

Appendix F

Student Evaluation Records

Exhibit F1	Sample print-outs of SPSS factor analysis data files - for surveys PFQ0 and PFQ1.....	144
Exhibit F1.1 SPSS data files for PFQ0 and PFQ1 analysis	145
Exhibit F1.2	factor analysis data files for Factorgrams in F 2.1	147
Exhibit F1.3	factor analysis data files for Factorgrams in F 2.2	149
Exhibit F1.4	factor analysis data files for Factorgrams in F 2.3	151
Exhibit F1.5	factor analysis data files for Factorgrams in F 2.4	153
Exhibit F1.6	factor analysis data files for Factorgrams in F 2.5	155
Exhibit F2	Factorgrams and Talkback records produced from SPSS factor analysis dimensional 'loadings'...	157
Exhibit F2.1	...Factorgram analysis of PFQ0 for 3 dimensions	158
Exhibit F2.2	...Factorgram analysis of PFQ0 for 4 dimensions	165

Exhibit F2.3 ...Factorgram analysis of PFQ1 for 3 dimensions	172
Exhibit F2.4 ...Factorgram analysis of PFQ1 for 3 dimensions	179
Exhibit F2.5 ...Factorgram analysis of PFQ1 for 2 dimensions	186
Exhibit F3 Case Account:- Geoff Edwards.....	191
Exhibit F4 Case Account:- Jonathon Leonard.....	209
Exhibit F5 Case Account:- Heidi Johns.....	248
Exhibit F6 Case Account:- Johanna Webberley.....	271
Exhibit F7 Case Account:- Linden Jones.....	309
Exhibit F8 Case Account:- Kevin Treleaven	332

Exhibit F1 Sample print-outs of SPSS factor analysis data files - for surveys PFQ0 and PFQ1

Exhibit F1.1 SPSS data files for PFQ0 and PFQ1 analysis

SPSS/PC+ V4.0 (02-221) Workspace: 210.9K
 Machine: IBM Free disk space: 10844K
 Coprocessor not installed Work Device C: 10844K
 Current directory: C:\SPSS
 SPSS/PC+ directory: c:\spss

LISTING	PFQ0.LIS	SCREEN	ON	INCLUDE	ON
LOG	PFQ0.LOG	PRINTER	OFF	BEEP	ON
RESULTS	PFQ0.PRC	PTRANSL	ON	MORE	ON
NULLLINE	ON	ECHO	ON	EJECT	OFF
PROMPT	SPSS/PC:	LENGTH	24	WIDTH	79
CPROMPT	:	BLOCK	Û	BOX	á°éâõîçûçôê
ENDCMD	.	HIST	É	SEED	856338353
COLOR	(15, 1, 1)	CPI	10.00	LPI	6.00
WEIGHT	OFF	COMPRESS	ON	BLANKS	.
		ERRORBREAK	ON	VIEWLENGTH	25

Review Settings

AUTOMENU	ON	HELPWINDOWS	ON	MENUS	STANDARD
RCOLOR	(1, 2, 4)			RUNREVIEW	AUTO

TRANSLATE FROM 'PFQ0.DBF' /TYPE DB3 /MAP.

Data written to the active file.

*F1.1
 SPSS data files for PFQ0 and PFQ1 analysis*

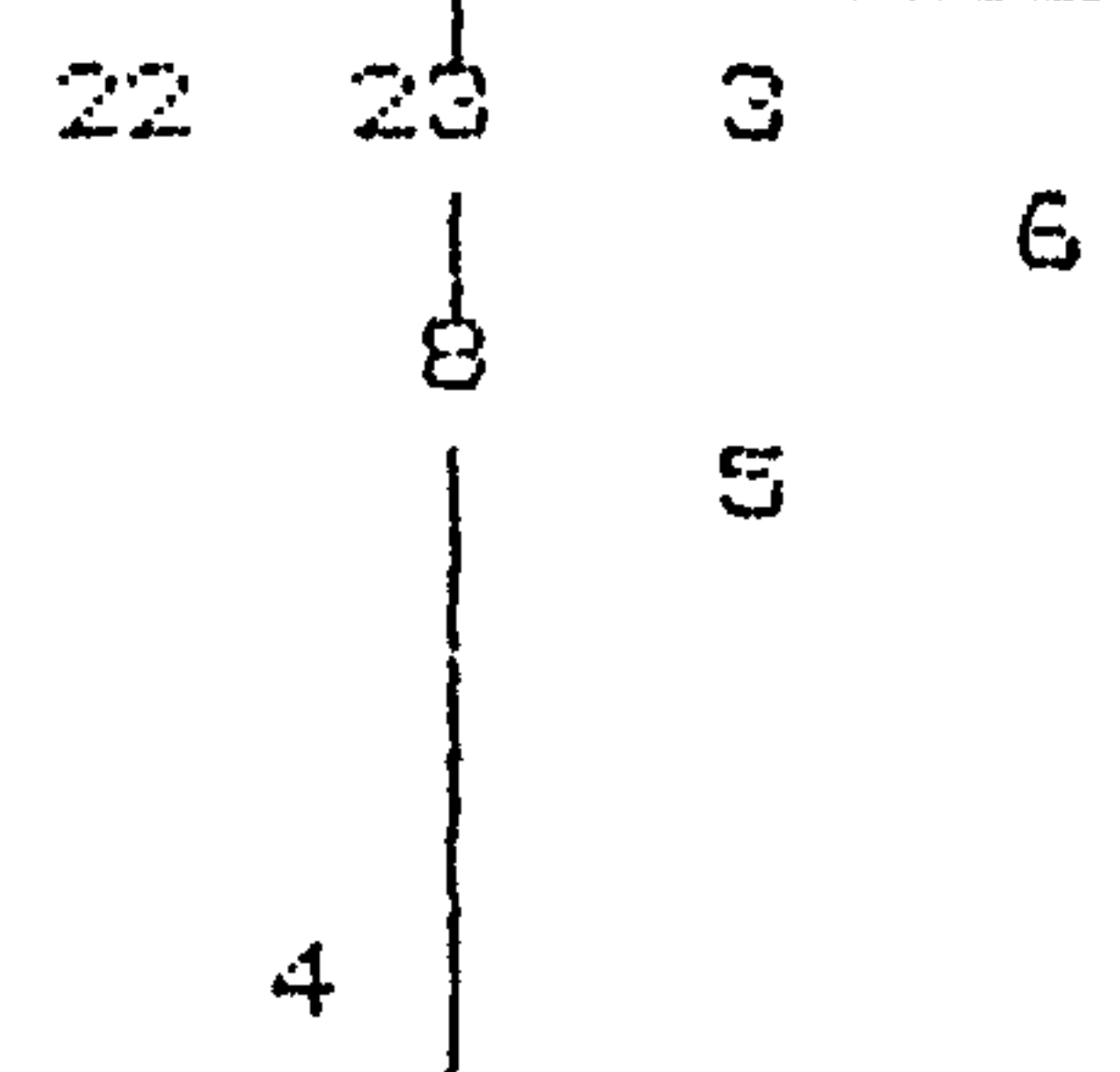
Exhibit F1.2 factor analysis data files for Factorgrams in F 2.1

Horizontal Factor	1	Vertical Factor	2	Symbol Variable	Coordinate
				1 SEX	.040 .31
				2 LEARNER	.273 -.00
				3 ATT_MODE	.248 -.03
				4 Q1	-.081 -.73
				5 Q2	.274 -.34
				6 Q3	.414 -.10
				7 Q4	.019 .58
				8 Q5	.004 -.22
				9 Q6	.474 .18
				10 Q7	.077 .02
				11 Q8	.131 .02
				12 Q9	-.004 .11
				13 Q10	.299 .03
				14 Q11	.279 .63
				15 Q12	.346 .73
				16 Q13	.094 .60
				17 Q14	.029 .34
				18 Q15	.633 .13
				19 Q16	.772 .09
				20 Q17	.572 .17
				21 Q18	.199 .06

F1.2 SPSS Factor analysis

Data files relating to factor analysis in Appendix

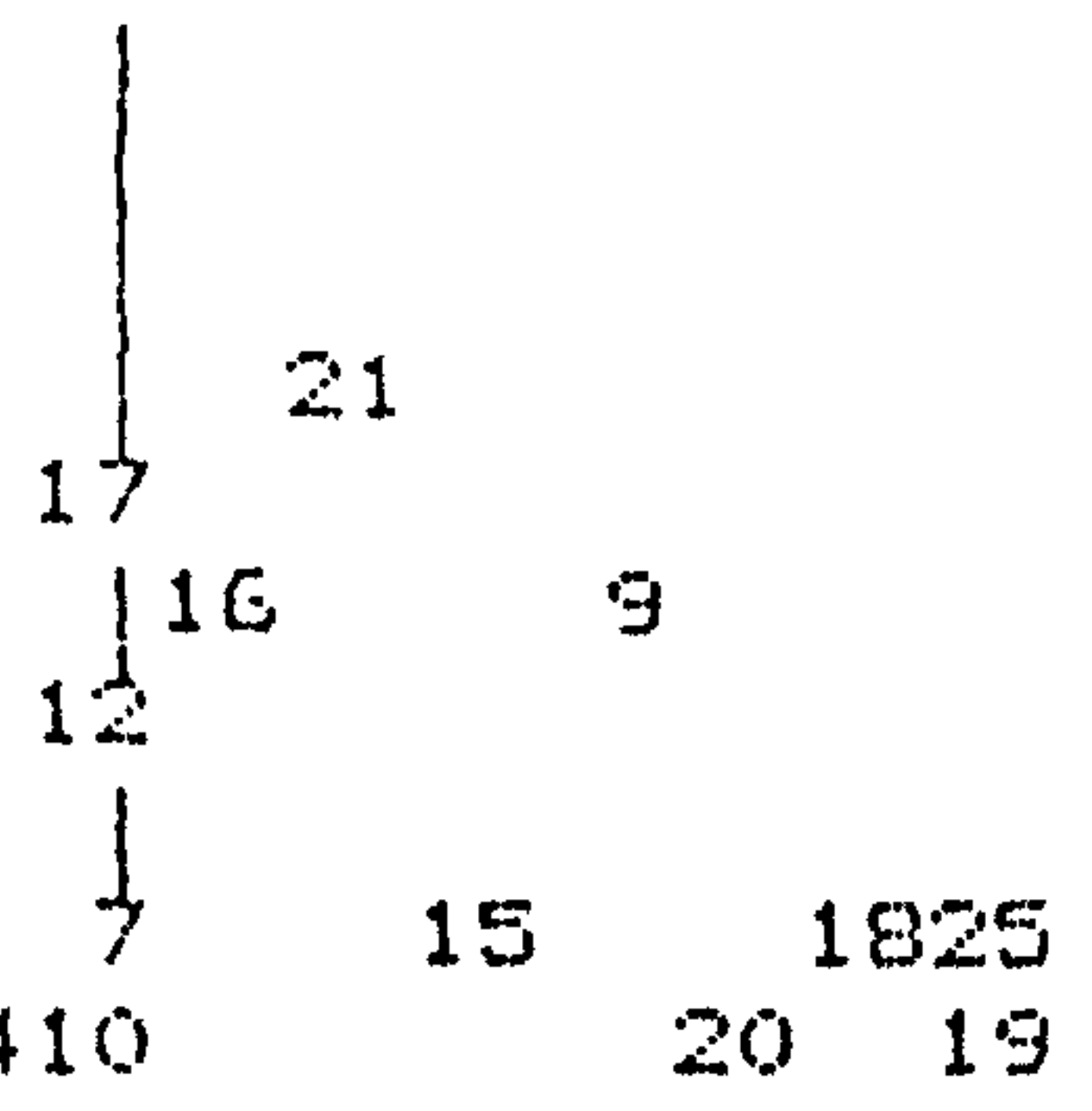
12 92018
24112113 25



FACTOR ANALYSIS

Symbol Variable	Coordinate
22 Q19	-.186 -.06
23 Q20	.058 -.09
24 Q21	.012 .04
25 Q22	.692 .10

Horizontal Factor	1	Vertical Factor	3	Symbol Variable	Coordinate
				1 SEX	.040 .11
				2 LEARNER	.273 -.11
				3 ATT_MODE	.248 -.04
				4 Q1	-.081 .10
				5 Q2	.274 -.10
				6 Q3	.414 -.28
				7 Q4	.019 .19
				8 Q5	.004 -.30
				9 Q6	.474 .51
				10 Q7	.077 .06
				11 Q8	.131 -.20
				12 Q9	-.004 .38
				13 Q10	.299 -.10
				14 Q11	.279 .00
				15 Q12	.346 .10
				16 Q13	.094 .40
				17 Q14	.029 .50
				18 Q15	.633 .10
				19 Q16	.772 .09
				20 Q17	.572 .17
				21 Q18	.199 .06



FACTOR ANALYSIS

Symbol Variable	Coordinate
-----------------	------------

Exhibit F1.3 factor analysis data files for Factorgrams in F 2.2

- - - - FACTOR ANALYSIS - - - -

Transformation Matrix:

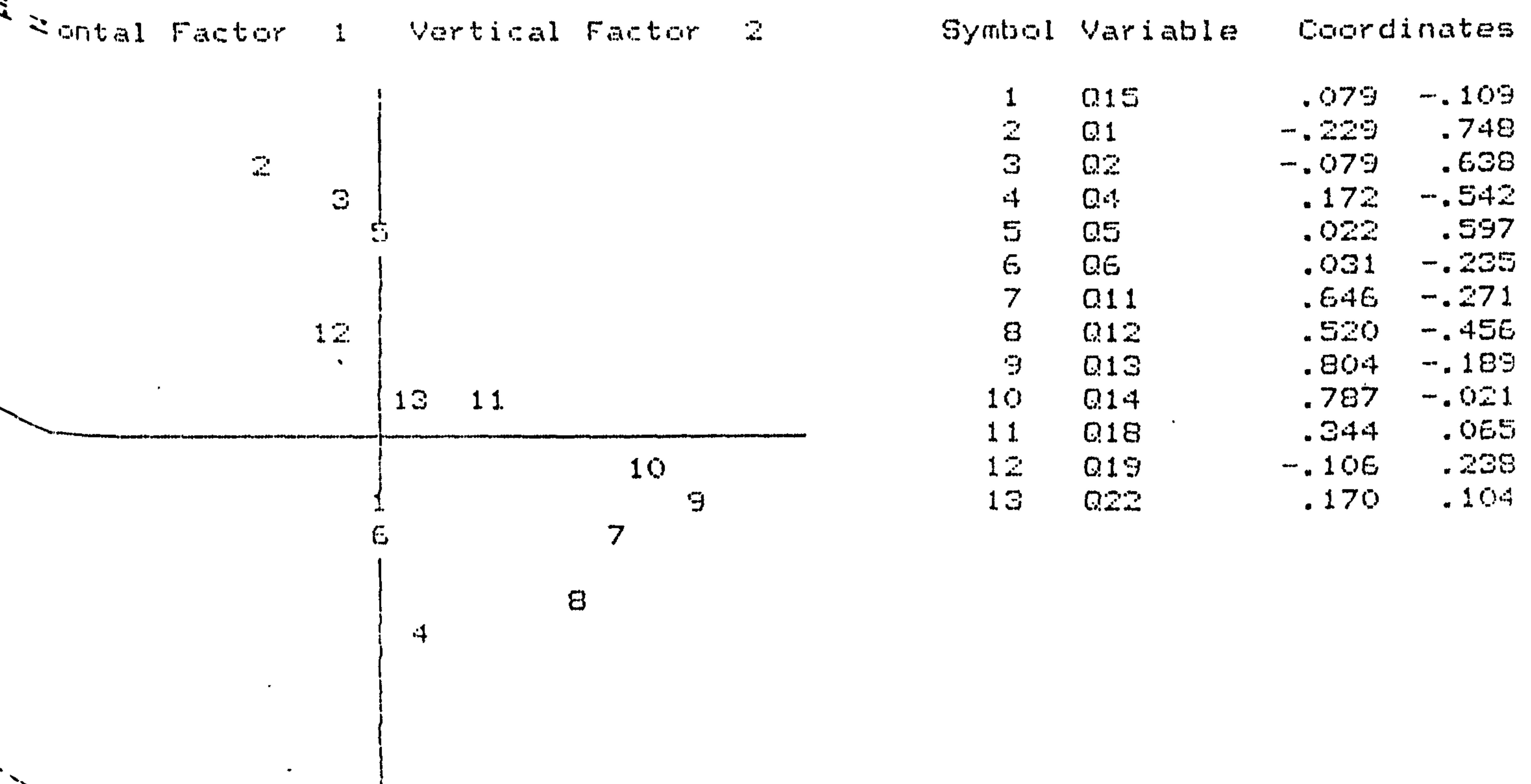
FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
			.43340
			.39288
			-.80876
			.06092

1.3

SPSS Factor analysis.

Data files relating to Factorgrams in Appendix F2.2

-SC/PhD 11/11/93



Case 1694 SPSS/PC+ : Learner attitudes to learning : CSHL-SC/PhD 11/11/93

- - - - FACTOR ANALYSIS - - - -

Case 1695 SPSS/PC+ : Learner attitudes to learning : CSHL-SC/PhD 11/11/93

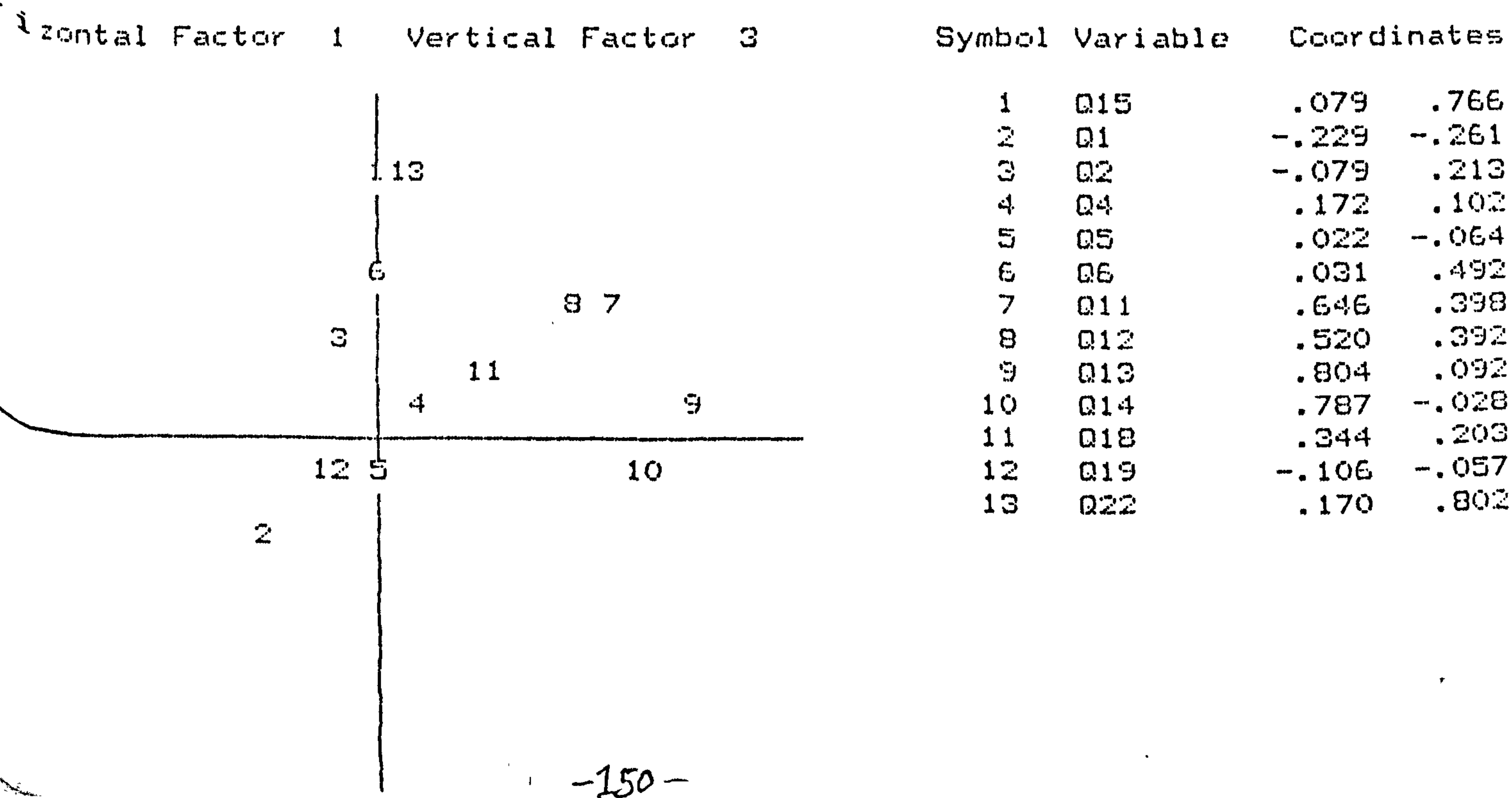


Exhibit F1.4 factor analysis data files for Factorgrams in F 2.3

FACTOR ANALYSIS

1.4 SPSS Factor analysis

Datfiles relating to Factorgrams in Appendix F2.3

	FACTOR 4			
TYPE	-.24247	.25010	.00000	.33053
ATT_MODE	-.54338	.57374	.52978	.04028
Q1	.30858	-.06679	.23213	.80605
Q2	.28046	.78903	.22991	.06996
Q3	.00298	.73768	.06999	.38026
Q4	.77129	.07850	.04147	-.10457
Q5	.16233	.20670	.89335	.15714
Q6	.43047	.42148	.22086	-.12463
Q7	.66229	.59754	.03088	-.24280
Q8	-.01182	.90201	.32211	-.00501
Q9	.72702	-.17235	.54681	.14418
Q10	.86528	.18675	.06113	.18657
Q11	.47782	.76965	.07965	-.02763
Q12	.90264	.26034	-.15887	.18052
Q13	-.41726	.33907	.22333	.66131

FACTOR ANALYSIS

Q14	.58921	.39557	.57455	-.15472
-----	--------	--------	--------	---------

Factor Transformation Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4
FACTOR 1	.56321	.67099	.45514	.15941
FACTOR 2	-.80811	.34579	.39848	.26190
FACTOR 3	.16875	-.62533	.51708	.55957
FACTOR 4	.03564	.19791	-.60555	.76998

Horizontal Factor	1	Vertical Factor	2	Symbol	Variable	Coordinate
				1	SEX	.195 .5
				2	TYPE	-.242 .2
		6	5 14	3	ATT_MODE	-.543 .3
				4	Q1	.309 -.0
	3		1 10	5	Q2	.280 .7
			9	6	Q3	.003 .7
	16		17	7	Q4	.771 .0
				8	Q5	.162 .2
	2		15	9	Q6	.430 .2
		8	13	10	Q7	.662 .3
			7	11	Q8	-.012 .3
				12	Q9	.727 -.1
		4		13	Q10	.865 .1
			12	14	Q11	.478 .7
				15	Q12	.903 .2
				16	Q13	-.417 .3
				17	Q14	.589 .3

Exhibit F1.5 factor analysis data files for Factorgrams in F 2.4

- - - - F A C T O R A N A L Y S I S - - - -

Page 1595 SPSS/PC+ : Learner PLC feedback : CSHL-SC/PhD 11/11/9

Horizontal Factor	1	Vertical Factor	3	Symbol	Variable	Coordinate
					Q12	.889 .16
					Q11	.545 .00
					Q10	.802 .34
					Q7	.714 -.02
					Q9	.498 .80
					Q14	.443 .52
			3	7	Q1	.082 .68
				8	Q2	.213 .18
	9	8	1	9	Q3	-.027 .11
			12 10	10	Q4	.858 .09
				11	Q5	-.021 .77
			2 4	12	Q6	.505 .11

SPSS Factor analysis

Datafiles relating to Factorgrams in Appendix F2.4

Page 1596 SPSS/PC+ : Learner PLC feedback : CSHL-SC/PhD 11/11/9

- - - - F A C T O R A N A L Y S I S - - - -

Page 1597 SPSS/PC+ : Learner PLC feedback : CSHL-SC/PhD 11/11/9

Horizontal Factor	2	Vertical Factor	3	Symbol	Variable	Coordinate
				1	Q12	.163 .16
				2	Q11	.744 .00
	5		11	3	Q10	.165 .34
	7			4	Q7	.569 -.02
			6	5	Q9	-.027 .80
				6	Q14	.560 .52
		3		7	Q1	.022 .68
				8	Q2	.837 .18
		1	9 8	9	Q3	.757 .11
	10		12	10	Q4	-.020 .09
				11	Q5	.413 .77
			4 2	12	Q6	.338 .11

Page 1598 SPSS/PC+ : Learner PLC feedback : CSHL-SC/PhD 11/11/9

- - - - F A C T O R A N A L Y S I S - - - -

Factor Score Coefficient Matrix:

	FACTOR 1	FACTOR 2	FACTOR 3
Q12	.29755	-.09428	-.05236

Exhibit F1.6 factor analysis data files for Factorgrams in F 2.5

SPSS/PC+
40
7.6
SPSS

-.17029	.82484
.77776	.30908
.71908	-.42005
.35488	.79771

Factor analysis

11/11/93

Datafiles relating to Factorgrams in Appendix F25

FACTOR 1 FACTOR 2

FACTOR 1 .98642 .16425
FACTOR 2 -.16425 .98642

Age1628 SPSS/PC+ : Learner PLC feedback : CSHL-SC/PhD 11/11/93

Horizontal Factor	1	Vertical Factor	2	Symbol	Variable	Coordinate
				1	SEX	.779 .37
4				2	TYPE	.801 .04
		7		3	ATT_MODE	.904 -.15
				4	Q4	-.170 .82
				5	Q8	.778 .30
				6	Q13	.719 -.42
			1	7	Q14	.355 .79
			5			
			2			
			3			
			6			

Age1629 SPSS/PC+ : Learner PLC feedback : CSHL-SC/PhD 11/11/93

FACTOR ANALYSIS

Factor Score Coefficient Matrix:

	FACTOR 1	FACTOR 2
SEX	.21833	.18059
TYPE	.24032	-.00904
ATT_MODE	.28132	-.13306
4	-.09017	.48316
8	.22111	.14167
13	.23746	-.27564
14	.07016	.44295

Covariance Matrix for Estimated Regression Factor Scores:

	FACTOR 1	FACTOR 2
FACTOR 1	1.00000	
FACTOR 2	.00000	1.00000

**Exhibit F2 Factorgrams and Talkback records produced from
SPSS factor analysis dimensional 'loadings'.**

Exhibit F2.1 ...Factorgram analysis of PFQ0 for 3 dimensions

FACTORGRAM[©]



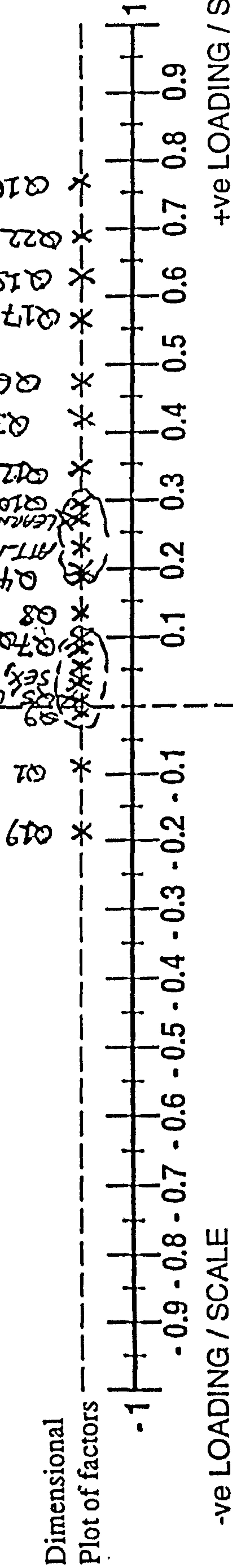
Factor No. No. of Dimensions

No. of observed clusters

Original Variable Label

Dimensional Construct Label

Elicited from Factorgram Talkback Record



Dimensional Personal Construct : -ve loading bi-pole
 Lack of 'personal skills' exhibited by school-leavers.
 Aft college targets

Dimensional Personal Construct : +ve loading bi-pole
 'personal skills' attributed to Aft adult-targets,
 especially women-returns.

RESEARCHER

PROJECT REF:

PLOT NO.

DATE



FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label SEX - Category - on questionnaire No. 1

Total no. of (factor) dimensions 3 No. of projected clusters observed 2

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

Variables all ranked in order of original questionnaire design. The 4p intentionality therefore reflects the overall investigation into learner attitudes to learning - looking at FL/CL factors affecting new student learners entering the IT workshop.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
Q 5, 7, 8, 13, 14, 20, 21 SEX	write, diary/log, plan essays/reports, easy/enjoy learning at school. links academic-type skills with enjoying learning & sex category.
Q 2, 4, 10, 11, 18, Attitude, Learner.	lecturates, learn outside education env, model-models; books, newspapers; self-organisation links self-organised learning personal skills areas to certain type of learner

Describe what each factor cluster appears to represent, along with any mutual relationships

Q 5, 7, 9, 13, 14, 20, 21 links academic personal skills with enjoyment of learning when left at school. These q's were answered positively by many of the women returnees.
Q 2, 4, 10, 11, 18 links self-type skills with certain categories of learner - links mainly to P/T adult learner targets from my observations of P/Ts completed by adults.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

Main 'cluster' is around the 'zeroth' loading scale, linking personal 'skills' and positive previous learning with women-returnees. Most 'core' cluster loading looks at general self-type skills mainly to the P/T adult-learners. => dimension construct linked to personal skills for adult learners in general & good previous record for women returnees.

Researcher S. Coombs Project Ref: 1720 - Learner Attitudes Learning No. 1 Date 12-6-94

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label Learner - 'Target' category. No. 2

Total no. of (factor) dimensions 3 No. of projected clusters observed 5

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

Variables all ranked in order of original questionnaire design, i.e. its purposes reflect inquiry into overall 'learner attitudes towards learning'. This has been done relative to the 3 categories of learner categories.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Q4, Q11, Q13	Self-learning rating, info.doc. summarise, plan & design own essays. These learners that could plan & design essays, obtain information sources related selves highly with respect to self-learning.
② sex, Q14	plan & design own reports. related strongly to female learners.
③ Q6, Q17	Self-organised learning, PC Problems & Solutions: reports that related themselves highly for solving problems and constructing solutions also related highly w.r.t. self-planning.
④ Q7, 8, 9, 10, 15, 16, 18, 21, 22	Diagnosing, by learning, keeping log, model-aided, FL env. type, conv. with others, pers. man. of time, learning early at school, enjoy learning now. Coping in FL environment linked to personal skills management and the prior exp. experiences.
⑤ Q3, 19, 20 + Pft-made	Conv. gpt, ext. directed time, enjoy school learning recall → alt. mode. These Pft school learners tended not to enjoy previous learning, not asking questions and wanted external direction & control position for Pft adults.

Describe what each factor cluster appears to represent, along with any mutual relationships

①② link SOL/PMS skills required for working in FL environment, with Pft adults females most suited.
 ③ SOL planning capability linked closely to an individual's ability to construct solutions to problems.
 ④ PMS attributes of boys etc plus 'pre' prior learning experiences linked closely to 'coping' in FL environment.
 ⑤ School learners with -ve prior learning experiences felt they couldn't ask questions and wanted more external direction c.f. adults with +ve prior learning experiences.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

Pft adults and some Pft school learners with positive prior learning experiences identified themselves closely with the necessary personal management skills that exhibit both a SOL capability and FL 'environmental' cope potential. ⇒ dimension links 'learner targets' with positive prior learning experiences as 'having' potential SOL skills.

Researcher S. Coombs. Project Ref: P100 - Learner attitudes to learning. No. 2 Date 13-6-94.

FACTORGRAM[©]



Original Variable Label : Attendance Mode category

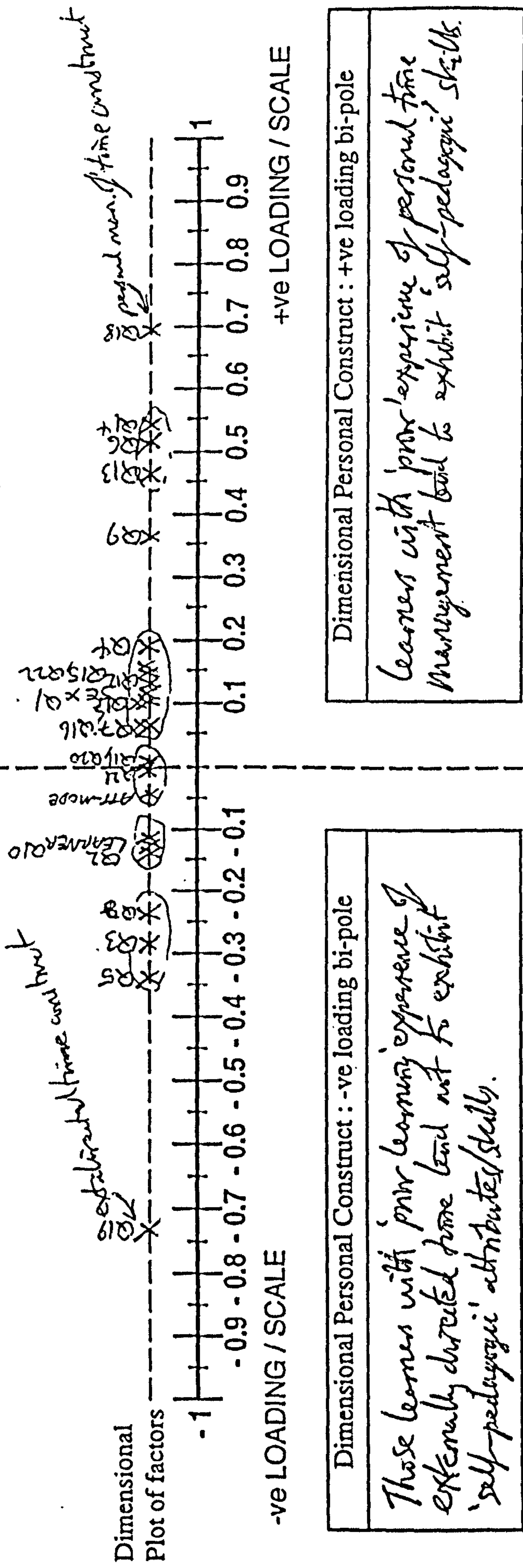
Factor No. : 3

No. of Dimensions : 3

Dimensional Construct Label : "Self-pedagogic attributes" or skills

No. of observed clusters : 5

Elicited from Factorgram Talkback Record linked to time management.



RESEARCHER : S. Coombs - Ph.D.

PROJECT REF: Learner attitudes to learning

PLOT NO. : 3

DATE : 14-6-94

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label

Attendance Mode Category

No. 3

Total no. of (factor) dimensions

3

No. of projected clusters observed

5

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

As per sheets Level 2

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Q6, 13, 14	Self-org. planning + plan design essays, + plan, design reports. These people that felt they could plan their own essay reports also felt they were self-organised.
② SEX, Q1, 4, 7, 12, 15, 16, 17, Q22	Formal delivery self learning + regular delivery + original ideas from text + FL expert conventions + PC patterns & solutions + enjoy learning own. These 'not wanting' formal delivery felt they could keep logs, solve problems, cope with FL and enjoyed learning.
③ Q1, 20, 21 + Att-mode	doc summarise exp., enjoy learning at school, learning easy at school, self-organise. If adults, women mostly that enjoyed school felt they could summarise information sources.
④ Q2, 10 + Learner.	Lecture notes, model-aid, learner. Learners that asked 'why' in taking formal notes tended to rate highly their capability to 'model' ideas.
⑤ Q3, 5, 8 + Q18 & Q19	Conversational questions, + directed learning + log diary learning. Learners not requiring directed learning believed that asking questions and keeping a log was useful. distributed learning construct linked to time management

Describe what each factor cluster appears to represent, along with any mutual relationships

① Personal planning skills links closely to being a S-O-Ler.
 ② + ③ Learners 'not wanting' formal delivery also felt they had the SMS skills required for FL.
 ④ Learners capable of 'modelling' own thoughts and ideas didn't like formal note taking services.
 ⑤ Learners capable of formulating questions and keeping logs/reports didn't require external direction.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

FL environment of IT workshops suits learners capable of personal planning, able to 'model' own ideas, keeping logs/reports and asking 'own' questions ⇒
 Set of 'personal management' skills that demonstrates 'DL', necessary qualification for operating in an FL environment such as the IT workshop - i.e. 'self-pedagogy'.

Researcher

S. Lamb.

Project Ref:

Learner attitudes to learning

No.

3

Date

14-6-94

Exhibit F2.2 ...Factorgram analysis of PFQ0 for 4 dimensions

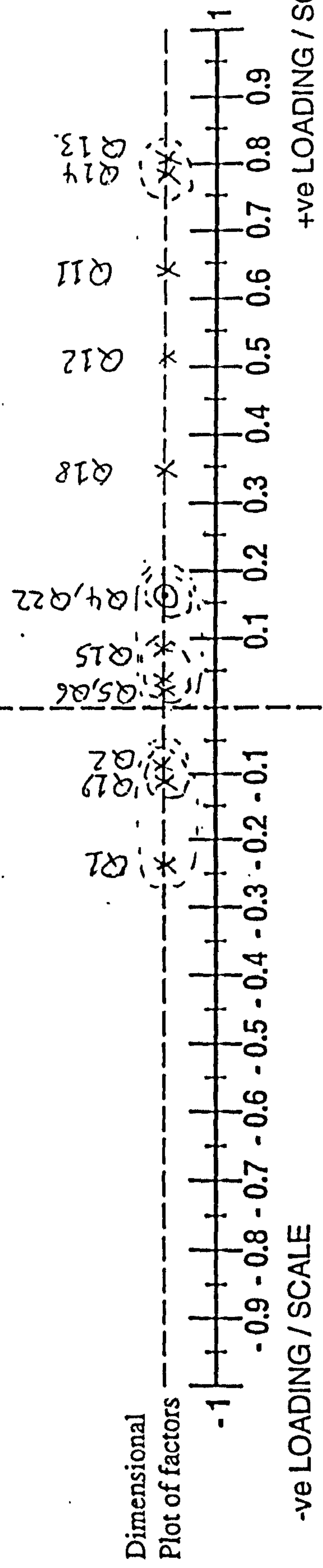
FACTORGRAM[©]



Original Variable Label: Q15, FL environment operating Factor No.: 1 No. of Dimensions: 4

No. of observed clusters: 4

Dimensional Construct Label: Essential Personal Skills requirement for FL success.
Elicited from Factorgram Talkback Record



Dimensional Personal Construct: -ve loading bi-pole
Least essential personal skills for individual success in an FL environment.

Dimensional Personal Construct: +ve loading bi-pole
Most essential personal skills for individual success in an FL environment.

RESEARCHER: J Coombs - Ph.D.

PROJECT REF: Learner attitudes to learning

PLOT NO.: 1

DATE: 26-11-93

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label

Q15: FL environment cope rating .

No. 1.

Total no. of (factor) dimensions

4

No. of projected clusters observed

4.

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

To rank variables relating to suitability of person to operate autonomously in an 'FL' type venue/environment.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
Q2 (Q1 near) Q19	Lecture notes + External directed time ratings. (Formal delivery ratings).
Q5, Q6 Q15	Directed learning, self-org. planning & FL environment cope ratings.
Q4, Q22	Self learning + Enjoy learning now ratings.
Q13, Q14.	Plan & design own essays + Plan & design own reports rating.

Describe what each factor cluster appears to represent, along with any mutual relationships

Q2, 19 and 1 show that formal delivery of learning, dictated notes & external direction of learning fall in the -ve dimension of FL suitability i.e. inappropriate system. Q4, 5, 6, 15, 22 show +ve skills and attitudes to working in an FL environment. Q13 & 14 show 'highly positive' and 'autonomous learning' high level skills for successful independent and flexible learning.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

Shows a swing from most -ve. to most +ve factors affecting successful operation of individual learners in a FL delivery environment. In particular the personal skills and attitudes required for both the successful S-O-Ler and person benefiting most from using an FL resource \Rightarrow dimension represents essential personal skills requirement.

Researcher

S. Combs.

Project Ref:

Learner attitudes to learning

No.

1

Date

26/1/93

FACTORGRAM[©]



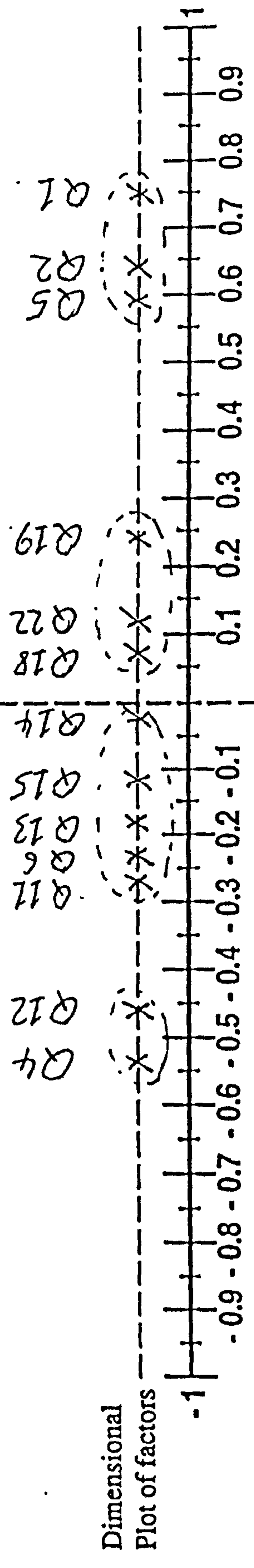
Factor No. No. of Dimensions

No. of observed clusters

Original Variable Label

Dimensional Construct Label

Elicited from Factorgram Talkback Record



Dimensional Personal Construct : -ve loading bi-pole

Factors least suited to CL delivery.

Dimensional Personal Construct : +ve loading bi-pole

Factors most suited to CL delivery.

RESEARCHER

PROJECT REF:

PLOT NO.

DATE

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label Q1: Formal Delivery Rating. No. 2

Total no. of (factor) dimensions 4 No. of projected clusters observed 4.

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

To rank factor variables relating to suitability of person (case response) to operate autonomously in an 'FL' type venue/environment.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
Q4, Q12	Self-learning + Original ideas from text rating. Most -ve cluster ⇒ skills most inappropriate or contrary to formal delivery.
Q11, 6, 13, Q15, 14	Info. abstr. summarise + self-org. planning + plane design/notes + FL environment age + plane design own reports ratings. Domain of skills also contrary as a -ve cluster to 'formal delivery' rating.
Q18, 22, 19.	Personal man. of time + Enjoy learning time + ext. directed time rating. Q18 & 22 are close to gen levels of clustering with Q19, being most -ve i.e. directed time appropriate to formal delivery of learning.
Q5, 2, 1	Directed learning + lecture notes + formal delivery :- All relate to practice most suited to formal delivery of being.

Describe what each factor cluster appears to represent, along with any mutual relationships

Q4 & 12, Most -ve cluster shows that S.O. less and people with original ideas skills don't need a conventional learning environment i.e. independent learners. Next cluster also gives a domain set of skills contrary to formal delivery & C.L. management.
Q18 & 22; shows time management & enjoying learning are useful skills/attitudes for both C.L. & FL scenarios with the mostly +ve laddered cluster relating to the 'didactic' tendency about formal delivery systems tend towards.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

These skills and attitudes ranging from those -vely rated to the dimension to those +vely rated i.e. suggest a P.C. of skills and attitudes suited to a C.L. (conventional learning) formal delivery environment to those attributes most suited, thus the dimension discriminates skills/attitudes rel. to C.L.

Researcher S. Combs. Project Ref: Learner attitudes to learning No. 2 Date 26-11-93

FACTORGRAM[©]



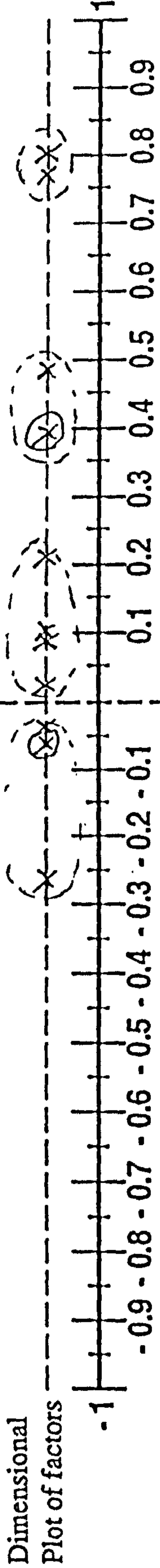
Original Variable Label : **Q2: Lecture notes rating**

Factor No.: **3** No. of Dimensions **4**

Dimensional Construct Label : **Scenarios and opportunities appropriate to the enjoyment/development of personal learning**

No. of observed clusters **4**

Elicited from Factorgram Talkback Record
or Scenarios for enjoyment of learning



Dimensional Personal Construct : -ve loading bi-pole
Inappropriate scenarios & opportunities from which to enjoy and develop learning skills.

Dimensional Personal Construct : +ve loading bi-pole
Personal skills and appropriate opportunities to enjoy learning.

RESEARCHER **S. Loomb's - Ph.D.**

PROJECT REF: **Learner attitudes to learning.**

PLOT NO. **3**

DATE **26-11-93**

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label Q2: Lecture notes rating No. 2

Total no. of (factor) dimensions 4 No. of projected clusters observed 4

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

To rank factor variables relating to suitability of person (case response) to operate autonomously in an 'FL'-type venue/environment.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
Q1, Q5, Q19, Q14	Formal delivery + directed learning + plan design own reports + external directed time ratings. Only formal delivery with directed learning/time and skills to plan design reports.
Q18, Q4, Q13, Q2	Personal management of time + self learning + plan design own essays + lecture notes ratings. Persons that are good at self learning can manage their own activities/time with skills to plan design own essays and write up lecture notes etc.
Q11, Q12, Q6	Inter. doc. summarise + original ideas from text + self organised planning ratings. People with self-organising/planning skills can summarise info. from documents & disseminate original ideas.
Q15, Q22	FL environment cope + enjoy learning new ratings. Suggests that people enjoy learning in an FL environmental setting.

Describe what each factor cluster appears to represent, along with any mutual relationships

Most +ve clusters relate to people enjoying learning within a FL scenario. That this relates to a set self-organised-learning skills including understanding, summarising and interpreting document work plus ability to write-up notes and essays with self determined time management skills. The neg -ve dimensional cluster seems to relate to the writing-up of reports with external time controls (perhaps deadlines) and formal delivery with directed learning. Implying the least enjoyable activities related to external management control.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

Seems to be dimensional construct relating the 'personal' enjoyment of learning with personal skills/engagement to do so and opportunities such as FLC's. Least pleasure relates to having to write-up reports and be externally directed via formal scenarios i.e. Learning is enjoyable with personal skills and appropriate opportunities arise.

Researcher P. Combs - Ph.D. Project Ref: Learner attitudes to learning No. 3 Date 26-11-93

Exhibit F2.3 ...Factorgram analysis of PFQ1 for 3 dimensions

FACTORGRAM[©]



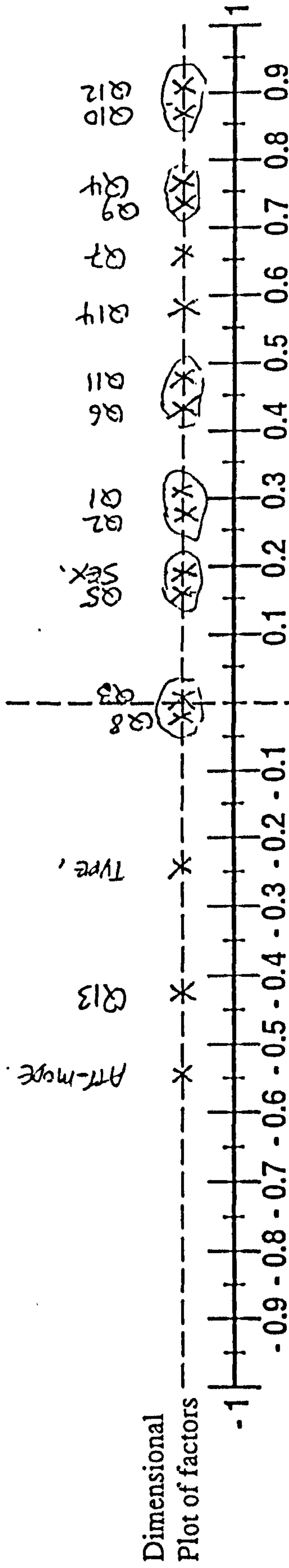
Original Variable Label Sex - learner category.

Factor No. 1 No. of Dimensions 3

Dimensional Construct Label Sol outcomes linked to PLC shell

No. of observed clusters 6

Elicited from Factorgram Talkback Record



Dimensional Personal Construct : -ve loading bi-pole
Staff support for 'learning programmes' and developing/enabling PLC.

Dimensional Personal Construct : +ve loading bi-pole
'Personal support' for programmes by learners. via PLC learning plan shells.

RESEARCHER S. Coombs - Ph.D.

PLOT NO. 1

DATE 15-6-94.

PROJECT REF: Learner PLC feedback.

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label

Sex - learner category

No.

1

Total no. of (factor) dimensions

3

No. of projected clusters observed

6

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

All learner categories and questions from 'P/Q 1' inquiry. Therefore represents overall questionnaire intentions of relating learner categories with overall PLC feedback themes including; - personal success relative to action plan, autonomous learning, identified outcomes, new ideas-plans, pms skills, support from IT workshop staff, new PLC proposals. i.e. Are the learners becoming more self-organised; does this affect IT performance?

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Q10 + Q12	Improved planning & analysis + better organised thoughts
② Q4 + Q9	Working on our + better use of sources.
③ Q6 + Q11	'New discovery' + better personal skills.
④ Q1 + Q2	PLC action plan + strategies negotiated.
⑤ Sex + Q5	Sex + learnt outcomes.
⑥ Q3 + Q8	PR agenda + CAL & courseware.

Describe what each factor cluster appears to represent, along with any mutual relationships

①, ②, ③ Improved 'personal skills' and performance linked to self-organisation.
 ④, ⑤, ⑥ PLC 'learning shell' linked to learning outcomes & use/choice of IT resources.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

SOL outcomes linked to PLC 'learning shell' adopted, leading to better use of IT resources and IT learning.

Researcher

S. Combs.

Project Ref:

Learner PLC feedback.

No.

1

Date

15-6-94

FACTORGRAM®

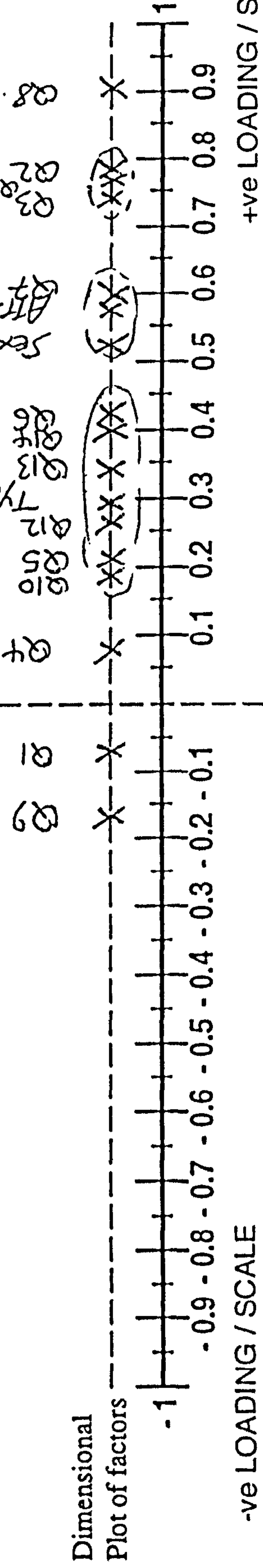


Factor No. 2 No. of Dimensions 3
 No. of observed clusters 3

Original Variable Label Type - learner target.

Dimensional Construct Label Personal skills learning thru support.

Elicited from Factorgram Talkback Record



Dimensional Personal Construct : -ve loading bi-pole
Personal skills improved thru staff support.

Dimensional Personal Construct : +ve loading bi-pole
Personal skills improved thru self support

RESEARCHER S. Combs - Ph.D.

PROJECT REF: Learner PLC feedback.

PLOT NO. 2

DATE 15-6-94

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label Type-learner target category . No. 2

Total no. of (factor) dimensions 3 No. of projected clusters observed 3

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

As per sheet 1 . . .

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Q2, 3, 11	Strategies negotiated + PR agenda + better personal skills. ⇒ improved personal skills linked to PLC learning shell .
② SEX, ATT-MODE, Q7	Sex, attendance mode + improved skills. ⇒ improved skills linked mainly to certain categories of learners and gender .
③ Type, Q5, 6, 10, 12, 13, 14	Type, learnt outcomes + news discovery + improved planning analysis + better org. thoughts + personal staff support + pro-active study area. ⇒ personal skills linked to staff support in IT workshop .

Describe what each factor cluster appears to represent, along with any mutual relationships

① & ② Improved PMS linked to PLC learning shell .
 ③ Staff support linked to personal skills development -

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

Personal skills learning relates to :- staff support vs personal learning shell.
 ⇒ dimension of 'personal skills learning' .

Researcher S. Evans Project Ref: Learner PLC feedback No. 2 Date 15-6-94

FACTORGRAM[©]

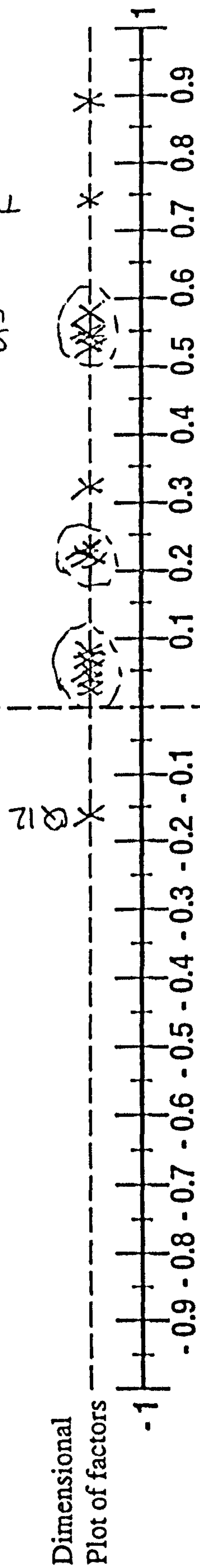


Original Variable Label Attendance-misde category'

Factor No. 3 No. of Dimensions 3

Dimensional Construct Label autonomous and discovery learning.
Elicited from Factorgram Talkback Record evoked by learning plans.

No. of observed clusters 3



Dimensional Personal Construct : -ve loading bi-pole
Autonomous learning via 'learning shell'.

Dimensional Personal Construct : +ve loading bi-pole
Discovery learning via learning plans.

RESEARCHER S. Combs - Ph.D.

PROJECT REF: Learner PLC feedback.

PLOT NO. 3

DATE 15-6-94

FACTORGRAM[©] TALKBACK RECORD

Original Variable (factor) label 'Attendance-made category' No. 3

Total no. of (factor) dimensions 3 No. of projected clusters observed 3

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

As per sheet 1.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Qx, Att-made, Q9, Q14	Qx, att-made + better use of sources + pro-active study area. ⇒ e.g. make Att only use IT sources becoming pro-active.
② Q 1, 2, 6, 13	PLC action plan + strategies negotiated + new discovery + personal staff support. ⇒ staff supporting individual PLC learner plans leads to 'discovery' learning.
③ Q 3, 4, 7, 10, 11	PR agenda + working on own + improved skills + improved planning and analysis + better personal skills. ⇒ autonomous learning achieved thru 'PLC' learning shell.

Describe what each factor cluster appears to represent, along with any mutual relationships

①⑩ 'PLC' learning shell gives learners freedom to practice and explore own learning potential/interests.
③ 'PLC' learning shell leads to autonomous learning practice.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

⇒ PLC learning shell leads to :-
autonomous learning practice vs freedom to practice and explore own learning.
⇒ 'PLC' enables both 'autonomous and discovery learning.'

Researcher S. Coombs. Project Ref: Learner-PLC feedback. No. 3 Date 15-6-94

Exhibit F2.4 ...Factorgram analysis of PFQ1 for 3 dimensions

FACTORGRAM[©]

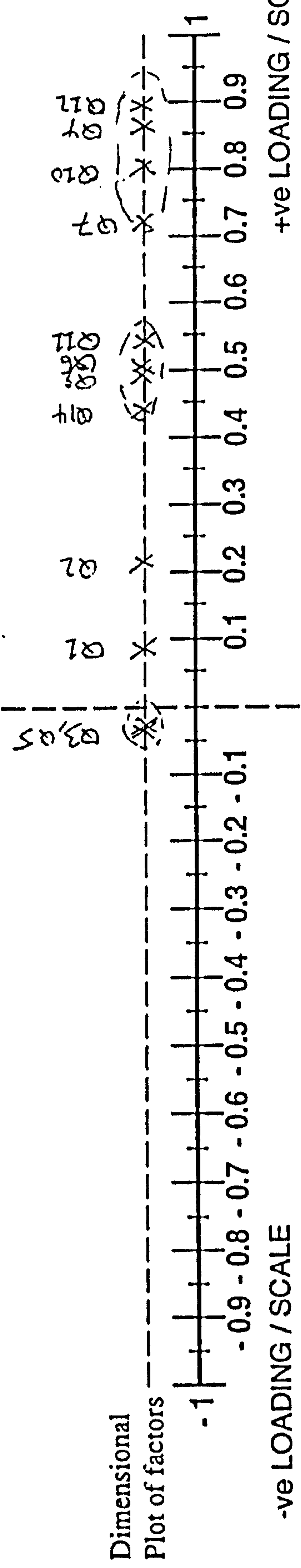


Factor No. No. of Dimensions
 No. of observed clusters

Original Variable Label

Dimensional Construct Label

Elicited from Factorgram Talkback Record



Dimensional Personal Construct : -ve loading bi-pole

*Improved 'personal' resources capability
 i.e. Better 'internal' management*

Dimensional Personal Construct : +ve loading bi-pole

*Improved use of workshop resources.
 Better 'external' management.*

RESEARCHER

PROJECT REF:

PLOT NO.

DATE

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label

Structured/organised thinking.

No.

1

Total no. of (factor) dimensions

3

No. of projected clusters observed

3

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

The idea behind the selection of Q's 1-7, 9-12, 14 was to rank them in order of pms/sa skills criteria, i.e. ranked according to how I perceive the relative importance of the q's asked in the PFL survey were c.f. PMS criteria. I would like to identify 'underlying dimensions' related to PMS/sa skills of the learners sampled.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Q4, 7, 10, 12	Working on own + improved skills + improved planning/analysis, better way thought. These relate key pms skills to improved self-organisation and planning.
② Q 6, 9, 11, 14	New discovery + better use of resources + better personal skills + pro-active study. Relate improved personal skills with better use of resources, leading to new areas of personal enquiry on behalf of the learners involved.
③ Q3, 5	P.R. agenda + learnt outcomes. These relate successful completion of aims and targets from P.R. in PLC to learnt outcomes achieved.

Describe what each factor cluster appears to represent, along with any mutual relationships

- ① Improved PMS skills in the areas of personal planning and 'reflective management' leads to better self-organisation.
- ② Improved PMS skills leads to more 'meaningful' use of IT/ra resources available, plus gives learners the 'psychological freedom' to investigate/pursue own areas of interest.
- ③ Correlates the PLC process i.e. purposes/agenda to personal outcomes achieved.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

Improved PMS skills is underpinned by a learner's 'reflective management' capability, which allows for better use of resources in IT/workshop, i.e. construct of better use of personal resources vs better use of workshop resources.

Researcher

S. Coombs.

Project Ref:

Learner PLC feedback.

No.

1.

Date

15-6-94.

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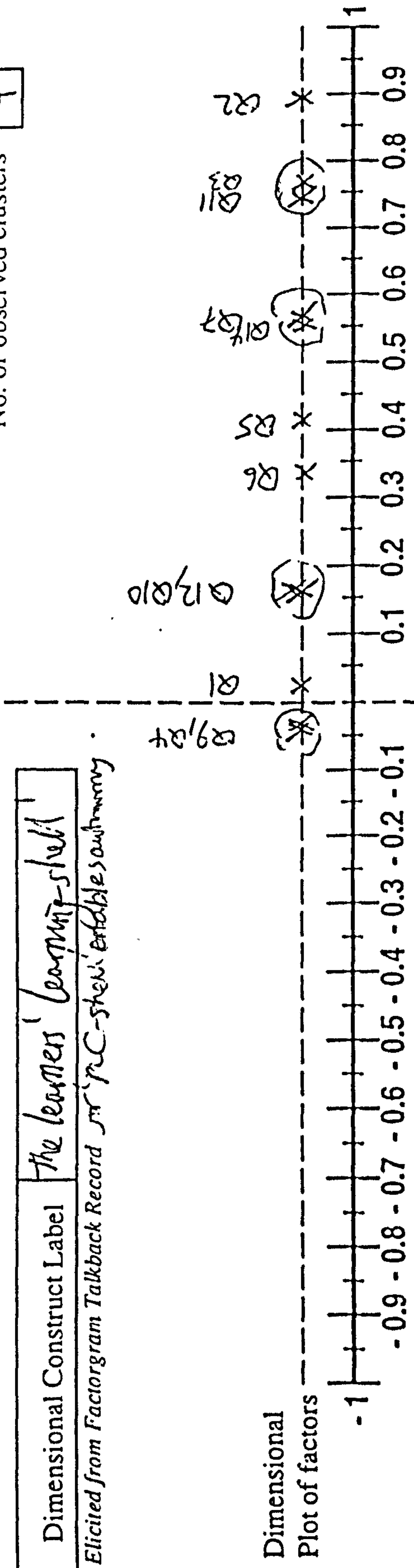
Original Variable Label: **'Better Personal Skills'**

Factor No. **2** No. of Dimensions **3**

Dimensional Construct Label: **The learners' learning-skills'**

No. of observed clusters **4**

Elicited from Factorgram Talkback Record for 'PLC-skills: enabling autonomy'



Dimensional Personal Construct: -ve loading bi-pole

The PLC 'learning-skills' as an 'inner-process' leading to 'autonomous' practice via 'reflective management' of one's capabilities.

Dimensional Personal Construct: +ve loading bi-pole

PLC serves as an external 'learning-skills' referent enabling personal skills.

RESEARCHER: **S. Coombs - R.D.** PROJECT REF: **Learner PLC feedback.**

PLOT NO. **2** DATE: **15-6-94.**

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label ' Better Personal Skills ' No. 2

Total no. of (factor) dimensions 3 No. of projected clusters observed 4

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

As per sheet 1.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Q3+Q11	PL agenda + better personal skills. ⇒ PL organisational shell 'cluster' with improved personal skills.
② Q7+Q14	Improved skills + pro-active study. ⇒ Better 'learner' skills leads to autonomous learning capabilities, i.e. being able to propose own learning agenda.
③ Q10+Q12	Improved planning/analysis + better org. thoughts. ⇒ Improved plans skills such as planning/analysis relates to met 'reflective management' capability.
④ Q4+Q9	Working on own + better use of sources ⇒ learners capable of working on own, with 'autonomous' skills can make better use of source materials available in FL centre such as IT workshop.

Describe what each factor cluster appears to represent, along with any mutual relationships

① Improved personal skills via a 'learning shell' such as the PLC, leads to autonomous learning capabilities, suited to workshop participation.
 ② Individual learning plans foster a learner's reflective management 'capability'.
 ③ Autonomous learning skills 'allows learner to make best use of IT workshop source materials.'

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

The 'learning shell' facet of curriculum learning plans (i.e. PLC process) leads to improved 'reflective management', allowing learner to utilise/optimize FL support resources available. ⇒ 'learning shell' externally applied becomes part of the 'inner' reflective process.

Researcher P. Bombs. Project Ref: Learner PL feedback. No. 2 Date 15-6-94

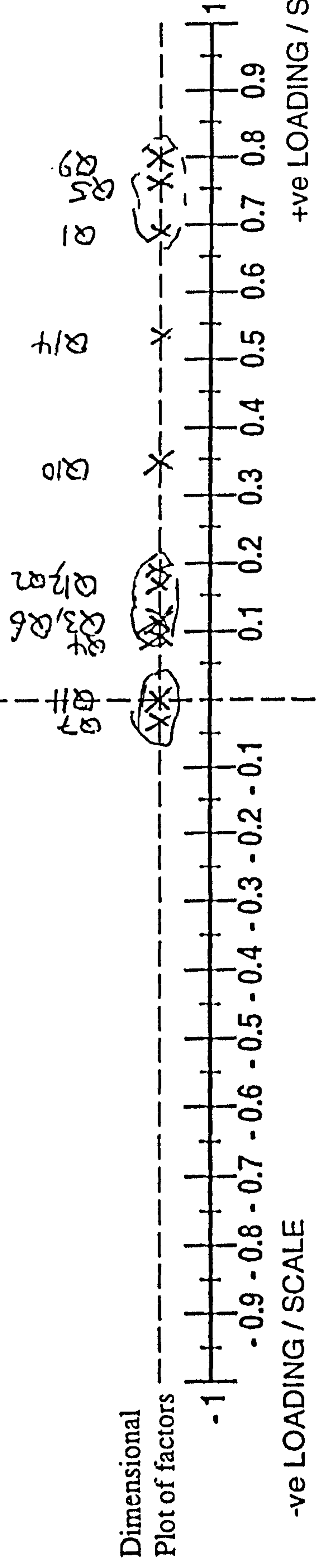
FACTORGRAM®



Original Variable Label Improved planning/analysis! Factor No. 3 No. of Dimensions 3

Dimensional Construct Label SO has been IT more effectively. No. of observed clusters 3

Elicited from Factorgram Talkback Record



Dimensional Personal Construct : -ve loading bi-pole

Developing SOL capabilities leads to improved IT outcomes
ie. Improved learning of I.T. skills.

Dimensional Personal Construct : +ve loading bi-pole

Using 'PLC process' leads to SOL outcomes
ie. Improved use of I.T. resources available.

RESEARCHER S. Combs - Ph.D.

PROJECT REF: Learner PLC feedback

PLOT NO. 3

DATE 15-6-94

FACTORGRAM[©] TALKBACK RECORD

Original Variable (factor) label

'Improved planning & analysis.'

No. 3

Total no. of (factor) dimensions

3

No. of projected clusters observed

3

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

'A per sheet 1'

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Q1, 5, 9	PLC action plan + learnt outcomes + better use of sources → PLC process leads to better use of workshop learning resources.
② Q 2, 3, 4, 6, 12	Strategies negotiated + an agenda + workshop on own + new discovery + better organised thoughts. PLC process leads to SOL capabilities.
③ Q7, 11.	Improved skills + better personal skills ⇒ improved SOL skills leads to improved specialist skills, such as IT etc.

Describe what each factor cluster appears to represent, along with any mutual relationships

①+② PLC process enabling SOL and more meaningful use of workshop resources.
 ②+③ Improved SOL capability (via PLC) leads to improved 'IT' learning.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

SOLers are more capable of learning/using with IT.
 ⇒ SOL leads to IT outcomes vs 'PLC' leads to SOL outcome.

Researcher

S. Coombs.

Project Ref:

Learner PLC feedback

No.

3.

Date

15-6-94.

Exhibit F2.5 ...Factorgram analysis of PFQ1 for 2 dimensions

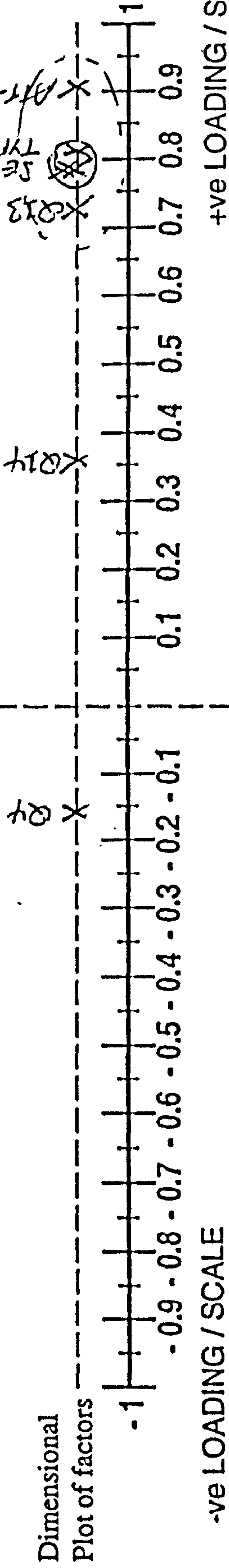
FACTORGRAM[©]



Factor No. No. of Dimensions
 No. of observed clusters

Original Variable Label

Dimensional Construct Label
Elicited from Factorgram Talkback Record
Ex. IT workshop support system enables learning.



Dimensional Personal Construct : -ve loading bi-pole

Dimensional Personal Construct : +ve loading bi-pole

RESEARCHER

PROJECT REF:

PLOT NO.

DATE

FACTORGRAM[©] TALKBACK RECORD

Original Variable (factor) label

Sex - category of learner.

No.

1.

Total no. of (factor) dimensions

2

No. of projected clusters observed

1.

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

Idea was to carry out an experiment involving just the learner categories and questions related to the theme of individual self-learner and support from both staff and IT courseware resources - linked to capability of developing 'own programme' for next PLC cycle.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Sex, type and Q8	categories and sex and learner 'type' related to use of CAL and courseware related resources for structured learning.
Q4	Construct of 'effective' lone working c.f. categories of learner, particularly attendance issue - links to 'P/T adults' and Cent. Ed students that tend to rate themselves highly with lone working c.f. IT foundation students.
①a Wides cluster	links 'inner-cluster' to attendance issue of learner and personal support received from staff in IT workshop.

Describe what each factor cluster appears to represent, along with any mutual relationships

Appears to be a construct between 'individual working' of learners and learner category, including learning resources available and human support systems.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

Both courseware and personal support systems are required for individual learning - particularly part-time roll-on roll-off adults, as categories particularly affected as 'lone' individuals ⇒ good quality technical and human support required for individual learning.

Researcher

S. Combs.

Project Ref:

PLC feedback.

No.

1

Date

13-6-94

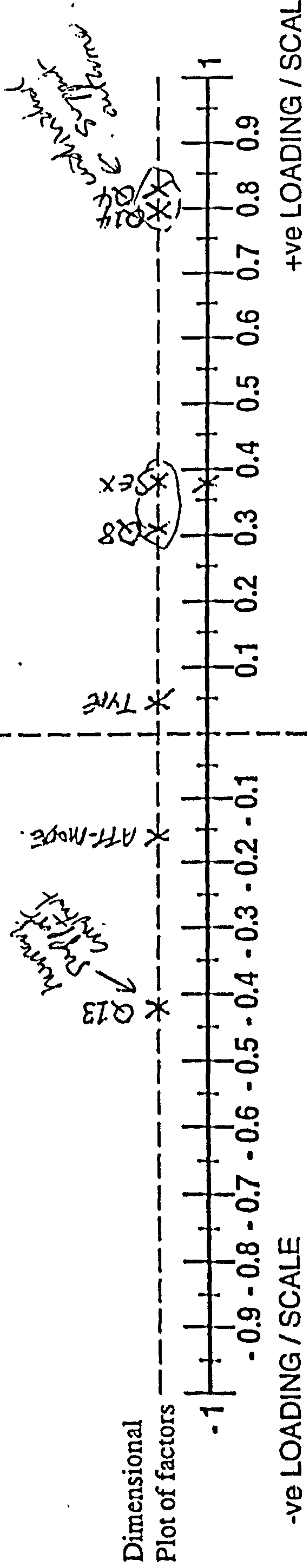
FACTORGRAM[©]



Factor No. No. of Dimensions
 No. of observed clusters

Original Variable Label

Dimensional Construct Label
Elicited from Factorgram Talkback Record enables learner support.



Dimensional Personal Construct : -ve loading bi-pole

Dimensional Personal Construct : +ve loading bi-pole

RESEARCHER

PROJECT REF:

PLOT NO.

DATE

FACTORGRAM[®] TALKBACK RECORD

Original Variable (factor) label

Type of learner category .

No. 2.

Total no. of (factor) dimensions

2

No. of projected clusters observed

2

Rationale behind personal ranking of data input for factor analysis procedure i.e. input purposes

As per sheet 1.

Interpretation of projected factor clusters relative to the factor dimension

Cluster factors	Laddered-up thoughts, ideas & personal suggestions i.e. cluster meaning
① Q4 + Q14 .	working on own + next PLC plan capability . learners successful in working on own to be able to propose new directions to follow .
② SEX + Q8 .	Sex category + use of CAL and courseware support resources . Notes tend to exhibit greater confidence in using technical learning support resources available .

Describe what each factor cluster appears to represent, along with any mutual relationships

Individuals successful in following existing 'PLC' programmes tend to be able to propose their own future learning programmes. Technical PL support systems 'motivate' this process.

Now ladder-up an overall description of the factorgram dimension in the context of factor clusters

Good quality 'technical' resources provides personal relevance towards learning systems, however; construct from factorgram implies personal support - individual support systems construct. → learning support dimension

Researcher

S. Cumbr.

Project Ref:

Learner PLC feedback

No.

2

Date

13-6-94

Exhibit F3 Case Account.....Geoff Edwards

Conversational Case Account

Please enter in the spaces below information and any other supporting evidence you can recall accounting towards your overall progress so far, including future learning intentions. If you find this exercise difficult, then try using a Spidergram to focus, identify and record your experiences prior to completion of this account (it should help you to collect your ideas!). Information recorded from this account can be used towards constructing personal statements for Records of Achievement, Reflective Journals, Personal Learning Biographies etc.

What are the most important things that you have learnt for yourself since starting your programme of work?

SELF-MANAGEMENT - PLANNING WORK, & USING TIME WISELY
 PROBLEM SOLVING - USING THE MATERIALS AVAILABLE AND THE ADVICE OF TUTORS, AS WELL AS THE CAL PACKAGES.
 LOGGING OF ACTIVITIES - THIS HAS BEEN HELPFUL IN AIDING MY ABILITY TO EXPRESS MYSELF.
 I.T. SKILLS - EXPERIENCE OF PCS, DOS, WINDOWS, & WORD PROCESSING.

What are the most important things that you are currently learning and find yourself involved with now?

I AM CONSTANTLY DEVELOPPING THE ABOVE SKILLS TO A GREATER DEGREE.
 CURRENTLY, I AM LEARNING ABOUT DESK TOP PUBLISHING / PAGEMAKER, AND AM COMPLETING THE WORD PROCESSING LEVEL ONE C & G TESTS.
 I AM ALSO BECOMING FAMILIAR WITH FORM FILLING. I BELIEVE THIS PROCESS IS HELPING ME TO LEARN TO EXPRESS MYSELF BETTER, AS REGARDS MY THOUGHTS, FEELINGS ETC.

What learning activities do you hope to be involved with in the future?

I HOPE TO GAIN EXPERIENCE OF DATABASES AS THIS COULD BE OF USE IN MY UNIVERSITY STUDIES OF ARCHAEOLOGY
 I WOULD LIKE TO GET TO THE LEVEL THREE TESTS FOR EACH OF THE MODULES THAT I UNDERTAKE.

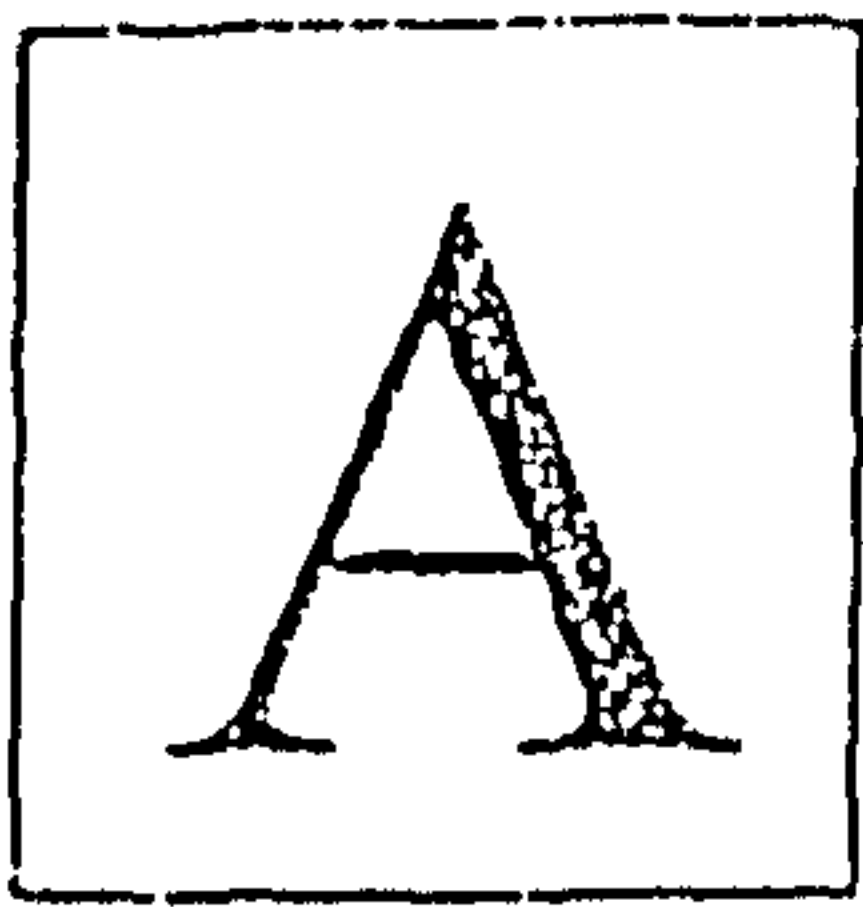
Case Name

GEOFF EDWARDS

Record Date

03/11/93

SC/CCA/CSHL/10.93



ST AUSTELL COLLEGE
FLEXIBLE MODULES

ACTIVE LOG

Sheet No. 2

Name

Day/Date	Work completed/Sources used	Problems and solutions used	Next Stage
7/10/93	RE-TYPED EXAMPLE BUSINESS LETTERS USING A TYPICAL LAYOUT SHOWN IN L & G I.T. BOOK	C & G I.T. BOOK USED TO OVERCOME CONFUSION OVER LAYOUT	ENTER TEST LETTERS
	SAVED & PRINTED		
	TYPED TEST BUSINESS LETTERS		TEXT EDITING
	BEGAN ENTERING TEXT FOR EDITING - SAVED		FINISH
12/10/93	COMPLETED ENTERING ORIGINAL TEXT & BEGAN EDITING	COULD NOT FIND SEARCH & REPLACE ASKED JOHN. ALSO, DIFFICULTIES WITH SETTING IN TEXT FORM MARGINS. USED	
	SAVED AND PRINTED	FORMAT - PAGE SETUP NOT ENTIRELY SURE IF THIS IS CORRECT	CHECK IF THIS IS RIGHT
	SPENT A LITTLE TIME LOOKING AT SOME OF WINDOWS OTHER APPLICATIONS, INC. DOS	(WAS) ABLE TO PRACTICE SOME DOS OPERATIONS A FEW PROBLEMS BUT SUCCESSFUL WITH BASIC	
13/10/93	RETURNED TO TEXT EDITING (CORRECTED), RESAVED & REPRINTED	CHECKED WITH STEVE ON SETTING IN TEXT. I HADN'T DONE IT CORRECTLY. SHOULD	TEXT INPUT EXERCISES
	TIMES REMAN 1cm = 5chr	HAVE USED 'PARAGRAPH SETTING' UNDER 'FORMAT'	

Bring this Active Log to your next tutorial

PERSONAL FEEDBACK QUESTIONNAIRE

Student Name GEOFF EDWARDS

Summary Sheet of Responses

PFQ0

INITIAL

FINAL

PFQ1

	RATING	SCORES		
1	A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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14	A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	RATING	SCORES		
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18	A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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23	A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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26	A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING COACH "ORIENTATION COUNSELLING PHASE"

Checklist of items to be covered for initial orientation tutorial

To be used actively whilst conducting initial Personal Record (PR) of learner as part of the PLC process. [Completed by Learning Coach].

- 1. 'Formal' tutorial appointment made successfully? Y N
- 2. Has the student completed PFQ0 and summary? Y N
- 3. Has the student completed a personal profile? Y N
- 4. How was the student referred to this venue?

Many about student journey, is internal.

- 5. What family/social circumstances can the student explore for him/herself that are relevant to his/her learning situation, and have you recorded any special problems that have arisen on the PR?

end of foundation year, 18 now, finished F/T ed. last year. Upgrading of IT skills, whilst looking for employment.

- 6. What Course/Module Plan and Learning resources have you recommended/negotiated with your student?:

W Plan including including your learning areas

- 7. Have you recorded an agenda of provisional objectives on the students PR? Y N

- 8. Have you agreed when and how often to hold the next tutorial? Y N

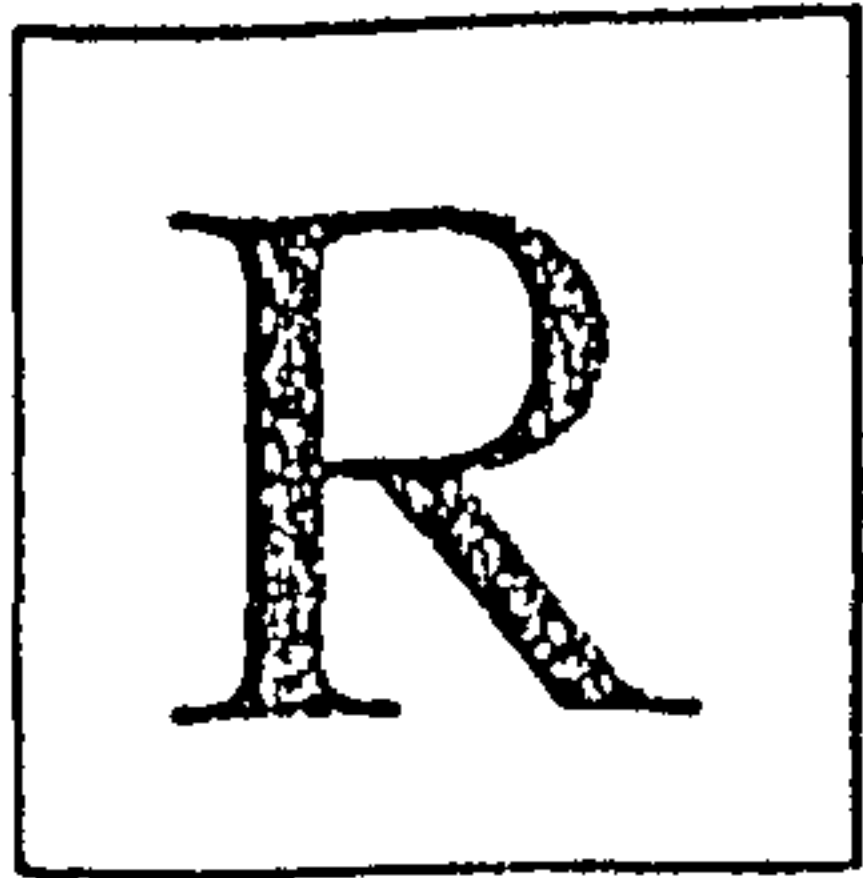
- 9. Does the student understand the booking/tutorial system as part of the PLC management process? Y N

- 10. Does the student understand the distinction and use of the active log as opposed to the Personal Review Log? Y N

- 11. Does the student understand the need for personal reflection and reaction after each step of the modular learning plan? I.e., are they aware of when and how to record their learning processes on their PRL? Y N

- 12. Do they know where to collect their learning materials? Y N

- 13. Have you confirmed this tutorial in the appointments register and logged how much time has been taken up? Y N



ST AUSTELL COLLEGE

FLEXIBLE MODULES

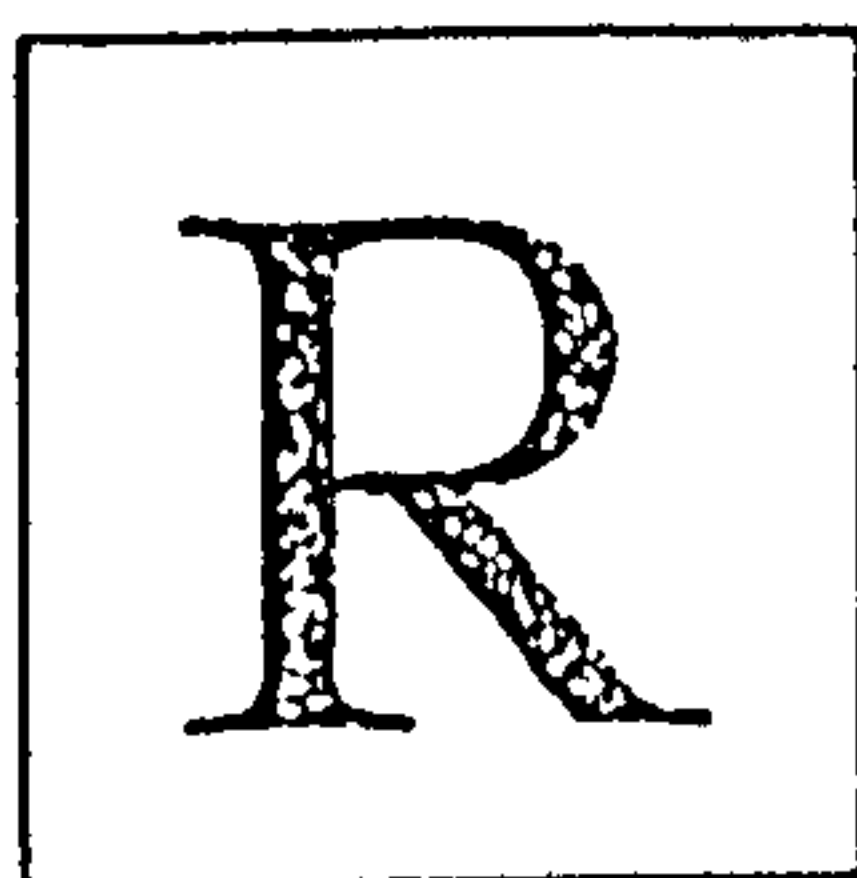
STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: GEOFF EDWARDS Course: IT Tutor: S COOMBS

Date	Module/Work Completed	Strategy/Methods Used	Learning Aims/Purposes	Learning Outcomes/Results
28/9/93	BEGAN & COMPLETED PC TUTOR CAL PACKAGE OF WORD PROCESSING MODULE	FOLLOWED ON-SCREEN PROMPTS	TO LEARN ABOUT THE PC & ITS FUNCTIONS	BACKED UP MY PREVIOUS KNOWLEDGE OF THE PC
29/9/93	LEARN DOS CAL PACKAGE	USED ON-SCREEN INFO & HELP. CHANCES TO PRACTICE GIVEN.	TO GAIN A WORKING KNOWLEDGE OF DOS	HAVE ACHIEVED A GOOD KNOWLEDGE OF DOS' BASIC COMMANDS. DIFFICULTIES WITH ADVANCED TOPICS. MADE PRINT-OUTS OF A NUMBER OF INFO SUMMARIES
"	WINDOWS 3 TUTORIAL	FOLLOWED INSTRUCTIONS & PROMPTS	TO ENSURE AN UNDERSTANDING OF WINDOWS' BASIC FUNCTIONS	REINFORCED MY PREVIOUS KNOWLEDGE OF WINDOWS
"	COMMENCED MICROSOFT WORKS WORD PROCESSOR TUTORIAL	USED ON-SCREEN INFO & PRACTICE SESSIONS.	TO BECOME FAMILIAR WITH THE FUNCTIONS OF A WORD PROCESSOR & HOW TO USE THEM	
30/9/93	COMPLETED WORKS TUTORIAL ADVANCED TOPICS - DOS	" FOLLOWED PROMPTS	" TO GIVE INFO ON DOS' ADVANCED FUNCTIONS	INCREASED MY KNOWLEDGE OF THE W-PROC'S MORE ADVANCED FUNCTIONS. MUCH TOO TECHNICAL. DECIDED THAT MY BASIC KNOWLEDGE WAS SUFFICIENT FOR NOW.

Sheet 1 of

Use this PRL to help you complete your PFQ and bring both to your next tutorial



ST AUSTELL COLLEGE

FLEXIBLE MODULES

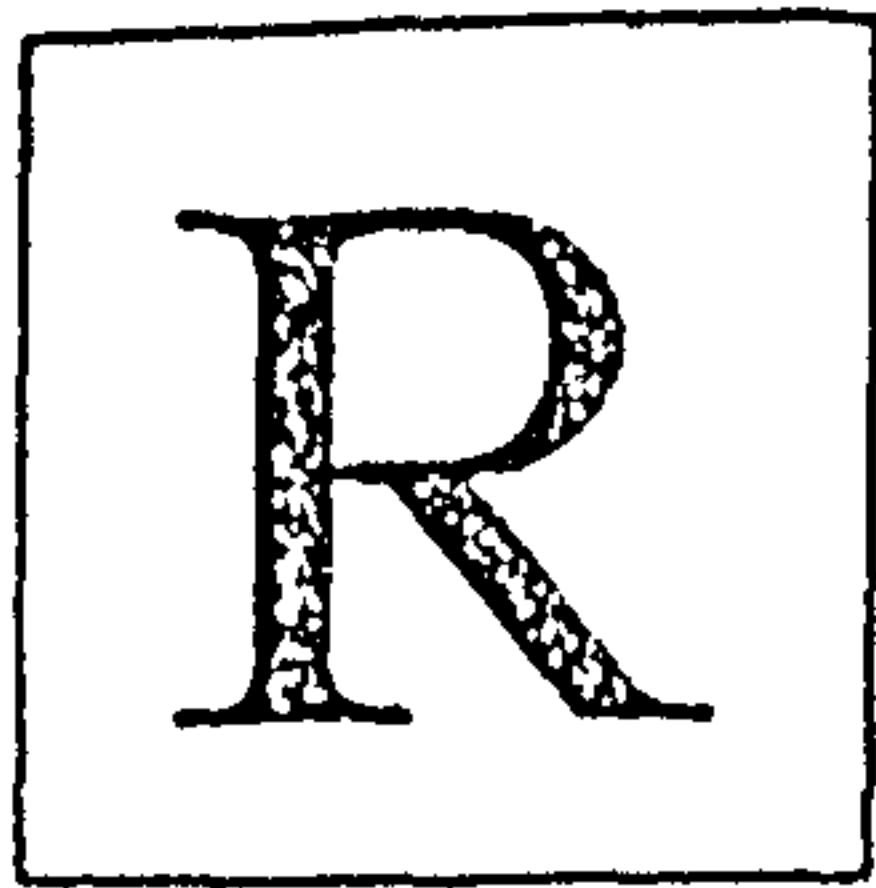
STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: _____ Course: _____ Tutor: _____

Date	Module/Work Completed	Strategy/Methods Used	Learning Aims/Purposes	Learning Outcomes/Results
30/9/93	COMMENCED 'WORD FOR WINDOWS' TUTORIAL	FOLLOWED ON-SCREEN INSTRUCTIONS & USED PRACTICE OPPORTUNITIES	TO FURTHER ADD TO MY KNOWLEDGE OF WORD PROCESSING	TUTORIAL - 5/10/93 10.15am
5/10/93	FINISHED TUTORIAL 'WORD FOR WINDOWS'	—	—	GAVE ME A FULL INSTRUCTION PROGRAMME OF 'WORD FOR WINDOWS'. UNDERSTAND APPLICATION A LOT MORE FULLY.
	TUTORIAL - 10.15am	—	TO SEE HOW I AM PROGRESSING & WHERE TO GO NOW.	I.T. BOOKS IDENTIFIED AS SOURCES OF INFORMATION & HANDS ON EXERCISES. CONTINUE WITH W. PROC MODULE. NEXT TUTORIAL - MONDAY 10.15 am.
6/10/93	PRODUCED A JOB APPLICATION LETTER ON 'WORD'. SAVED TO DISK & PRINTED.		TO GAIN EXPERIENCE. ADD TO JOB FILE	FIRST PRACTICAL EXPERIENCE CREATING A DOCUMENT
	TEXT INPUT EXERCISES 1 & 2 - PRINTED & SAVED	FOLLOWED DIRECTIONS	TO GAIN EXPERIENCE IN TEXT ENTERING	FURTHER HELPED KEYBOARD SKILLS

Sheet 2 of

Use this PRL to help you complete your PFQ and bring both to your next tutorial



ST AUSTELL COLLEGE

FLEXIBLE MODULES

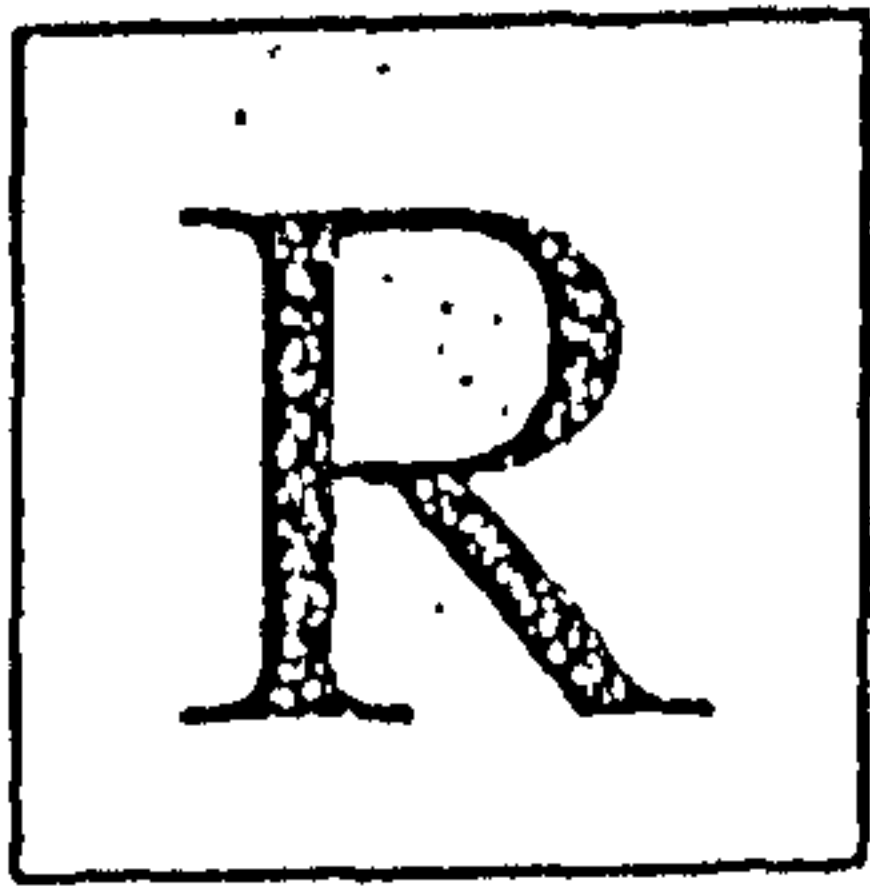
STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: _____ Course: _____ Tutor: _____

Date	Module/Work Completed	Strategy/Methods Used	Learning Aims/Purposes	Learning Outcomes/Results
	SAVED & PRINTED EXERCISES TIMED MYSELF ON EXERCISE 2		TO SEE HOW ACCURATE MY TYPING IS & HOW FAST I CAN GO. COMPLETED 75% OF TEXT. GOOD ACCURACY.	. SPEED TYPING GETTING BETTER. KNOWLEDGE OF KEYBOARD IMPROVING.
	ENTERED EXAMPLE BUSINESS LETTER FROM IT BOOK & PRINTED	USED IT BOOK; HANDS ON EXERCISES	GAIN EXPERIENCE OF LAYOUT OF BUSINESS LETTERS NOT ENTIRELY CLEAR HOWEVER.	I NOW KNOW PARTS OF THE LETTER BUT NOT EXACTLY THE ORDER/LAYOUT
7/10/93	RE-TYPED EXAMPLE LETTER HAVING FOUND ANOTHER EXAMPLE IN THE C&G IT BOOK.	USED IT BOOKS, LOOKING FOR A FURTHER EXAMPLE	TO CLEAR UP MY CONFUSION OVER LETTER CONSTRUCTION	THE LAYOUT IS NOW CLEAR
	ENTERED BUSINESS LETTER EXAMPLES. PRINTED & SAVED	FOLLOWING EXERCISES IN IT. BOOK.	TO GAIN FURTHER EXPERIENCE IN BUSINESS LETTER CONSTRUCTION	I NOW FEEL REASONABLY CAPABLE OF CREATING CORRECT BUSINESS LETTERS
	BEGAN ENTERING TEXT FOR EDITING FROM IT. BOOK - SAVED	USED IT. BOOK	TO GAIN PRACTICAL EXPERIENCE IN TEXT EDITING, WITH USE OF VARIOUS FEATURES	
12/10/93	COMPLETED ENTERING TEXT & BEGAN TO	FOLLOWED INSTRUCTIONS IN BOOK.		SKILLS AT TEXT MANIPULATION IMPROVED.

Sheet 3 of SAVED, EDIT, ASKED JOHN FOR SOME ASSISTANCE. & PRINTED.

Use this PRL to help you complete your PFQ and bring both to your next tutorial



ST AUSTELL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: _____ Course: _____ Tutor: _____

Date	Module/Work Completed	Strategy/Methods Used	Learning Aims/Purposes	Learning Outcomes/Results
13/10/93	LOOKED THROUGH OTHER WINDOWS APPLICATIONS FOR EXPERIENCE USED DOS. FINISHED TEXT EDITING AFTER HAVING MADE CORRECTIONS. RESAVED & PRINTED. BEGAN TEXT INPUT EXERCISES FROM I.T. BOOK ONE TO FIVE COMPLETED. SAVED & PRINTED. ALSO REPRINTED AFTER I REALISED I HAD FORGOTTEN TO SET DOUBLE-LINE SPACING ON 2 & 3.	ON DOS, USED PRINTOUTS I HAD MADE PREVIOUSLY ON OPERATIONS ASKED FOR ASSISTANCE FROM STEVE ON SETTING IN TEXT. USED I.T. EXERCISES BOOK.	TO GAIN EXPERIENCE IN OTHER WINDOWS APPLICATIONS & DOS. TO MAKE SURE THAT I HAD DONE IT CORRECTLY YESTERDAY, & FIND OUT WHERE I HAD GONE WRONG. TO GAIN ACCURACY & SPEED IN TEXT ENTERING.	MORE EXPERIENCED IN DOS OPERATIONS & WINDOWS. I CAN NOW ALTER TEXT / PARAGRAPH PLACEMENT USING 'FORMAT' PARAGRAPH. TYPING IS GETTING BETTER. NOT VERY FAST, BUT MOSTLY ACCURATE I NOW AM FAMILIAR WITH THE BASIC CORRECTION SIGNS, AND AM ABLE TO CREATE A NEAT DOCUMENT FROM A ROUGH VERSION.
15/10/93	FINISHED TEXT INPUT EXERCISES 6 & 7. SAVED & PRINTED. DOCUMENT INPUT EXERCISES TYPED, SAVED & PRINTED.	USED IT BOOK FOR TEXT & CORRECTION SIGNS ALSO USED CGT BOOK.	TO BECOME ACQUAINTED WITH CORRECTION SIGNS, & LAYING OUT DOCUMENTS	

Sheet 4 of

Use this PRL to help you complete your PFQ and bring both to your next tutorial.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 1.

NAME Geoff Edwards COURSE ITFM / C6 7261
MODE (F/T OR P/T) P/T . T045 TUTOR S. Cumbs
DATE 18 / 10 / 97 TIME 10.15 am

Student Feedback re: Personal Record Activities/Agenda
What successes/progress has the student made?

Completed up to phase 3 in VLP plan. Completing hands-on exercises; kept good set of active & review log notes. Used print screen command to print out notes re: summary of instructions; setting of parameters eg. date & time.

What problems/solutions has the student reflected upon?

Some difficulty interpreting DOS commands/concepts e.g. file structure/management; extra windows commands beyond CSE tutorial.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Recommend windows CIA Open Learning exercises (when available).
Plus, start C6 7261/400 Exam P.A. tests.
Need to register Geoff with C6 via exam office.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 2 .

NAME GEOFF EDWARDS COURSE I.T.
MODE (F/T OR P/T) PART TIME TUTOR S. COOMBS
DATE 16 - 11 - 93 TIME 10.15 am (1/2hr)

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

I.T. SKILLS (EXPERIENCE OF PCs, DOS, WINDOWS, WORD PROCESSING, DTP)
SELF-MANAGEMENT (PLANNING WORK, USING TIME WISELY)
PROBLEM SOLVING (BY USING AVAILABLE MATERIALS, TUTOR ADVICE, CAL PACKAGES)
SELF-EXPRESSION (THROUGH LOGGING OF ACTIVITIES)

What problems/solutions has the student reflected upon?

DIFFICULTIES WITH ADVANCED DOS.
OTHER SMALL DIFFICULTIES OVERCOME USING I.T. BOOKS, TUTOR ADVICE, & CAL PACKAGES.
AFTER ORIGINALLY FINDING IT HARD TO EXPRESS MYSELF, I NOW FIND IT MUCH EASIER, THROUGH LOGGING ACTIVITIES etc.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Started D.T.P. learning plan, completed all phases, now commencing exam practical assignments, on course with Personal Record, hope to complete all tests within next 2 weeks.

ST AUSTELL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: Geddy Edwards Age: 18 Course: IGPM/PFT Tutor: Silvino

Date: 28/9/93 Time: 3 pm Tutorial type: programmed ad-hoc other

Purpose of tutorial/Tutor comments:

To establish PFT programme
for GEB 7261 IGPM course.

Problem areas:

Just left of course.
Seeking employment
needs skills in IT.

Outcomes/Learning contract agreements:

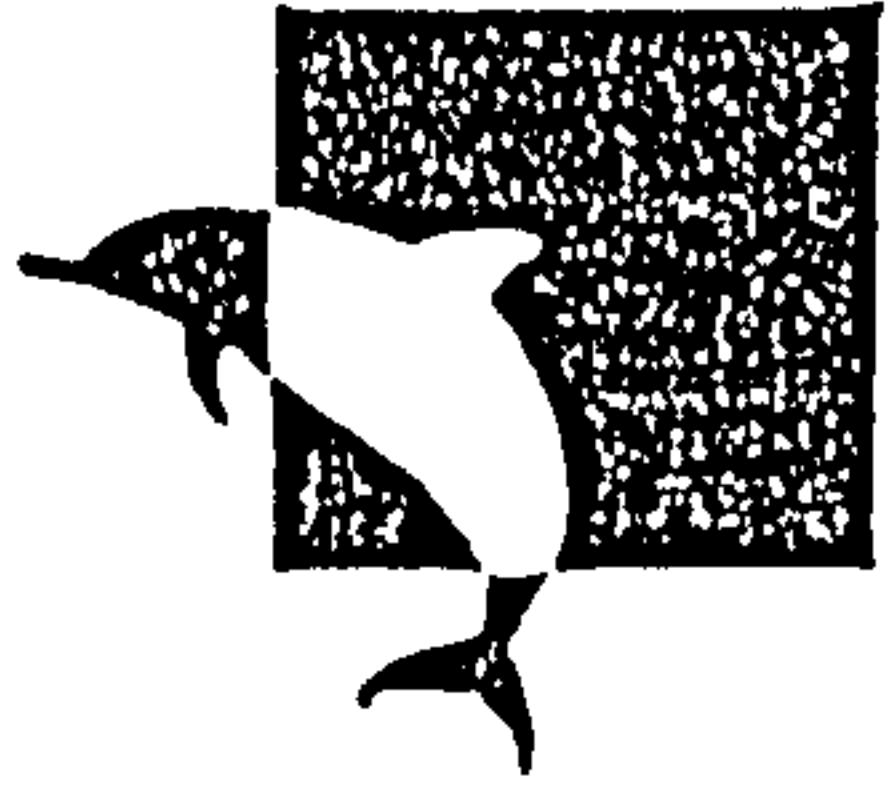
- ① Employment 'witness' file
- ② Start initially on WP plan inc. prior learning
- * ③ Start GEB 7261/400 Exam tests
- ④ Start SPP plan next. 2/11/93.

Future recommendations/Action/Appointments made:

2 weekly tutorial. seen 5/14/93 10.15 am.
#18 10/93 16/14/93

Sheet no. 1

Tutor/tutee signatures: [Signature] G. Edwards



University
of Southampton

Department of
Archaeology

Highfield
Southampton SO9 5NH

S J Keay BA PhD FSA
Tutor for Admissions

Fax 0703-593032

E-Mail sjk1@uk.ac.soton

Dept. Office 0703-592247

Extension 2244

Direct line 0703-592244

Mr G W Edwards
13 Boldventure Avenue
St. Austell
Cornwall
PL25 3DZ

UCAS No: 091632-0

Our Ref: SJK/DM

12 January 1994

Dear Mr Geoffrey Edwards

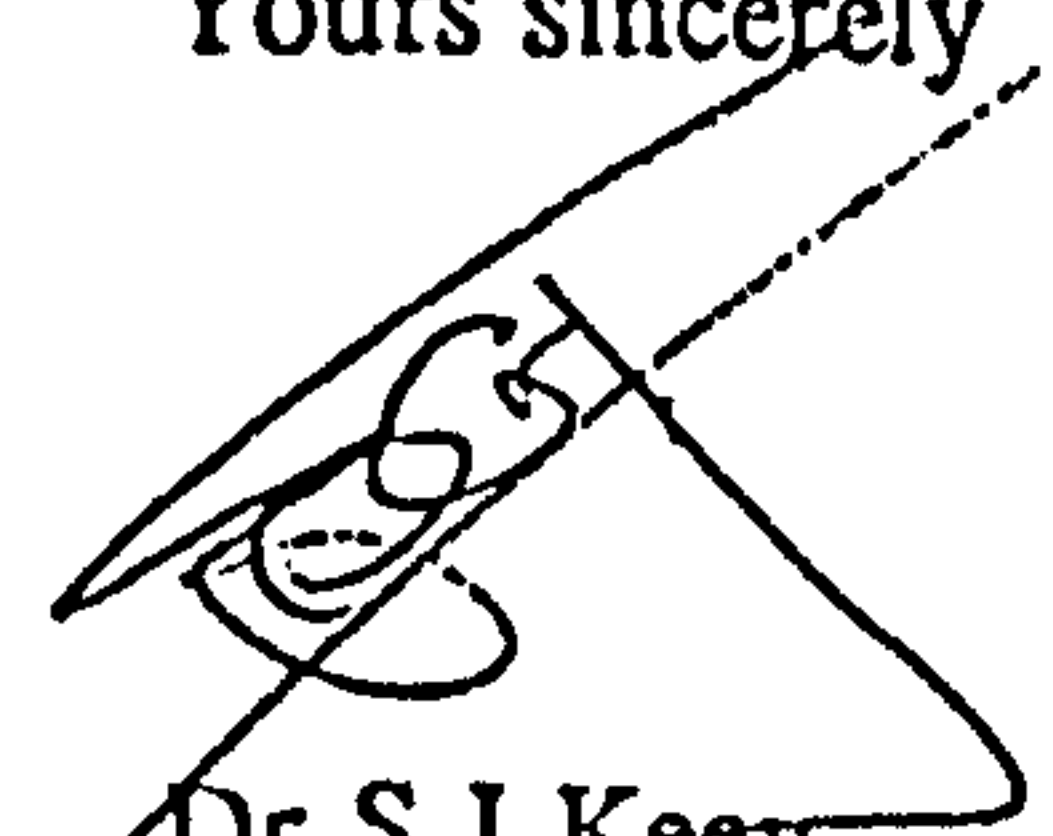
We have received a copy of your application form from U.C.A.S. and I am pleased to be able to offer you a place in October 1994 on our Single Honours Archaeology Course conditional upon an overall pass in GNVQ. Before you decide whether to accept our offer, you are welcome to visit the University to find out more about it and the course. Visits have been arranged for Wednesday 25 January 1994 and Wednesday 2 February 1994. If you want to join one of these, you should come to the Department of Archaeology, Room 533, Level 5, Arts II Building (a map is enclosed) at 1.30 p.m. It would be helpful if you would return the slip enclosed. Unless you hear to the contrary please presume we will be expecting you on the date you specify.

There is no obligation to come: the offer of a place has already been sent to U.C.A.S. for processing, and you will hear from them before very long. Unfortunately, the University cannot pay your expenses, and it is unlikely that your local education authority can help. Nevertheless you should try to visit as many as possible of the Universities which make you offers, and if you cannot get here during your term but would like to come in the holidays, please write to me and I will arrange something. But come in term if you can, because then you can meet some of our present students.

If you come by train, catch a No. 10 bus from the Station and ask for the University. If you come by car, bring this letter with you and you will be allowed into the car-park areas in University Road and the back road off Salisbury Road. You can get lunch in the Students' Union.

I enclose a copy of the Departments' Prospectus: write to me if you would like any further information.

Yours sincerely



Dr S J Keay
Tutor for Admissions

Enc

Profile of Conversational Evidences

Student Name

GEOFF EDWARDS

Enrol. No.

T045

Tutor/learning coach : complete details below during periods of review.

Initial checklist completed	<input checked="" type="checkbox"/>			
PFQ0 Initial and summary completed	<input checked="" type="checkbox"/>			
PFQ0 Final and summary completed	<input type="checkbox"/>			
	not really	to some extent	to a full extent	
First PR completed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
* Modified/New PR's made	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Inter-Module evaluation completed (Nov?)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Personal Review log's evidenced	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	*
Active logs/student notes evidenced	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	*
PFQ1 completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New PR programme initiated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
End of Module Evaluation completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Student start date: 28 / 9 / 93

Contact tel: 75760

Expected finish date: July '94 (hopefully)

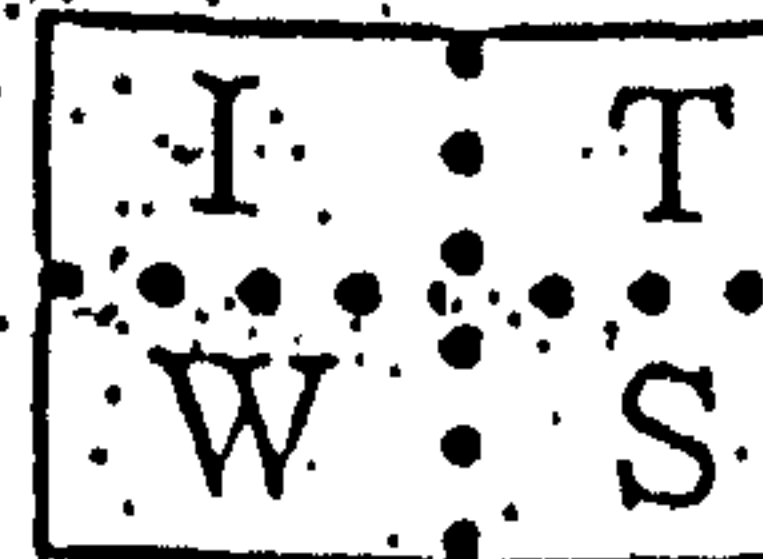
Address: 13 BOLDVENTURE AVE,
ST. AUSTELL,
CORNWALL,
PL25 3DZ.

Actual finish date: .

Review Dates and Details

DATE	WHAT AREA WAS REVIEWED AND EVIDENCED
28 / 9 / 93	Initial start plan + administrative matters
5 / 10 / 93	Steering tutorial; evidence of active & review log's seen.
* 18 / 10 / 93	Evidence shown of keeping good set of notes inc. review & active logs.
25 / 11 / 94	Intermodule evaluation & conversational case account submitted.

Inter-Module Evaluation Form



Name:

GEOFF EDWARDS

Module Title:

WORD PROCESSING & DOCUMENT PROOF READING

Start date:

28/9/93

Today's date:

2/11/93

Study Pattern

How long is it taking you to work through the module? What is your weekly study pattern? (e.g. average of 2 hours per week).

ABOUT ONE MONTH AT NINE HOURS PER WEEK

Course Materials

Which aspects do you find are good, e.g. CAL packages, workbooks, exercises, videos, etc?

WORKBOOKS (FOR PRACTICAL EXPERIENCE), CAL PACKAGES (FOR INSTRUCTIONS)

Which aspects (from your experience) could be improved?

WORKBOOKS WITH A COMBINATION OF BOTH EXERCISES AND INSTRUCTIONS / HINTS WOULD BE USEFUL

Personal Support

In what ways does your tutor give you useful support?

HE HAS HELPED TO SHAPE THE DIRECTION IN WHICH I AM PROCEEDING, & HAS INTRODUCED ME TO USEFUL SOURCES OF INFORMATION. HE HAS ALSO HELPED ME WHEN NECESSARY.

How do you think tutor support could be improved?

In what ways has the support by I.T. Workshop staff, (tutors, technicians, admin.) been useful?

USUALLY AVAILABLE TO GIVE ASSISTANCE WHEN NEEDED. HAVE HELPED TO IDENTIFY AND PROVIDE SOURCES OF INFORMATION.

How could this support be improved?

SOMEBODY SHOULD BE AT MAIN DESK ALL OF THE TIME. OFTEN THERE IS NOBODY THERE, AND IT CAN BE VERY INCONVENIENT.

The Module Itself

What is your opinion of the assignments and other work you were asked to do for this module?

THEY HAVE GIVEN A GOOD INTRODUCTION TO WORD PROCESSING, AND HAVE SUCCESSFULLY BUILT UPON THIS GROUNDING TO CREATE A FULLER & MORE ADVANCED KNOWLEDGE. GOOD PREPARATION

What are your main reasons for choosing this module and have the outcomes so far been to your satisfaction?

I WANTED TO GAIN A GREATER UNDERSTANDING OF, AND COMPETENCY IN, WORD PROCESSING, AND TO LEARN OF THE MORE ADVANCED FEATURES ON OFFER. THESE SKILLS WILL BE USEFUL LATER ON, AT UNIVERSITY & IN EMPLOYMENT. I FEEL VERY SATISFIED WITH WHAT I HAVE SO FAR ACHIEVED, BELIEVING THAT I AM NOW WELL ACQUAINTED WITH THE WORD PROCESSOR AND ITS FUNCTIONS

Do you have any other comments? (continue on extra sheets if necessary).

[Empty box for additional comments]

Signed:

E. Edwards

Date:

3/1/93

Exhibit F4 Case Account.....Jonathon Leonard

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 1

Name JONATHAN LEONARD.

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
8-9-92.	I started reading through the each of the Teach your self windows making notes as I went along, in my rough pad.	I found these modules a little confusing as I haven't used Windows before. But when I read through them a couple of times they made more sense.	To read through the activities a few times then go onto Windows Tutor.
9-9-92.	This time I moved on to the Windows Tutor reading through it step by step. This was slightly different from the Teach your self windows.	As I have never used Windows before some of the commands were confusing, but after a while they became less confusing.	As I am still not too good on Windows but will try Windows Word.
10-9-92.	On the same day as when I did Windows Tutor I also did a number of other things. I did a Type Tutor to practice my typing skills; a Questionnaire on a number of subjects Windows Word practicing from what I did on the Type Tutor.	I did not really have any problems here.	After doing these I feel I would like to try some programming.

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 2.

Name JONATHAN LEONARD.

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
11-9-92.	Today I had a go at doing "Basic Programming". In this I had started to design a cube, by programming in the details e.g. height, depth, width.	I didn't really understand this at all. Although I had done programming at home on my B.B.C, it was completeley different to this. I solved these problems by asking the Tutor what I should do.	Try Basic again.
11-9-92.	Today I also used Paintbrush + Corel to experiment with the tools.	no Problems here, as I knew what to do.	Learn Dos.
15-9-92.	Today I learned a little from Dos, reading the instructions and I also had a go on Paintbrush and Corel. I didn't really spend long on Dos, as it did not really make much sense. So I read through the instructions and then went onto Paintbrush and Corel.	Not any major problems was such, although Dos was a little confusing.	To try the word processing package and also one of my word processing packages.

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 3.

Name JONATHAN LEONARD.

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
16-9-92.	Today I had a go at using my Word processing disk, but I found out I could not use it on the computer I use. Instead of using my disk, I tried to have a go on Windows Word but I did not get very far, so I went onto Corel draw and experienced	I had a problem trying to my Word processing disk whether it was because I could not use it on these computers. I don't know. Windows Word was a little frustrating as it kept making mistakes when I didn't want it to. E.g. a line would come up slightly, if I pressed the wrong key, making the whole text look out of proportion.	To use Windows Word and type a business letter and prepare a new timetable.
17-9-92.	I tried get again today to succeed in Windows Word. I managed to progress a little further today. I started typing out a business letter, it was going really well until I accidentally make a line move to where I didn't want it.	I managed to overcome the line movement by clicking on the left mouse button over the text. And this will either center the text, or make the text move left or right.	To do another letter and finish the first.

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 4

Name JONATHAN LEONARD

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
18-9-92.	I finished the business letter today, it wasn't quite right but it turned out alright in the end. I found the letter from my Wordprocessing booklet.	I conquered most of my problems on Windows Word. The problems from it were that I kept on moving words where I didn't want them. I solved this problem by asking the tutor what to do.	To do a neat timetable on Excel.
21-9-92.			
21-9-92.	I improved on my timetable today. I used Excel as this was the most convenient. When I had a neat timetable I printed it out.	As I did not really do much today, as I could not get into the computers until 11:00 I did not really have any problems.	To do a C.V and to correct my mistakes on my letter.
22-9-92.	Today I corrected my business letter from Windows word.	I only had a few spelling mistakes, but I soon corrected them.	To do a C.V.
23-9-92.	During these days I have been doing a C.V. on the Wordprocessing package. I borrowed a template C.V. disk from Helen and carried on from there.	I had problems getting used to where to put the markers, but I soon got the hang of it.	To correct my C.V and do a list of Wordprocessing
24-9-92			
25-9-92.			

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 5.

Name JONATHAN LEONARD.

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
28-9-92.	I started the data exam disk today. I borrowed the wordprocessing disk from Steve and then copied it onto one of my own disks. When I had copied the disk I started reading through each of the data on the disk.	I wasn't to sure what to do at first on this disk. But when I realized there were obvious mistakes in it I knew I had to read through it correcting the data. I also had some problems copying the disk that I onto my own. But somebody came over and gave me a hand.	To finish off the exam disk and to do P.A tests. Also to fill in booklets - e.g. Study kit + Word processing booklet.
29-9-92.	The same as yesterday basically, carried on reading the data from the exam disk.	No problems on this, however I did have a problem with my work experience. I went into Colnish - Guardian to find out about work experience and they said that the computers there weren't really suited for what were doing. They suggested I write to the Head office at Bodmin.	To try and finish this disk and proceed onto the next module - e.g. Database, Spreadsheets, etc.

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 6

Name JONATHAN LEONARD

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
30-9-92.	Today I was completing the data I disks. I managed to get a few of them printed and corrected. I used the Wordprocessing booklet to help me out. I haven't quite finished correcting all of them though, as I was doing my business letter as well.	I get a little confused on how to tabs the lines, I normally forget to even fit them in, so when I print out the document it becomes all over the place and ragged. But when I ask a tutor, whoever happened to be around, I soon found out how to use the tabs properly.	finish of work on Wordprocessing then do P.A tests.
1-10-92.	Started work on the P.A tests today. I had already done most of them without realizing it. The first test out of three was to type out a letter. I corrected read through the first letter I did, I found there was too much to do on that one so I started a new one and finished it soon after. I got John Perry, one of the kids, to correct and sign the first test.	I was a little confused on how to go about starting the tests. But when I asked a tutor, I realized what to do.	To start second and third P.A tests.
2-10-92.	Today I moved onto the second test, in this test I had to correct a data list different		

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 7

Name JONATHAN LEONARD

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
2-10-92	data. The way the data should have been corrected is in the Wordprocessing booklet. I used this so I would achieve the correct mistakes words and punctuation.	I had some problem saving my work. I don't really know why my work wouldn't save, but after a few tries I managed to save succeed. When I had quit out of the program and went back in, I found my work was still there. So I must have saved it some how.	To finish off P.A tests and do question work from Wordprocessing booklet. Then move onto next module.
5-10-92	Today I carried on working through the second P.A test. I managed to finish this paper a lot of re-arranging. I marked off the objectives I had done in my W.P booklet. When I had done this I got Peter Reed to check it for me.	I had some problems copying the objectives over, but I managed to get that done if it in the end.	To do third P.A test and do question work from W.P booklet.
6-10-92	Today I have been writing a letter to the Cornish Guardian, about work experience. I managed to finish this after a while.	No problems as such.	do third P.A test and next module.

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Jonathan Leonard Age: 16 Course: C+C 726 Tutor: Steve Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
8-9-92	Started reading through each of the Windows activities, from "Teach yourself Windows". This took about an hour.	read through each of them carefully following the instructions.	To find out more about Windows.	Finished the Windows modules.
10-9-92	I moved onto Windows Tutor and completed in about 45 mins to an hour.	was This was basically the same as the "Teach yourself Windows".	"	Finished tutorial.
11-9-92	Started with Basic Programming. finished in about 2 hrs.	We had the Tutor helping us most of the time, then we went on from there.	To learn more programming and improve on what I knew already.	I had some knowledge of programming, but what we did was useful.

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Jonathan Leonard Age: 16 Course: C+G 726 Tutor: Steve Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
14-9-92.	Carried on with wordprocessing plan. finished P.C tutor + learn DOS in about 2 hrs.	From Word-Processing plan.	To learn more about P.C's and DOS.	Finished first part of plan
16-9-92.	I tried Windows word today as part of phase 2. I typed a business ^{business} letter ^{letter} but I didn't properly finish it.	From Phase 2 of plan.	To familiarise myself with typing on Word Processing.	Didn't quite finish but had another go at it.
17-9-92.	As from yesterday I finished the business letter in about half an hour.	Phase 2, also used my Wordprocessing booklet.	To type out a neat and proper business letter.	Finished from day before.

Sheet 2 of 2

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Jonathan Leonard Age: 16 Course: C+G 726 Tutor: Steve Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results	
18-9-92.	From the Word-Processing booklet. Finished in around half an hour. The business letter.	From Word-Processing plan, Phase 3.	To write ^{type} out a neat and business like letter and to familiarise myself with the word-processing package.	finished a neat and tidy letter within half an hour. Also learned more on how to type a letter.	
21-9-92.	Finished a neat printed timetable in about 45 mins.	Used Excel from Windows. I went onto this as I wanted to produce a better timetable.	To produce a neat + accurate timetable.	made an accurate timetable from Excel.	
22-9-92.	During these four days, I had mainly been doing my C.V. I have now finished it and printed a few out.	Borrowed C.V template disk of Helen, to get myself started.	To produce a neat and accurate C.V for further employment and work experience.	Learned how to use the Tab key properly.	
23-9-92.					
24-9-92.					
25-9-92.					

Sheet 3 of 3

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Jonathan Leonard Age: 16 Course: C + G. 12b. Tutor: Steve Coombs.

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
28-9-92. 29-9-92.	Started the first few Data exam disks. Finished the first few in about 2 hours.	Used Word Processing booklet. C+G in Wordprocessing.	As part of second P.A test. To print out an accurate data, without mistakes.	Finished the Found the tab key made life easier when lining up sections of paragraphs.
30-9-92.	Did a few more today. I found out though that I only needed to do one. But before I found this out, I did another couple in about 1hr 30 mins.	W.P booklet, C+G.	To make and print an accurate data.	Found out about the word signs in the back of the word processing booklet. These were to help me produce an accurate data.
1-10-92.	Started first P.A test. Completed in about 1 hr.	W.P booklet.	The first test was to do a properly justified business letter.	learned how to type an accurate letter. And improve on what I already knew.

Sheet 4 of 4.

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Jonathan Leonard Age: 16 Course: C+G 721 Tutor: Steve Lamb

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
2-10-92.	Moved onto the second test today. This was to correct the data, which I had copied onto my disk. I only needed to choose one though. Finished in about 1hr 45 mins.	W.P booklet and signs from the back.	To correct one of the data, using the tab key e.t.c.	The data may have not saved properly so I will have to re-do what I changed. But if it did I shall move onto the third test, which is a speed test.
5-10-92.	Completed second P.A test in about 2 hrs 30 mins.	W.P booklet. C + G.	To achieve the first certificate in W.P.	
6-10-92.	Completed a letter to the Cornish Guardian in about 1hr 30 mins.	Used what I had learned from the W.P booklet. Other than this, I did not need any other material.	for work experience.	learned how to use the headed paper to make the letter better.

Sheet 5 of 5

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Jonathan Leonard Age: 16 Course: C+G 726 Tutor: Steve Combs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
7-10-92.	Not in College today as I had a bad cold. But should be in for tomorrow.			
8-10-92.	Completed third P.A test and questionnaire in about 1hr 30mins.	W.P booklet and Self-Organized learners study kit.	To achieve a certificate in W.P.	Found out I was a quicker typer than I thought.

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. (1) .

NAME J. Leonard COURSE ITFM
 MODE (F/T OR P/T) F/T / T115. TUTOR S. Coumbr.
 DATE 12 / 10 / 92 TIME 2pm.

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Jonathan feels that he has completed the first general IT module successfully, indeed J.P./tutor has already requested C+G 7261/400. Has applied WP skills for letter writing activity re: work-placement search. Jonathan has improved his active/review by keeping sheets, more depth and greater critical analysis shown.

What problems/solutions has the student reflected upon?

Matters:- Have seen A. Skille today am 12/10/92. Announces a Maths tutor for 1 hour tutorial/week, shortly, for a weeks time my M. Will declare on group timetable when forthcoming. If nothing by 19/10/92; S.C. to send memo to A.S./AS/etc.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Agreed to start business IT modules with LCF/SR, when they start in the next few weeks. Need to consider a new generic IT module. Completed Inter-module evaluation and PFA1. Suggested more casual reading e.g. magazines/books in library. i. ad-hoc plus one timetabled session. Agreed from PFA1 feedback plus discussion to do O/P/graphics; issue plan.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 2

NAME	J. Leonard	COURSE	ITPM
MODE (F/T OR P/T)	F/T	TUTOR	S. Curry
DATE	2/11/92	TIME	1.30pm - 2pm

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

re: stat 3 (PA):- Reviewed training videos for Cord & Adams PM. Still completely lost from process. Half-way thru' DTP handy - on exercises.
About to start C+G PA's shortly. Has been able to seek advice, ask questions from tutors on hand etc.

What problems/solutions has the student reflected upon?

Retains problem i.e. 4 computers in Maths w/ for Pascal course. 6 or so people competing to use these resources. Can use of w however; on any of network, computers. Problems over w/document need to chase-up null- replies. e.g. Cornish Garden, SWW.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Feedback w. placement firm for next tutorial inc. areas/regions prepared to work. Chose-up logs for practical sessions.
Feedback PA's completed on C+G DTP exam.
S.C. prepares as w. placement workshops tutorial u. viz usual with Inuiton. Day release either Fri. or Mon.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 3.

NAME	J. LEONARD.	COURSE	ITPM
MODE (F/T OR P/T)	F/T.	TUTOR	S. COMBES.
DATE	16/11/92	TIME	3.30 - 4pm

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Since Report 2, completed D.P. C-6 '407' module.
Jonathan has researched 3+ work-placements, with priority at the Cornish Guardian. Mum helped by following up Jonathan's letter with phone call. Pro-active force leading to results. Made a start on S/Sheet plan.

What problems/solutions has the student reflected upon?

No main problems, asked tutor & self
the feedback on C. Guardian placement (23/11/92).
Friday as weekend day:-

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

No; good progress made.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 4.

NAME	J. LEONARD.	COURSE	ITM.
MODE (F/T OR P/T)	F/T : ITM	TUTOR	SJ. WOODS
DATE	14 / 12 / 92	TIME	11.15 - 12 pm.

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Succeeded with work placement at Cornish Council & admin.
 Provided DTP C&G level 1 assessment + cert. req.
 Started D.B plan. half-'anything' step-by-step guide.
 Has continued to complete logs for DTP course.

What problems/solutions has the student reflected upon?

Need to ID. CIA training with to D-B simulation.
 Issued book; found CIA simulation available on S.A.M.'s net on tv/work.
 Very comprehensive set of notes/logs.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Issue. DBplan, with three phases, plus complete logs: active + review.
 Complete CIA D-B booklet for phase 1, step-by-step phase 2;
 Obtain workbooks + disk from library for phase 3. N.B. Keep thorough notes + logs due to complexity of using phase 3+. Use Bore 3+ Club booklet as part of phase 3.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 5

NAME	J. LEONARDO	COURSE	ITFM
MODE (F/T OR P/T)	F/T : ITFM	TUTOR	S. J. COOMBS
DATE	1 - 2 - 93	TIME	2.00 pm.

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Completed 4 level 1 IT generic modules (certs requested).
Started level 2 d. base C&G 7261/421. Will register shortly.

What problems/solutions has the student reflected upon?

Difficulty with interpreting instructions for assignment

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Register level 2 certs at end of d-base & start of next level 2 module.
Try out 'review-log' for raising awareness of maths GCSE topics.

MID CORNWALL COLLEGE

INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: Jonathan Lennell Age: 16 Course: ITFM Tutor: S. Lamb

Date: 14/9/92 Time: 1.5pm Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

To establish generic ITFM on future plan; start with W. Processing. Some programming / keyboard skills at school prior to college; Intra. level only. BBL computer at home (but no TV or monitor). Aim is to let Jonathan work through plan and choose own generic plan to follow on. Established family link to small businesses.

Problem areas:

Maths problems.
Seen KVA Kilder on 21/9/92.

Outcomes/ Learning contract agreements:

- ① Recommend GCSE re-sit. (for June).
- ② Start W.Plan inc. PC-tutor + lessons for board dirty.
- ③ Jonathan will try to 'design' questions out of problems & then record in active log + describe activities/work in greater depth.
- ④ Consider W. Placement for November - on. Issue planning return sheet.
- ⑤ Contact tutors for business IT courses on Thursday's (Kath Field).
- ⑥ Hands-on IT/W. Processing projects → C.V. and business letter → start

Future recommendations/ Action/ Appointments made:

Regular tutorial; Jonathan to book several weeks ahead for every Monday at 1.30pm. (seen 21/9/92). (seen 29/9/92. 3pm).

Sheet no. 1

Tutor/ tutee signatures:

[Handwritten signatures]

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: J. L. Edwards Age: 16 Course: IT for Tutor: JP for SC

Date: 9/10/92 Time: 11.00 Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:
Taken on board SC's recommendation that PAH should be gone into in greater depth - projected PR.
Has written a Cornish Question & got contact names for ECC for work placement after failed ~~first~~ approach to father's bathroom company (no computer!)
Plus updated CV using WP template

Problem areas:
MATHS - COOR-UP RG *
STAFFING (EE)
NOT SURE WHAT TO DO (WHERE TO GO)

Outcomes/ Learning contract agreements:
J. has agreed it would be useful to now design & print placement application letters & send to prospective employers including ECC, SWW, C.C.C.

Future recommendations/ Action/ Appointments made:
Commit JP on suitability of design of letters & proceed

Sheet no. 2 Tutor signature: [Signature] J. L. Edwards

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: J. Lunn Age: 16 Course: ITPM FT Tutor: Steve Crowder

Date: 12/10/92 Time: 2pm Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

To establish new generic IT plan,
plus start points within it.

Problem areas:

Only Maths as abstract
problem + casual reading
Solutions discussed.

Outcomes/ Learning contract agreements:

- ① Issue DTP plan and Graphing plan as 'Learning Plans'.
Start DTP plan and account for prior learning areas. Include
logs 'active & review' for all things including reading-video!
- ② Consider DB plan + exams.
- ③ Consider level 2 modules } see progress reports. 14/12/92 fl.
- ④ Complete review + end PPA1 for level 2 modules.

Future recommendations/ Action/ Appointments made:

Review progress at next Mon. tutorial slot: Every Mon 1.15 - 2pm.

Sheet no. 3.

Tutor ^{initials} signature: [Signature]

Inter-Module Evaluation Form



Name:

JONATHAN LEONARD

Module Title:

WORDPROCESSING

Start date:

10-9-92

Today's date:

8-10-92

Study Pattern

How long is it taking you to work through the module? What is your weekly study pattern? (e.g. average of 2 hours per week).

3 hrs per week

Course Materials

Which aspects do you find are good, e.g. CAL packages, workbooks, exercises, videos, etc?

Word, Corel, and Excel

Which aspects (from your experience) could be improved?

Spelling

Personal Support

In what ways does your tutor give you useful support?

By showing me in the booklet or on the sheet

How do you think tutor support could be improved?

By showing you more, instead of talking about it

In what ways has the support by I.T. Workshop staff, (tutors, technicians, admin) been useful?

They showed me where I went wrong

How could this support be improved?

Be here more often to help you

The Module Itself

What is your opinion of the assignments and other work you were asked to do for this module?

I found the assignments challenging and interesting.


What are your main reasons for choosing this module and have the outcomes so far been to your satisfaction?

I have enjoyed this module so far, it wasn't quite what I expected though.

Do you have any other comments? (continue on extra sheets if necessary).

I prefer College to School, for a number of reasons. One as there is no uniform and also as the atmosphere is more friendly. I hope to do well in my other modules, as I feel I have done well in Word Processing. I would like to do D.T.P next.

Signed:



Date:

8-10-92.

SJC/KJB/CSHL/MCC/PFOIM/4.92..

4 JONATHAN LEONARD.

Question number 1

Do you feel that you have completed your module/programme of work according to your last PLC action plan?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you have significantly changed your work pattern in any way that alters your last action plan, please give reasons as to why and how the plan has been changed?

Half way through my w.p plan I went into Excel. I did this, so I could produce a neat timetable and print it out.

Question number 2

Did you find the strategies you used for doing your work that were negotiated as part of your action plan, were useful and relevant towards the actual learning programme that occurred?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Outline the ways and methods used, in which you think you have done your work successfully and any suggestions as to how these could be improved to suite your learning style?

I tried to follow as clearly as possible the w.p plan. But when I got confused I asked a tutor what I should do next.

Question number 3

Did you satisfy the aims and targets set by your learning agenda, which is outlined in your personal record in the learning contract agreements section?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree -

State briefly which targets you have achieved so far from the tasks attempted. Also state which tasks you have had difficulty with and why?

I have achieved most, if not all of the tasks achieved. I have finished Word Processing. I found copying data etc rather confusing.

Question number 4

Do you now find that working on your own has made you a more effective learner?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you feel that you are now a more effective learner when working on your own, give reasons as to why this is, or if you feel that you are not an effective learner then try and identify the causes behind this problem?

I feel that I can work on my own and get the work done. If there is something I am not too sure about I would ask a tutor.

Question number 5

Were the outcomes (i.e. what you think you have actually learnt) successful according to the set aims in your action plan?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

What are the most important things that you think you have learnt since your last tutorial?

With the letter I realised how to space it out properly, the same with the C.V. I am doing a more in-depth log book. As before there wasn't enough depth in them.

Question number 6

Did you discover or want to move towards any new aims & objectives other than those initially negotiated? (i.e. did you want to explore a particular area more fully as a result of your actual experience, or were you perhaps stimulated into a new area of study not considered previously?)

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you did want to explore a new area of study not previously considered, please write your ideas below, so that they can be discussed at your next tutorial.

Desktop ~ As I would like to use the graphics, and print something of my own work.
Spreadsheets ~ Would like to know more about this.

Question number 7

Did you find that your learning strategies (i.e. methods used by you for your personal learning e.g. reading skills, planning etc.) improved or changed in any way as a result of completing this particular module?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If your learning strategies or skills have improved in any way, or you can think of ways in which they may be improved, then write these ideas down now, for discussion later with your tutor.

I Sometimes forget to refer to my log-book
So what I probably need is a log or
something stuck onto my folder so it will
make life easier.

Question number 8

Did you find that using Computer-Aided-Learning (CAL) and other courseware tutorial resources stimulated you to learn more effectively?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Does variety of learning resources make any difference to you? If so, can you give reasons why and also which resources you found to be useful?

if can get confusing jumping from one topic to the next; but basically i go at my own pace and i get the work done.

Question number 9

Do you think you can now make better use of relevant reference manuals and other literature/ sources?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give some examples of reference manuals and other sources used to help you complete your work since your last tutorial. (You should have recorded these in your log (PRL))

i really have only need the w.p booklet.

Question number 10

Do you feel you can analyse and forward plan your learning activities better than previously?

i.e. Do you feel better organised such that learning has become easier?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give some reasons showing how you may be better organised now.

~~keep my file~~ I am sort of organised already, my folder is in order but I could have stuck to the ^{w-p} plan at bit better though

Question number 11

Do you feel that your personal skills in analysing problems and finding out solutions has improved in any way since either starting this module or your last tutorial?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

What methods do you use to help you identify and analyse problems?

The w-p booklet.

Question number 12

Do you feel that your own thoughts are now better structured/organised and help you to learn more effectively?

Circle one of the following:

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Can you now think things through to yourself and use your thoughts constructively to help you manage your work? If so, can you remember and write down an example of where and when you last did this successfully?

When I did my letter to the Cornish Guardian on Tuesday, I feel I did most of this on my own.

Question number 13

Do you agree that the personal support you received from your tutor and other administrative staff was adequate?

Circle one of the following:

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give examples of where the support was adequate or inadequate towards your learning.

Using the sheets given to me helped quite a bit. Also the w.f booklet was a big help.

Question number 14

Are you ready and confident to propose/ negotiate your next PLC action plan, leading to Vocational Qualification assessment, own bespoke project or new area of study?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you have any ideas to propose towards your next PLC action plan (or future module), please write them down below. Include new areas of study, possible qualifications you want to do etc. Can you give reasons to support why you want to move into the new area you are proposing?

I am not too sure which I would like to do next, as I do not know much about them. But I would like to do have a go at D.T.P, and make my own graphics

PFQ1A/SJC/MCC/CSHL/7.91

CURRICULUM VITAE

PERSONAL DETAILS

Name: Jonathan Howard Leonard
Address: Myrtle Cottage
Trenarren
St Austell Bay
Cornwall
PL26 6BH

Telephone: St Austell(0726) 73747
Date of birth: 7th April 1976

EDUCATION AND QUALIFICATIONS

SEPT 1984- Charlestown Primary School,
Charlestown, St Austell, Cornwall

SEPT 1987

SEPT 1987- Penrice Comprehensive,
St Austell Cornwall

July 1991

SEPT 92- Mid Cornwall College,
St Austell Cornwall

PRESENT

Examinations: GCSE English (D), Maths (G), Science (E),
Art (G), Env Studies (E),

Sport: I like to play tennis and badminton and snooker when i can

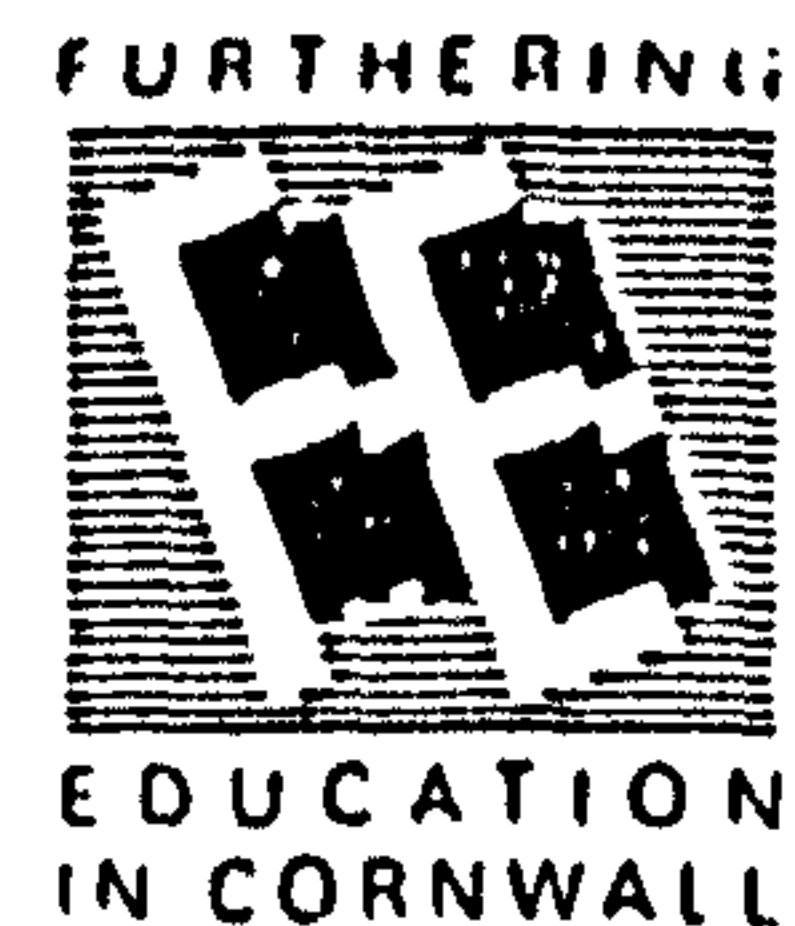
WORK EXPERIENCE

April 1990 Did a week at the Video Bug in St Austell, Cornwall

OTHER INFORMATION

I am doing City and Guilds Information Technology and have done Wordprocessing, Spreadsheets, Desktop publishing and also Pascal and Electronics.

Mid-Cornwall College



Palace Road St Austell Cornwall PL25 4BW
Telephone: 0726 67911
Facsimile: 0726 68499

Senior Administrative Officer
M D Sutton

Mr J Hartley,
E.C.C International Ltd,
John Keay House,
St Austell,
Cornwall,
PL25 4DJ.

Myrtle Cottage,
Trenarren,
St Austell Bay,
Cornwall,
PL26 6BH,
Tel no: 0726 73747,
12th October 1992,

Dear Mr Hartley,

WORK PLACEMENT

I am writing to you regarding a work placement in the computer department of E.C.C. The course i am doing at Mid - Cornwall College, is City and Guilds Information Technology. I am sixteen years old and keen on a career in the computer field. I would be interested in having the opportunity of working with you to learn new applications with computing.

The work placement will take place between November and June and will be a day release. I have been doing Wordprocessing, Database, Spreadsheets and Desktop Publishing at College i am also experienced in a little Electronics and Pascal. I hope to hear from you soon.

Yours sincerely,

Jonathan Leonard.

Profile of Conversational Evidences

Student Name JONATHAN LEONARD Enrol. No. 1167

Tutor/learning coach : complete details below during periods of review.

Initial checklist completed	<input checked="" type="checkbox"/>			
PFQ0 Initial and summary completed	<input checked="" type="checkbox"/>			
PFQ0 Final and summary completed	<input checked="" type="checkbox"/>			
	not really	to some extent	to a full extent	
First PR completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Modified/New PR's made	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Inter-Module evaluation completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Personal Review log's evidenced	<input type="checkbox"/>	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>	
Active logs/student notes evidenced	<input type="checkbox"/>	<input checked="" type="checkbox"/> *	<input checked="" type="checkbox"/>	
PFQ1 completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> K	
New PR programme initiated	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
End of Module Evaluation completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Student start date:	7 / 9 / 92	Contact tel:	0726 73747
Expected finish date:	3 / 7 / 93	Address:	Myrtle Cottage, Trenarren, ST. AUSTELL, CORNWALL
Actual finish date:	10 / 7 / 93†		

*wishes to continue next session
Review Dates and Details

DATE	WHAT AREA WAS REVIEWED AND EVIDENCED
14 / 9 / 92	First PR + 'logs' reviewed.
12 / 10 / 92	New PR issued (sheet 3) + I/Mod eval + PFQ1.
4 / 8 / 93	Received final end of year module evaluation via post Q&A re PRQ1 + report/feedback completed by Jonathan.

Notification of Candidate Results



City and Guilds
of London Institute

CANDIDATE CRX0956 JONATHAN HOWARD LEONARD

PROCESSING PERIOD - 9308

CENTRE 053625 MID CORNWALL COLLEGE, ST AUSTELL

7261/01 INFORMATION TECHNOLOGY

400	WORDPROCESSING 1	PASS
401	DATABASE METHODS 1	PASS
402	SPREADSHEET METHODS 1	PASS
407	DESKTOP PUBLISHING 1	PASS
420	WORDPROCESSING 2	PASS
421	DATABASE METHODS 2	PASS
422	SPREADSHEET METHODS 2	PASS
427	DESKTOP PUBLISHING 2	PASS

THIS IS NOT A CERTIFICATE

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 1 YR 2

NAME	SONATHAN LEONARD	COURSE	ITFM/CT6
MODE (F/T OR P/T)	F/T	TUTOR	S. COMBS
DATE	2/11/93	TIME	10.15 am.

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Almost finished level 3 w. Proc., subject to keyboard speed test.
 Started level 3; 5 sheets (submitted), check problems/matching with SC.

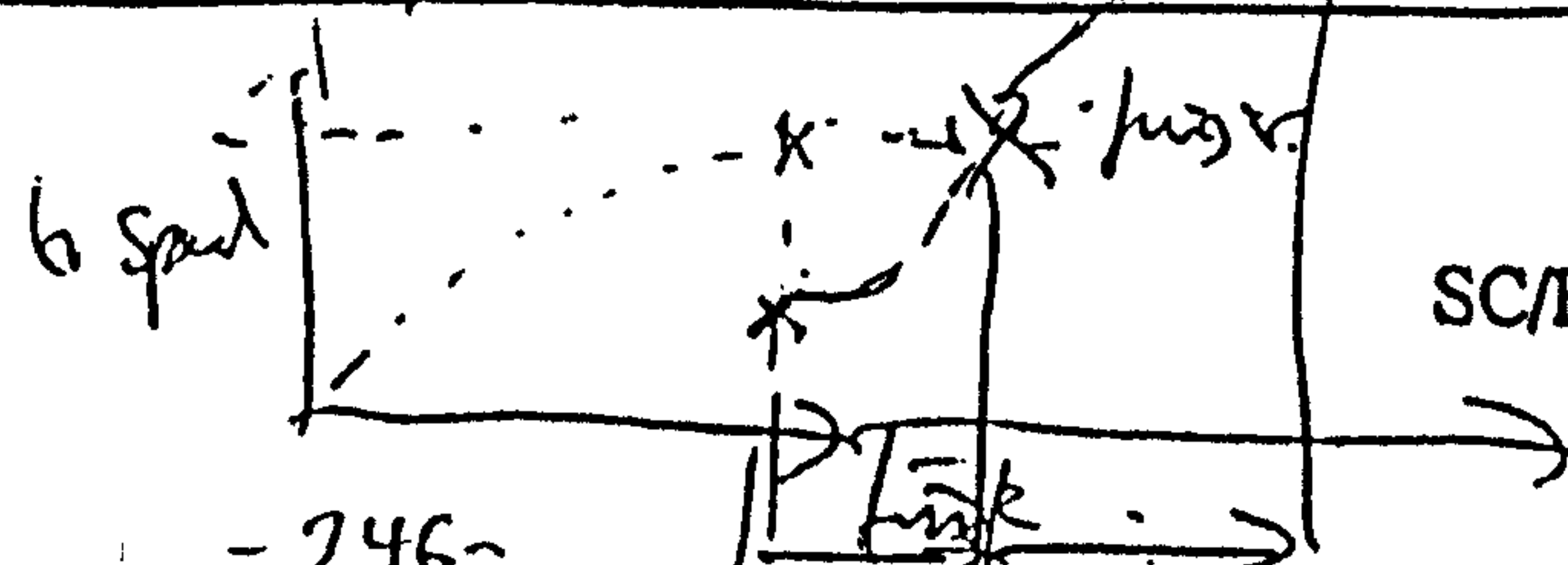
What problems/solutions has the student reflected upon?

Consider progression path NVQ level 3.
 Considered Automation / comp. commercial group hrs.
 Consider progression via CT6 CAD modules.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

To persist + by time & effort re: - keyboard CAT / typing tutor.
 Visit student services re: - application form / details / procedure
 for application to Palmarth. eg. UCAS forms?
 Find out prior learning / entry requirement (what is it?).
 Find out re DIP level 3 quality, if any?? (INAA; Graphic Inf. Design)
 Initially CAD on wed. pm's

Ask student services
 re: name & tel. no
 of admissions tutor -



Conversational Case Account



Please enter in the spaces below information and any other supporting evidence you can recall accounting towards your overall progress so far, including future learning intentions. If you find this exercise difficult, then try using a Spidergram to focus, identify and record your experiences prior to completion of this account (it should help you to collect your ideas!). Information recorded from this account can be used towards constructing personal statements for Records of Achievement, Reflective Journals, Personal Learning Biographies etc.

What are the most important things that you have learnt for yourself since starting your programme of work?

As our timetable is flexible, you learn to get on with the work on your own. Also I feel part of a team, as I am able to help people who are in difficulty.

What are the most important things that you are currently learning and find yourself involved with now?

At the moment I am finishing off Wordprocessing 3. And about to tackle Spreadsheets 3.

What learning activities do you hope to be involved with in the future?

After I have finished off Level 3, I would like to try something along the lines in Animation.

Case Name

JONATHAN LEONARD

Record Date

01/01/93

SC/CCA1/CSHL/10.93

Exhibit F5 Case Account.....Heidi Johns



Conversational Case Account

Please enter in the spaces below information and any other supporting evidence you can recall accounting towards your overall progress so far, including future learning intentions. If you find this exercise difficult, then try using a Spidergram to focus, identify and record your experiences prior to completion of this account (it should help you to collect your ideas!). Information recorded from this account can be used towards constructing personal statements for Records of Achievement, Reflective Journals, Personal Learning Biographies etc.

What are the most important things that you have learnt for yourself since starting your programme of work?

I have learnt how to discipline and motivate myself to work on my own, but I have also learnt how to get help when I get stuck, either by asking a tutor or getting 'help' from a tutorial package.

What are the most important things that you are currently learning and find yourself involved with now?

I am learning how many different applications software can be linked and how they can be used together to produce a more complex and effective document.

What learning activities do you hope to be involved with in the future?

As well as continuing with City and Guilds modules, I have applied to universities to try and get on a printing which will hopefully lead to an HND or Diploma of higher Education.

Case Name

HEIDI JOHNS

Record Date

01/11/93

SC/CCA1/CSHL/10.93

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: Heidi John Age: 17 Course: A Levels Tutor: S. Cunn

Date: 4/9/92 Time: 2pm Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

Poor knowledge of computers e.g. BBC at home.
 Highly organized owing to excellent exam results plus responses from PQA

Problem areas:

None

Outcomes/ Learning contract agreements:

- ① Enquire with Mike Underwood re:- Medical Careers.
- ② WP plan leading to STP plan.
hands-on project - design own CV.
- ③ Possible use of graphics for current A-level project.
- ④ Notes on relevancy of direction?

Future recommendations/ Action/ Appointments made:

Heidi can book journal tutorials fortnightly
 25/9/92. (tues)

Sheet no. 1

Tutor/ tutee signatures:

[Signature] Heidi Johns

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: HEIDI JOHNS Age: 17 Course: I.T. Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
21/10/92	Completed PC tutor, Intro CAL package and LEARN DOS CAL.	Worked through each section and sub-sections in turn.	To confirm knowledge of P.C.'s and learn about DOS.	Confirmed and added to my knowledge of P.C.'s
3/11/92	Windows 3 CAL tutorial completed.	Worked through each module and activity in order.	Again, to confirm knowledge I already have of Windows Desktop.	Confirmed and added to my knowledge of Windows.
25/1/93	Omitted Phase 1 of 'WP plan'. Phase 2 - Microsoft Word for Windows tutorial completed.	Worked through each section in order.	To become ready to do my own hands-on projects.	Learned many word processing skills which will enable me to do projects.
25/2/93	Completed Phase 3: Hands-on projects.	Produced documents for other projects.	Practical experience	Helped a lot with R.O.A

Sheet 1 of 2

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 1

Name HEIDI JOHNS

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
29/9/92	P.C. Tutor : 1) Computer Facts 2) Word Processing Programs 3) Spreadsheet Programs 4) Database Programs 5) The BASIC Programming language. 6) Getting the P.C. to Communicate 7) The Hardware of the P.C. i) Graphics + Monitors ii) Floppy Diskette + Hard Disk Drives iii) Printers iv) Communications Hardware 8) An Educational Game learn DOS : How to use this course. What you can accomplish with DOS.	SEEMS IRRELEVANT FOR W.P	
5/10/92	Getting started Working with Files The current drive copying files Giving files useful names Introducing the DOS 4.0 Shell	LOT'S TO REMEMBER = PRACTICE WILL HELP.	Continue: Giving File Useful names
16/10/92	Starting DOS Viewing Files Running an Application Giving files useful names Introducing the DOS 4.0 Shell		Go on to: Shortcuts for copying.

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 2

Name HEIDI JOHNS

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
20/10/92	<p>Learns DOS:</p> <p>Working with files</p> <p>Shortcuts for copying Deleting Files Backing up your files</p>		Go on to Advanced Tips
21/10/92	<p>Advanced tips 2.</p> <p>Made Settings Fixed for hardware settings</p> <p>Practicing what you've learned.</p>	Too complicated - seems irrelevant	
	<p>Win 3 CAL:</p> <p>Module 1: Intro. to windows</p> <p>Activity 1: what is windows Activity 2: Installation</p>		
	<p>Module 2: The Windows interface</p> <p>Activity 1: windows concepts Activity 2: Program manager Activity 3: Menus, commands, library boxes</p>	Already have basic knowledge of this	Activity 4: Program manager Options

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 4

Name HEIDI JOHNS

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
6/11/92	5. Quick tour of the Word Window ↓ 1. Overview 2. Summary		
	(2) Creating Documents ↓ 1. Overview 2. Practice	TIME CONSUMING IF DONE PROPERLY	(2) Creating Documents 3. Summary
9/11/92	3. Summary (3) Revising Documents ↓ 1. Overview	CERTAIN PARTS ALREADY HAVE KNOWLEDGE OF - WORKED THROUGH MORE QUICKLY	Continue overview of (3) Revising Documents
10/11/92	2. Practice - Selecting, Moving, and Copying. 3. Practice - Multiple Documents and Annotations. ↓ 5. Practice - The Sound and Spelling Checker. 4. Practice - Revision Marks, Replacing, and Glossaries.		Go on to (3) Revising Documents 6. Summary
13/11/92	6. Summary (4) Formatting Documents ↓ 1. Overview 2. Practice - Formatting Characters.		Continue.

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 5

Name HEIDI JOHNS

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
20/11/92	(4) Formatting Documents ↓ 2 Practice - Formatting characters. ↓ 3 Practice - Formatting Paragraphs. ↓ 4 Practice - Using Styles. ↓ 5 Summary.		
	(5) Page layout + Printing ↓ 1. Overview ↓ 5. Summary		Continue ⑤ 1. Overview
23/11/92	↓ 2 Practice - Viewing and Adjusting a Document Layout. ↓ 3 Practice - Adding Headers and Footers. ↓ 4 Practice - Printing a document		
	(6) Tables and Graphics ↓ 1. Overview ↓		Continue ⑥ 1. Overview
29/11/92			
18/1/93	2. Practice - Creating + Editing Tables		

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 6

Name HEIDI JOHNS

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
	3. Practice - Inserting + Sizing Graphics 4. Practice - Positioning tables + graphics 5. Summary.		
	⑦ Outlining 1. Overview		Continue ⑦ 1. Overview
19/1/93			
24/1/93	2. Practice 3 Summary		
	⑧ Macros 1. Overview 2. Practice - Running + Assigning Macros. 3. Practice - Recording Macros. 4. Practice - Editing Macros. 5. Summary.	Macros - most difficult part of tutorial - had not come across them before - worked through carefully.	Go on to 3. Practice.
25/1/93			
	⑨ Managing Documents. 1. Overview 2. Summary		Begin Hands-on Projects.

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Heidi Johns Age: 17 Course: I.T Tutor: S. Coombes

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
4/5/93	Already covered first two sections in W.P. plan. Completed Phase 1 of D.T.P. plan.	Worked through each section of tutorial in order. Watched videos.	Find out about the history of D.T.P. Brush-up on skills.	Brushed-up on skills already known + some details I did not know.
7/5/93	Completed phase 2: ITWU3 tutorial booklet	Worked through each lesson in turn, referring to reference guide.	To have some practical experience in D.T.P.	Produced 1st professional document.
10/5/93	Completed phase 3: Hands-on project: Project 1.	Studied intro to the projects, then worked through instructions for producing a certificate.	Practice basic D.T.P. procedures.	Produced certificate quickly and easily.
30/6/93	Completed phase 4: Hands-on project 1, 2 + 3 C + G exam.	Worked through each assignment in turn	To gain a qualification of proof of my experience.	Confirmed my skills.

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 1

Name HEDI JOHNS

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
30/4/13	Phase 1: Began PM3 CAL tutorial: Volume 1		
	(A) How to use this training program		
	1. Interactive training		
	3. Important keys		
	2. User's handbook		
	4. The mouse		
	(B) Start up pagemaker		
	(C) Open an existing publication	Already have knowledge of most of these aspects.	
	(D) Change the view	I could work through them quickly.	
	(E) Define a new publication.		
	(F) Use pagemaker graphics.		
	(G) Save your work		
	(H) Place a text file.		
	(I) Place a graphic file.		
	(J) Print a publication		
	(K) Exit from pagemaker		

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 2

Name HEIDI JOHNS

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
	Volume 2: (L) Use volume 2, advanced options. (A) Use advanced layout techniques. (B) Create Headers and Footers. (C) Change the format of a selected paragraph.	↓	Continue tutorial + watch video on DTP history
2/5/93	Watched video on DTP history.		
4/5/93	PM3 CAL TUTORIAL Volume 2: (D) Work with Tabs and Indents. (E) Use pagemaker templates.		
	Phase 2: Began ITWV3 tutorial booklet. Intro. lesson ①: Planning your design. lesson ②: Enhancing your design.	Some instructions not appropriate for our computer system so had to be altered.	Continue with lesson 3.

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 3

Name HEIDI JOHNS

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
7/5/93	Lesson ③: Building Page 1.	Had to copy files from F drive to my disk before I continued. Some instructions not appropriate for our version of P.M. Had to change.	
	Lesson ④: Building Page 2.		
	Phase 3: Intro to the projects Hands-on project - project 1 - Designing a certificate	Had some trouble moving text with the printer tool.	Phase 4: Another hands-on project
10/5/93	Completed Phase 3.		
11/5/93	Phase 4:		
	Decided to do some more hands-on projects.		
	Project 2B - an informal invitation.	Had some trouble with 'Banding boxes' and typing apostrophes.	
17/5/93	Project 3 - a simple one-column format for newspapers and reports.	Had to move around blocks of text several times as I went along.	Begin exam.
30/6/93	Completed all assignments + written test.	Did each assignment in more than one session.	

Inter-Module Evaluation Form



Name:

HEIDI JOHNS

Module Title:

Word Processing 1

Start date:

SEPTEMBER 1992

Today's date:

23 / 3 / 93

Study Pattern

How long is it taking you to work through the module? What is your weekly study pattern? (e.g. average of 2 hours per week).

4 hours per week

Course Materials

Which aspects do you find are good, e.g. CAL packages, workbooks, exercises, videos, etc?

CAL PACKAGES, tutorial exercises.

Which aspects (from your experience) could be improved?

Able to print summary notes.

Personal Support

In what ways does your tutor give you useful support?

Pointing in the right direction.

How do you think tutor support could be improved?

I should book tutorials more often.

In what ways has the support by I.T. Workshop staff, (tutors, technicians, admin) been useful?

They have helped me when I had a problem.

How could this support be improved?

The staff are always very busy and very occasionally there is no-one available to help.

The Module Itself

What is your opinion of the assignments and other work you were asked to do for this module?

I preferred the practice exercises to reading about the subject.

What are your main reasons for choosing this module and have the outcomes so far been to your satisfaction?

A lot of employers ask for work providing skills nowadays. I have taken longer than I had hoped in doing this module but that is because of other work.

Do you have any other comments? (continue on extra sheets if necessary).

[Empty box for additional comments]

Signed: J. J. J.

Date: 23/3/93

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No.]

NAME **HEIDI JOHNS** COURSE **I.T. Modules**
MODE (F/T OR P/T) **F/ student P/t in w/ship** TUTOR **S. Coombs.**
DATE **19/3/93** TIME **3:00 pm**

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

She has completed the 'WP plan' including producing a C.V. and is ready to take the exam.

What problems/solutions has the student reflected upon?

REMEMBERING PROCEDURES.
MACRO'S - NO PREVIOUS KNOWLEDGE.
PRINTING ON HEADED PAPER

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

After taking the C + G Word Processing exam, she will begin a new module, probably Desktop Publishing.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 2

NAME HEIDI JOHNS COURSE DESKTOP PUBLISHING
MODE (F/T OR P/T) F/T TUTOR S. Coombs
DATE 30/6/93 TIME 11:10

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

I have confirmed previous basic D-T-P skills I had and added to them.

What problems/solutions has the student reflected upon?

I have worked through assignments in a methodical order, using reference booklets, if I came across a problem.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Final evaluation, having completed module on IT plus ATL.

**MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD**

Student name: Heidi John Age: 17 Course: A Levels Tutor: S. Cunn

Date: 6/9/92 Time: 2pm Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

Poor knowledge of computers i.e. BBC at home.
Highly organized owing to excellent exam results plus responses from PQA

Problem areas:

None

Outcomes/ Learning contract agreements:

- ① Enquire with Mick Underwood re:- medical careers.
- ② WP plan leading to DTP plan.
hands-on project :- design com. CV.
- ③ possible use of graphics for current A-level project.
- ④ Notes on hierarchy of directions?

Future recommendations/ Action/ Appointments made:

Heidi can book journal tutorials fortnightly
25/9/92. (tues)

Sheet no. 1

Tutor/ tutee signatures: [Signature] Heidi John

Profile of Conversational Evidences

Student Name HEIDI JOHNS

Enrol. No. 19 72

*FT A-Level's
P/T IT TOP-UP*

Tutor/learning coach : complete details below during periods of review.

Initial checklist completed	<input checked="" type="checkbox"/>			
PFQ0 Initial and summary completed	<input checked="" type="checkbox"/>			
PFQ0 Final and summary completed	<input checked="" type="checkbox"/>			
	not really	to some extent	to a full extent	
First PR completed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Modified/New PR's made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Inter-Module evaluation completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Personal Review log's evidenced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Active logs/student notes evidenced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PFQ1 completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New PR programme initiated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	} N/A
End of Module Evaluation completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Student start date: MARCH 193

Expected finish date: JUNE 193

Actual finish date: AS ABOVE

Contact tel: 0726 - 882316

Address: 7, BROMFIELD CRESC,
GRAMPOND ROAD,
TRURO,
CORNWALL,
TR2 - 4DJ.

Review Dates and Details

DATE	WHAT AREA WAS REVIEWED AND EVIDENCED
17/3/97.	Observed interactive logs
30/6/97	SOL evidence; logs (A+R) + (2 C+G exams)

ST AUSTELL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

3589

Student name: Herdi Johns Age: 18 Course: ITM/G67 Tutor: S.T.C.

Date: 9/1/93 Time: 9.30am Tutorial type: programmed ad-hoc other

Purpose of tutorial/Tutor comments:
Progression of IT modules as
H/A I.T. system
received W.P. & D.P. level 1 G6-721

Problem areas:
year 2,
between 'A' levels
& higher / un. Ed.

Outcomes/Learning contract agreements:

- ① Completed level 2 W.P. + nearly finished level 2 D.P.
- ② Started S/S to level 1 work
- ③ Progress on to level 2 S/S \Rightarrow next 1, 2 IT apps
- ④ Tutorial for registration of G6 outstanding modules
+ review of course organization

Future recommendations/Action/Appointments made:
every 1/2 weeks

Sheet no. 1

Tutor/tutee signatures: [Signature] Herdi Johns

Exhibit F6 Case Account.....Johanna Webberley

Profile of Conversational Evidences

T266

Student Name

JOHANNA WEBERLEY

Enrol. No.

Tutor/learning coach : complete details below during periods of review.

Initial checklist completed

PFQ0 Initial and summary completed

PFQ0 Final and summary completed

First PR completed

not really to some extent to a full extent

Modified/New PR's made

Inter-Module evaluation completed

Personal Review log's evidenced

Active logs/student notes evidenced

PFQ1 completed

New PR programme initiated

End of Module Evaluation completed

Home Tel: 0726 - 822222

Student start date:

16 / 9 / 92

Contact tel:

0726 - 81 2201

Expected finish date:

3 / 7 / 93.

Address:

Bromhill.
Wade Rd.
St. Dennis
St. Austell
PL2 8EJ

ATTN:- MRS. SEVENIS,
of KEMATEC,
MIDDLEWAY,
ST. BLAZEY,
PAR.

Actual finish date:

1 / 4 / 93

Review Dates and Details

DATE	WHAT AREA WAS REVIEWED AND EVIDENCED
7 / 10 / 92.	Initial tutorial and first PR established.
12 / 11 / 92.	Modified / second PR made (by J.P.)
18 / 11 / 92	2nd of 2 progress reports to date + I-M. feedback
10 / 3 / 93	logs and notes further evidenced + 2nd evaluation on module

By J. Perry 18 / 1 / 93

Broomhill
Hendra Road
St. Dennis
St. Austell
Cornwall
PL26 8EQ

1st April 1993

Dear Madam,

I am at present working for an engineering company called Kemutec, in St. Blazey. Kemutec requested that I take a 1-year computer course at St. Austell College during which I was to cover such topics as Desktop Publishing, Spreadsheets and a little Wordprocessing. I have completed Desktop Publishing Stage 1, and am in the middle of my Spreadsheet course.

Recently, I applied for another job at Middleway Surgery, St. Blazey for the post of Medical Secretary/Receptionist. The doctors there were very interested to find that I was taking this course as the surgery itself is computerised. I feel that the studies I did in the IT Workshop played a considerable part in obtaining me the job.

Kemutec have paid for the computer course but unfortunately this expires in July 1993. I hope to persuade my new employers to sponsor me for a further year at St. Austell College in the IT Workshop so that I can obtain the higher level examinations and greater computer knowledge.

Yours faithfully

Miss J. Webberley.

CURRICULUM VITAE

NAME Johanna Webberley

ADDRESS Broomhill
Hendra Road
St Dennis
St Austell
Cornwall
PL26 8EQ

TELEPHONE NUMBER St Austell 822222

DATE OF BIRTH 25th August 1992

MARITAL STATUS Single

EDUCATION

1. Penrice School, St Austell
1984 - 1989

QUALIFICATIONS

<u>GCSE'S</u> - Art	Grade A
English	Grade B
English Literature	Grade C
Maths	Grade C
Geography	Grade C
History	Grade C
Chemistry	Grade D
Physics	Grade D

2. Mid-Cornwall College, Sedgemoor, St Austell
1989 - 1991

QUALIFICATIONS

Medical Secretarial Diploma - Social Services - Grade A
Medical Terminology - Grade A
Medical Office Practice - Grade B
English - Grade C
Medical Shorthand 80wpm - Pass

RSA'S - Typing Stage 3 - Pass
Audio Typing Stage 3 - Distinction
Word Processing Stage 2 - Distinction
Shorthand - 90wpm

OTHERS - First Aid (via Red Cross)
GCSE Biology (Human) - Grade B

EXPERIENCE

1. As part of 2-year Medical Secretaries' Diploma Course

First-year fieldwork - St Austell and Penrice Hospitals

I worked in the Medical Records Department as well as other departments such as X-Ray, Physiotherapy, Maternity, Geriatric and Psycho-Geriatric.

I covered Secretarial and Clerical duties ie, Typing, Audio Typing and arranging Out-patient clinics.

I worked on the switchboard.

I worked in Reception where I ran various clinics such as the Fracture clinic and the E.N.T clinic.

I dealt with incoming and outgoing post.

2. Second-year fieldwork - St Dennis and Roche General Practices

I worked in the Medical Records Department.

I worked in Reception where I ran various clinics such as Ante-natal clinics and Child Surveillance clinics.

I dispensed drugs and prepared prescriptions.

I covered a great deal of Secretarial and Clerical duties including typing correspondances.

I dealt with incoming and outgoing post.

I dealt with most phone calls.

I did a great deal of computer and word processing work.

I spent 2 weeks in Welwyn Garden City, Herts, at the Q.E.2 Hospital during the second year of my course where I worked in the Paediatric Ward.

PART-TIME EMPLOYMENT

I was employed during college holidays to work at both Penrice and St Austell Hospitals where I generally did the same duties as listed above.

PRESENT EMPLOYMENT

I am at present employed at Kemutec, St Blazey, as a Office Clerk/Typist. I am in my second year of employment.

During my first year of employment I attended college on a day-release to update my shorthand skills. At present I am attending college to study wordprocessing, desk-top publishing and spreadsheets, on a day-release.

INTERESTS AND HOBBIES

I have achieved my Bronze and Silver Duke of Edinburgh Awards and am at present in the middle of my Gold Award Scheme.

I like to swim and weight train and also like going for walks. I like to read and do tapestries, go to nightclubs and love meeting people.

REFERENCES

1. Mrs S Sprague
Course Tutor to Medical Secretaries
Mid-Cornwall College of Further Education
Business Studies Department
Sedgemoor
St Austell
2. Mrs MacDonald
Hospital Manager.
St Austell Hospital
Edgcumbe Road
St Austell
3. Mr J P Lee
Kemutec
Middleway
St Blazey
Par

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL: PERSONAL RECORD

Student name: Johanna Webbely Age: 19 Course: ITM/1986 Tutor: S.J. Coombs

Date: Time: Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

Johanna on day-release from Barnstaple Supervisor. Sue Semmens; boss J. P. Lee to agree programme, based on company needs, intro. to PCs/DOS + specialist "general IT", spreadsheets and DTP. If completed before end of year. Johanna's own choices will be included as a "top-up". Need a little extra practice with w/processing doc files and graphics in order to input files on D.T.P.

Problem areas:

Unfamiliar by company needs e.g. only used wordstar. Need some materials e.g. 3 1/2" HD. 1.44M floppy disk

Outcomes/ Learning contract agreements:

Issue with WP plan, DTP plan & display programmes. Discussed use of Active Log for note taking and Review Log. Register for modules: - G7261/402, 407, 427 + PC-O-system. Start on Worden. up to phase 3 prior to DTP plan. Hands-on projects: - c.v. + letter (A1 from book). When DTP plan finished inter-module evaluation. Complete A&E questionnaire.

Future recommendations/ Action/ Appointments made:

Wed. & Thurs am. for 1 day/week. 7/10/92.

Sheet no. 1 Tutor/ tutee signatures: [Signature]

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: Johanna Webster Age: 19 Course: ITM Tutor: J. Webster

Date: 12/4/92 Time: 9.30 Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:
Johanna requested tutorial
+ J. Webster because she was not
of her level & advised her to
commence w/ CAT

Problem areas:

Outcomes/ Learning contract agreements:
Johanna has decided she is ready to
start CAT 7261/490 w/ J. Webster & her
& examined work this seems OK.
12/4/92

Future recommendations/ Action/ Appointments made:

Sheet no. 2 Tutor/ tutee signatures: J. Webster

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: J. Webb Age: Course: 15th G9 Tutor: J/S

Date: 18/4/93 Time: 9.15 Tutorial type: programmed · ad-hoc · other

Purpose of tutorial/ Tutor comments:
Johnna has completed DIT I
and has indicated that her
company wish her to study
Spreadsheets next, up to level 1
C&G. She will start on 5.6.
from Tuesday

Problem areas:

Outcomes/ Learning contract agreements:
Follow S.S. plan from "Phase I", i.e. C&G
tutorial -> "handson" ABSACUS
Note. 3/3/93: - Explained nature/process of S.S. learning plan.

Future recommendations/ Action/ Appointments made:

Sheet no. Tutor/tutee signatures: [Signature]

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. (1)

NAME Johanna Webberly COURSE ITPM / C+67211
MODE (F/T OR P/T) P/T TUTOR S.J. Gumbel
DATE 7/10/92 TIME 9.15 - 10.00

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Johanna has successfully completed first word learning area on PC's. This has been done methodically, including paper use and discrimination between active work by learning review by and note-taking. Your plan seems to be on schedule.

What problems/solutions has the student reflected upon?

Reflected on DOS commands e.g. 'EDLIN', 'Default', and next stages in plan.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Agreed on several W.P. projects:-
(i) C.V.
(ii) Letter 'operative H4' in C+6 WP book
(iii) Own W.P. project

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 2 .

NAME	Johanna Webberly .	COURSE	ITFM/CT6-7261
MODE (F/T OR P/T)	P/T .	TUTOR	S. J. Carronof .
DATE	18/11/92.	TIME	10. am — .

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Succeeded with letter work - a plus has made a start and completed part P.A. on CT6 W.P. 400 module .

What problems/solutions has the student reflected upon?

Johanna wants some extra help with file management commands / practice generally .

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Yet to do c.v.
Have agreed to give practical demo re: file man. skills .

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 3.

NAME	JOHANNA WROZNY	COURSE	ITRM / C+7261
MODE (F/T OR P/T)	P/T	TUTOR	S. COOMB.
DATE	20 / 1 / 93	TIME	10.30 am - 11.15 pm

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Completed request for C+7261/400 WP level 1 module.
Started DTP plan. Johanna completed phase 1; seen video & made a written account of it.

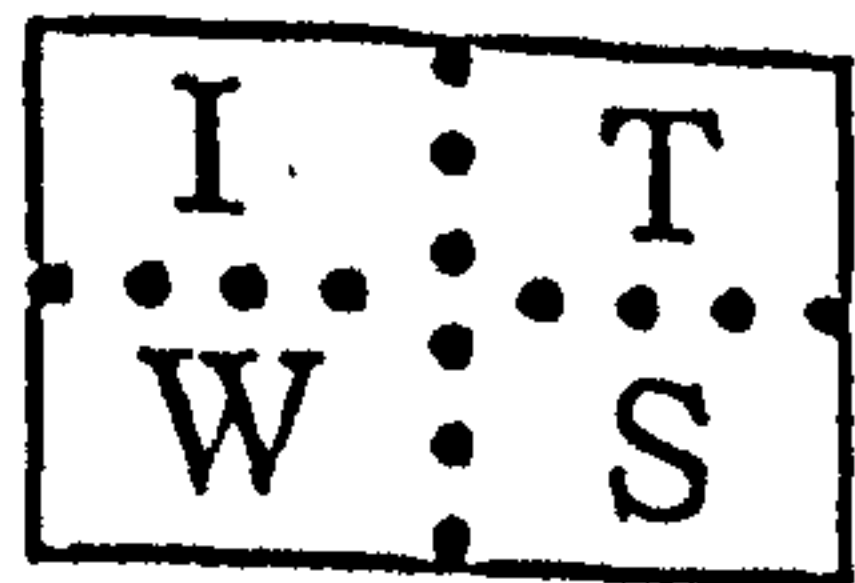
What problems/solutions has the student reflected upon?

Familiarisation with DTP parts and layout, unsure of variety of solutions. Negotiated with me to investigate areas of interest e.g. took out 'DTP by Design' book + 'Design layout' module hand-out. Define purpose and audience needs.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

No departure; agreed to continue evaluating learning on plan i.e. active & review logs plus any other notes require. Agreed/negotiated to have a go at hands-on project 2, Johanna will decide either to do more H-O-P's and for test herself with CIA PM training exercises, plus buy-in some bespoke exercise from work.

Inter-Module Evaluation Form



Name:

Module Title:

Start date: Today's date:

Study Pattern

How long is it taking you to work through the module? What is your weekly study pattern? (e.g. average of 2 hours per week).

Course Materials

Which aspects do you find are good, e.g. CAL packages, workbooks, exercises, videos, etc?

Which aspects (from your experience) could be improved?

Personal Support

In what ways does your tutor give you useful support?

How do you think tutor support could be improved?

In what ways has the support by I.T. Workshop staff, (tutors, technicians, admin) been useful?

How could this support be improved?

Module Itself

What is your opinion of the assignments and other work you were asked to do for this module?

Very good. Gave me the chance to produce my own work & put to the test what I had learnt from the PC tutorials. Made me realise the things I thought I knew but in fact didn't and so could see my tutor about those.

What are your main reasons for choosing this module and have the outcomes so far been to your satisfaction?

was required to have a knowledge of word processing by my employees. I have been pleased with the outcome. I feel I have learnt a lot by what I have done so far.

Do you have any other comments? (continue on extra sheets if necessary).

I found this part of the course very interesting. The sheet I followed which guided me step by step through the word processing course was set out well. It provided you with a good basic knowledge, first of all, of the PC keyboard and what each key was used for. I learnt about DOS, the commands and what they are used for. I learnt how to backup, restore, save, copy & print. You were also provided with short practices to put into practice what had been learnt eg MS DOS Hard Disc. Having taken a word processing course at college previously I could refer some of that knowledge to what I was now learning. I was encouraged to refer to books from the library. I learnt how to operate word for windows and what the various icons displayed were used for. Windows could be used for a great number of purposes. I learnt how to create documents and the different ways in which they could be displayed. I covered all that I felt I needed to know about word processing and how to operate the functions. Phase 3 - Hands on Projects was a good idea as it gave me the chance to practice a few skills before going on to do the certificate.

Signed:

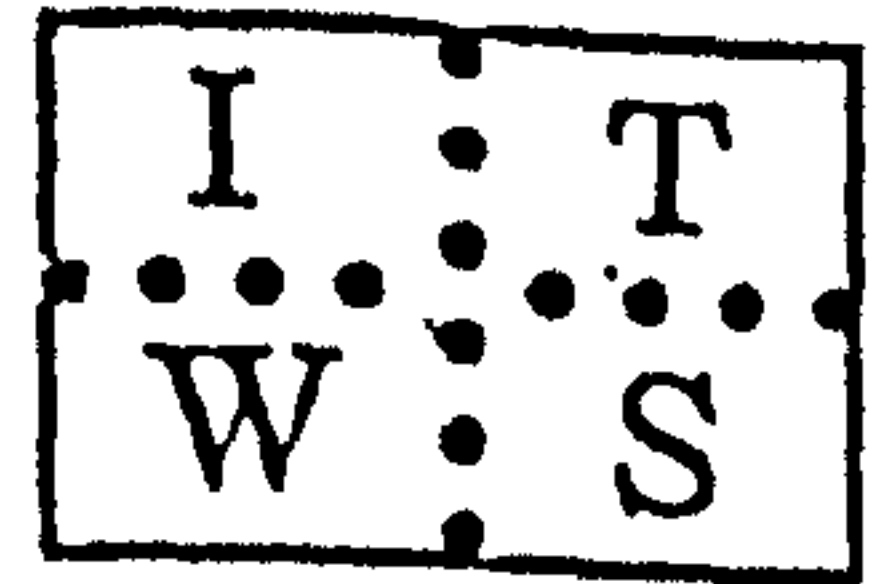
J. Webberley

Date:

26/11/92

SJC/KJB/CSHL/MCC/PFOIM/4.92

Inter-Module Evaluation Form



Name:

Johanna Webberley

Module Title:

DESKTOP PUBLISHING

Start date:

2/12/93

Today's date:

6/3/93

Study Pattern

How long is it taking you to work through the module? What is your weekly study pattern? (e.g. average of 2 hours per week).

Took about 7 weeks to complete module.
weekly study - average 4 hrs

Course Materials

Which aspects do you find are good, e.g. CAL packages, workbooks, exercises, videos, etc?

Found workbooks and exercises a good way of learning as you were doing most of the work for yourself. Video was good as it really put you in the picture of what DTP was all about and was interesting as it told you how DTP came about & how has progressed through the year.

Which aspects (from your experience) could be improved?

I think there should be a few more exercises, with various skills involved, in the workbooks so that you are more prepared for the certificate exercises, having covered more skills, gaining more experience.

Personal Support

In what ways does your tutor give you useful support?

MY TUTOR TALKS THROUGH ANY PROBLEMS I AM HAVING WITH THE COURSE AND WILL DEMONSTRATE ANYTHING I AM UNSURE ABOUT.

How do you think tutor support could be improved?

In what ways has the support by I.T. Workshop staff, (tutors, technicians, admin) been useful?

AGAIN THE STAFF HAVE BEEN VERY USEFUL IN HELPING WITH ANY PROBLEMS AND ANY PARTS OF THE COURSE I HAVE NOT FULLY UNDERSTOOD, THEREFORE ALLOWING ME TO PROGRESS.

How could this support be improved?

The Module Itself

What is your opinion of the assignments and other work you were asked to do for this module?

I FOUND THE WORK VERY THOROUGH IN MAKING ME UNDERSTAND ABOUT DESKTOP PUBLISHING AND HOW BENEFICIAL IT WAS FOR ME TO DO AS MUCH WORK AS I COULD BEFORE PRODUCING AN END RESULT.

What are your main reasons for choosing this module and have the outcomes so far been to your satisfaction?

THIS MODULE WAS CHOSEN FOR ME TO STUDY BY THE FIRM THAT I WORK FOR. I HAVE FOUND THE OUTCOMES VERY SATISFACTORY AND HAVE MADE ME REALISE HOW USEFUL DESKTOP PUBLISHING WOULD BE AT THE FIRM I WORK FOR AND WHAT COULD BE PRODUCED BY USING THIS FACILITY *eg Reports*

Do you have any other comments? (continue on extra sheets if necessary).

I found the module very interesting. Having the Aldus vhs training video to watch at the beginning of the module was a good idea. You were shown what kind of documents could be produced and the many ways you could present them. It really put you in the picture of what Desktop Publishing involved. Working through the Phases taught you the basics you needed to know and also most of this work you did yourself so you were putting words into action, not just reading up about Desktop Publishing. I thought I covered quite a bit working through the practicals and even did a few extra to try and cover anything I thought I'd missed out. When I came to taking the C & G DTP Stage 1 Certificate exercises there was a lot involved that I hadn't covered. The certificate exercises advised you what to do but this advice grew less as you worked through the parts. This was good as you became less dependant on being told what to do and used your own initiative.

Signed:

J. Webberley

Date:

6/3/93

SJC/KJB/CSHL/MCC/PFOIM/4.92

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

①

Student Name: Johana Webber Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
25/11/92 26/11/92	Began Desk Top Publishing. Started Phase 1 where I hired the video AIDUS VHS© training courseware	Hired the video required from the library.	To be introduced to Desk Top Publishing. To learn what it is about what is involved.	<p>Learned about the History of William Caslon being first English printer/publisher. Introduction of stereotyping & Monotype. Learned about the traditional methods and typography. ie How to lay out graphics/text on pages. How to present documents. Which type to use & why. Size of type. Also learnt about layout & Design Principles ie it is important for a document to be good to look at as well as easy to read. Design is important as well as content. Learned about columns/ margins and using headings. This video was very interesting and put me in the picture about what desk top publishing is and what is involved.</p>

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

②

Student Name: Jo Webberley Age: 19 Course: _____ Tutor: S. Combs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
2/12/92 3/12/92	Completed Phase 1 of Desk-Top Publishing Sheet. - The PM3 Cal Tutorial	Followed through the tutorial on the PC.	To learn how to do Desk-Top Publishing.	I learnt what kind of things I could produce, eg memo, calendar, etc. I learnt what the function keys were, how they operated and what they do. Learnt the basics to start Desk-Top Publishing.

Sheet of

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MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

③

Student Name: Jo Webberley Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
9/12/92 10/12/92	Completed Phase 2 of Dsk-Top Publishing Sheet - The ITW03 module	Here you were given a step by step guide on how to produce a 2-page document containing text and graphics.	To give you an idea of the types of skills you can use to form a document.	I found this module a good way of putting you in the picture of what dsk-top publishing is all about. eg combining graphics and text to form a document. The different ways you can present your text, ie the font, and the ways you can integrate graphics with text ie textwrap

Sheet of

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MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

⑤

Student Name: To Webberley Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
27/1/93 28/1/93	Completed further exercise from DTP book and also did a further 2 exercises from a rather brief booklet.	Used DTP by Design book to complete one exercise. Used booklet - 'Hands-on-projects for Aldus Pagemaker' for the other 2 exercises.	To become more confident with DTP and know more about when to alter presentation of text/graphics for different documents.	I found that by using Aldus Pagemaker booklet I was becoming less dependent on assistance and was thinking more for myself. This booklet only had very brief details just to tell you what size page you should use and the different facilities you could apply to make your document look better. You had to decide for yourself where and how to put things. Making me

Sheet of realise how useful a Desk Top Publishing facility would be at the place I am at present working at eg. manuals, projects, etc.
Use this PRL to help you complete your PFC and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

⑥

Student Name: To Websterley Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
<p>3/2/93 4/2/93</p>	<p>Completed first part of C & G Cert, DTP Stage 1. Started Part 2.</p>	<p>Referred to the C & G DTP Stage 1 Certificate examination booklet.</p>	<p>To produce a good result.</p>	<p>Found the Part 2 difficult. The first part used only basic skills & then suddenly the skills required doubled quite rapidly when reached Part 2. Had a job to place one of the images requested on the page correctly. Discussed with tutor. Learnt that no matter how much preparation you did before an exam you just can't cover every skill used.</p>

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

⑦

Student Name: J. Webberley Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
10/2/93 11/2/93	HAD A TUTORIAL. COMPLETED PART 2 OF C & G DTP Certificate.	Again, referred to C & G DTP Stage 1 Certificate examination booklet.	To resolve any problems I was having and to produce a good end product.	Had a tutorial to discuss problems I was having with Part 2. I found it hard to place a frame around my first image without disrupting the body text. I found out that the idea was to place the frame on the page first & text wrap that. The graphic was then pasted in the frame. This prevented the text from moving. I also had a problem placing a caption directly below this framed graphic. I learnt that I had to adjust the standoff below this graphic in order to

Sheet of allow the caption to be placed correctly

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: J. Webberley Age: 19 Course: _____ Tutor: S. Coombs ⁽⁸⁾

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
17/2/93 18/2/93	Completed Part 3 of DTP Cert and also did the multiple choice exercise.	Referred to DTP certificate examination booklet and also the PC for the multiple choice exercise.		Found that by discussing problems with tutor that I didn't get stuck on the next stage where perhaps these problems were again, as I knew how to deal with them. Part 3 was good as you had to do everything for yourself including the style and layout of the document and even what text could be cut. This way you were using your own initiative.

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

R

Student Name: J. Webberley Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Learning Outcomes/ Results
<p>16/9/92) 17/9/92)</p>	<p>Began working on wordprocessing module. Managed to complete PC Tutor. Took workbook, ITWU2, home to answer questions. Took lots of notes from going through PC Tutor.</p>	<p>Followed through instructions on PC Tutor.</p>	<p>To learn the basics of the PC. Keep notes up to date so that can study them & refer to them when need to. Answer the questions in the ITWU2 workbook, using notes taken & library books when required.</p>	<p>Found the PC Tutor an excellent way to begin. It provides you with so much information and help if required. Working through ITWU2. Having to use some of my computer time in the library as books I need to refer to I can only borrow for a short period which is not a help to me.</p>

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Johanna Webberley Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
23/9/92 24/9/92	HAD A TUTORIAL BEGAN TUTOR O-SYSTEM	Followed through instructions again on PC. Took notes so can refer to them if required. Got books from work to assist further with answering questions in ITW02 handbook.	To learn further ways of how to use the PC. Continue with answering questions in ITW02 workbook. To learn about DOS and how to put it into practice.	LEARNT BASIC FUNCTION KEYS OF DOS. LEARNT WHAT THESE FUNCTION KEYS COULD DO! HOW THEY OPERATE. LEARNT HOW TO BACKUP, RESTORE & SAVE & COPY, PRINT & ERASE.
29/9/92 30/9/92	FINISHED TUTOR O-SYSTEM & STARTED MS. DOS HARD DISC.	continued using instructions displayed on PC Tutor to work through O-system & Hard disc step-by-step.	To finish the O-system and keep notes up-to-date. To run through MS-DOS Hard Disc and gain further information about DOS and how to operate it.	Learned further info. about DOS. MS-DOS Hard Disc gave me the chance to run through the DOS commands I had covered and put them into practice to show I'd learnt them.

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Johanna Wilby Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
7/10/92 8/10/92	FINISHED FIRST SECTION - "NEGOTIATED PROGRAMME" ON THE WORD PROCESSING SHEET.	Had Tutorials and questioned anything I didn't understand eg Edlin. Approached tutors to show me how to do things on the PC, to get into a certain program. Borrowed books from the library 1) Inside Info. by Jacquetta Megarry and 2) Info. Technology at work by Dick Davies. Also borrowed books from work to assist with answering ITW02 handbook.	To learn how to operate the PC and learn how to refer to info/books to help with problems, answering the ITW02 Handbook. To learn about MS-DOS and how to put it into practice.	Learnt how to operate the PC. Learnt about DOS could relate here what I knew about DOS already from using the computer at work. I found out how to backup, restore, save, print and erase. I already had a basic knowledge of how to do these things again from what I had learnt at work. The ITW02 handbook I thought was a good idea as I could answer most of the questions by referring to the notes I had taken whilst going through the tutorials on the PC. Also encouraged me to refer to books from the library & also books kept at work. Have covered a word processing course previously at college & could refer some of that knowledge to what I am now learning.

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial learning.

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Johanna Webber Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
14/10/92 15/10/92	Completed Demonstration & Tutorial Section on the word processing sheet.	Approached tutor to introduce me to this section and assist with choosing the right program ie Win 3 Cal on the PC.	To gain a knowledge of how windows works and what things can be produced. Learn how to operate mouse.	Found this section to be quite short. It allowed you to find out things for yourself instead of talking you through & telling you what to press. I learnt about icons (their purpose) and how to operate the mouse. I learnt that windows could be used for a great number of purposes eg graphics writing (w/p)

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Johanna Lethbridge Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
4/11/92 5/11/92	Completed Phase 2 on word-processing sheet. I did not do Phase 1 as I had already covered what was entailed in that previously.	I followed through the tutorial on the PC for Word for Windows.	To learn about Windows in further detail and how to operate the word processing functions. Also learn how to operate the mouse confidentially.	Learnt how to create documents and how to set them out eg headers and footers, pagebreaks, applying headings. I learnt about macros, formatting documents and setting tabs. In this section I covered basically all I needed to know about word-processing and how to operate the functions.

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: Johanna Weir Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
11/11/92 12/11/92	Completed Phase 3 - Hands on projects in which I produced a letter and a C.V.	was informed by tutor what tasks to do.	To finish Phase 3. To produce my own work, using the skills I had learnt.	Produced items that I was pleased with. Proved to myself that I could put what I had learnt into action by forming my own document and its layout.
18/11/92 19/11/92	Completed C & G WLP Certificate.	used the WLP booklet provided to work through through the Certificate stages. I used a disk to save all my work.	To follow through instructions correctly and accurately and produce a good end result.	

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 1

Name Johanna Webberley

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
16/9/92	COMPLETED PC TUTOR.	WHEN GOING THROUGH PC TUTOR I DIDNT	TO START ON LEARNING DOS,
17/9/92	Took WORKBOOK, ITWU2, HOME TO BEGIN ANSWERING QUESTIONS. TOOK 2 BOOKS FROM LIBRARY TO ASSIST WITH THIS:-	QUITE UNDERSTAND A FEW POINTS. I KEPT GOING OVER THESE POINTS AGAIN AND AGAIN UNTIL I UNDERSTOOD THEM. IT IS BEST TO KNOW SOMETHING THW LEAVE IT, AS YOU COULD COME ACROSS IT AGAIN LATER ON.	BEGINNING WITH TUTOR O-SYSTEM. TO HAVE A TUTORIAL.
	1) INSIDE INFORMATION BY JACQUETTA MEGARRY		
	2) INFORMATION TECHNOLOGY AT WORK BY DICK DAVIES		
23/9/92	HAD A TUTORIAL.	DIDNT QUITE UNDERSTAND WHAT POINTS I HAD TO COVER ON MY PERSONAL REACTION SHEET. DISCUSSED THIS AT TUTORIAL AND THE TUTOR MADE IT CLEAR TO ME WHAT I HAD TO DO.	TO FINISH TUTOR O-SYSTEM & GO ON TO LEARN DOS HARD.
24/9/92	DISCUSSED WHAT HAD COMPLETED ie PC TUTOR & WHAT I THOUGHT OF IT. BEGAN NEXT STAGE, LEARNING DOS, BY STARTING WITH TUTOR O-SYSTEM.		

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 2

Name Johanna Webberley

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
29/9/92	CONTINUED & COMPLETED	DIDNT ALWAYS	Will have
30/9/92	A FURTHER STAGE ON	TAKE IN INFO.	a tutorial
	THE TUTOR O-SYSTEM	FOUND THAT	Will finish
		BY TAKING	MS-DOS Hard
		NOTES OF WHAT	Disc and
		I WAS GOING	start next
		THROUGH I	stage.
		COULD REFER	
		BACK TO THEM	
		TO READ OVER	
		THE INFO. I	
		HADNT UNDERSTOOD	
		AT FIRST	
		Problems with	
		categories at	
		the end of	
		O-System eg	
		Edlin. Will	
		ask tutor	
		when I have	
		a tutorial	
		Began MS-DOS	
		HARD DISC.	
7/10/92	FINISHED LEARN MS CAL	Wasnt sure	Will go on
8/10/92	Hard Disk and began	how to get	to next
	Win 3 CAL Tutorial	into Win 3 Cal	stage -
		but I asked	Word for
		a tutor. Found	Windows
		it quite difficult	Tutorial
		to operate	
		the mouse but	
		I'll get the	
		hang of it	
		when I've used	
		it a few times.	

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 4

Name Johanna Webberley

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
4/11/92	Completed Phase 2	Wasn't sure	Phase 3
5/11/92	- word for Windows tutorial.	what to do to start	- Hands-on Project
	Enquired what to do to prepare for Phase 3.	Stage 3 and so enquired with a tutor.	Tutorial exercises practice involving W-Proc. techniques.
11/11/92	Completed Phase 3 -	Found it difficult at first to	Will start second part of
12/11/92	Hands on Project - Started C+G 7261/400 : WP Certificate RSA CLAIT: WOption (stage)	right align a piece of text when I wanted to align part of a sentence it would pull the rest of the sentence over as well.	C+G WP Certificate
	Completed first part of this, eg planning a business letter.	Found it better to use the space bar to move text to the right in this case, thus preventing moving the rest of the text.	

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No. 5

Name Johanna Webberley

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
18/11/92	Completed second part of C & G wlp certificate.	Wasn't quite sure how to transfer files from one disk to another disk under a subdirectory.	To complete Part 3 of the C & G wlp certificate.
19/11/92	Started part 3.	Had a tutorial to show me how this was done.	To have a tutorial to introduce me to the next stage of my course: Desk-Top Publishing.
25/11/92	Completed part 3 of C & G wlp certificate - Speedtest's Started Desk Top Publishing Sheet.	Wasn't sure where to begin what to do for the FM3 CAL Tutorial so I consulted a tutor who talked me through it.	To have another tutorial.
26/11/92	I did not cover the Negotiated programme and Demonstration & Tutorial as I had previously covered these when I did the wlp processing sheet. Watched the video AIDUS VHS© training courseware and began the FM3 CAL Tutorial (Phase 1)		

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No.

Name

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
2/12/92	Had a tutorial in	Wasn't sure	Phase 2
3/12/92	which I discussed	how to get	- the
	the AIDUS video I had	into PMS	training
	watched and also	Cal Tutorial	tutorial
	the PMS Cal Tutorial.	but was shown	ITW03
	Completed Phase 1 of	by my tutor	Module.
	Disk-Top Publishing Sheet		
9/12/92	Had a brief tutorial	Had difficulty	Phase 3-
10/12/92	to show me what I	setting up Page	Hands-on
	needed and what to	of the festival doc	Project-
	do for Phase 2- the	I had to do but	Designing
	training tutorial ITW03	I kept having	a certificate
	module.	a stab at it	
		and eventually	
		got it to look	
		presentable	
20/1/93	Completed Phase 3-	Was uncertain	Phase 4
21/1/93	Designing a Certificate	still about	- Will
	Here I used the RTP	knowing	etc another
	by Design Book which	when to apply	design
	gave me instructions	different-	from the
	on how to set out the	presentation of	RTP by
	certificate. These	text i.e. which	design
	instructions were	font, bold,	books to
	not as thorough as	underlining	give me
	those in Phase 2,	but talked	more
	therefore leaving	it through	practice
	you to think things	with my	
	out more for yourself	tutor and	
		will learn	
		with more	
		practice.	

Exhibit F7 Case Account.....Linden Jones

Profile of Conversational Evidences

Student Name Linden Jonas.

Enrol. No.

Tutor/learning coach : complete details below during periods of review.

Initial checklist completed	<input checked="" type="checkbox"/>			
PFQ0 Initial and summary completed	<input checked="" type="checkbox"/>			
PFQ0 Final and summary completed	<input checked="" type="checkbox"/>			
	not really	to some extent	to a full extent	
First PR completed	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Modified/New PR's made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Inter-Module evaluation completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Personal Review log's evidenced	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Active logs/student notes evidenced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
PFQ1 completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
New PR programme initiated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
End of Module Evaluation completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Student start date: 4 - 12 - 92

Contact tel: 0209 872 371

Expected finish date: —

Address: Penfoye Cliff
SU Vesp
Loskuithal

Actual finish date: 19. 3. 93

Review Dates and Details

DATE	WHAT AREA WAS REVIEWED AND EVIDENCED

2 Edgcumbe Road
Lostwithiel
Cornwall
PL22 0HZ

19th March 1993

The Vice Principal
Mid-Cornwall College
Trevarthian Road
St Austell
Cornwall

Dear Madam

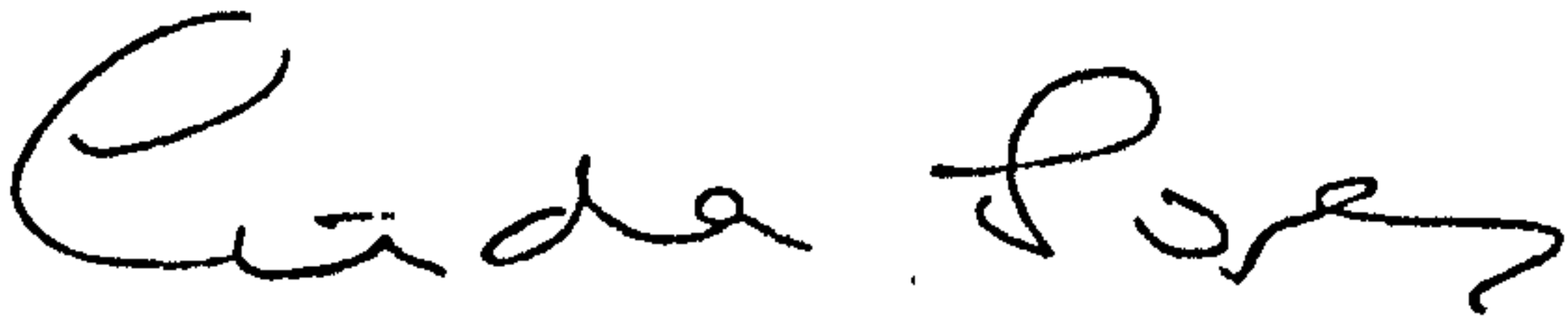
IT WORKSHOP

I would like to send my appreciation to Mid-Cornwall College, and in particular the IT Workshop, for the help I have been given in acquiring new skills.

Having been unemployed for some time, the Open Learning Scheme operated by the College has enabled me to learn Desk Top Publishing and to acquire the City and Guilds Stage I Certificate. As a result I have been offered employment in which I will be using the skills I have learnt at the College.

I hope it will be possible for me to continue my studies whilst in full-time employment, through evening classes.

Yours faithfully



Linden Jones

St Austell College

STUDENT'S END OF COURSE REVIEW

Now that you have left your course with us, we would be grateful for some information about what you hope to go on to immediately afterwards. We also need some information to make sure that arrangements for you leaving are as smooth and helpful as possible.

Please take a few minutes to complete the short questionnaire beginning at the foot of this page. The questionnaire is in two parts. When you have finished, tear carefully along the dotted fold and hand both parts in separately. Part 2 will be dealt with separately from Part 1 and so your comments on the course will remain anonymous.

First name:	LINDEN	male <input type="checkbox"/>	female <input checked="" type="checkbox"/>
Surname:	SONES		
Date of leaving:	19/3/93		
Course title:	D.T.P.	full-time <input type="checkbox"/>	part-time <input checked="" type="checkbox"/>
Department:	L.T.		

We need this information to ensure that arrangements for you to leave the College are as smooth and helpful as possible.

This form must be completed by all students before leaving, signed by the Course Tutor and Head of Department/Senior Tutor* and then handed to the Finance Officer or College Secretary*.

This part to be completed by Library staff

	£
Deposit	
Less Fines	
Refund	

Missing Books:

Signed ... *[Signature]* ...

Received

Date ... 19/3/93

Date

This part to be completed by you:

Are you in receipt of a grant from Cornwall Education Authority? Yes/No No

Have your parents/guardians given approval for you to leave College? (students under 18)

Have you updated your Record of Achievement and/or organised any reports you need for the future? Yes/No No

I accept that I will be responsible for the payment of examination/registration fees (even though I have been sponsored) in the event of my leaving the course early, or failure to complete the examinations.

Signed ... *[Signature]* ...
Student

Signed ... *[Signature]* ...
Course Tutor

Signed ... *[Signature]* ...
Head of Department/
Senior Tutor*

Date ... 19/3/93
(To be inserted by the Head
of Department/Senior Tutor*)

[* for students currently at St Austell Sixth Form College]

EARLY LEAVERS

Reasons for leaving early.

- 0100 To do with course
- 0101 Not got right qualifications/failed exam
- 0102 Course too hard
- 0103 Dissatisfied with course
- 0104 Disliked course content (please give reasons)
- 0105 Misunderstood the nature of the course
- 0106 Chose a different course (state which)
- 0107 Other course related reasons (please give details *Completed*
DIP on marketing - jobs)

- 0200 To do with Employers
- 0201 Lost job
- 0202 Employer withdrew support
- 0203 Changed job (including promotion)
- 0204 Chose a job (state where and full-time/part-time)
- 0205 Started a job (state where and full-time/part-time *Full time*)
- 0206 Became self-employed

- 0400 Chose a Government scheme
- 0401 Training Credit (state where)
- 0402 Community Project (state where)
- 0403 New Job Training Scheme (state where)

- 0500 Personal/Other Reasons
- 0502 Financial Reasons
- 0503 Move from Area
- 0504 Ill
- 0505 Took on too much
- 0506 Course no longer relevant to plans
- 0507 Already covered area of interest
- 0508 Asked to leave by college
- 0509 Other family/personal problems
- 0600 Any other reason (please state)

3. Overall, how satisfied have you been with this course?

Very satisfied

Satisfied

Dissatisfied

Very dissatisfied

4. Would you recommend the course to a friend?

YES

NO

Not sure

5. Please add any further comments you would like to make about your course, or about the college in general.

Without the success of this course I would not have been as useful in my employment which I have just gained, but it also gave me confidence to follow up applications with which I was uncertain. A very useful and helpful course.

Thank you for your time and replies.

2. Reviewing your course.

Please read each line and tick the box which best represents your views.
(Tick "can't say" if a line did not apply to your course.)

How would you rate the course for helping you to:

	Very Good	Fairly Good	Poor	Very Poor	Can't say
a. gain confidence in making your own decisions about learning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. understand how you learn best.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. gain a clear picture of the subject.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. link together knowledge and practical skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. increase your interest in the subject.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. gain useful understanding of the world of work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. increase your self-confidence.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. improve your skills in working with other people.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. gain skills and knowledge which are useful in everyday life.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. apply for jobs or further courses.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. recognise and build on your strengths/abilities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. achieve your own goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEARNING COACH "ORIENTATION COUNSELLING PHASE"

Checklist of items to be covered for initial orientation tutorial

To be used actively whilst conducting initial Personal Record (PR) of learner as part of the PLC process. [Completed by Learning Coach].

1. 'Formal' tutorial appointment made successfully? Y N
2. Has the student completed PFQ0 and summary? Y N
3. Has the student completed a personal profile? Y N
4. How was the student referred to this venue?

Word of Mouth - Cornish Guardian tele ad girl

5. What family/social circumstances can the student explore for him/herself that are relevant to his/her learning situation, and have you recorded any special problems that have arisen on the PR?

No special problems.

6. What Course/Module Plan and Learning resources have you recommended/negotiated with your student?

1. DOS CAL
2. WINDOWS CAL
3. D.P.

7. Have you recorded an agenda of provisional objectives on the students PR? Y N
8. Have you agreed when and how often to hold the next tutorial? Y N
9. Does the student understand the booking/tutorial system as part of the PLC management process? Y N
10. Does the student understand the distinction and use of the active log as opposed to the Personal Review Log? Y N
11. Does the student understand the need for personal reflection and reaction after each step of the modular learning plan? I.e., are they aware of when and how to record their learning processes on their PRL? Y N
12. Do they know where to collect their learning materials? Y N
13. Have you confirmed this tutorial in the appointments register and logged how much time has been taken up? Y N

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: LINDEN JONES Age: 39 Course: D.T.P Tutor: J. M. Sarah

Date: 12/9/77 Time: Tutorial type: programmed ~~ad-hoc~~ ~~other~~

Purpose of tutorial/ Tutor comments:

Linden is skilled P.A.
Degree in Librarianship. She
really wants D.T.P.

Problem areas:

Outcomes/ Learning contract agreements:

Quick Look at DOS cal
More time on Windows
Word for Windows
Main Aim
D.T.P.

Future recommendations/ Action/ Appointments made:

Look AT DOS CAL then make app for next tutorial

Sheet no. 1 Tutor/ tutee signatures: J. M. Sarah Linden Jones

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 1

NAME Linden Jones COURSE D.T.P.
MODE (F/T OR P/T) P.T. TUTOR J. H. Sneyd
DATE 21. 1. 93 TIME 10. 00

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Linden is doing well on the whole but admits to panicing. I have suggested she takes a break - for a cigaret if she feels nervous.

What problems/solutions has the student reflected upon?

She will try to be more patient.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Linden would like to include DB & SS and try for Comp. App. Diploma. No hurry though.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 2.

NAME	Linden Jones.	COURSE	D.T.P
MODE (F/T OR P/T)	P.T.	TUTOR	J. M. Seral
DATE	19. 2. 93	TIME	11.00

Student Feedback re: Personal Record Activities/Agenda
What successes/progress has the student made?

Linden feels she is ready to try CoG 1

What problems/solutions has the student reflected upon?

She wants to discuss the exam with John P. first.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Will practice for one week then do CoG 1

Walter Jones

1/3/4

Question number 1

Do you feel that you have completed your module/programme of work according to your last PLC action plan?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you have significantly changed your work pattern in any way that alters your last action plan, please give reasons as to why and how the plan has been changed?

I found a job so my plan had to be abandoned.

Question number 2

Did you find the strategies you used for doing your work that were negotiated as part of your action plan, were useful and relevant towards the actual learning programme that occurred?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Outline the ways and methods used, in which you think you have done your work successfully and any suggestions as to how these could be improved to suite your learning style?

Working through problems and finding alternatives to problems encountered and having to be guided when necessary.

Question number 3

Did you satisfy the aims and targets set by your learning agenda, which is outlined in your personal record in the learning contract agreements section?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

State briefly which targets you have achieved so far from the tasks attempted. Also state which tasks you have had difficulty with and why?

CvS Page 2078

Question number 4

Do you now find that working on your own has made you a more effective learner?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you feel that you are now a more effective learner when working on your own, give reasons as to why this is, or if you feel that you are not an effective learner then try and identify the causes behind this problem?

Question number 5

Were the outcomes (i.e. what you think you have actually learnt) successful according to the set aims in your action plan?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

What are the most important things that you think you have learnt since your last tutorial?

Question number 6

Did you discover or want to move towards any new aims & objectives other than those initially negotiated? (i.e. did you want to explore a particular area more fully as a result of your actual experience, or were you perhaps stimulated into a new area of study not considered previously?)

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you did want to explore a new area of study not previously considered, please write your ideas below, so that they can be discussed at your next tutorial.

Question number 7

Did you find that your learning strategies (i.e. methods used by you for your personal learning e.g. reading skills, planning etc.) improved or changed in any way as a result of completing this particular module?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If your learning strategies or skills have improved in any way, or you can think of ways in which they may be improved, then write these ideas down now, for discussion later with your tutor.

Question number 8

Did you find that using Computer-Aided-Learning (CAL) and other courseware/tutorial resources stimulated you to learn more effectively?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Does variety of learning resources make any difference to you? If so, can you give reasons why and also which resources you found to be useful?

Question number 9

Do you think you can now make better use of relevant reference manuals and other literature/ sources?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give some examples of reference manuals and other sources used to help you complete your work since your last tutorial. (You should have recorded these in your log (PRL))

Question number 10

Do you feel you can analyse and forward plan your learning activities better than previously?

i.e. Do you feel better organised such that learning has become easier?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give some reasons showing how you may be better organised now.

Question number 11

Do you feel that your personal skills in analysing problems and finding out solutions has improved in any way since either starting this module or your last tutorial?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

What methods do you use to help you identify and analyse problems?

Question number 12

Do you feel that your own thoughts are now better structured/ organised and help you to learn more effectively?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Can you now think things through to yourself and use your thoughts constructively to help you manage your work? If so, can you remember and write down an example of where and when you last did this successfully?

Question number 13

Do you agree that the personal support you received from your tutor and other administrative staff was adequate?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give examples of where the support was adequate or inadequate towards your learning.

Question number 14

Are you ready and confident to propose/ negotiate your next PLC action plan, leading to Vocational Qualification assessment - own bespoke project or new area of study?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you have any ideas to propose towards your next PLC action plan (or future module), please write them down below. Include new areas of study, possible qualifications you want to do etc. Can you give reasons to support why you want to move into the new area you are proposing?

If I had not been offered a job I certainly would have progressed to my next planned stage.

PFQ1A/SJC/MCC/CSHL/791

End of Module Evaluation Form

Name:

LINDEN BONES

Module Title:

DTP

Start date:

5/1/93

Finish date:

19/3/93

Study Pattern

How long did it take you to work through the module? What was your weekly study pattern? (e.g. 3 months at 2 hours per week).

3 months 6/9 hours per week

Course Materials

Which aspects did you find were good, e.g. CAI packages, workbooks, exercises, videos, etc?

CAI PACKAGES, EXERCISES

Which aspects could be improved?

WORKBOOKS. Perhaps

Personal Support

In what ways did your tutor give you useful support?

By being there when needed

How do you think tutor support could be improved?

Very good now.

In what ways has the support by I.T. Workshop staff, (tutors, technicians, admin) been useful?

Giving help when necessary.

How could this support be improved?

It is very good now.

The Module Itself

What is your opinion of the assignments and other work you were asked to do for this module?

USEFUL AND VERY INTERESTING

What was your main response for choosing this module and have the outcomes been to your satisfaction?

DTP IS NOW WIDELY USED AND I NOW HAVE THE CONFIDENCE & KNOWLEDGE TO USE IT IN MY EMPLOYMENT.

Do you have any other comments? (continue on extra sheets if necessary).

I have found the open learning system very helpful and the tutors very willing to help with problems. Being able to work at one's own pace and attempt problem solving using different methods has been most rewarding.

Signed:

R. Jones

Date:

19/3/93

SJC/CSHL/MCC/PFQM/6.91

Exhibit F8 Case Account..... Kevin Treleven

Profile of Conversational Evidences

Student Name KEVIN TRELEAVEN

Enrol. No. 1104

Tutor/learning coach : complete details below during periods of review.

Initial checklist completed	<input checked="" type="checkbox"/>		
PFQ0 Initial and summary completed	<input checked="" type="checkbox"/>		
PFQ0 Final and summary completed	<input checked="" type="checkbox"/>		
	not really	to some extent	to a full extent
First PR completed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Modified/New PR's made	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Inter-Module evaluation completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Review log's evidenced	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Active logs/student notes evidenced	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
PFQ1 completed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
New PR programme initiated	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
End of Module Evaluation completed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Student start date: 7 / 9 / 92

Expected finish date: 3 / 7 / 93

Actual finish date: 3/7/93 → To continue next year

Contact tel: 0840- 212515

Address: Castlegolf Farmhouse,
Lanteglos,
Camelford,
PL32 9RQ

Review Dates and Details

DATE	WHAT AREA WAS REVIEWED AND EVIDENCED
28 / 9 / 92	First PR, checklist and PFQ0 summaries
7 / 12 / 92	Modified PR for s/sheets + log review etc.
7 / 12 / 92	New PR programme also restructured + PFQ1 & I-module feedback

MID CORNWALL COLLEGE

STUDENT LOGBOOK

Sheet No.

Name KEVIN TRELAVEN

Day/Date	Work completed/Sources used	Problems and solutions used.	Next Stage
Mon 19/10	PC TUTORIAL (1-7) MATHS H/W		LEARN DOS CAL
TUES	LEARN DOS CAL INTERNAL	COPY CITY. ROAD THROUGH.	
	rv EXTERNAL	RESPOND AS ABOVE.	
	rt BASIC FILE COMMANDS		
	rw CONFIG SYS FILE COMMANDS		
	rx INSTALLABLE DEVICE DRIVERS	XMA BMS - 076 AS ABOVE.	LEARN DOS CAL DIS TOPICS
	PASCAL PROGRAMMING - TURBO PASCAL		
WED	LEARN DOS CAL DIS TOPICS USE DOS FACILITY FOR PRACTICE MATHS H/W LEARN HARD		LEARN HARD
	How To Use This Course What You Can Accomplish Getting Started Menu Working With Files Menu Organizing With Dir - Menu	(SELF EXPLANATORY)	LEARN HARD BEING INSTALLED APPLICATIONS H/W
THUR	LEARN HARD Using Installed Applications Menu Backing Up Your Files Menu Advanced Tips Menu Practising What You've Learned	(SELF EXPLANATORY)	
FRI	WIN 3 CAL MODULE - INTRODUCTION TO WINDOWS ACTIVITY - WHAT IS WINDOWS ACTIVITY - INSTALLATION MODULE - THE WINDOWS INTERFACE ACTIVITY - WINDOWS CONCEPTS ACTIVITY - PROGRAM MANAGER ACTIVITY - MENUS, COMMANDS & DIALOG		

MID-CORNWALL COLLEGE

FLEXIBLE MODULES

STUDENT PERSONAL REVIEW LOG (PRL)

Student Name: K. TAELEAVEN Age: 19 Course: _____ Tutor: S. Coombs

Date	Module/Work Completed	Strategy/Methods Used	Aims/Purposes	Outcomes/Results
19/10/	STARTED AND FINISHED PC TUTORIAL. AT BEGINNING OF WORD PROCESSING MODULE(2).	SYSTEMATICALLY PROGRESSED THROUGH THE CAL. PACKAGE	GENERAL TUTOR ON COMPUTERS, ACTS AS A FOUNDATION!	TUTORIAL COMPLETED.
20/10	START AND COMPLETE LEARN DIS CAL TO DIS TOPICS	SYSTEMATICS BEFORE	TO TEACH THE USES AND FUNCTION OF DIS COMMANDS AND ACT AS A GENERAL REFERENCE	TUTORIAL FINISHED TO DIS TOPICS
21/10	FINISH LEARN DIS CAL. START LEARN HARD CAL.	SYSTEMATIC ORDER OF WORK THROUGH THE MENU	TEACHES THE USES AND PARTS OF HARDWARES.	TUTORIAL COMPLETED TO USE AND INSTALL APPLICATIONS MENU!
22/10	COMPLETE LEARN HARD CAL			
23/10	START AND FINISH NEW 3 CAL.	WORKED THROUGH EACH MODULE IN TURN SYSTEMATICALLY	TAUGHT BASIC AND ADVANCED WINDOWS SKILLS (TO A LEVEL) BUT SEEMED ONLY TO AIM AT THE USE OF WINDOWS.	HAD USED WINDOWS THOROUGHLY BEFORE SO NOT TOO MUCH LEARN. FINISHED CAL PACKAGE.

Sheet of

Use this PRL to help you complete your PFQ and bring both to your next tutorial

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 1

NAME Kevin Tredears COURSE ITPM
MODE (F/T OR P/T) F/T TUTOR S. Connors
DATE 2-11-92 TIME 10am

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Kevin has now enrolled onto the A level P. Maths/Stats course and given me timetables. Pushed new learning areas of WP plan.

What problems/solutions has the student reflected upon?

Managing time re: A level Maths study skills support.
What new techniques can Kevin implement now to be more successful than previously? re. Action Plan for Successful Study.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Agreed for Kevin to propose own 'managed' timetable for work outside college re. bring together college and personal timetable. Will look thru study-skills support with and let me know if anything was useful. On WP plan will do several hands-on projects: - c.v., v. parent letter + own choice. start C&T.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 2.

NAME	Kevin Treleaven	COURSE	17PM
MODE (F/T OR P/T)	F/T	TUTOR	S. COOMBS.
DATE	15/11/92	TIME	10am - 11am

Student Feedback re: Personal Record Activities/Agenda
What successes/progress has the student made?

The student has completed W.P. Ceb 7/6/90.
Achievement timetable..

What problems/solutions has the student reflected upon?

Kevin has not yet identified work placements, possible to St Austell, Wadebridge or travel to Bahrmin.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

For next tutorial I would like to see (S.C.) evidence of active and review logs, home quality of learning assessment + feedback of PRAI etc, for new personal record.
See Mark Park re: 'Sole Memoir' for 17 students using N. Park. Bring up new Personal Record for next time.

SC/HR/TUTOR2/SAC/10.92

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 3

NAME Kevin Trelewan COURSE
MODE (F/T OR P/T) F/T TUTOR S. Coombes
DATE 1/2/87 TIME 10.00am

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Kevin has now had 3 cert. requests 400, 402, 407 Geni Plus, completing level 1 Personal and about to for BASK/200
Peer A level is going well of Increased motivation/progress
b) Not missing parts of syllabus.
c) Syllabus more meaningful now!
Home/Route studies, Kevin feels he is better organised.

What problems/solutions has the student reflected upon?

Considering career progression; Kevin felt 'boxed' towards accounting techniques. Considering IT/business premises, but prefers programming if opportunities exist. Possible routes include 2nd year; A level results + possible A/S 1yr system combined with NVQ3 in areas IT apps/Programming.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

Kevin to complete Inter-Md eval form for next week's tutorial
Completing Dbase I for 4 level 1 Geni IT areas & considering level 2 entries. To carry on with above by, records, activities + problems + to act as sponsor for Review by.

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 4.

NAME Kevin Treleaven COURSE ITPM (CEG-7261)
MODE (F/T OR P/T) F/T TUTOR S. Combs
DATE 1/3/92 TIME 10 am

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

HAVE MADE PROGRESS IN STRUCTURING PROGRAMS SO AS TO
SAVE ON MEMORY USE AND SIZE, AND INTERPRET INFORMAT
ION TO FORM VECTOR LIKE USING GRAPHICS.

What problems/solutions has the student reflected upon?

NEEDED TO DETERMINE THE PROGRAM STRUCTURE OF CONDITIONAL
OCCURENCE PROCEDURES DETERMINED THAT NEED POINTER CLAUSE IN
"FOR.. DO" EXAMPLE TO FOLLOWING "FOR", TO BE USED BY DO.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

CHASE UP ON THE ADMIN OF PROGRAMMING G&G ✓
MAKE A START ON DATABASE LEVEL 1 NEXT WEEK
KEEP ACTIVE AND REVIEW LOGS FOR TIMETABLED ACTIVITIES &
NONTIMETABLED ACTIVITIES. Wsh of these for 15/3/93:-
22/3/93:-

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 5

NAME KEVIN TROBEN COURSE ITPM (C+67261)
MODE (F/T OR P/T) F/T TUTOR S. COOMBS
DATE 10/5/93 TIME 10am

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

Almost completed 'level 2' in both programming options (Pascal & C) plus, preliminary study of C for next year.

What problems/solutions has the student reflected upon?

Bit 'slippy' is. disorganised in record-keeping/progress notes ORGANISE THOUGHTS AND TIME AND PAPER SCHEMATA OF TENTATIVE CHANGES. ALL REFERENCE MATERIAL IS MIXED TOGETHER.

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

KEEP SEPARATE FOLDERS FOR PASCAL, BASIC, C. AND ASSEMBLY AND ALSO COPIES OF ACTUAL AND REVISION LOG SHEETS. KEEP LOGS IN FOLDERS. TRY AND DEDUCE WHEN TO USE REVISION LOG AT EACH KEY STAGE. HAVE A CONVERSATION WITH BOTH PROGRAMMING TUTORS (BOOK TUTORIALS AS AND WHEN NEEDED). KEEP MATHEMATICS LOG SUMMARISING WHAT IS DONE IN LESSON AND THEORY. WELL FEEDBACK INTERMEDIATE EVALUATION.

P.S. R.O.A. ADMIN: → C.V.

GET ONE FROM → Personal statement (draft) - SC/HR/TUTOR2/SAC/10.92
→ profile summary sheets.
RICHARD TAYLOR

ST AUSTELL COLLEGE

INDIVIDUAL TUTORIAL PROGRESS REPORT No. 6

NAME KEVIN TROCCAVON COURSE C&G ITFM
MODE (F/T OR P/T) TUTOR S. Coomes
DATE 30/6/93 TIME 11am

Student Feedback re: Personal Record Activities/Agenda

What successes/progress has the student made?

AM NOW ABLE TO PROGRAM WITH A DEGREE OF COMPETENCE USING VARIOUS RESOURCES IN BASIC, PASCAL & ASSEMBLY LANGUAGE AND HAVE GENERAL KNOWLEDGE ON THE C PROGRAMMING LANGUAGE. I ALSO UNDERSTAND HOW SPECIFIC PARTS OF THE TERMINALS WORK SUCH AS THE MONITOR AND BIOS. I AM ALSO ABLE TO OPERATE TO A FAIR DEGREE SPECIFIC PROGRAMS SUCH AS EXCEL AND HAVE TAKEN EXAMINATIONS ON THE USE OF THESE PROGRAMS.

What problems/solutions has the student reflected upon?

I HAVE ENCOUNTERED PROBLEMS IN DEALING WITH CERTAIN MATHEMATICS HOMEWORKS BUT AM ENDEAVOURING TO FINISH THE HOMEWORKS IN MY FREE TIME.
HAVE SEEN LOGS ORGANISED INTO FOLDERS, KEVIN AGREED THIS HELPED TO ORGANISE HIS WORK BETTER NOW!

In the light of this 'steering-tutorial' evaluation, what new actions/activities have been negotiated? Does this represent a departure from the current personal record?

THE DEALING WITH ANY INCOMPLETE HOMEWORKS DURING MY FREE TIME BETWEEN TERMS.

LEARNING COACH "ORIENTATION COUNSELLING PHASE"

Checklist of items to be covered for initial orientation tutorial

To be used actively whilst conducting initial Personal Record (PR) of learner as part of the PLC process. [Completed by Learning Coach].

- 1. 'Formal' tutorial appointment made successfully? Y N
- 2. Has the student completed PFQ0 and summary? Y N
- 3. Has the student completed a personal profile? Y N
- 4. How was the student referred to this venue?

Started BTEC PDIT course; not suited, ∴ transferred to ITFM (46721) modules = option (as per plan)

- 5. What family/social circumstances can the student explore for him/herself that are relevant to his/her learning situation, and have you recorded any special problems that have arisen on the PR?

Had already attempted A-level course at Cornwall, but not successful; ∴ important to analyse & benchmark.

- 6. What Course/Module Plan and Learning resources have you recommended/negotiated with your student?

4 x generic IT modules ∴ starting with WP plan

- 7. Have you recorded an agenda of provisional objectives on the students PR? Y N

- 8. Have you agreed when and how often to hold the next tutorial? Y N

- 9. Does the student understand the booking/tutorial system as part of the PLC management process? Y N

- 10. Does the student understand the distinction and use of the active log as opposed to the Personal Review Log? Y N

- 11. Does the student understand the need for personal reflection and reaction after each step of the modular learning plan? I.e., are they aware of when and how to record their learning processes on their PRL? Y N

- 12. Do they know where to collect their learning materials? Y N

- 13. Have you confirmed this tutorial in the appointments register and logged how much time has been taken up? Y N

them

MID CORNWALL COLLEGE

INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: Kevin Treleaven Age: 19 Course: DECE F017 Tutor: S. Cornwell

Date: 28/9/92 Time: 9.15am Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

With Kevin, 2 grade 'C's', could have existed in NOL, if such a large no. of students hadn't turned up. ∴ 3 grade 'C's' had to be kept. As an alternative I have proposed possibility of ITFM C+6-725 course with additional academic studies eg. 'A-level' maths. Would recommend 1 year study of ITFM's at level 1 & 2 + A level maths; review in June; if maths is not successful then transfer to NOL for Sept. 93. If successful continue 2nd year A-level maths plus ITFM at NVQ level 2 & hopefully '5'.

Problem areas:

Spent 2 years at Cornfield 6th form; 4 levels in Sci. & Maths; didn't pass either of these got 'U's' but got 'C's' in Maths & Eng. Kevin accounts for demise owing to lack of preparation & personal organisation. Integretis quarter & up; Banded in F017 course, and subject to intimidation by others. Same for reflection.

Outcomes/ Learning contract agreements:

- ① Need to apply for fto grant for next academic year
- ② See Beehin to arrange t/s:- Run F017 to ITFM ✓
- ③ Negotiate slot & venue for work placement
- ④ Arrange Modules & C+6 registration
- ⑤ Issue Wpplan:- (populogon)
- ⑥ C.V. and employment letter for handy-on project
- ⑦ + 5/short module

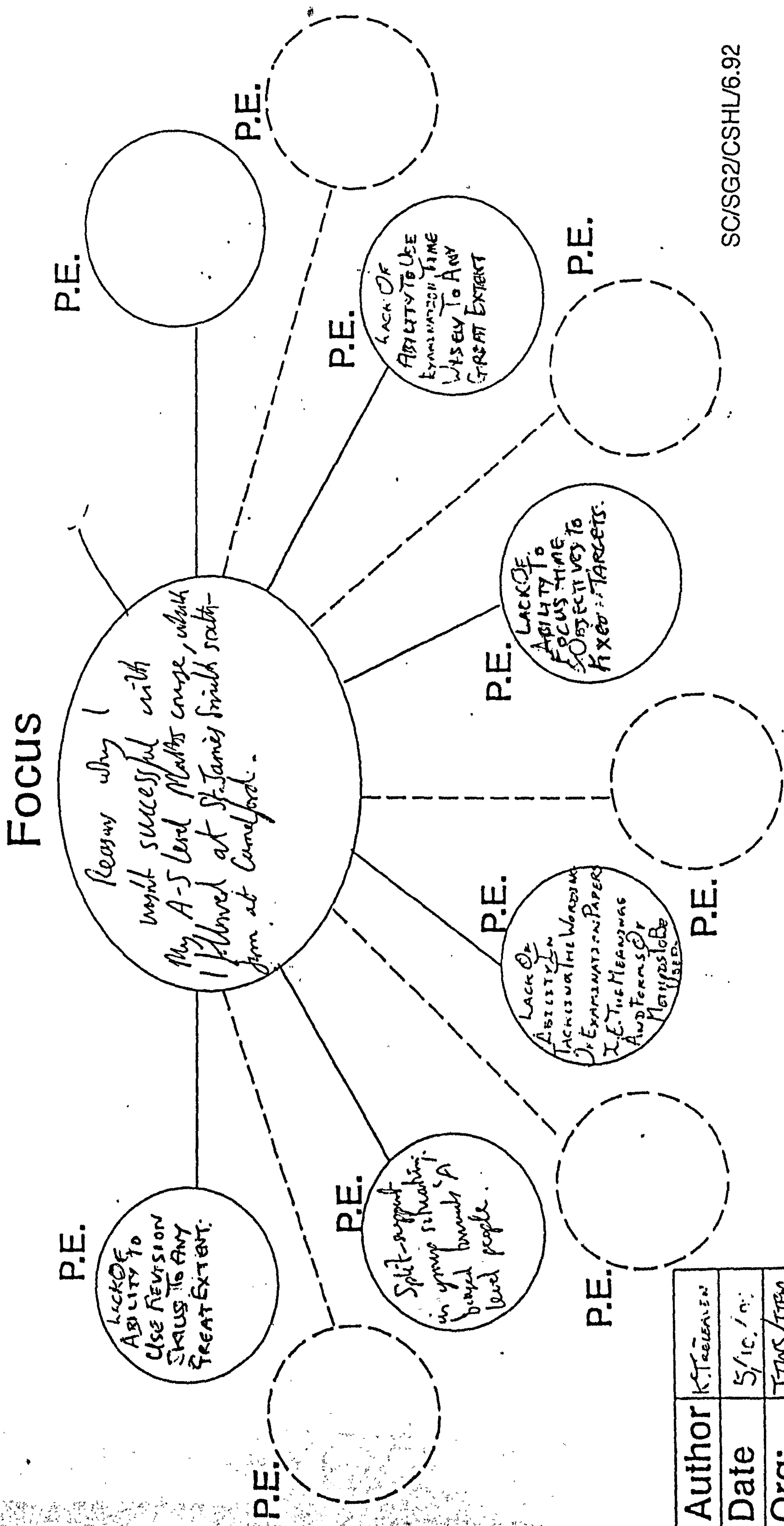
Future recommendations/ Action/ Appointments made:

Registration of C+6 at next tutorial.
Regular tutorials on Monday 10am →

Sheet no. 1 Tutor/ tutee signatures: [Signature]

Personal Experiences (P.E.) referral Sheet. Enter topic, issue, subject or event you wish to think/explore about into the FOCUS balloon. Think deeply about all the personal events related to this focus and enter these actual experiences as raw data into the other PE balloons.

Add extra PE balloons as needed. If a PE becomes a focus for more experiences, then put this event as a new focus into another blank spidergram and explore, using as many additional blank templates of paper as required in order to continue your brain-storming session!



Author	K. T. GREEN
Date	5/10/01
Org:	ITMS/ITPA

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: (KEVIN TRELEAVEN) Age: (19) Course: (ITFM F/T) Tutor: (S. J. Wines)

Date: (7/12/97) Time: (10 am) Tutorial type: (programmed) ad-hoc other

Purpose of tutorial/ Tutor comments:

To establish new record of activities, Kevin having completed 2 C&G exam modules to date. To choose between next two options to be covered, i.e. databases, DTP.

Problem areas:

These have involved study skills to re-do A-level programme for Maths. However, Kevin has made strides and appears more organised and confident now. But we will carry on enabling him more tutorials. To show more examples of review logs re: learning from exam modules taken etc.

Outcomes/ Learning contract agreements:

- ① To evidence more review logs + 'update' PPAI within response.
- ② Kevin has decided to have a go with the DTP next.
∴ issue with learning plan.
- ③ Design own 'process charts'; applied to 'Maths' process problems.
Produce some evidence of universal studies/methodologies.

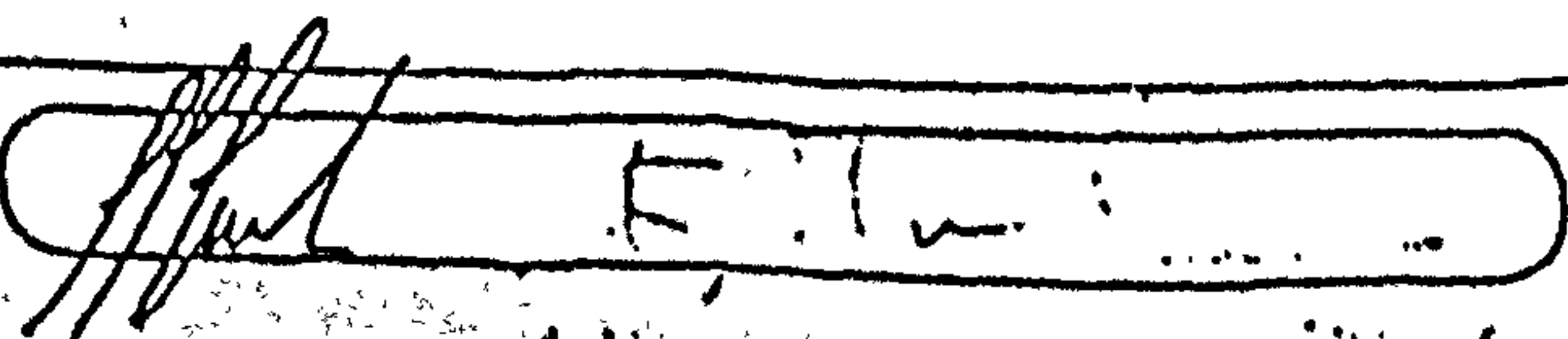
Future recommendations/ Action/ Appointments made:

Every week "Monday's".

Sheet no.

(2)

Tutor/ tutee signatures:



Question number 3

Did you satisfy the aims and targets set by your learning agenda, which is outlined in your personal record in the learning contract agreements section?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

State briefly which targets you have achieved so far from the tasks attempted. Also state which tasks you have had difficulty with and why?

Question number 4

Do you now find that working on your own has made you a more effective learner?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you feel that you are now a more effective learner when working on your own, give reasons as to why this is, or if you feel that you are not an effective learner then try and identify the causes behind this problem?

AM MORE CONFIDENT.

Question number 5

Were the outcomes (i.e. what you think you have actually learnt) successful according to the set aims in your action plan?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

What are the most important things that you think you have learnt since your last tutorial?

Question number 6

Did you discover or want to move towards any new aims & objectives other than those initially negotiated? (i.e. did you want to explore a particular area more fully as a result of your actual experience, or were you perhaps stimulated into a new area of study not considered previously?)

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you did want to explore a new area of study not previously considered, please write your ideas below, so that they can be discussed at your next tutorial.

I AIMED TO ACQUIRE A RELATIVELY ADEQUATE ABILITY AT PROGRAMMING IN THE MICROSOFT EXCEL MACRO LANGUAGE AND FORM OF PRESENTATION.

Does variety of learning resources make any difference to you? If so, can you give reasons why and also which resources you found to be useful?

Question number 9

Do you think you can now make better use of relevant reference manuals and other literature/ sources?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give some examples of reference manuals and other sources used to help you complete your work since your last tutorial. (You should have recorded these in your log (PRL.))

MICROSOFT EXCEL V4.0

Question number 10

Do you feel you can analyse and forward plan your learning activities better than previously?

i.e. Do you feel better organised such that learning has become easier?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give some reasons showing how you may be better organised now.

I SET CERTAIN TIMES (THAT ARE GENERALLY CONSTANT THROUGHOUT THE WEEKS) TO DO CERTAIN ACTIVITIES. E.G. MATH REVISION, PASCAL REVISION & PROGRAMMING SKILLS.

Question number 11

Do you feel that your personal skills in analysing problems and finding out solutions has improved in any way since either starting this module or your last tutorial?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

What methods do you use to help you identify and analyse problems?

ALGORITHMIC DIAGRAMS AND OTHER REPRESENTATIVE MEANS (FOR PROGRAMMING) ETC.

Question number 12

Do you feel that your own thoughts are now better structured/ organised and help you to learn more effectively?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Can you now think things through to yourself and use your thoughts constructively to help you manage your work? If so, can you remember and write down an example of where and when you last did this successfully?

WHEN USING AN ALGORITHMIC DIAGRAM TO DECRYPT A PROGRAM THAT WAS GREATLY INDENTED WITH LOOPS AND PROCEDURES.

Question number 13

Do you agree that the personal support you received from your tutor and other administrative staff was adequate?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

Give examples of where the support was adequate or inadequate towards your learning.

WHEN SHOWN A METHOD FOR USE DURING MATHS WHEREBY A NUMERIC LABELLING METHOD WAS USED.

PFQ1
last response 7/12/91

Question number 14

Are you ready and confident to propose/ negotiate your next PLC action plan, leading to Vocational Qualification assessment. own bespoke project or new area of study?

Circle one of the following :

- A Strongly disagree
- B Disagree
- C Neither agree nor disagree
- D Agree
- E Strongly agree

If you have any ideas to propose towards your next PLC action plan (or future module), please write them down below. Include new areas of study, possible qualifications you want to do etc. Can you give reasons to support why you want to move into the new area you are proposing?

Propose to do "D.T.P." Module..

PFQ1A/SIC/MCC/CSHL/7.91

FLEXIBLE MODULES

STUDENT PROFILE

NAME

KEVIN DOUGLAS TROLEAVEN

HOME ADDRESS

CASTLE GLOFF FARMHOUSE, LANTEGLOS,
CAMBLEFORD, CORNWALL.
PL32 9RQ.

TEL. NO. FOR CONTACT

212515

EDUCATIONAL DETAILS

LAST SCHOOL ATTENDED

NAME	FROM	UNTIL
SIR JAMES SMITHS 6TH FORM		

COLLEGES/UNIVERSITIES ATTENDED

NAME	FROM	UNTIL

QUALIFICATIONS OBTAINED

TITLE	BOARD	DATE	GRADE
GCSE :- MATHEMATICS ENGLISH ENGLISH LIT. ENGLISH LANG. CHEMISTRY ACCOUNTS COMMERCE GEOGRAPHY FRENCH HISTORY			DDDDDDDDD

PERSONAL INTERESTS

PARTICIPATING IN R.P.G.^s & THE DEVELOPMENT OF R.P.G
 INFORMATION.
 READING & COLLECTING S.F. ETC BOOKS.

WORK EXPERIENCE

JOB TITLE/AREA	FT OR PT	DATES
GARDENING/CLEANING AT JULYOT WELLS HOLIDAY CAMP.	P.T.	
WALDFIELD PRINTERS CAMELFORD.	P.T.	

ANY OTHER RELEVANT INFORMATION

(Empty box for additional information)

Inter-Module Evaluation Form



Name:

Module Title:

Start date: Today's date:

Study Pattern

How long is it taking you to work through the module? What is your weekly study pattern? (e.g. average of 2 hours per week).

Course Materials

Which aspects do you find are good, e.g. CAL packages, workbooks, exercises, videos, etc?

Which aspects (from your experience) could be improved?

Personal Support

In what ways does your tutor give you useful support?

How do you think tutor support could be improved?

In what ways has the support by I.T. Workshop staff, (tutors, technicians, admin) been useful?

How could this support be improved?

The Module Itself

What is your opinion of the assignments and other work you were asked to do for this module?

DEMANDING BUT STRAIGHT FORWARD

What are your main reasons for choosing this module and have the outcomes so far been to your satisfaction?

TO ATTAIN A HIGH DEGREE OF PROGRAMMING ABILITY AND
ACHIEVE RECOGNISED CERTIFICATES.

AFTER A SLOW START I HAVE ACHIEVED A DEGREE OF SATISFACTION.

Do you have any other comments? (continue on extra sheets if necessary).

Signed:

Date:

SJC/KJB/CSHL/MCC/PFOIM/4.92

MID CORNWALL COLLEGE
INDIVIDUAL TUTORIAL : PERSONAL RECORD

Student name: Kevin Trelewin Age: 19 Course: ITPM Tutor: S. Carth

Date: 23/11/97 Time: 10.30am Tutorial type: programmed ad-hoc other

Purpose of tutorial/ Tutor comments:

To continue ITPM generic programme. Kevin has self-selected 5 sheets being plan to follow on from W. Business. This programme leaves of questions & Excel. This should help him to accelerate through level 1.

Problem areas:

Leave PFDL until after 5 sheets module. ✗

Outcomes/ Learning contract agreements:

- ① Issue, 5 sheet plan + CIA training books/exercises
- ② Feedback re: Inter-module evaluations.

Future recommendations/ Action/ Appointments made:

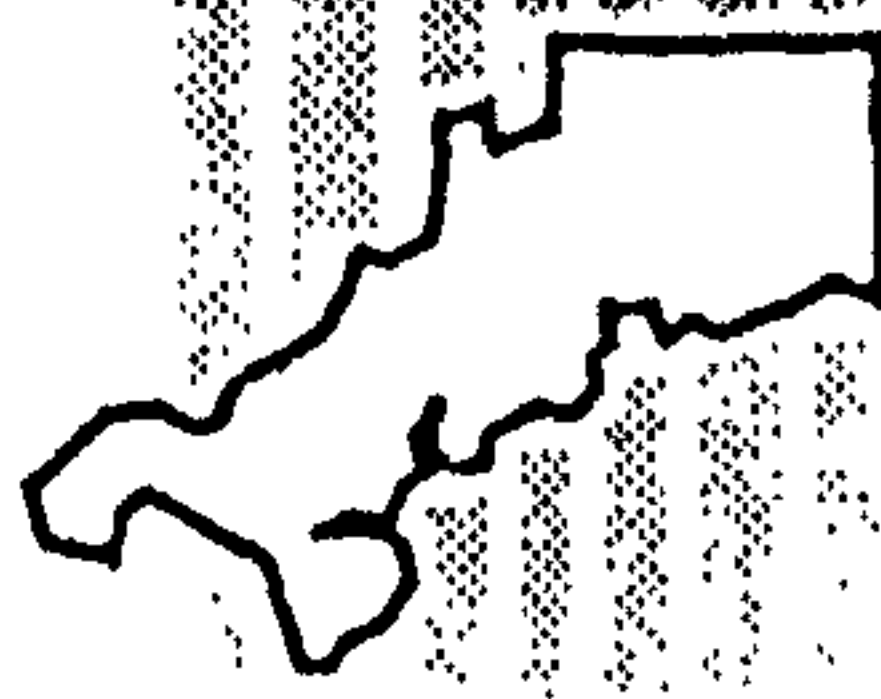
Regular mini feedbacks.

Sheet no. 2

Tutor signature: [Signature]

STUDENT REPORT - SUMMER 1993

St Austell
COLLEGE



COURSE ITPM/CP6 7261 YEAR 1

SURNAME TRELEAVEN FORENAMES Kevin

ENROLMENT NUMBER 1104

SUBJECT	MARK/GRADE	COMMENT	LECTURER
Word processing - 7261/400	PASS	Excellent progress started late due to transfer of course.	[Signature]
Databases. 7261/401	units completed ✓ PASS (1/7/93)	"	[Signature]
Spreadsheets 7261/402	PASS	"	[Signature]
DTP 7261/407	PASS	"	[Signature]
BASIC PROGRAMMING 20 930	- PASS - - PASS -	EXCELLENT PROGRESS - LEVEL II (IN ONE YEAR) - SEE NO PROBLEMS FOR LEVEL III	J. M. Dool J. M. Dool
MATHEMATICS 'A' LEVEL	N	Kevin appears to find difficulty with some aspects of the course. He needs to hand in all set work & ask for help more frequently	S. Purser
PASCAL Programming. 201	Pass	An excellent student. Rarely have I encountered such dedication and hard work	EE
INTRO - ELECTRONICS 7261-300	PASS	A very good student who obtained good exam results.	[Signature]

KEY: * denotes external examination result awaited

Attendance Good

GENERAL COMMENT:

Very impressive performance, Kevin has reactivated a meaningful programme

TUTOR [Signature]

SENIOR TUTOR