Associateship
of the SDC (ASDC)

Learning Agreement

Student Name –
Company –
Tutor Name –
Date –

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ASDC Learning Agreement SDC Education SH 0120

Managing your own learning.

In practice-based courses such as this one, it is appropriate for individuals to take the initiative in directing their own study. The impetus for study will vary considerably depending on your own role and the environment in which you work. The resources you draw on and the strategies you use to accomplish that role will depend on your style of working, which will be influenced by your previous experience as well as your current situation. Similarly, your approach to the learning experience offered by this course will depend on your individual style of learning. As a result, your achievement of the learning outcomes for this course, given that they are firmly embedded in practice, will require considerable self-direction.

Brookfield (1986) identifies the learning contract as 'the chief mechanism used as an enhancement of self-direction'. Anderson and Boud (1996) describe a learning contract as
> *'an agreement negotiated between a learner and staff adviser that certain activities will be undertaken in order to achieve particular learning goals and that specific evidence will be produced to demonstrate that goals have been reached'.*

This document is intended to help you to relate the learning outcomes of the course to the activities which will help you to achieve those outcomes. This may be done by undertaking particular tasks or projects either within your practice or through reading and research. The following pro-formas have been designed for you to give an indication of how you intend doing so. You should discuss them with your tutor and when you have reached an agreement they should be signed and included in your portfolio. They will then provide you with a basis for critical reflection at a later date. Remember that you will be expected to show that you have achieved all the outcomes by the end of the course.

References
Anderson, G. and Boud, D. (1996) 'Learning Contracts and Learning Flexibly' *Innovations in Education and Training International* 33, 4, pp221-227.
Brookfield, S. (1986) *Understanding and Facilitating Adult Learning* Milton Keynes: Open University Press.

As a tutor, I undertake to do the following:

1. **Design and plan learning activities/ a course of teaching.** This involves specifying learning outcomes, taking account of level, subject matter and overall programme, and choosing appropriate teaching methods.
2. **Carry out teaching/support of learning** using a range of active and co-operative teaching and learning methods from the forefront of practice, and appropriate learning technologies.
3. **Devise and apply appropriate strategies and criteria for assessment**, giving feedback on student work and using a range of assessment techniques.
4. **Monitor and critically evaluate own professional practice and its impact on the student experience,** using own, student and peer feedback.
5. **Perform teaching and academic administration effectively**, keeping appropriate records.
6. **Provide support to students on academic/pastoral matters,** acting proactively while taking into account other areas of support such as mentors.
7. **Maintain contact with mentors,** providing a formal summary of student progress on completion of each module.
8. **Develop personal and professional coping strategies,** within the context of the complex demands presented by professional practice.
9. **Reflect on own personal and professional practice and development** and plan for continuing professional development.

As student, I undertake to do the following:

1. **Attend every teaching and examination session whether live or virtual,** contributing positively at all times.
2. **Be equipped and attentive,** allowing myself and others to learn without disruption.
3. **Treat other students with dignity and respect.**
4. **Make every endeavour to hand in work on time and produced to the best of my ability,** seeking assistance from tutors or mentors if necessary.
5. **Use growth mindset in all studies, so that I expect the best of myself,** giving myself the chance to achieve as highly as possible.
6. **Use the 2 hours non-contact time effectively** and contact tutors or mentors between sessions to address any learning needs.
7. **Reflect on the learning from every session and use that reflection to inform actions going forwards.** Reflection tables are provided for every session and should be filled in and mailed to the tutor, where required, along with coursework. See the final page of this contract for an example reflection table for major pieces of work**
8. **Complete and return all independent studies, other assignments and reflection documents to the** tutor by the specified date. Students not adhering to this requirement will fail the module concerned unless mitigating circumstances are presented and agreed.
9. **Notify the SDC as soon as possible of any mitigating circumstances which may result in a delay in completion of set work of any type and reflection documents and / or may prevent them from sitting an examination.**

As a mentor, I undertake to do the following:

1.	**Support the student in their learning,** assisting them, theoretically and practically, as necessary.
2.	**Ensure that students are reflecting on their learning** by completing the reflection tables required as part of their independent study.
3.	**Facilitate their student's study** by allowing them a set 2 hours in their place of work each week alternately to attend the live lecture or for independent study**.**
4.	**Maintain communication links with the SDC** and highlight any educational or pastoral difficulties the student may be facing where necessary and within the bounds of confidentiality.
5.	**Speak to students appropriately and as necessary, following company guidelines, in communication with the SDC,** in any situation where it is felt that the student is putting insufficient effort / time in to their coursework for no acceptable reason.

Student	Name	Signature	Date

SDC Representative	Name	Signature	Date

Mentor	Name	Signature	Date

** Example reflection table to be used for projects such as essays, presentations or revision planning and should be completed and mailed to the tutor as required.

Learning outcome (s)			
Brief summary of task, activity or project which will enable you to demonstrate that you have achieved the outcome(s).			
Strategies and resources (How can you best approach this? What resources will you need?)			
Evidence (How will you know it has been achieved?)			
Verification (how can you prove it has been achieved?)			
Possible barriers (what might make it difficult for you to achieve this objective?)			
Strategies for overcoming barriers			
Target date for completion			
Agreed by tutor and student	Student Signature	Tutor Signature	Date

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