

Updating a Student Learning Guide

Guidance for Writers





Updating a Student Learning Guide

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Introduction

The aim of this guide is to provide helpful advice to writers who are reviewing and updating the SQA Higher National Student Learning Guides for use by centres in China. It covers background information to set the review and updating process in context, signposts the information sources that will assist in the process and explains the process that you might find helpful to follow during your updating activities.

Having read this guide, you should be able to:

- ◆ Understand the purpose of the Student Learning Guides.
- ◆ Understand the reasons why the Student Learning Guides are being updated.
- ◆ Identify the key sources of information to support you in completing your review and update activities.
- ◆ Identify the changes that require to be made to a Student Learning Guide.
- ◆ Follow a structured process to update Student Learning Guides.

The purpose of Student Learning Guides

Student Learning Guides have been developed to support students as they complete a Higher National Unit. Whilst they can be used as standalone guides to underpin a tutor supported distance learning programme, they are usually used in conjunction with face to face learning activities delivered in a centre.

Student Learning Guides cover the Unit content as outlined in the SQA Unit specification for that Unit. They are not written to be substitutes for textbooks covering all aspects of a topic and will be limited to the subject matter defined in the SQA Unit specification and specifically the stated Knowledge and Skills and the Evidence Requirements. The most important litmus test of the content required for a Student Learning Guide is answering the question:

Would a student, having worked through this guide, with the support of a tutor, be able to generate evidence to the standard outlined in the Evidence Requirements of the Unit specification?

Whilst it may be tempting, when developing or updating a Student Learning Guide, to explore a subject in much more depth and to share with students your own wider knowledge, it is important that the guides stay tightly focussed on the requirements of the Unit specification. It may be appropriate to include a little more explanation of other aspects, including topics covered in other Units, to set the learning in context but the primary focus has to be the Unit being reviewed and its stated Knowledge and Skills and Evidence Requirements.

You should also keep in mind that an SQA Higher National Unit represents approximately 40 hours of programmed learning, teaching and assessment and the length of the guides should reflect this. As students do also undertake additional self-directed learning, you can also include additional materials that might be part of this activity, though you must clearly signpost what constitutes supplementary materials.

Therefore, your focus when reviewing and updating a Student Learning Guide can be summed up in the word SET:

S



Higher National Unit specification
General information for centres
Unit title: Economics 2: The World Economy
Unit code: F86E 35

SPECIFICATION

E

Knowledge and/or skills

- ◆ Trade theory
- ◆ Barriers to international trade
- ◆ Protectionism
- ◆ The World Trade Organisation
- ◆ Trading blocs

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing they can:

- ◆ explain free trade including the theory of absolute and comparative advantage
- ◆ identify three gains from international trade

EVIDENCE REQUIREMENTS

T



TIME

40

Why are Student Learning Guides reviewed and updated?

In all their work, SQA is looking to support centres to improve standards and an example of that commitment is the encouragement they give to centres to update Student Learning Guides when required. This 'how to' guide, which has been written to support updating activities, is a further extension of that commitment.

There are a number of reasons why you might be asked to help with the revision of Student Learning Guides.

The most common reasons for updating guides are:

- 1 To reflect changes to the SQA Unit specification.

Unit specifications are regularly updated to reflect changes required in the Knowledge and Skills and/or the Evidence Requirements. This can have an impact on the Student Learning Guides as new content is added and dated content is changed or removed. You will look at how to address the impact of changes to the Unit specification on Student Learning Guides in more detail in Section 1 (Preparation).

- 2 To reflect changes to the underpinning technical content.

The Unit specification may not change but the technical content might change or become so dated that it requires refreshing. Examples of changes can include changes in legislation, exemplar companies ceasing to trade or changing names, prices quoted being dated and changes to business practices and/or conventions. You will look at how to address the impact of changes to the underpinning technical content in more detail in Section 1 (Preparation).

- 3 To incorporate peer and student feedback.

In all our work, we are gathering feedback from colleagues and students and will be aware that some sections of the Student Learning Guides explain content well whereas there are difficulties with other sections that do not explain some part of the subject as well as it might and therefore would benefit from some change. You will look at how to use peer and student feedback during your revision work in more detail in Section 1 (Preparation).

- 4 To incorporate good practice seen elsewhere.

In your work, you will come across other types of Student Learning Guides, either in support of other SQA qualifications or wider in support of other programmes. In these guides, you may see examples of good practice — for example how the subject matter is tackled or how student interest is maintained and the revision of a learning guide gives you the opportunity to build this into the guide you are working on. You will look at how to incorporate good practice during your revision work in more detail in Section 1 (Preparation).

Most times when reviewing a guide all four of these reasons will apply and therefore your revision and updating work will have to take account of them all.

It is important to emphasise that reviewing and updating Student Learning Guides does not mean that the current guide was not well written — rather, just as we update things in our homes and cars, the time has come to give the Student Learning Guide a review and makeover.

However, do not assume that all in the current guide was correct, you need to apply your own critical eye to the review process following the steps outlined in this guide.

The four stages of reviewing and updating a Student Learning Guide

In this guide we will take you through a four stage process to update a Student Learning Guide which will make sure you cover all the aspects of the review and update process. These four stages are:

- 1 Preparation
- 2 Removing content no longer required/Adding new content
- 3 Changing remaining content
- 4 Reviewing the end result

These four stages can be remembered by the phrase:

Prepare to chop, change and check.

whilst not forgetting SET (specification, evidence and time) that was discussed earlier.

You can see the whole process laid out in the flow diagram on the next page.

Stage	Actions	Outputs
<p style="text-align: center;">①</p> <p>PREPARATION</p>	<p style="text-align: center;">Gather the relevant information sources ↓ Use these sources to identify changes required ↓ Prepare a Student Learning Guide Update Action Plan ↓ Review the Action Plan ↓</p>	<p style="text-align: center;">→ Student Learning Guide Update Action Plan → Completed Action Plan checklist</p>
<p style="text-align: center;">②</p> <p>CHOP (AND ADD)</p>	<p style="text-align: center;">Set up electronic copies of the documents to edit ↓ Move content ↓ Remove content not required ↓ Review the removed material and determine final actions ↓ Write new material ↓ Check the flow and build the bridges ↓ Review changes against the Action Plan ↓</p>	<p style="text-align: center;">→ Editable version guide plus two working files → Document containing excess material → Document for new material drafts → Updated Action Plan</p>
<p style="text-align: center;">③</p> <p>CHANGE (as identified in Action Plan)</p>	<p style="text-align: center;">Adjust the level/balance of content ↓ Complete technical changes ↓ Complete refreshers ↓ Complete enhancements ↓ Recheck the flow and build the bridges ↓ Review changes against the Action Plan ↓</p>	<p style="text-align: center;">→ Updated Action Plan</p>
<p style="text-align: center;">④</p> <p>CHECK</p>	<p style="text-align: center;">Check and change the assessment questions ↓ Recheck the Action Plan ↓ Check the balance of the content ↓ Proof read and recheck ↓</p>	<p style="text-align: center;">→ Completed question checklist → Completed Action Plan → Completed final checklist</p>

1 Preparation

As is so often the case, it is the preparation stage that lays the foundation to success and without sufficient attention to preparation, the end outcome is more likely to be flawed. The time you allocate to preparation should be almost the same amount of time as you take to write and check your updates.

When asked to work on the revision of a Student Learning Guide, the temptation will often be to jump straight into editing the existing guide but in fact, if you are familiar with its content and regularly support students in the Unit, the existing guide should **NOT** be the first document you look at. In fact, during the preparation stage, apart from a short refamiliarisation with the Student Learning Guide if you think you need this, you should not refer to the current guide at all — there will be plenty opportunity for you to work with this guide later!

We will now start to look at the detail of the flow diagram you saw on page 5 and explore what you should be doing for each action.

Stage	Actions	Outputs
<p>①</p> <p>PREPARATION</p>	<p>Gather the relevant information sources</p> <p>↓</p> <p>Use these sources to identify changes required</p> <p>↓</p> <p>Prepare a Student Learning Guide Update Action Plan</p> <p>↓</p> <p>Review the Action Plan</p>	<p>➔ Student Learning Guide Update Action Plan</p> <p>➔ Completed Action Plan checklist</p>

What sources of information should you use when preparing to revise the Student Learning Guides?

There are four groups of sources that you should consider:

- ◆ SQA related sources
- ◆ Technical/subject specific/professional sources
- ◆ Peer and student sources
- ◆ Other good practice sources

When reviewing a Student Learning Guide you should look at as wide a range of sources as is possible to ensure you have captured as many of the relevant elements to include in your update as possible. The range of sources is explained below and you will discover how to use them to your best advantage in the next section.

SQA related sources

The most important SQA related source — the **Unit specification** has already been mentioned. These can be accessed from www.cn.sqa.org.uk. It is recommended that you do not automatically rely on the version of the Unit specification that you have been using with your students. You should check the site above and ensure that you have the latest version. You should also ensure you have the latest version of any associated Graded Unit specifications as well. If you have any doubts as to whether you have the latest version of the Unit specification or are concerned that there might be more changes to come in the specification, you should contact CMEPH to confirm this before beginning to work on the revision.

Complimentary to the Unit specification is the **Assessment Exemplar/Assessment Support Pack** for the Unit that you can access from www.cn.sqa.org.uk. Whenever a Unit specification is updated, the supporting assessment material is also amended. You will see shortly how the assessment material can further guide you in determining the exact focus the Student Learning Guide should take, particularly when new content is added to a Unit.

Internal Assessment Reports prepared by the Senior External Verifier annually for the subject are a useful source as they will highlight changes that have occurred and areas where the External Verifier has identified that more attention needs to be given during the learning and assessment processes. You can access these reports at www.cn.sqa.org.uk.

In addition to the annual Internal Assessment Report, your own centre's **External Verification Reports** will be useful in giving you early warning about local issues that may be something which on investigation you realise is not unique to your centre and may well feature in the next round of Internal Assessment Reports.

A final document you will need to familiarise yourself with is the **Scottish Credit and Qualification Framework (SCQF) Level Descriptors**, particularly if you are updating a Student Learning Guide for a Unit that has Core Skills embedded in it. SCQF Level Descriptors are generic statements that describe the characteristics and expected performance at each level of the SCQF Framework.

The Unit you are reviewing will have been allocated an overall SCQF level based on where the Outcomes of the Unit relate to these descriptors under five headings: Knowledge and Understanding, Practice: Applied knowledge and understanding, Generic Cognitive Skills, such as evaluation and critical analysis, Communication, ICT and Numeracy Skills and Autonomy, accountability and Working with Others. You can find the SCQF level descriptors by following this link www.sqa.org.uk/files_ccc/SCQF-LevelDescriptors.pdf.

Technical/subject specific/professional sources

Keeping guides up to date in terms of the subject specific content is very important, particularly when the student is studying the Unit before going on to a period of further study either at a college, university or with a professional body. Some subjects change faster than others and you will be aware the rate at which your own subject changes. Wherever possible, you should be aiming to have the guide up to date, reflecting current legislation, products, practices, etc at the time of your revision.

Subject specific sources can include professional journals you read, the newspapers, the internet and members of your own professional network. It is important you take particular care when using the internet for information that you check the reliability of the source you are using. For example, Wikipedia can have value in helping you to gather information, but not all information on Wikipedia has been updated and not all updates on Wikipedia are correct. Wherever possible you should be using officially moderated sites such as those of government departments, large companies, professional bodies, etc. Some sources of useful information are included at the conclusion of this guide (Appendix 3). This is **not** a conclusive list and you should add your own sources when you discover other useful links.

Peer and student sources

Peers (others involved in teaching this Unit) and students are good sources of feedback on what might need to be revised during your updates. There may be existing sources of feedback you could review such as end of year feedback forms, notes of meetings with other subject specialists as well as informal feedback you have become aware of. If there are no sources, you may need to think how to go about getting this feedback by contacting groups of peers/students. In the next section we will explore how you might gather this additional feedback in more detail.

Other good practice sources

The list is endless but these can include materials you have used in other programmes you are involved in, a review of other SQA Student Learning Guides or materials you have seen published reviews about and have been able to source the material for your personal review.

Preparing a change — Action Plan

At this point in your revision and updating activities, it is recommended that you work with the sources of information identified previously to prepare a Student Learning Guide Update Action Plan. It is also strongly recommended that you prepare an Action Plan with only limited reference to the existing study guide. Your main focus should be on using the documents identified in your initial preparation activities.

We will look in detail about how to identify relevant actions for the plan for each information source shortly but first an introduction to the layout of the Action Plan you will complete. A blank Action Plan is included in Appendix 1 for you to use.

You will complete the plan as follows:

Column	What you will record in this column
1 Subject	In outline you will identify the subject matter (for example Changes to the Companies Act; Methods of communication, etc).
2 Evidence source	You should indicate here what the evidence was that prompted you to include this change in the Action Plan, for example was it the Unit specification, or some technical updates or peer feedback. It is possible that you will have more than one source of evidence.
3 Action	You should indicate whether this involves you in moving the material (M), adding in new material (A), removing material no longer required (R) or changing/updating material (C).
4 Possible material source	If you are including new material or updating existing material, you may already know the source you will use, in which case you will include it when you first draft the plan, otherwise, you will have to work out your source at a later date and update the Action Plan again then. A source could be a textbook, a journal or newspaper article, a website, etc.
5 Completed	At the end of this guide we will return to using this Action Plan as a part of the overall checking process and throughout your updating activities, you will be encouraged to mark off the actions as completed as and when you can.

Identifying changes to add to the Action Plan from SQA sources

(Note in this section, illustrations are given with reference to some current SQA materials. These points are exemplars; they are **NOT** definitive statements of changes that were required in the particular guides).

Unit specification

The current Unit specification and any associated Graded Unit specifications are **the most important documents** you will use during any review and updating activities. You will need to check them thoroughly against the existing workbook to identify all the areas that have changed.

For example, compare below the Outcomes for the Managing People and Organisations Unit as stated in a version of its Student Learning Guide shown on the left and look at the current Outcomes from the Unit specification shown on the right.

Learning Guide	Unit Specification
<ol style="list-style-type: none"> 1 Explain the nature of organisations. 2 Describe the factors that influence the motivation of both individuals and groups to perform effectively within the workplace. 3 Explain the meaning of management and describe the main activities associated with the role. 4 Describe the different approaches to organising people within the workplace. 	<ol style="list-style-type: none"> 1 Explain the characteristics and purpose of the organisation and its environment. 2 Analyse factors that influence workplace performance. 3 Analyse factors that influence managerial performance. 4 Identify and compare alternative approaches to organising people within the workplace.
	<p>Evidence Requirements</p> <ol style="list-style-type: none"> 1 Explain and apply an appropriate content and an appropriate process theory of motivation to explain individual behaviour in a given situation. 2 Highlight methods which management can use to improve job performance in a given situation and explain their suitability. 3 Accurately explain the importance of teamwork and apply it to a given situation. 4 Identify and analyse at least three factors that affect team cohesiveness and performance in a given situation and examine their influence.

Can you see the changes that you will need to be thinking about when revising the content of the guide?

Here are four changes you would look out for:

- 1 Whilst the guide may cover some of the changes already, you need to make sure that the focus now supports a student to analyse the required areas rather than just describe them.
- 2 You will want to check that the factors that influence managerial performance are covered because there was no specific mention of that previously.
- 3 You might also find that some of the previous content regarding the meaning of management and the activities of the role are no longer required as these might not influence managerial performance.
- 4 The Student Learning Guide does not specifically mention the Evidence Requirements, but as you review the guide, you will need to check that the focus of the current requirements regarding methods and techniques to analyse factors affecting teams are fully covered.

When reviewing the Unit specification, you should also be thinking about the balance of the content in the guide. You need to check that there is sufficient coverage of each subject to reflect the requirements in the specification; equally you need to check whether there is too much content of a subject. There is no precise formula showing what % of a guide should be devoted to a Outcome nor will every piece of Knowledge and Skills require the same number of pages in the guide to cover them fully. Your role when looking at the Unit specification is to think about the extent to which a subject is covered in the guide, relative to other content and ask the questions:

- ? Is it too little and needs additions or
- ? is it enough or
- ? is it too much and needs deletions

So in summary when looking at the Unit specification you should be reviewing:

Outcomes — looking for changes in the verb (ie describe to analyse) and additional Outcomes.

Knowledge and Skills requirements — looking for additions and deletions.

Evidence Requirements — looking for changes activities for assessment, number of items to be sampled, error tolerances, etc.

Overall — looking to see the balance of coverage in the guide is valid.

Assessment Exemplar/Assessment Support Pack

A review of the assessment material in association with the Unit specification will further signpost you to areas to add to your update Action Plan. For example, in Accounting Units, the Evidence Requirements are specified using error tolerance (maximum numbers of arithmetic/computational errors and errors of principle) whereas in the past students were being asked to achieve a given % pass mark.

In other subjects, the Instrument of Assessment has been changed, for example in some financial services subjects, the instrument has been changed from a case study to an in-tray exercise, requiring the student to outline their responses to letters, e-mails, memos and other messages that are passed into their in-tray at work.

Can you see the impact of the changes on the content of the updated guide based on the Assessment Exemplar changes in Accounting and Financial Services?

In both these cases, although the subject content of the Student Learning Guide may not change, and it will still cover the same topics, the emphasis you place on some of the topics might change and you may need to introduce new material — for example, the in-tray exercise will likely require slight changes to the types of application skills that are required and some new content might need to be added to support this.

Internal Assessment Reports

The Internal Assessment Reports are more likely to reinforce the need for some of the changes you have already identified rather than to create additional changes, however you should still be checking these reports in case additional changes are required.

Here are some comments that have been made in Internal Assessment Reports. Can you see how these trigger some thoughts about areas that should be reviewed in the Student Learning Guides?

'The assessor should pay attention and work on improving student research skills which would greatly impact their future academic study.'

'The possibility of offering a special course for students on how to format a professional report should be considered.'

In both cases, some areas where students were having some difficulties in meeting the standards have been identified, therefore the review of the Student Learning Guides is an ideal opportunity to look and see if more material can be incorporated to help with these issues.

External Verification Reports

You will have access to the External Verification Reports for your own centre and they may be able to give you some guidance on what to cover.

An example of an indicator that the Student Learning Guide might require some attention would be found in the responses in this section:

2.8	There must be evidence of initial and ongoing review of accommodation, equipment and reference, learning and assessment materials.
-----	---

Alternatively, if a reference is not made to any required updates here, you might find comments in the Recommendations section.

Typically these areas might refer to changes to legislation, products, services or processes.

Scottish Credit and Qualification Framework (SCQF) Level Descriptors

Since the initial development of these Student Learning Guides, all SQA Higher National Units have been levelled and credit rated on the SCQF Framework. Full details of the framework can be found here: www.sqa.org.uk/files_ccc/SCQF-LevelDescriptors.pdf.

The update of the Student Learning Guides gives you a good opportunity to check that the content within the guides is at the correct level taking account of its SCQF level. Generally, you will find that the guides will not be at a lower level than required, but you might find they have been written at a higher level than is required and therefore, when looking at this in conjunction with the Unit specification and Assessment Exemplar/Assessment Support Pack, you are able to identify material that should be removed or reduced.

When looking at a guide, there will be descriptors covering five characteristics: Knowledge and Understanding; Practice: Applied knowledge and understanding; General Cognitive Skills; Communication ICT and Numeracy skills; Autonomy, accountability and Working with Others. You will need to identify the set of SCQF descriptors that apply to the level of the Unit you are reviewing.

The following example (which is not a real one from a current guide) should help to explain this.

A Unit has been levelled on the SCQF framework at level 8. In this example we will look at the Knowledge and Skills characteristic which at level 8 states:

The characteristic outcomes... include the ability to demonstrate and work with:

- ◆ a broad knowledge of the scope, defining features and main areas of a subject/discipline
- ◆ detailed knowledge in some areas
- ◆ understanding of a limited range of core theories, principles and concepts
- ◆ limited knowledge and understanding of some major current issues and specialisms
- ◆ an outline knowledge and understanding of research and equivalent scholarly/academic processes

You see from the guide that there is coverage of a large number of the theories of the principles of managing people, with numerous detailed references to many pieces of academic research and theories in this area.

You look at the Unit specification and you see that the Evidence Requirement only requires a student to be able to compare and contrast two theories.

Therefore, you can conclude that the level of the guide has been set much higher than is required for this Unit and you can set about identifying areas to remove during your revision activities.

Now you have identified the changes you will make based on the information contained in all the SQA sources you review, you should update your Student Learning Guide Update Action Plan accordingly (Appendix 1).

! You should make sure you cover all the changes as a result of your review of SQA sources, before moving on to look at changes arising for other reasons. !

Identifying changes to add to the Action Plan from technical sources

It is likely that there will be several technical changes that you will wish to make. Technical changes will come about for two reasons — changes of substance and changes to refresh the content.

Examples of changes of substance include:

- ◆ Changes in legislation

Some subjects are more likely to be more significantly impacted by changes in legislation than others. Areas such as business law, financial services, accounting and people management will see the highest number of legislative changes.

- ◆ Changes in policies, procedures or processes

If you are reviewing the guide of a subject that has included defined policies, procedures or processes within its Unit specification you will need to check that the content remains current. Examples of changes can include changes in details of government departments responsible for given activities, the impact of changes in Microsoft software and changes in the way that customers expect services to be delivered.

- ◆ Changes in products

If you are reviewing a guide of a subject that includes awareness of products within its Unit specification, it is very likely that there will be changes in the products that will need to be incorporated in the update. Again, guides covering information technology and the financial services industry are very likely to need to make changes of this nature.

- ◆ Other technical changes

This will depend on the subject matter of the guide, but it may be the case that you are aware of a technical change you need to incorporate that is not covered by the headings above but you should still note it in your plan.

Examples of changes to refresh content include:

- ◆ updating prices, exchange rates, dates in charts and tables that have been used to illustrate points
- ◆ updating the names of exemplar organisation where these have changed
- ◆ removal of words like 'new' for products or legislation which have now been in place for some time

Many of the guides will be more than 10 years old so you are likely to have a lot of changes to refresh the content and so you may not want to list each one in your Action Plan but you might want to include the main areas you will be checking in your Action Plan.

Now you have identified the changes you will make based on the information contained in all the technical sources you review, you should update your Action Plan accordingly.

! You should make sure you cover all the changes as a result of your review of technical sources, before moving on to look at changes arising for other reasons. !

Identifying changes to add to the Action Plan from feedback sources

As discussed previously, there are two sources of feedback that will be invaluable during the review and updating process, your peers (tutors delivering the subject in your own and other centres) and students.

Areas that peers will be able to give feedback on include:

- ◆ additional feedback on technical content they believe should be updated (and perhaps even give you materials to help with the update)
- ◆ highlighting areas that they feel could be better expressed in the study guide
- ◆ highlighting areas that they know their own students find difficult to understand
- ◆ identifying any errors and/or ambiguity in the current guide (for example errors in solutions to questions)

Areas that students will be able to give feedback on include:

- ◆ highlighting areas that they think are handled particularly well in the current guide
- ◆ identifying methods of explaining items that work well or less well in the current guide
- ◆ highlighting areas they find hard to understand
- ◆ identifying any errors and/or ambiguity in the current guide (for example questions asked that might have more than one answer)

You can gather this feedback in a number of ways. You may already have existing methods to gather feedback, but if you do not, you might want to consider sending a questionnaire to a selection of peers or students. You could ask peers in other centres to help you gather more student feedback by passing questionnaires to their students. Examples of the questions you could ask to help you gather feedback is included in Appendix 4. You might like to use some of these questions or adapt/develop some others specific to the guide you are reviewing. If you only know a limited number of subject peers, you might telephone or e-mail them for feedback rather than use a questionnaire. If you are unsure who is involved in teaching your subject in other centres, you should contact your SQA co-ordinator for guidance.

Evaluating what the feedback says to you

As the person responsible for updating the Student Learning Guide, you will have to determine each piece of feedback is saying and deciding whether it is something that needs to be included in the Action Plan or not.

Let us explore this evaluation question in more detail and see how to think further about what each piece of feedback is saying before making changes.

In the current guide...	Is it saying?	Or is it saying?
There is enough coverage about motivation.	The guide is good and does not need changing.	I really do not want to have to cover any more on this subject. or There is more than enough already and in fact we could do with less.
There needs to be a lot more detailed coverage of the underpinning legislation.	There is not enough detail to support the Evidence Requirements in the Unit specification.	I love teaching about legislation and would like the opportunity to cover more of this with my students.
We do not understand the section on double entry book keeping.	There is a problem with this section and it needs to be rewritten.	This is already a well written section but if students have skipped a previous section they will find difficult. or This is already a well written section but it is not written as I would write it.
We would prefer all the short assessment activities to be mini quizzes	Mini quizzes are the best way to check student understanding for this topic	Students will not spend long on assessment activities. or Other methods are equally appropriate but my personal preference as a tutor is quizzes.

As you can see, feedback can often have more than one potential meaning and you will need to evaluate feedback carefully before acting on it. You have to suspend your judgement on whether you agree with the comments or not and first ask yourself the test question ‘why would the respondent be saying that?’

A final word of caution when evaluating feedback, you have to be very careful not to be adversely swayed positively or negatively into acting or not on the feedback based on who it was that said what they did. In the end of the day you have to balance the weight of the views, the likely drivers and in particular the strength of feedback in that area (ie how many people said this was or was not an issue) before making your final decision.

Once you have made your decisions, you should update your Action Plan accordingly.

! You should make sure you cover all the changes as a result of the feedback given to you, before moving on to look at changes arising from your review of good practice. !

Identifying changes to add to the Action Plan from other good practice sources

Either from your own experiences or from those of your peers you may have identified changes that you might want to make based on good practice seen elsewhere.

As with evaluating feedback, you do need to stop and apply some critical thinking before you plan to make changes based on what you have seen elsewhere. It is absolutely correct to include new ways of illustrating points or explaining subjects but you must ask yourself are these methods appropriate to this particular Unit and specifically the Unit specification and will they make a difference or are you looking at change for changes sake.

Once you have made your decisions, you should update your Action Plan accordingly.

Next steps

You should now have quite a detailed Action Plan. If you have completed it as you worked through each source, you might want to review it and reorder the content so you bring all the actions relating to a single topic together in the plan.

At the conclusion of updating your Action Plan, it is recommended that you also complete and retain the Action Plan checklist shown in Appendix 2. That way, you can be sure that in planning all your updating work you have thought about all angles ahead of starting to complete the work on updating the guide and it may be that other reviewers would find this information helpful.

If you are working with other parties in the review of a guide — perhaps you are revising the first sections and a colleague is working on the remainder, it is very important at this stage that you share and discuss your plans to ensure you have both picked up on the same actions required and to check you have been consistent in how you have tackled changes.

✓ Well done you have now completed the **Preparation** stage and are now ready to move on to actually updating the guide you have been asked to work on. ✓

! Do not start the next stage you have completed all the required steps in the preparation stage and fully developed your Action Plan. !

You will discover that it is suggested you complete this updating work in two steps — you do the major moving, addition and deletions first. These changes typically arise from updates from your SQA related sources of information especially the Unit specification and Assessment Exemplars.

After this is completed, you then go back and do the smaller changes typically involving updating and refreshing the technical content.

2 Chop (and add)

We are now moving into the stages in the update process where you start to create the new version of the Student Learning Guides having laid the foundations for a successful outcome with all your preparation. Below are the activities for this second stage which we will explore in turn.

This stage involves you completing the major content changes so you will be making most use of the delete, cut and paste functions, which is why we call it 'chop and add'.

Stage	Actions	Outputs
<p>②</p> <p>CHOP (AND ADD)</p>	<p style="text-align: center;">Set up electronic copies of the documents to edit ↓</p> <p style="text-align: center;">Move content ↓</p> <p style="text-align: center;">Remove content not required ↓</p> <p style="text-align: center;">Review the removed material and determine final actions ↓</p> <p style="text-align: center;">Write new material ↓</p> <p style="text-align: center;">Check the flow and build the bridges ↓</p> <p style="text-align: center;">Review changes against the Action Plan</p>	<p>→ Editable version of the Student Learning Guide plus two working files</p> <p>→ Document containing excess material</p> <p>→ Document for new material drafts</p> <p>→ Updated Action Plan</p>

Set up documents to edit

A little bit of housekeeping before you start the updating process!

You need to make sure you have the current version of the guide and wherever possible, this should be an electronic version of that guide. If you are working with an electronic version, you should create a second version of the guide and save it with a new file name. This will be the version you work on editing.

There are two other documents you might like to set up at this stage, one a blank document which you will be using as a repository for material that you have highlighted for removal from the guide and a second document where you will initially write sections of new content you will be adding. This is much easier than trying to write and edit content in a larger document.

Move content

During the preparation stage, you might have come to the decision based on feedback received that some material is out of sequence in the current guide and would be better if it was covered earlier or later than it currently is. Your first action in editing is to move this content to the new place you think it should appear.

Some points to bear in mind:

- ◆ You do not have to include the material in the Student Learning Guide in the same order as it is contained in the Unit specification. There may be good reason why something might be better to be covered earlier or later, depending on how it links to other parts of the Unit and the students' overall understanding of the subject.
- ◆ If you do move an item, make sure you check the Outcomes you have written for the relevant sub sections of the original guide to identify modifications you need to make to reflect the changes you have made.

! You should complete all the work to move content before starting work to remove or add content. !

Removing content not required

You may have identified in your Action Plan content that is not required. This can be for a variety of reasons but most often it is because it has been identified as being no longer required having reviewed the Unit specification. At this stage, it is recommended that you do **not** delete this content, rather you should cut it and paste it into the document you set up specifically for items removed from the guide. You should make sure you remove all the content relating to the subject and in particular to search and check for further references to it later on in the Student Learning Guide that will also need to be removed.

Reviewing the removed content

When you were planning to remove content, you may have felt that some of the content being removed, although not relevant when you reviewed the Unit specification, was still interesting reading for students, particularly during their time of self-directed learning. Remember our watchword SET at the outset (Specification, Evidence Requirements, Time) and in particular the time constraints of 40 hours of learning in a Unit. This will mean additional material you retain for self-directed learning should not be part of the main Student Learning Guide, but you should go ahead and place it in sections of supplementary reading in the revised guide. Supplementary reading should be included at the end of a chapter or at the end of the Student Learning Guide rather than in the main text so that the reading of a learner who has opted not to study this material is not interrupted.

If you do include supplementary reading, you will need to include clear instructions at the start of the guide that reviewing the supplementary reading is not a requirement to meet the Evidence Requirements but that it is additional material the student might find interesting or might further broaden their understanding of the subject. At the appropriate points in the guide, you can signpost the students to the supplementary reading.

There will be some content that will have been removed because it was out of date and is not relevant for the future. This content can be deleted from the document of removed content.

At the conclusion of this review of deleted content, the document you created for deleted material should be empty as you will either have reinserted content as supplementary reading or you will have deleted it as being no longer required.

! You should complete all the work to remove content before starting work to add content. !

Write the new content

Based on the Action Plan, there will be a list of new (additional) content that you want to add to the Student Learning Guide. Again, it is suggested that you write the content in a separate document and then cut and paste it into the new guide. All new content should be integrated into the guide at the appropriate point and should **not** be added as supplementary reading material or placed in an appendix.

When writing the material, you must ensure that what you are inserting into the guide is **your own work** or if you are using extracts or articles to illustrate points that you fully reference every source.

Writers often find it difficult to reword content they are using from relevant official websites such as a government or company websites. Website content is still subject to copyright constraints so cannot be cut and pasted without either rewording or referencing.

Let us look at this example to help give you guidance. Here are some details about SQA International that appears on the SQA website.

The Scottish Qualifications Authority (SQA) is an international leader in education and training.

We have 100 years experience in developing qualifications and qualification systems and over 20 years experience of working internationally in partnership with governments, colleges, universities, schools and industry. Our global hubs include the UK, Beijing, Dubai, Kuala Lumpur and New Delhi.

Based in Glasgow, we are a not for profit government sponsored agency accountable to the Scottish Government, and sit at the heart of Scotland's world-renowned education system.

We offer internationally recognised qualifications and consultancy services to help governments and people realise their full potential.

In rewriting material for use in a guide, you need to identify the key facts that you wish to capture in the guide — in this case you decide you want to highlight the length of experience of SQA, their connections with the Scottish Government and their range of global hubs. To help in the writing you might want to use the word highlight facility on the word program to identify the key facts for retention as you draft the material. You then need to make all the connections in your own words.

Here is the result, which takes the information from the website, covers all the content you required but does not give issues regarding copyright.

The Scottish Qualifications Authority (SQA) has been developing qualifications and associated qualifications systems for 100 years and for 20 of these years they have been working internationally on a partnership basis with governments, industry and the wider education community. In addition to their UK operations, SQA operates through a range of global centres including Beijing, Dubai, Kuala Lumpur and New Delhi.

Their central role in Scotland as a not for profit government sponsored agency accountable to the Scottish Government positions SQA well to offer qualifications that are recognised across the globe and through consultancy services to support governments and all students to maximise what they can achieve.

As you can see, by reordering the information and using your own words to connect the key pieces of information you can convey your messages without breaching copyright regulations.

As mentioned previously, be particularly careful when using content sharing sites like Wikipedia — the information on these sites is not necessarily accurate and you need to check the references at the conclusion of the extract to see how old the information is. In some cases, there will be a citation at the top of the Wikipedia entry which highlights how up to date an entry is — even then you cannot wholly rely that all the facts are correct or indeed wholly relevant to the subject it is discussing. Remember you are also writing for a UK-based award — many Wikipedia entries include USA related content which is not relevant to students studying SQA Units.

Therefore you should try and avoid using content sharing sites such as Wikipedia as much as possible and concentrate on trusted sources such as sites of governments and professional bodies several of which are highlighted in Appendix 3.

Check the flow and build the bridges

The work you have done in this stage of ‘chopping and adding’ may have had an impact on the structure of the Student Learning Guide and in particular the logic of the order of items. Therefore, you should undertake your first quick read through the draft updated guide. You will be doing this for two reasons.

- ◆ To check the flow
- ◆ To build any bridges required

In checking the flow, you are making sure that there is still sense in the order that items are covered. Not only are you looking to make sure that the sections and content from before link correctly to the current section, but you are also looking for small pieces of ‘orphan content’ — that is content that has been left behind when other items were moved or deleted. Orphan content is usually easy to spot — it just does not ‘fit’ in the section it is included in.

It is very important that you pay detailed attention to checking the flow and building bridges where more than one person has been involved in the rewriting of a guide. You need to make sure not only that there are not content gaps and/or duplication but also that the styles of writing are broadly similar and that the reader will not be distracted by changes in approach or focus. It is particularly important to check the boundaries of handover — that is the points at which the writer of the content changed over.

If you look at the table below you will see what you will be looking out for when checking the flow.

Content	Finding	Solution
Added or moved	The content fits well with the previous section and links well to the next section.	N/A, this is the result you want!!
	The content does not fit well with the previous section and/or does not link well to the next section.	Check that the insertion has been made at the right place and whether you can find somewhere better in the guide to insert the content. If the insertion is in the right place, build a bridge to make the connection.
Deleted	The deletion left a gap between sections, there are now sections that do not link together.	Check that the deletion was the right course of action and if not, reinstate some or all of the content. If the deletion is correct, build a bridge to make the connection.
	There are phrases in remaining sections that are now difficult to understand because some previous explanations have been deleted.	Build a bridge to make the connection concentrating on the missing explanations.

Sometimes the flow is acceptable or the content flows reasonably well but there are still some disconnections. This is where you need to build bridges — in other words insert some paragraphs to keep the flow intact.

Bridges can either be required at the point of the disconnection, in other words they are connecting paragraphs, or they may be required earlier in the text — perhaps to explain phrases or concepts at an appropriate point that can then be referred back to in a bridge building sentence.

When checking the flow, it is a good idea that you do not stop and try and sort out a problem when you identify there is an issue. This will break your train of thought on the overall flow. It is better that you use a method to highlight the issue (and if possible the potential solution such as move, replace, add new sentences, etc) in the text and then, once you have checked the flow end to end, you come back and take the actions you decide are needed.

Review the changes against your Action Plan

You should now take the opportunity to review the Action Plan and mark off as completed the areas that you have chopped and added before moving on to Stage 3, the Change stage.

✓ Well done you have now completed the **Chop and Add** stage and have made the major changes involving larger deletions, movement and additions and you now ready to move on to working on the minor changes in the guide you have been asked to work on. ✓

! Do not start the next stage until you have completed all the required steps in this stage, marked each change off in your Action Plan and checked you have not overlooked any of the moving, adding or removing you needed to do. !

3 Change

We now move on to the third stage where you will make most of the changes in the Student Learning Guide. Below are detailed the activities for this stage which we will explore in turn.

This stage involves making all the technical/refreshers changes as well as the improvements and alterations that required existing content to be overwritten rather than larger, moving, deletion or addition of texts and/or diagrams. You may still be moving, adding and deleting content, it is just that the changes will not be as large scale as before.

Stage	Actions	Outputs
<p style="text-align: center;">③</p> <p style="text-align: center;">CHANGE (as identified in Action Plan)</p>	<p style="text-align: center;">Adjust the level/balance of content ↓ Complete technical changes ↓ Complete refreshers ↓ Complete enhancements ↓ Recheck the flow and build the bridges ↓ Review changes against the Action Plan</p>	<p style="text-align: center;">→ Updated Action Plan</p>

Adjust the level/balance of the content

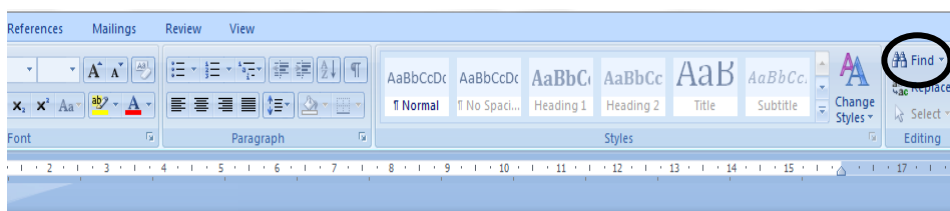
You will have already completed some of the major level and weighting adjustments during the previous stage as they will have involved deleting and/or adding material, but there will be other sections that will require minor alterations to address issues. These small rewording activities should be conducted now such that at the end of this work the level of the content is now right throughout the guide. In the final stage you will have the opportunity to check you have the correct level and balance throughout the guide.

Complete the technical changes

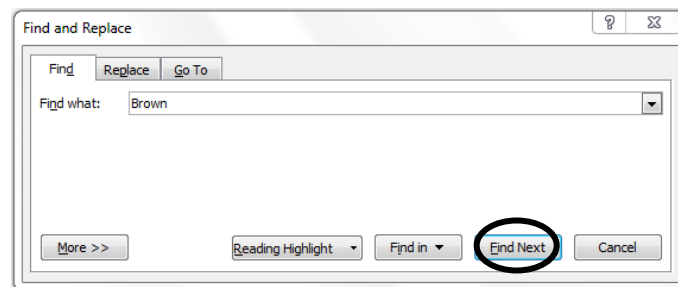
In your Action Plan you will have identified the technical changes you want to make. You should now go ahead and make these changes. It can be difficult to make sure you complete every change — for example if a piece of legislation that is frequently mentioned has changed. One way to pick up all the places is to use the ‘find’ function on your word processing package.

The following shots show how to use this function on a Microsoft package, but all packages have similar functionality. In this example, the update required is that the company Brown Limited has changed its name to Gray Limited.

Click on the ‘Find’ function.

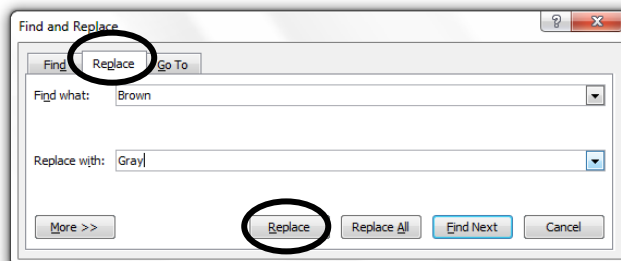


Enter the word or words you wish to find and select ‘Find Next’.



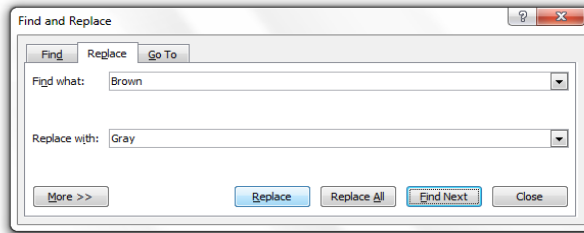
The next instance in the document of the word or phrase you are searching for will appear highlighted on screen. Check that the instance found is one you wish to replace — you need to be careful with similar words or phrases in the package as they could get overwritten with some very strange results!! If it is a word you wish to change, click, the tab ‘replace’, enter in the word you are replacing it with — in this case Gray, and then click on the bottom button replace for that change to be made.

In this case study, we are following the fortunes of **Brown** Limited, a company which is based in Glasgow and employs 3,000 staff. Brown Limited was founded in 1887 and prints student textbooks for education providers.

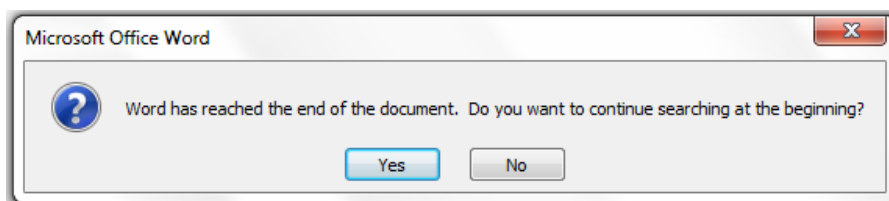


Once you click the replace button at the bottom of the find window, the software will identify the next instance of the word Brown and you will repeat the process again.

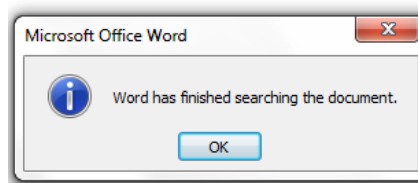
In this case study, we are following the fortunes of Gray Limited, a company which is based in Glasgow and employs 3,000 staff. **Brown** Limited was founded in 1887 and prints student textbooks for education providers.



You repeat these steps until the software gives you the following message.



It is always a good idea to say yes as this gives you a final check you have made all the changes. You can be sure you have made all the changes when you get this message.



Important note — You do not want to use the replace all function — for example if later on the document you used the word Brown in a different context, for example in relation to a book author, it too would be replaced by the word Gray. Therefore you have to check each instance of the word in turn.

Complete the refreshers

As a reminder, refreshers are changes to make sure the content does not look dated to students and includes updating prices, exchange rates, dates in charts and tables that have been used to illustrate points, updating the names of exemplar organisation where these have changed, removal of words like 'new' for products or legislation which have now been in place for some time, etc. You will have listed the areas you want to look to refresh when you set up your Action Plan, you will now have to read through the guide to find all the instances where refreshers are appropriate. The most important thing is you have to be consistent, so for example if you are using interest rates and you change the rate to 5%, you need to make sure you do not overlook any areas and leave other examples of interest rates at a significantly different rate — small differences might not be a problem but if rates are at 1% at one point and 10% at another this could confuse students and so should be changed.

Complete the enhancements

Any small enhancements you have identified, minor opportunities to reword the content should also be completed.

It is likely that to complete the refreshers, you will find you need to review the guide from end to end, therefore you might want to consider doing the refreshers, the enhancements and the next stage, checking the flow and building the bridges at the same time, it is your choice depending on your personal preferences.

Recheck the flow and build the bridges

The work you do here is exactly the same as you did in Stage 2 as you check there are no disconnections in the content as a result of the changes you have made. If you need a reminder of what to do, you can revisit the explanations on pages 24–25.

Review changes against the Action Plan

You should now take the opportunity to review the Action Plan and mark off as completed the areas that you have reviewed. Your Action Plan should now be marked off as fully complete — if it is not, you need to go back and make the required changes to complete all the actions. Once all this is completed, you can move onto the final stage — Checking all you have done.

✓ Well done you have now completed the **Change** stage and are now ready to move on to the final stage of checking the guide you have been asked to work on. ✓

! Do not start the next stage until you have completed all the required steps in this stage and made all the changes needed in the Student Learning Guide. !

4 Check

Stage	Actions		Outputs
④ CHECK	Check and change the assessment questions ↓	→	Completed questions checklist
	Recheck the Action Plan ↓	→	Completed Action Plan
	Check the balance of the content ↓		
	Proof read and recheck	→	Completed final checklist

You have now completed the bulk of the rework on the Student Learning Guide and now you come to the stage where you will be checking what you have done to date and making final adjustments. There are four checks that you need to make, it is entirely up to you whether you try and do all four checks in a single reading of the Student Learning Guide or whether you read the guide several times, covering one or more of the checks in each reading. If you are going to cover all four checks in a single read through, you are going to be looking out for a lot of things, so you will have to have a very high level of concentration when doing this.

Check and change the assessment questions

To date we have not talked specifically about the assessment questions. That is because it is easiest to carry out your review of the assessment questions at one time, with your review covering a number of questions, rather than trying to review the questions at several separate times. To assist you with reviewing the questions, a checklist has been included which is reproduced in Appendix 5. The following sections discuss each of the questions in that checklist in turn, highlighting what you need to look out for.

The first few questions ask you to consider the number and type of questions you use and the guidance you give the students in terms of both the questions and their outline solutions. The later questions ask you to look at the appropriateness and accuracy of the questions and their solutions, particularly in the light of any of the additions and deletions you have made to the content of the Student Learning Guide during your review.

Is there an appropriate introduction to the types of questions used?

Within the Student Learning Guide, you can use questions for a number of reasons including:

- ◆ To encourage the student to think and reflect on what they have just learned or to see if they can work something out ahead of it being discussed in detail. These will usually be signposted as self-assessment questions.
- ◆ To test the students understanding of a topic they have just studied as a formative assessment.

In addition, you may also include activities in the Student Learning Guides which can be used by tutors during their classroom delivery of the programme or can be used by students who are studying on a distance learning basis as a further progress check.

You should check there is an appropriate introduction to the Student Learning Guide explaining each type of question that is asked and how the student should approach them. For example, you should indicate whether it is expected responses will be written in the guide or elsewhere. You should also explain what symbols are used to highlight each type of question so that the student understands immediately when they look at a question, how much work is required and where they should record their answers.

Is there an appropriate guidance on where the student can find the solutions?

As we will discuss shortly, all questions require full solutions although you may not include all the solutions in the guide, some may be made available to the students by their tutors only when they have completed a particular activity. In the section discussing the explanations, you should ensure that the students are given guidance as to where the solutions will be placed for each type of question.

Do you have the right number of questions in each section?

There should be enough questions in a section or chapter to ensure that the student's attention is retained and that they have enough opportunities to practice but not too many that it will extend the time it takes the student to complete that section beyond the guided learning hours you have indicated. You should ensure that those areas where new content was added to reflect updates to the Unit specification/ Assessment Exemplar have an appropriate coverage of new questions and that areas where content was removed are not covered in the questions.

Are the questions positioned at an appropriate place in each section?

In addition to looking at the number of questions, you also have to consider the positioning of the questions. Two specific factors to take account of:

- ◆ Is the positioning correct given the subject of the question? Unless it is a question to provoke some thought, the question should always come after all the related learning has been covered.
- ◆ Are the questions in the section evenly spread throughout? If at all possible the questions should not bunch together. If you find that there is bunching of questions you may wish to consider removing one of the questions and replacing it with an appropriate question earlier in the section.

Do you have the right type of questions in each section?

You should be guided by the Evidence Requirements and the Assessment Exemplar throughout your review of questions but should pay particular attention to the types of questions used at each stage. You should be thinking about when it is appropriate to ask formative questions and encourage students to practice answering particular types of questions and when would more reflective questions be appropriate. If the Evidence Requirements expect students to be able to calculate solutions or apply formulae in given situations, opportunities should always be given for them to practice questions of this type.

At this point, if you have decided to use a particular designation for different types of questions (a logo or a naming convention) then you should check that this has been consistently applied throughout the guide.

Do all the questions add value to the learning?

You need to do a quick check, do all the questions add value to the learning — you should make sure that there are no questions asked just for the sake of asking a question, there has to be some value to the student in completing a question in terms of either challenging them to reflect or helping them to check their learning/undertake a formative assessment.

Are all the questions asked fair?

There are a number of points you need to think about when considering whether questions are fair or not and you will have to pay particular attention to the impact that the changes you made to the content of the guide will have had on the questions asked.

Firstly, you need to check the **relevance** of the questions — are the questions still relevant in terms of their content. It may be that the question is still relevant but their positioning is incorrect, or it may be that, given the changes in the overall content of the section, the question is no longer relevant or technically correct and will need to be reworded or deleted. You need to watch that any technical refreshers are included — for example for subjects where you have had to update the prices or interest rates in the text, you will need to apply the same updates to the questions asked. Likewise if questions involve dates you should look to update these.

You will need to check that the questions are **unambiguous** — is it clear to the student exactly what they have to consider when attempting to answer them? You should check all the questions and you should not assume just because a question was included in a previous version of the guide that it cannot be improved on and made less ambiguous if required.

Finally, you will need to recheck, **can the question be answered** given the learning that has just been completed. It may be that the question will need to be moved and/or updated or indeed deleted as a result of your content changes.

Are there full and accurate solutions for each question that requires a solution?

You need to check for each question, does a solution need to be given and if so that the solution includes all the information it needs and is it technically correct. If solutions are not being included but will be made available to the student after they have completed some work, this should be made clear.

For some reflective questions included within the guide, where you have posed the question ‘what do you think might happen/why do you think that might be the case’, it will be sufficient for you to carry on and give your response to that reflection in the next few sentences rather than showing a separate solution.

All questions that require students to complete calculations should have fully worked solutions provided. Where a question has asked a student to identify a given number of responses (for example ‘give three reasons why...’) there should be a response that includes at least that number of clearly defined reasons.

Where you are reusing questions that were in the previous version of the guide, whilst it may be that the question did not need refreshing, you will need to check whether there is a possibility that the solution requires to be refreshed.

Are the solutions placed correctly within the Student Learning Guide?

Based on the guidance you gave at the outset, you should check that the solution for each question has been placed correctly in the Student Learning Guide. The placement of solutions has to be consistent — if you start from the basis that solutions for a particular type of question will appear at the end of a section or chapter, you must make sure all questions of this type have their solutions in that place.

It is also important that you give some consideration as to where solutions might potentially appear in the final layout of the guide. For example, where questions ask students to complete a series of calculations, you will not want the solutions to appear on the pages that are visible to the student when they are completing the calculations, but will want to be sure they appear at a later stage.

Are all the questions and solutions correctly numbered?

Your final check of the questions and solutions is to ensure that they have been correctly numbered. Firstly you need to check that there is sequential numbering of the questions (ie 1.1; 1.2; 2.1; 2.2; 2.3, etc) and that the numbering on the questions ties up exactly to the numbering of the solutions.

! Where more than one person is working on a guide, each writer should check their own content but one person must take overall responsibility for checking consistency of approach to the use of questions throughout the whole guide. !

Recheck the Action Plan

You need to undertake a quick recheck of your Action Plan, if you have not done so already, to ensure that you have made all the changes that you planned to make and that you have carried them throughout the whole guide.

One way you can do a quick check is to use the find facility on a word processing program.

Example

You identified in your Action Plan that the original guide had references to ABC company but this company had now been taken over by XYZ. You can check if all the reference changes have been made by entering 'ABC' in the find criteria — hopefully it will return you a 'nil return' and you can be satisfied that this aspect of your plan has been completed in full.

! Where more than one person is working on a guide, each writer should check they have completed their Action Plan, but one person must take overall responsibility for checking that all the Action Plans have been fully completed consistently throughout the whole guide. !

Check the balance of the content

Although this is something that it is suggested you check now, much of what you have been doing in the earlier part of the review will have taken account of making sure that the balance of the content was correct and that you did not devote too much of the 40 guided learning hours to one topic at the expense of another. In most guides, the guided learning hours is usually relatively evenly distributed across each of the Outcomes, although it is not unusual for the first Outcome to require some more time devoted to it, if it is also setting the scene for some later content to be included.

! Where more than one person is working on a guide, each writer should check the balance of their own content but it is very important that one person must take overall responsibility for checking the balance across the whole guide as this is an area where differences in writers can be particularly evident. !

Proof read and recheck

Finally, there is the all-important question of proof reading the content for errors.

Errors can include:

- ◆ spelling, grammar, punctuation, labelling of graphs and charts
- ◆ stray 'orphan' content (that is content that did not get moved, deleted or updated when similar content was dealt with elsewhere in the guide)
- ◆ inconsistent use of upper and lower case letters (particularly in relation to names and terminology)

! Where more than one person is working on a guide, each writer should proof read their own content but one person must take overall responsibility for proof reading the whole guide. !

The final checklist

There is a final checklist — it is recommended that you complete this as it will confirm you have done all your checks — this is reproduced in Appendix 6.

Remember, if a guide is being updated by several people, one person has to take responsibility for completing an 'end to end' check of the whole guide to make sure the checks have been fully completed by all the contributing writers.

**Once you have reviewed all your activities against this checklist
you can sit back and think:**



Appendix 2 — Student Learning Guide Action Plan Checklist

		✓ or N/A
SQA sources	Unit specification	
	New content identified	
	Removed content identified	
	Changes to Evidence Requirements identified	
	Assessment Exemplar	
	New approaches within the Assessment Exemplar identified	
	Internal Assessment Reports	
	Areas for attention identified	
	External Verification Reports	
Technical sources	Areas for attention identified	
	SCQF level descriptors	
	Changes to take account of the impact of the SCQF level on the depth of learning identified	
	Changes in legislation identified	
Feedback sources	Changes in policies, procedures or processes identified	
	Changes in products identified	
	Other technical changes identified	
	Changes based on peer feedback identified	
Feedback sources	Changes based on student feedback identified	
	Changes based on peer feedback identified	
Good practice	Opportunities to incorporate good practice identified	

Appendix 3 — Sources of useful material and information

Subject area	Website
General business studies information	www.businessballs.com
General UK related public sector information	<p>www.gov.uk</p> <p>This site is a portal that is regularly updated and restructured. Users will have to explore the current links on the site to identify where the information they need might be held.</p> <p>The link of businesses and self employed is particularly helpful.</p>
UK Tax rates	www.hmrc.gov.uk
UK accounting standards	www.icaew.com/en/library/subject-gateways/accounting-standards/knowledge-guide-to-uk-accounting-standards
Changes to financial services legislation	<p>www.bankofengland.co.uk</p> <p>www.fca.org.uk (specifically re compliance and conduct rules)</p> <p>www.financial-ombudsman.org.uk (re complaints resolution)</p> <p>www.fscs.org.uk (re compensation schemes and the scheme limits)</p>
Stock Exchange information	www.londonstockexchange.com
Financial Services products and services	<p>The websites of the main providers can assist, ie www.rbs.co.uk; www.lloydstsb.com; www.hsbc.co.uk; www.nsandi.co.uk (re National Savings)</p> <p>www.standardlife.co.uk</p>
Information regarding people management	<p>www.cipd.co.uk — some information requires you to be a member but other content is freely available to all</p> <p>http://www.managers.org.uk/research-analysis/research/published-reports</p> <p>Not all content on the CMI website can be accessed for free but some good reports, particularly those to support tutors CPD can be found using the above link.</p>
Information regarding marketing	www.marketingweek.co.uk

Appendix 4 — Questions that could be included in a feedback questionnaire

Questions for peers	Questions for students
1 What sections of the current guide work well and are easily understood by students?	1 What sections of the current guide work well and you found easy to understand?
2 Can you identify any factors in the way the guide is written that contributes to the fact these sections work well and should be more widely applied during the rewriting process?	2 Can you say why you found these sections easier to understand than others?
3 What sections of the current guide work less well and present some difficulties for the students?	3 What sections of the current guide work less well and presented you with some difficulties as you tried to understand them?
4 What changes would you suggest to help address these difficulties?	4 What changes would you suggest to help address these difficulties?
5 Can you give details of any content that you think is out of date in the current guide?	5 Can you give details of any content that you think is out of date in the current guide?
6 Can you suggest any new resources or websites which might help with the updating of this content?	6 What sources of information do you use to keep up to date about the subject other than those supplied by your tutor?
7 Can you detail any areas in the guide that you believe are technically incorrect or out of date?	7 Can you detail any areas in the guide that you believe are technically incorrect or out of date?
8 Can you detail any areas in the guide that are ambiguous to the students?	8 Are there any parts of the guide that are ambiguous and you would like to see revised?

Appendix 5 — Question checklist

		✓
1	Is there an appropriate introduction to the types of questions used?	
2	Is there an appropriate guidance on where the student can find the solutions?	
3	Do you have the right number of questions in each section?	
4	Are the questions positioned at an appropriate place in each section?	
5	Do you have the right type of questions in each section?	
6	Do all the questions add value to the learning?	
7	<p>Are all the questions asked fair?</p> <ul style="list-style-type: none"> ◆ Relevant? ◆ Unambiguous? ◆ Able to be answered by the students given the learning they have completed? 	
8	Are there full and accurate solutions for each question that requires a solution?	
9	Are the solutions placed correctly within the Student Learning Guide?	
10	Are all the questions and solutions correctly numbered?	

Appendix 6 — Final checklist

Check	Source of evidence	✓
PART ONE (Completed by all writers) For the part of the guide you are responsible for have you:		
Made all the required update content changes	Completed Action Plan	
Checked content changes have been made consistently		
Checked the content flows and made bridges are required		
Checked the balance of the content		
Ensured the section numbering is consistent and accurate		
Checked the questions and their solutions are correctly handled	Completed Question Checklist	
Checked the spelling, grammar, punctuation and chart/graph labelling is all correct		
Other checks made (please specify)		
PART TWO (Completed if appropriate by the person with overall responsibility for the guide). Have you:		
Checked that all the above have been completed by all the writers		
Checked that readers of the guide will not be able to detect different writers have been involved		