project and the team. What did you do to contribute toward creating a teamwork environment?

NOTES:

Problem Solvers: I*ndependently understands and solves problems, while considering situations from multiple perspectives/contexts; contributes ideas; ability to identify facts and facets of a problem.*
http://www.ted.com/talks/sunni_brown#t-3802

Problem skills development prompts:
- Think about a problem that you have solved in a unique or unusual way. What was the outcome? Were you satisfied with it?
- When presented with a variety of different scenarios, what is your preferred course of action?
- How do you approach a conventional task?
- How do you attempt to break deadlock situations?
- What approach do you use to provide a rational solution to a problem?
- How selective are you in the use of relevant, available information?
- When supporting your point of view, what are your key considerations?
- How do you react to complex information when trying to reach a conclusion?
- What information do you take into account before coming to a conclusion?
- What do you do if your course of action is not accepted?
- How do you react to having more than one solution provided to solve an issue?
- What do you do when other people put forward ideas to help solve problems?

NOTES:

Creative Innovators: *Identifies opportunities and is pro-active in putting forward ideas and potential solutions. Capacity to create and seize opportunities, grow relationships and bring others on board as well as motivate self.*
https://www.youtube.com/watch?v=d5_h1VuwD6g

Initiative related skills development prompts:
- What was the best idea that you came up with in your involvement with an activity/event? How did you apply it? What was the result?
- Think about the last time that you undertook a project that demanded a lot of initiative. How did you approach it? What was the outcome?
- Recall a time when you had to use your verbal communication skills in order to get a point across that was important to you. How did you plan for this? What was the result?
- We sometimes fail to consider new ideas because they seem untried and/or untested. Describe a time when you found yourself in a situation similar to this. What happened?
- What do you do to encourage self / others to think laterally and to generate ideas?
- How do you present an idea that you know may be considered unusual to your peers/colleagues?

NOTES

Digitally literate: develops, innovates and maintains knowledge of key trends in technology

http://www.youtube.com/watch?v=_z2oFCR-0pc

Technology skills development prompts:
- How do you identify your skills in using new technologies?
- What do you do to ensure you have access to the latest technologies in your field?
- How do you keep your information technology skills up to date?
- How do you think technological knowledge can support the planning, designing, or implementation of solutions?
- How do you demonstrate your knowledge of technological advances and the impact of these on your work/activity?

Notes:

Global Citizens: Demonstrates a deep insight into issues raised by diverse social and cultural norms/values. Understands their implications on events for self and others. Aware of increased complexity of issues and situations.

Global Citizens development prompt:
- Do you reflect on what is happening internationally?
- Have you considered working international when you complete your course?
- Do you get involved in democratic politics?
- Do you vote?
- Have you ever volunteered for a charity or NGO?
- Have you travelled/studied abroad and did that change your perspective?

NOTES

A good leader takes responsibility for the directions and actions of a team and in so doing gains the respect and confidence of their team. Over the course of LEAD module, your mentor will ask you to reflect on your leadership style. The following questions will assist you in that process of reflection.

- Do you motivate others to achieve objectives even when these seem difficult to achieve?
- Do you delegate tasks and responsibility without losing control?
- Do you allocate work and responsibilities?
- Do you clarify what needs to be done and set team objectives?
- Do you addresses issues of weakness and conflict and take appropriate decisions?
- Do you develop/encourage a sense of purpose and unity in the team?
- Have you set up processes/plans to make the team more effective?
- Do you make unpopular decisions to get the task done?
- Are you looked to by others for advice and guidance?
- Do you review progress against plans?
- Do you recognise potential conflict and act to defuse it?

Notes:

THE LEAD Conventions and Consent form

1. Succeed – Contribute to Your Module. Ask questions, difficult ones if necessary. Be engaged. Support your peers. Share your knowledge and your concerns. Reserve judgement on the group and their opinions! Remember your group will be the greatest resource for both your learning and support. Your peers will be the biggest asset of the module, respect that asset.

2. Engage- Commit to the program. Ensure that you can attend all necessary sessions. Do what is asked of you. Stick to the deadlines. Work with and for your team and respect your mentors. Keep your Wordpress Blog Private.

3. Achieve- Use the module and your learning to assist you in achieving your personal goals. Recognise the journey, record it, evaluate it and reflect on it and consider how you will use your new skills in the future

4. Develop- Personally and professionally. You need to step up and take reasonability. In this module you will be expected to own your learning and your experience. Think about this responsibility and what it means.

5. Respect- Privacy and confidentiality are part of the foundations of this module. You must respect the group and it rules at all times. You must also respect DIT staff, Students and the organisations they represent. And this should be considered when Blogging or posting materially publically to Social Media.

I agree that any images taken over the course of the Lead Award can be used by DIT for the Promotion of the Institute as they see fit

Signed

Date: