

## Pilot One and Two Observations Quality Review Prompts for Consideration



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The following prompts or probes are to be used to review the operation of the Decide Project, Piloting of the Modules. The same prompts are used for both Pilot Stage One and Pilot Stage Two to ensure consistency.

The probes should be used by the observers both when observing the teaching of the modules and when discussing the operation of the modules with the teaching staff and with the participants of the course (Higher Education Teachers, Administrators, Managers and others).

Notes should be taken during the observation using the table. The notes should then be written up using the structure of the table. Both the probes and the notes from the observers can be discussed with the module staff, if required, to facilitate transfer of information.

When completed the observers' reports need to be combined into one report for each pilot visit.

The probes require the observers to collect information in the following categories:

- Module Information
- Recruitment of Participants
- Achievement of Participants
- Module Content
- Learning, Teaching and Assessment
- Learning Resources, including Physical Environment, IT and Student Support
- Feedback from Module Staff
- Feedback from Participants

**Please note:** For ease of use the people (academics, managers, administrators) attending the course (to learn more about working with students with disabilities) are described as participants in this document. The word students is used to describe the student (with or without a visible or acknowledged disability) that they wish to support.

If further information on this process is required, please contact Gill Whitney via email – [G.Whitney@mdx.ac.uk](mailto:G.Whitney@mdx.ac.uk)

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<b>Module Information</b>																									
Module Title	<b>5</b>																								
Module Description	<b>Meeting Needs - Cognition and Learning (including moderate and severe learning difficulties and Dyslexia)</b>																								
Pilot	Pilot One/Pilot Two (delete as appropriate)																								
Time and date of sessions	<b>07/02/2020</b>																								
Participants– number and roles in Higher Education.	<p><b>18 Participants ( universities stuff) plus 1 coordinator</b> <b>LIST of teachers enrolled in Erasmus</b></p> <table border="1"> <thead> <tr> <th><b>№</b></th> <th><b>Teachers</b></th> <th><b>Position at university</b></th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Sarbassova Karlygash</td> <td>Professor</td> </tr> <tr> <td>2.</td> <td>Nursultanova Aigerim</td> <td>teacher</td> </tr> <tr> <td>3.</td> <td>Shaldybaeva Aiman</td> <td>teacher</td> </tr> <tr> <td>4.</td> <td>Sertek Makpal</td> <td>teacher</td> </tr> <tr> <td>5.</td> <td>Menlen Dinara</td> <td>teacher</td> </tr> <tr> <td>6.</td> <td>Shaikhyslam Amanbek</td> <td>teacher</td> </tr> <tr> <td>7.</td> <td>Bolatova Ainash</td> <td>teacher</td> </tr> </tbody> </table>	<b>№</b>	<b>Teachers</b>	<b>Position at university</b>	1.	Sarbassova Karlygash	Professor	2.	Nursultanova Aigerim	teacher	3.	Shaldybaeva Aiman	teacher	4.	Sertek Makpal	teacher	5.	Menlen Dinara	teacher	6.	Shaikhyslam Amanbek	teacher	7.	Bolatova Ainash	teacher
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	8. Meiramkhan Lena	teacher	
	9. Bupezhanova Akmaral	teacher	
	10. Nurlankyzy Aisulu	teacher	
	11. Aidabulova Aizhan	teacher	
	12. Berden Zhamila	teacher	
	13. Musaif Gulzhan	Senior Lecturer	
	14. Tulkibaev Almat	teacher	
	15. Adilkhan Nurzhanar	teacher	
	16. Turmukhambetov Muratbek	Senior Lecturer	
	17. Aldabergenov Baurzhan	teacher	
	18. Mustafin Beibit	teacher	
	19. Tulenova Kholidin	Senior Lecturer	
<b>Evidence</b>	<b>Prompts for consideration</b>		<b>Notes – please expand section as required</b>
<b>Recruitment of Participants</b>			
Targeting of Audience	<p>Consider who the module was designed for and whether they managed to recruit the required audience. Identify any enhancements that could be made to improve either the recruitment process and/or outcomes.</p> <p><b>Targets</b></p> <ul style="list-style-type: none"> <li>• Were targets of audience types and numbers identified and met</li> <li>• Were there any issues concerned with meeting targets?</li> </ul> <p><b>Applications</b></p> <ul style="list-style-type: none"> <li>• Was the level of interest in the module as expected?</li> <li>• Was the level of enrolments on the module as expected?</li> </ul>		<p>For teachers of Saken Seifullin Kazakh agrotechnical university of different faculties</p> <p>Yes, according to the list No, everything was like it planned</p> <p>Yes, the materials approved it Yes</p>

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	<p><b>Cohort Profile</b></p> <ul style="list-style-type: none"> <li>• Did the participants represent a spread of roles throughout the Higher Education Organisation?</li> </ul> <p><b>Cohort Profile - Supplementary Questions</b> (answering these question will require knowledge of the structure of the Higher Education Organisation being visited if that knowledge is not available please ignore).</p> <ul style="list-style-type: none"> <li>• Did the correct range of people attend the module to enable successful progress towards Inclusive Education?</li> <li>• Are the participants in senior positions in their organisations and able to influence policies and procedures?</li> <li>• Are there any required remedial activities required to attract different/more people to take the module?</li> </ul>	<p>Yes, because of they work at university</p> <p>Yes, as it showed on the list, each of them worked as teachers or involved in educational process</p> <p>No, there were only teachers and assistants</p> <p>Yes, it will be better if organizers invites experts (tutors) who work with students who have disabilities</p>
<b>Achievement of Participants</b>		
Achievement statistics	<p>Consider any issues arising from the operation of the module.</p> <p><b>Participants Ambition</b></p> <ul style="list-style-type: none"> <li>• Did the module enable the participants to engage with the content and demonstrate their interest in inclusive education and their ambition for students with disabilities? (please provide examples of engagement)</li> </ul>	<p>Yes, for instance participant Mrs. Aidabulova Aizhan (faculty of IS) offered to encourage students with disability after their passing session and etc. achievements as to be away on resorts or financial presents and etc.</p>

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	<p><b>Participants Achievement and Understanding</b></p> <ul style="list-style-type: none"> <li>Was the achievement of the participants at an acceptable level, in particular was understanding of the aims, terminology and desired outcomes of the module demonstrated by the participants? (For reference the knowledge and skills required at the different levels of ECTS can be found at: <a href="https://ec.europa.eu/ploteus/en/content/descriptors-page">https://ec.europa.eu/ploteus/en/content/descriptors-page</a> )</li> </ul>	<p>Yes, it approves by their materials and feedback moments .</p>
<b>Module Content</b>		
<p>Introduction and background</p>	<p>Consider any issues arising from the introduction section of the module.</p> <p><b>Scene setting</b></p> <ul style="list-style-type: none"> <li>Did the introduction enable the participants to understand the planned aims and outcomes of the module?</li> </ul> <p><b>Linking to participant's' own roles in Higher Education</b></p> <ul style="list-style-type: none"> <li>Did the introduction enable the participants to understand how they could put the content of the module into practical use in their own teaching, administration or management practise?</li> </ul>	<p><b>Unmotivated participants because of they have no idea about what the module is.</b></p> <p><b>Sure, due to the use of visual audible support, interesting presentations they started to interest in this module and involved into this process.</b></p> <p><b>Yes, because of all material was clear to understand and there was separate part where explained in detail how to apply new knowledge at the practise.</b></p>
<p>Requirements of students with disabilities</p>	<p>Consider the content of the module presented to the participants of this module (academics, administrators, managers) with respect to the requirements of students with particular disabilities that they wish to recruit to their institution.</p>	

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	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Is the content presented relevant and accurate?</li> <li>• Is the content presented using appropriate terminology?</li> <li>• Does the content support the participants in their role of supporting disabled students to succeed?</li> <li>• Does the content provided enable the participants to understand the issues an individual student with disabilities may experience in the range of aspects of higher education in their establishment?</li> </ul>	<p><b>Yes, all require information was accurate and clear to understand</b>  <b>Yes</b>  <b>Yes, in the end of the module most part of participants mentioned that after this module they are ready to work with disabled students</b>  <b>Yes, it was noticed before</b></p>
<p>Accessible solutions (such as large print, level access, microphones, screen readers, information presented in advance, sign language interpreters, note-takers etc etc)</p>	<p>Consider the accessibility solutions of the module presented to the participants with respect to the requirements of students with particular disabilities.</p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• Are the accessibility solutions presented relevant and appropriate?</li> <li>• Is appropriate terminology used to describe the solutions?</li> <li>• Are the solutions presented in a way which focuses on the requirements of the disabled person as a student?</li> <li>• Is the practical use of these aids or of support staff considered?</li> <li>• Is the benefit to students who have a hidden or non-acknowledged disability considered?</li> </ul>	<p><b>Yes, for this reason there was special classroom (2506) which is equipped will all necessary materials and tools</b>  <b>Yes</b>  <b>Not up to the end</b>  <b>No, it was founded by Erasmus programme</b>  <b>Yes</b></p>

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<p>Relevance to Higher Education context</p>	<p>Consider whether the module has been designed in such a way so that all the content relates to Higher Education.</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>• Does the content focus on all aspects of higher education including: <ul style="list-style-type: none"> <li>○ recruitment</li> <li>○ selection</li> <li>○ relevant information provided before, during and after studying</li> <li>○ access to physical resources</li> <li>○ access to electronic resources</li> <li>○ teaching</li> <li>○ assessment</li> <li>○ university policies and procedures</li> <li>○ student support</li> <li>○ access to sports and leisure facilities (if available)</li> <li>○ support for staff members with disabilities</li> </ul> </li> </ul>	<p><b>Yes</b> <b>Yes</b> <b>Yes</b> <b>Yes</b> <b>Yes</b> <b>Yes</b> <b>Yes</b> <b>Yes</b> <b>Yes</b> <b>Yes</b></p>
<p>Information on Additional Resources</p>	<p>Consider whether the module has provided sufficient links to further resources for participants who wish to take their study further.</p> <p><b>Additional Resources</b></p> <ul style="list-style-type: none"> <li>• Are sufficient links provided to additional resources?</li> <li>• Are the resources provided both timely and relevant?</li> </ul>	<p><b>Yes, participants are ready to continue their study connects with inclusive education.</b></p> <p><b>Yes</b> <b>Yes, there was mentioned interests schedule of work of participants</b></p>

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<b>Learning, Teaching and Assessment</b>		
Overview	<p>Consider the way in which the learning, teaching and assessment processes enable the successful transfer of knowledge to the students.</p> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Did the method of teaching engage the students?</li> <li>• Did the method of teaching enable the students to ask questions and receive answers?</li> </ul> <p><b>Clarity</b></p> <ul style="list-style-type: none"> <li>• Was the teaching clear and understandable?</li> <li>• Were the participants given sufficient chance to demonstrate their understanding of what they were being taught and why?</li> <li>• Did the level of understanding demonstrated by the participants' meet the requirements of the course?</li> </ul>	<p>Not yet</p> <p>Yes, there was provided questionnaire among students what do they think about inclusive education and are they ready to study with disabled students and support them?</p> <p>Yes, due to well educated professor Sarbassova everything was accurate and easy to understand</p> <p>Yes, it was shown during the last lesson where they demonstrate their required knowledge at the game form</p> <p>Yes, regards to the evaluation list there is everything is clear</p>

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<p>Structure of Course</p>	<p>Consider the way in which the course was structured.</p> <p><b>Balance</b></p> <ul style="list-style-type: none"> <li>• Did the structure of the course support the relative importance of the different components with respect to the effect on the success of students with disabilities?</li> </ul> <p><b>Order</b></p> <ul style="list-style-type: none"> <li>• Was the order of teaching logical and sensible?</li> <li>• Did the structure support information transfer to the participant?</li> </ul>	<p>Yes, during this course there was special theme: How to work with disabled students and students who have SpId (including dyslexia)</p> <p>Yes, starting from introduction and completing by the last exam questions.</p> <p>yes</p>
<p>Use of Visual and Audio Aids</p>	<p>Consider the use of visual, audio and other teaching aids.</p> <p><b>Engagement and Support</b></p> <ul style="list-style-type: none"> <li>• Did the use of visual audible or other aids support the teaching? (Please note when teaching about accessibility solutions it may be necessary to demonstrate them).</li> </ul>	<p>Yes, during this module there were used a lot of video materials which presented what is dyslexia or dyscalculia syndrome or ADHD and how to work these students. Reasons why these syndrome appeared and etc.</p>
<p>Use of Tests and Assessment</p>	<p>Consider the way formal (if used) and informal tests are used to support the students' learning).</p> <p><b>Effectiveness</b></p>	<p>In the end of the module there were special assessment to mark the benefits of this module.</p>

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	<ul style="list-style-type: none"> <li>Did the tests support the students' understanding and retention of knowledge?</li> </ul>	Yes
<b>Learning Resources, including Physical Environment, IT and Student Support</b>		
Physical Environment	<p>Consider the physical environment with respect to suitability for learning and ease of access and egress.</p> <p><b>Practicality and Ease of Use</b></p> <ul style="list-style-type: none"> <li>Is the physical teaching environment suitable for students with a range of disabilities?</li> <li>If the environment used for this course for educators, managers and administrators is not accessible does the institution have suitable relevant plans to enable inclusive education?</li> </ul>	<p>Yes</p> <p>Yes, ministry of education of the Republic of Kazakhstan gives opportunity to universities to design own curricula which is appropriate for their higher education process.</p>
Learning and IT facilities	<p>Consider the electronic environment and the provision of suitable hardware, software and support.</p> <p><b>Availability and Accessibility</b></p> <ul style="list-style-type: none"> <li>Is suitable accessible hardware and software available?</li> <li>Is there suitable support for the end users?</li> </ul>	<p>Yes, at the university has special equipped room (2506) which is open for everyone who needs some information or support.</p> <p>Yes</p>

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<p>Student support</p>	<p>Consider the support available for the participants on this course (educators, managers and administrators). Does it meet their needs? Would `real` students (with or without disabilities) require additional support?</p> <p><b>Availability and Range</b></p> <ul style="list-style-type: none"> <li>• Is suitable support available?</li> <li>• Can students access that support in a confidential way.</li> </ul>	<p>Yes, it's really need, even though the policy of education system of our republic aimed at this direction, to realize fully idea of involving all students and pupils on inclusive education (to change mentality).</p> <p>Not up to the end, because there are deficit of qualified tutors. Yes, of course</p>
<p><b>Feedback from Module Staff</b></p>		
<p>Feedback from Teaching staff</p>	<p>Consider the view of the staff giving the course. Particular notice should be made to the comments of any staff members who have a relevant disability.</p> <p><b>Success</b></p> <ul style="list-style-type: none"> <li>• What went well with the class?</li> </ul> <p><b>Requires work</b></p> <ul style="list-style-type: none"> <li>• What parts of the course would the staff change if they were to re-run it?</li> </ul>	<p>Firstly, here should mentioned coordinator (pr. Sarbassova) who is good at this field. She gave all basic and necessary information about Spld and disabled students and how to work with them.</p> <p>To show more practical part how to work with disabled students, invite real tutors to hear and to know what difficulties can focus on and how to overcome it.</p>

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	<ul style="list-style-type: none"> <li>• How would these changes enhance the delivery and/or impact of the course?</li> </ul>	<p>Gives chance and opportunity to apply it during the lesson further and overcome inner fears.</p>
<b>Feedback from Participants</b>		
<p>Feedback from <b>participants</b></p>	<p>Consider the view of the participants taking the course. Particular notice should be made to the comments of any participants who have a relevant disability (especially if they will be directly involved with the recruitment, teaching or support of students with disabilities in the future).</p> <p><b>Success</b></p> <ul style="list-style-type: none"> <li>• What went well with the class?</li> </ul> <p><b>Requires work</b></p> <ul style="list-style-type: none"> <li>• What parts of the course should be changed if they were to re-run it?</li> <li>• How would these changes make it better?</li> </ul>	<p>That, there have many lows to realize inclusive education. Supporting disabled students often founded by governments and sponsors.</p> <p>There was everything fine but will be better to acquire with using all these theory at practise.</p> <p>Give opportunity to apply it further during the teaching process.</p>