

DELIVERY CHECKLIST

<p>Documentation and resources</p> <p>Check that you have all the relevant unit specifications documents and NABs that are relevant to your programme, and that versions you have are the latest ones.</p> <p>Are you familiar with the essential details of the unit specification? (i.e. prescribed content, outcomes, performance criteria and evidence requirements?)</p> <p>Have you identified the resources you will use to teach the programme and checked that they are suitable for the students involved in terms of level, age-appropriateness and interest?</p>	<p>Checked</p>
<p>Induction</p> <p>Have you made whatever adjustments are required to the Student Guide, and made copies for each student?</p> <p>Have you allowed sufficient flexibility in your plans to allow students to have some input to decisions about the content of the course and the way in which it will be run?</p> <p>Have you planned how progress and attainment will be recorded, and have you provided means for students to log their own progress?</p>	
<p>Delivery</p> <p>Have you decided what approaches you will use to deliver the programme?</p> <p>Have you sometimes incorporated some of the following opportunities for students?</p> <ul style="list-style-type: none"> • to make choices • to 'personalise' content • to undertake tasks which are active / multisensory? • to undertake tasks which match their preferred learning styles • to undertake, with support, tasks which strengthen areas of weakness • to discuss strategies for improving learning • where appropriate, to use reading and writing tasks to support listening and speaking, even where such activities are not to be assessed • to work independently • to work co-operatively in pairs or small groups • to use technology to support their learning, including communications technology • to undertake open-ended tasks which allow them to be enterprising/creative • to link topics to other areas of the curriculum • to link topics to places, events or sources of information in the local community • to make appropriate links with the international community • to become aware of the relevance of core skills to language learning • to become aware of the relevance of language learning to effective citizenship 	

Assessment	Checked
<p>Have you identified assessment opportunities and materials which will reflect what students have learned and which meet the requirements for moderation?</p> <p>Are the tasks set truly communicative?</p> <p>Have you decided how to collect evidence of performance and how that evidence will be stored?</p> <p>Are you clear about how re-assessment opportunities will be provided if necessary?</p> <p>Have you identified documents and sources of advice, obtained copies and read relevant sections?</p> <p>Have you requested prior moderation of the materials you plan to use, if necessary?</p> <p>Have you requested special assessment arrangements, where needed?</p>	
<p>Recording</p> <p>Have you devised a system of recording which meets the requirements for collection and retention of evidence?</p> <p>Have you devised a system of recording which can be understood and used by students?</p>	