



Record of Learning Achievement [RLA]

2012

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Introduction

This Record of Achievement is a tool to use to demonstrate your development within the framework of the module. Use it to record your progress as you (a) analyse your learning needs, (b) enter into a learning contract, (c) achieve each competence and (d) evaluate and reflect on your overall learning processes.

1 Summary

The Record of Learning Achievement (RLA) is the means by which you negotiate your learning, record your progress and claim success in each competence. It will eventually develop into an important resource as you consolidate your learning into your working practice and should be useful to you well into the future. It is important that you maintain your records carefully.

Before you start on the module, make sure that you understand the competences to be achieved. Although these are fixed in advance, you can negotiate what you are going to produce in terms of evidence of learning.

The RLA will build into a portfolio of learning experience illustrating academic and professional development throughout the practice placement. You should therefore be prepared to support your discussions with references and sources of theory and research which underpin your practice.

The RLA can reflect both personal and professional issues which you have found either stimulating or challenging. This is useful because it will:-

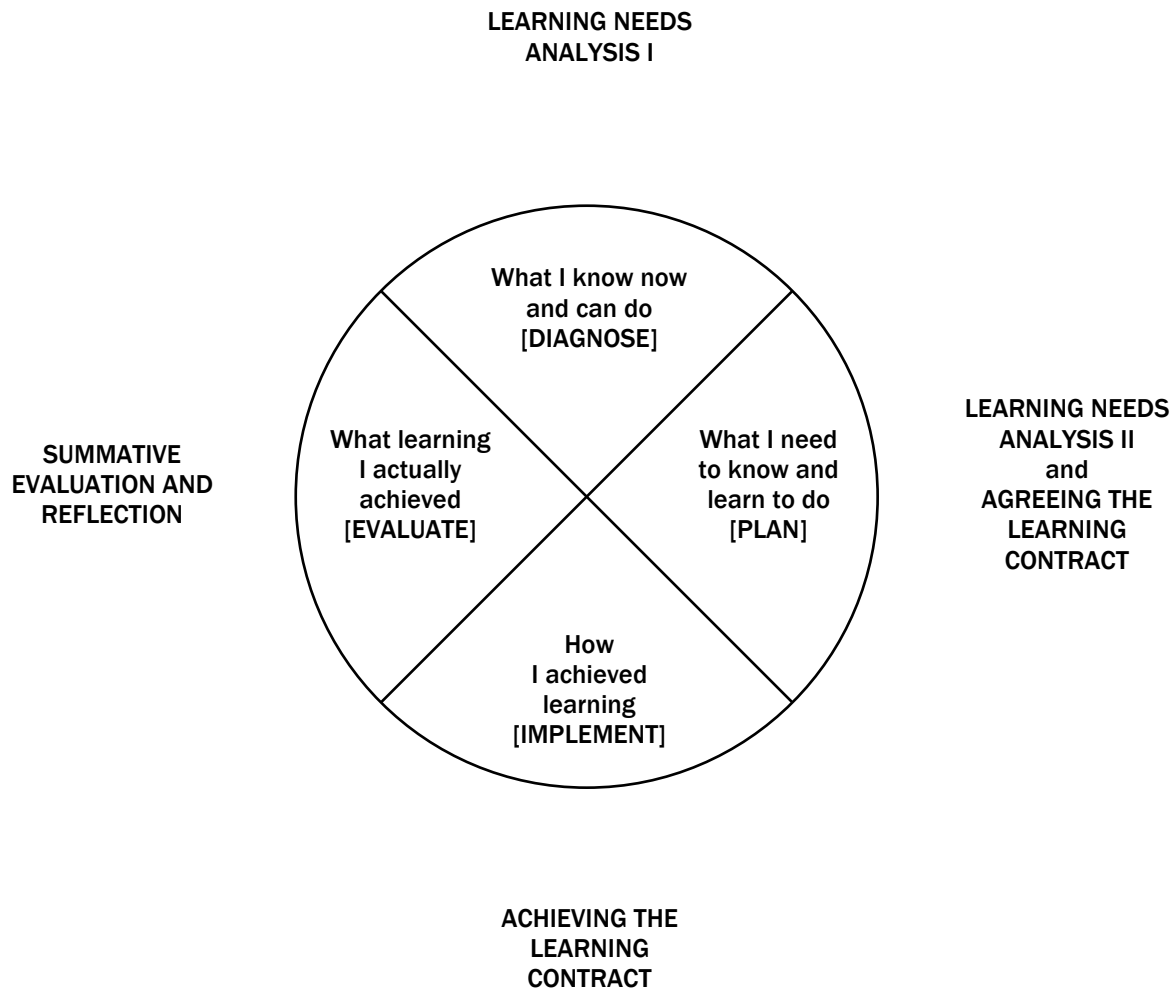
- record personal learning experiences which will be reflected on and transformed into useable knowledge
- enable the development of observational and intervention skills
- give direction for discussion and evaluation
- act as a resource/portfolio for future studies and reflection on practice
- provide a focus for supervision by your Practice mentor
- help you systematically evaluate experiences

NB Additional guidance on how to use the RLA and to collect the required information for your portfolio of learning evidence will be offered during the Introductory Day.

2 Definitions

2.1 The Learning Cycle

The RLA is based on the learning cycle as described in the model: *Diagnose* ⇒ *Plan* ⇒ *Implement* ⇒ *Evaluate* and is translated under the following headings:



2.2 Learning Needs Analysis I & II

Start by diagnosing your existing knowledge, competence and skill and your need for further learning. This is your opportunity to examine personal strengths and weaknesses and to identify what you already know and can do. Having undertaken this diagnosis you can then identify what further learning and development is needed.

In this second stage you will draw up a *Learning Contract* for each competence between yourself and the practice mentor. You agree in advance the evidence you will produce

which will demonstrate your achievement of knowledge and skills. This evidence builds into a portfolio which you should maintain throughout the practice placement element of the module.

2.3 Achieving the Learning Contract

Keep a record of events and experiences, concentrating on critical incidents whilst you are working on the production of evidence. Note how things went. The RLA is a record of your thoughts and actions as you achieve each competence. Record and reflect on tutorials/supervision with your practice mentor.

Reflect on the nature and quality of the Learning Contract. Make notes on your practice, record when you tried a new method, used a particular skills, or encountered an area of work of which you have no previous experience. Concentrate on critical incidents and the learning that stems from them. A critical incident can be described as one in which any of the following occur:-

- personal action made a difference to a client outcome
- an event went unusually well
- things did not go as planned
- you become aware of your professional role
- you find things particularly demanding
- you recognise a need for further learning/training

By recording those activities in which you are involved each practice day, you can start to work out what you are good at, what you would like to do more, and what you need in order to do things well.

Describe how various events can lead to a plan by working out what happened and why. You can describe how you may have been collecting information towards your competence claims or highlighting certain areas of your practice.

2.4 Summative Evaluation and Reflection

This is the final stage of the learning cycle.

Your reflections are an essential part of your Record of Learning Achievement and of the processes of achieving the competences. Make a personal evaluation of your achievements. Demonstrate your understanding of theoretical contexts.

Reflections translate and transform *experience* into *learning*, the kind of learning that can lead to *action*. Reflection requires skill and understanding. It requires a non-judgemental attitude (an attitude of empathy and acceptance) and it requires good observational ability. It needs to be continuous, honest and realistic, and it also needs to be *recorded*.

Reflection is something that all of us do most of the time, like those times when you want to “rewind the tape” to work out why things worked out that way, not wanting to make the same mistake or hoping you will remember to get it right next time. At some future stage you may recall this learning – this is a form of reflection.

When reflecting on an experience you may ask yourself the following:

- Did it work well? If not, why not?
- Who was involved?
- What led up to it?
- Did anything change as a result of it?
- What were my thoughts and feelings?
- What did I learn from it?

The following questions and observations may help you to reflect:

- What occasion/event during the course has been most satisfying?
- What occasion/event was particularly difficult?
- Have you made any conscious changes which you did not anticipate?
- Can you recognise patterns in the way you work?
- You may miss out on opportunities because you hesitate or procrastinate
- You may overwhelm yourself by tackling too many things at once.

The essence of skilled reflection can be summarised as follows:

- It uses good information and observations
- It is non-judgemental
- It looks at alternatives
- It happens nearer and nearer to the experiences until it becomes part of your way of thinking and working
- It leads to a proposal for action.

Learning Needs Analysis 1

Module Title		Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>	
<p>What do you already know? What competences do you already have in the management of substance misuse? How do you know you can do these things? Discuss these points with your Practice Mentor and Practice Tutor.</p>			

Learning Needs Analysis 1 (continued)

Learning Needs Analysis 2

Module Title		Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>	
What are your particular needs in this area of work? Discuss these points with your Practice Mentor and Practice Tutor			

Learning Needs Analysis 2 (continued)

Learning Contract for Competences

Module Title		Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>	
1	Competence Outcome		
Learning contract agreed <small>(date)</small>	Student <small>(signature)</small>	Practice Mentor <small>(signature)</small>	

Learning Contract for Competences

Module Title	Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>
2	Competence Outcome	
Learning contract agreed <small>(date)</small>	Student <small>(signature)</small>	Practice Mentor <small>(signature)</small>

Learning Contract for Competences

Module Title		Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>	
3	Competence Outcome		
Learning contract agreed <small>(date)</small>	Student <small>(signature)</small>	Practice Mentor <small>(signature)</small>	

Learning Contract for Competences

Module Title	Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>
4	Competence Outcome	
Learning contract agreed <small>(date)</small>	Student <small>(signature)</small>	Practice Mentor <small>(signature)</small>

Learning Contract for Competences

Module Title		Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>	
5	Competence Outcome		
Learning contract agreed <small>(date)</small>	Student <small>(signature)</small>	Practice Mentor <small>(signature)</small>	

Learning Contract for Competences

Module Title		Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>	
6	Competence Outcome		
Learning contract agreed <small>(date)</small>	Student <small>(signature)</small>	Practice Mentor <small>(signature)</small>	

Achieving the Learning Contract

Module Title		Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>	
<p>Make notes on your practice, record when you tried a new method, used a particular skill or encountered an area of work of which you have no previous experience. Concentrate on critical incidents and the learning that stems from them. (See guidelines)</p>			
Date	Activities and Learning Experiences		

Achieving the Learning Contract continued...

Date	Activities and Learning Experiences

Achieving the Learning Contract continued...

Date	Activities and Learning Experiences

Evaluation and Reflection

Module Title		Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>	
<p>What have you learnt? How did you achieve this learning? What were your thoughts about achieving each competence? What feedback have you received? How will you consolidate what you have learnt? What are your overall conclusions? Discuss these points with your Practice mentor.</p>			

Evaluation and Reflection continued...

Evaluation and Reflection continued...

2nd and 3rd Party Evaluations

Module Title		Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>	
<p>Record the feedback you have received from other people – your Practice mentor, your colleagues, your clients. Ask them to make their own entry here.</p>			

2nd and 3rd Party Evaluations continued...

Appendix I

Evidence of Student Practice

Limited Consent Form

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Evidence of Student Practice

Module Title	Module Code	
Student <small>(name)</small>	Practice Mentor <small>(name)</small>	Module Leader <small>(name)</small>
Activity	Make reference to the component or part of your learning contract you wish to demonstrate having achieved	
Student's comments	Analyse your own involvement in the activity and make comments which demonstrate your perception of how well you have achieved the required standards or competence.	
Signature and Date -----		
Delegate's comments	Make critical comments on the students performance. How well they've done. Point out any concerns if standards have not been achieved. Recommendations for further learning/practice to enable the student to achieve the required standards or competence.	
Signature and Date -----		
Practice mentor's comments	Make notes as above if you are not delegating your role. Also, offer some evaluative feedback or comments.	
Signature and Date -----		

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Limited Consent Form

I consent to this session being video recorded. I give my consent on the understanding that the recording may need to be stored for a period of up to five years at which time it will be erased or destroyed, and that the Leeds Addiction Unit respects issues of confidentiality during the period of storage.

I understand that the recording will only be used for the purpose of supervision, teaching and evaluation of the interviewer within the Leeds Addiction Unit Training Department and that it does not constitute part of any clinical records.

I understand that the recording will be seen and discussed by internal and external examiners who are bound by the agency rules on confidentiality and disclosure.

I understand that I do not physically appear in the recording but my voice can clearly be heard.

This agreement has been discussed with me by
(name of interviewer)

Name:

Signed:

NB This consent form should be filed in the case notes and a copy retained by the client.

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Appendix II

Essential Documents and Forms

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Essential documents and forms

Most LAU documents, guides and forms are no longer supplied as hard copies and are only available electronically. This includes the forms that you are required to complete and enclose with, or attach to, your assignment submissions.

It is essential that you familiarise yourself with these documents and forms which can be found on the University of Leeds *Virtual Learning Environment* (VLE) which is available from the Portal homepage or at: < vlebb.leeds.ac.uk/ > under *Organisations* ⇨ *Leeds Addiction Unit*

They are also available at: < www.lau.org.uk/training/forms/ >

LAU Documents

Organisations ⇨ *Leeds Addiction Unit* ⇨ *LAU Documents*

Student Handbook

< [student_handbook.pdf](#) >

Essential reading for all students. This handbook contains details of regulations and procedures covering assignment submissions, attendance, absence, resubmissions and withdrawal.

Assessment Criteria (v.2.6)

< [assessment_criteria.pdf](#) >

Level definitions and assessment criteria marking grids (for written assignments, video assignments and audio-visual presentations at levels 1, 2 and 3).

Guidance Notes: Written Assignment Submissions (v.3.0)

< [assignment_guide.pdf](#) >

Short illustrated guide on how to present written work in order to comply with the *Written assignment submission protocol* outlined in the *LAU Student Handbook*.

Forms

Organisations ⇨ *Leeds Addiction Unit* ⇨ *Forms*

Assignment Submission Form

< [submission.pdf](#) >

ONE signed copy of this form **must** accompany all assignment submissions.

Confirmation of Client Participation by Practice Mentor

[< clientparticipation.pdf >](#)

ONE signed copy of this form **must** accompany all assignment submissions
Video submissions will **NOT** be accepted for supervision or examination without this form.

Limited Consent Form

[< consent.pdf >](#)

To be signed by the client before each recording and retained by the student in the client's personal file.

Request for Assignment Deadline Extension

[< extension.pdf >](#)

Extensions to assignment deadlines are only made in exceptional circumstances. If you experience difficulties in meeting the deadline you must seek advice from your Module Leader in advance.

Extensions can only be granted before the due date and apply to one assignment only. Genuine cases of difficulty will be treated sympathetically.

For more information see the LAU *Student Handbook* or contact the LAU training office on 0113 295 1330.

Study Skills

Organisations ⇒ *Leeds Addiction Unit* ⇒ *Study Skills*

Study Skills Guide & Assignment Information

[< study_skills.pdf >](#)

Contains information about studying effectively, sources of information about alcohol and substance misuse in addition to general advice for the completion of assessments, such as how to plan and write an essay.

[Based on the University of Leeds document ' *Study Skills and Assignment Information Booklet*']

Study Skills: Video Recorded Assessment and Case Studies

[< video_skills.pdf >](#)

How to video record your practice. Counselling qualities and skills. How to write analysis reports and case studies.

[Full details of how to submit case studies and video recorded assignments can be found in the LAU *Student Handbook*.]

RLA
Record of Learning
Achievement
2012

IN COLLABORATION WITH

Leeds and York Partnership 
NHS Foundation Trust

Leeds Addiction Unit