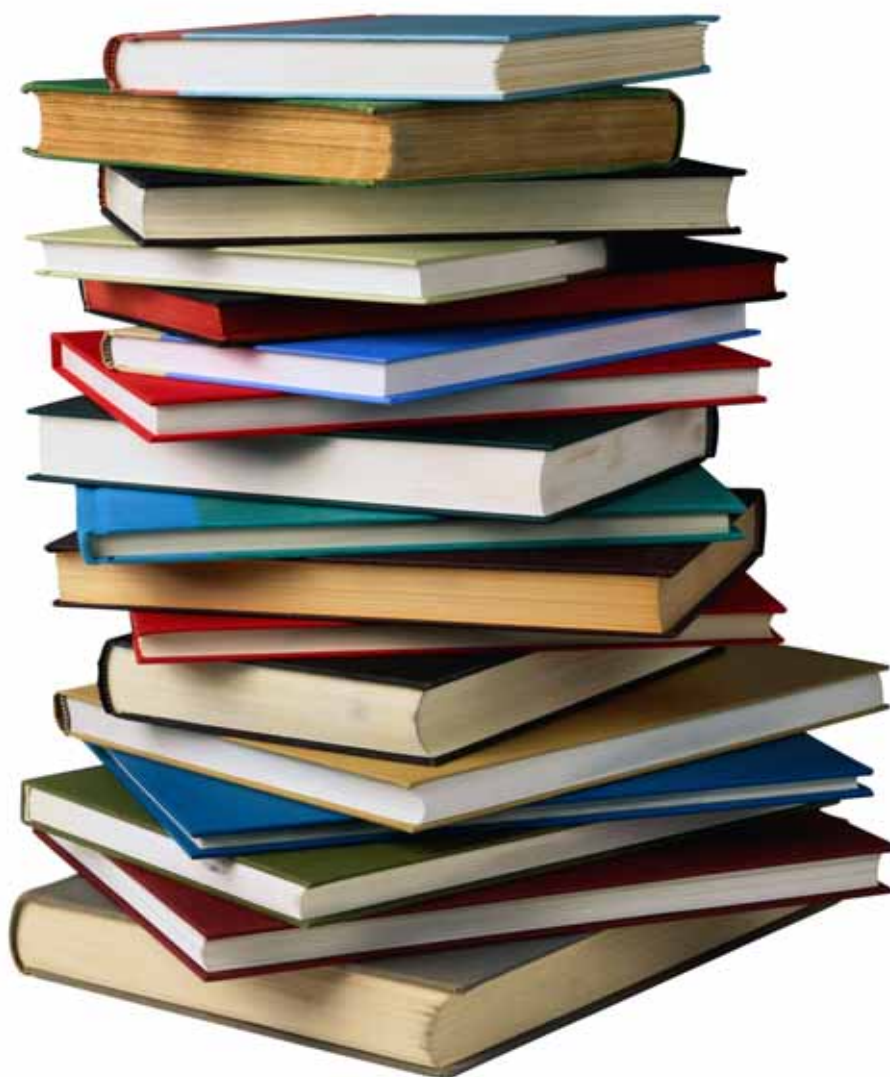


Level 2 IVQ Diploma in Training Skills (1106-02)

Qualification handbook for centres
500/5784/4



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Level 2 IVQ Diploma in Training Skills (1106-02)

Qualification handbook



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1 Introduction

About this document

This document contains the information that centres need to offer the following Level 2 IVQ Diploma in Training Skills (1106-02).

This document includes details and guidance on:

- centre requirements
- candidate entry requirements
- course design and delivery
- qualification standards and specifications
- assessment requirements
- evidence recording forms
- sample multiple choice paper/keys
- indicative reading lists
- glossary
- pro formas.

This document should be read in conjunction with the *Centre Guide - Delivering international qualifications*. This document contains other relevant pro formas required for the Level 2 IVQ Diploma in Training Skills (1106-02).

The levels of City & Guilds qualifications

Progressive structure Achieving maximum potential

All City & Guilds qualifications are part of an integrated progressive structure of awards arranged over seven levels, allowing people to progress from foundation to the highest level of professional competence. Senior awards, at levels 4 to 8, recognise outstanding achievement in industry, commerce and the public services. They offer a progressive vocational, rather than academic, route to professional qualifications. An indication of the different levels and their significance is given below.

NQF level	City & Guilds qualification/programmes	Other qualifications
8	Fellowship (FCGI)	Doctorate
7	Membership (MCGI) Master Professional Diploma Level 5 vocational awards NVQ/SVQ Level 5	Master's Degree Postgraduate Diploma Postgraduate Certificate
6	Graduateship (GCGI) Associateship (ACGI)**	Bachelor's Degree Graduate Certificate and Diploma
5	Level 5 IVQ Advanced Technician Diploma Full Technological Diploma	Higher National Diplomas Foundation Degree Diplomas of Higher and Further Education
4	Licentiate (LCGI) Higher Professional Diploma Level 4 vocational awards NVQ/SVQ Level 4	Certificate of Higher Education
3	Level 3 IVQ Advanced Diploma Level 3 IVQ Specialist Advanced Diploma*** Level 3 IVQ Technician Diploma Level 3 vocational awards NVQ/SVQ Level 3	A Level Scottish Higher Advanced National Certificate in Education BTEC National Certificate/Diploma
2	Level 2 IVQ Diploma Level 2 IVQ Specialist Diploma*** Level 2 IVQ Technician Certificate Level 2 vocational awards NVQ/SVQ Level 2	GCSE grades A*-C Scottish Intermediate 2/Credit S Grade BTEC First Certificate
1	Level 1 IVQ Certificate Level 1 vocational awards NVQ/SVQ Level 1	GCSE grades D-G Scottish Intermediate 1/General S Grade Scottish Access 1 and 2

* Broad comparability in level.

**Only graduates of the City & Guilds College, Imperial College of Science, Technology and Medicine, are awarded the Associateship (ACGI).

*** Part of a new qualification structure which is being introduced across the IVQ provision.

NVQ – National Vocational Qualifications

IVQ – International Vocational Qualifications.

2 About the qualification

2.1 Aim of the qualification

City & Guilds has designed the Level 2 IVQ Diploma in Training Skills (1106-02) qualification for those delivering training or who are employed in post-16 education and training. The programme aims to reflect the international nature of the knowledge, skills and activities needed for different countries, cultures and industries.

This qualification provides essential knowledge and practical training skills and it is for those who:

- may already have the Introductory Award in Training Skills (1106-01) and would like to progress further
- are training and assessing and want to improve their knowledge and skills
- require a qualification to improve their knowledge and skills to prepare for progression to the Level 3 IVQ Advanced Diploma in Teaching, Training and Assessing Learning (1106-21)
- wish to offer a training and assessing qualification for their current staff to support existing courses.

2 About the qualification

2.2 The structure of the qualification

The qualification is made up of four units:

- 011 Identifying learners and needs
- 012 Prepare instruction and coaching sessions
- 013 Deliver a planned instruction and coaching session
- 014 Complete an assessment and provide feedback on performance

Certification of the full qualification will be awarded to candidates who successfully complete all four units and pass the multi choice synoptic test (010 Training Skills MC) which has a duration of one hour.

City & Guilds do **not** offer a Certificate of Unit Credit for each successful unit. Candidates who subsequently pass all four units and the synoptic multiple choice test will achieve the full qualification listing the completed units (011, 012, 013, 014 & 010).

Minimum guided learning hours

City & Guilds does not specify the exact amount of time required to complete the qualification, but recommends that the minimum guided learning hours for each unit should be as follows:

Unit number	QCA reference	Unit title	Recommended guided learning hours
011	Y/502/2623	Identifying learners and needs	Minimum 20 hours
012	D/502/2624	Prepare instruction and coaching sessions	Minimum 25 hours
013	H/502/2625	Deliver a planned instruction and coaching session	Minimum 30 hours
014	K/502/2626	Complete an assessment and provide feedback on performance	Minimum 25 hours

To achieve the full Level 2 IVQ Diploma in Training Skills the minimum recommended guided learning hours amount to 100 hours.

2 About the qualification

2.3 Relevant sources of information

Related publications

City & Guilds also provides the following documents specifically for these qualifications

Publication	Available from
Specimen test paper	Qualification handbook
Qualification handbook with assessment and recording forms	Qualification handbook and City & Guilds website
Qualification Guidance Packs: Tutor Assessor Nominated Observer Internal verifier External verifier	Local/Branch office
<i>Centre guide – Delivering international qualifications</i> - This document contains detailed information about the processes which must be followed and requirements which must be met to achieve 'approved centre' status, or to offer a particular qualification. It also contains regulations for the conduct of examinations and pro formas.	International branch offices, City & Guilds website and our Customer Relations team in the London office.

There are other City & Guilds documents which contain general information about City & Guilds qualifications:

- International directory of assessments and examinations - This document provides a detailed list of all international qualifications and an examination calendar
- International catalogue

Preparing projects and portfolios for international qualifications. This document is a useful guide for centre staff and for candidates

- Guide to the assessment of practical skills in international vocational qualifications. This document offers advice for centre staff on planning and conducting practical assessments.

For the latest updates on our publications and details of how to obtain them and other City & Guilds resources, please refer to the City & Guilds website.

Reading List

A reading list for this qualification is in Appendix 3

3 Candidate entry and progression

Candidate entry requirements

There are no formal entry requirements for candidates undertaking these qualifications. However, candidates should have a reasonable level of language and literacy skills in English and it is recommended that they will have achieved the Introductory Award in Training Skills (1106-01).

Candidates should have a recognised qualification at the right level for the country in the subject that they are teaching/training. Without evidence of formal qualifications, candidates must be able to demonstrate adequate prior knowledge and experience necessary to complete the course at Level 2. Centres are advised that they check candidates own qualifications and experience to train / coach and assess.

This qualification can be achieved as a pre-service or in-service activity. Candidates should have a training / coaching position or work placement or where a candidate intends to train, coach and assess, centres must design programmes with enough time to simulate the necessary skills in the classroom so that candidates can achieve the evidence requirement

Accreditation of Prior Learning and experience

There is no Accreditation of Prior Learning (APL) or Accreditation of Prior Experience (APEL) for this qualification.

Age restrictions and legal considerations

The expected **minimum** age limit attached to candidates undertaking the qualification is 18, unless there is a requirement by local, regional or national law. Centres are responsible for ensuring compliance with all local, regional and national legislation which may affect delivery of the qualification.

Progression

The qualification provides a number of opportunities for progression both within the City & Guilds framework of qualifications and those available in the country that offers it.

Progression is to the Level 3 IVQ Advanced Diploma (1106-21) and to the Level 3 IVQ Specialist Advanced Diploma (1106-22) in Teaching, Training and Assessing Learning. This allows the candidate to either achieve a qualification that meets his/her developing role within the organisation, or can be part of his/her Continuous Professional Development (CPD). It also allows for a wider demonstration and acquisition of knowledge and skills.

4 Centre requirements

4.1 Obtaining centre and qualification approval

Only approved organisations can offer City & Guilds qualifications. Organisations approved by City & Guilds are referred to as **centres**.

Centres must meet a set of quality criteria including:

- provision of adequate resources, both physical and human
- clear management information systems
- effective assessment and quality assurance procedures including candidate support and reliable recording systems.

An organisation that has not previously offered City & Guilds qualifications must apply for approval to become a centre. This is known as the **centre approval process (CAP)**. Centres also need approval to offer a specific qualification. This is known as the **qualification approval process (QAP)**. In order to offer these qualifications, organisations which are not already City & Guilds centres must apply for centre and qualification approval at the same time. Existing City & Guilds centres will only need to apply for qualification approval for these particular qualifications.

Full details of the procedures and forms for applying for centre and qualification approval are given in *Centre guide - Delivering international qualifications*, which is available from International branch offices, the City & Guilds website or the Customer Relations team in our London office.

Note: For centres in the UK, please refer to Providing City & Guilds Qualifications – a guide to centre and qualification (scheme) approval, which is available on the City & Guilds Centre toolkit, or downloadable from the City & Guilds website. This could apply to those working in armed forces or international companies.

International branch offices will support new centres through the approval process. They will appoint an external verifier. They will also provide details of fees applicable for approvals. The local/branch office will be the point of contact for all enquiries for these qualifications and will be responsible for monitoring the delivery and assessments through reports submitted by external verifiers. They will be the first point of contact for any enquiries regarding the external multiple choice examination.

Assessments must not be undertaken until qualification approval has been obtained and candidates have been registered.

City & Guilds reserves the right to withdraw qualification or centre approval for reasons of debt, malpractice or non-compliance with City & Guilds' policies, regulations, requirements, procedures and guidelines, or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds. Further details of the reasons for suspension and withdrawal of approval, procedures and timescales, are contained in *Centre guide – Delivering international qualifications*.

Fast track approval

Centres approved to offer the following qualifications may apply for approval for the Level 2 IVQ Diploma in Training Skills (1106-02) using the Fast Track Form available from international branch offices or downloadable from the City & Guilds website (www.cityandguilds.com):

- International Certificate in Training Skills (1104-01)
- International Diploma in Teaching and Training (1104-02)
- International Assessor Award (1105-01)
- Level 3 IVQ Advanced Diploma (1106-21) and Level 3 IVQ Specialist Advanced Diploma (1106-22) in Teaching, Training and Assessing Learning.

Centres may only use this form if they meet all of the approval criteria specified in the Fast Track Form and its guidance notes.

Centres may use the Fast Track Form for **12 months** from the introduction of the Level 2 IVQ Diploma in Training Skills (1106-02) in their country.

4 Centre requirements

4.2 Global online assessment (GOLA)

Currently, there is no mechanism in place for global online assessment for the Level 2 IVQ Diploma in Training Skills (1106-02). However, City & Guilds is proposing to introduce online assessment for the multiple choice examination as soon as practicable. Approved centres will be notified accordingly.

Further information about global online assessment is available on the City & Guilds website (www.cityandguilds.com/e-assessment).

4 Centre requirements

4.3 Resource requirements

Physical resources

Centres wishing to use this qualification as the basis for a course of instruction must review this handbook and ensure that they have the staff and access to sufficient equipment in the centre or workplace so that candidates have the opportunity to cover all of the activities of the qualification. It is acceptable for centres to use specially designated areas within a centre if the candidate does not have a work placement.

Where facilities do not exist for realistic practical work it is strongly recommended that centres develop links with local organisations to provide opportunities for 'hands-on' experience.

Centre staff

Centre staff must satisfy the requirements for occupational expertise for these qualifications. Staff should be technically competent and experienced in the units for which they are delivering, training, coaching and assessing learning.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge of the units and of best practice in delivery, mentoring, assessment and verification remains current, and takes account of any national or legislative developments.

Centre staff are encouraged to take unit 110 Assessing Competence or unit 111 Quality assuring competence based programmes-internal from the Level 3 IVQ Advanced Specialist Diploma in Teaching, Training and Assessing Learning qualification (1106-22).

Further details of centre staff roles are provided under Section 2 Key Roles in *Centre guide – Delivering international qualifications*.

4 Centre requirements

4.4 Registration and certification

Full details of City & Guilds' administrative procedures for these qualifications are provided in the International directory of examinations and assessments, and are provided online to City & Guilds registered centres via the Walled Garden. This information includes details on:

- registration procedures
- enrolment numbers
- entry for examinations
- conduct of examinations
- claiming certification.

Centres should be aware of the time constraints regarding the registration and certification periods for the qualifications, as specified in the City & Guilds International directory of examinations and assessments. Centres should follow all guidance carefully, particularly noting that registration and certification end dates for the qualifications are subject to change. Candidates should be registered as near to the start date of the programme as possible.

Centres may obtain information about fees for these qualifications from International branch offices.

4 Centre requirements

4.5 Quality assurance

Internal quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Full information is provided in the *Centre guide – Delivering international qualifications*.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance, and City & Guilds is responsible for external quality assurance.

International standards and rigorous quality assurance are maintained by the use of:

- City & Guilds externally set and externally marked multiple choice examination for the core units
- City & Guilds activities, assessed by the centre according to externally set evidence requirements
- internal (centre) quality assurance
- City & Guilds external verification.

To meet the quality assurance criteria for these qualifications, the centre must ensure that the following internal roles are undertaken:

- Tutor/Assessor
- Internal Verifier Co-ordinator (for larger centres)
- Internal Verifier
- Examinations Secretary
- Invigilator (see role specification in *Centre guide – Delivering international qualifications*).

Full details and guidance on the internal and external quality assurance requirements and procedures, are provided in *Centre guide – Delivering international qualifications* together with full details of the tasks, activities and responsibilities of quality assurance staff.

In order to fully support candidates, centres are required to retain original copies of candidates' assessment and internal verification records for **three** years after certification.

The following is a summary of the key roles involved in the successful implementation and assessment of the scheme. (Please refer to the *Centre guide – Delivering international qualifications* for further information).

The role of the Internal Verifier (IV) is to ensure that:

- they liaise with City & Guilds personnel
- there are adequate resources, both staff and materials
- each candidate undergoes an initial assessment and induction, leading to an agreed Individual Learning Plan (ILP) / action plan
- the work of all personnel contributing to the delivery and assessment of the programme is sampled by a range of methods
- records of all sampling activities are monitored and maintained
- where several members of staff are involved in the delivery/assessment of the qualification, that there is a consistent interpretation of the requirements through standardisation activities and that these are documented
- all staff carrying out delivery and assessment are familiar with and understand the unit requirements
- an appropriate referral policy is in place

- an appropriate appeals procedure is in place
- candidate evidence is clearly organised and accessible to the internal and external verifier
- relevant records and pro formas are completed and maintained.

The role of the Tutor/Assessor is to:

- plan, manage, deliver and assess the qualification
- devise a suitable programme for delivery/assessment of the four units
- ensure that each candidate is aware of the assessment requirements throughout their programme of learning
- provide guidance and support to candidates on the assessment and evidence requirements for each unit
- ensure that the assessment and evidence requirements have been met by the candidate
- observe candidates or nominate a suitable observer, maintaining details of all observers
- complete relevant records and pro formas

The role of the Nominated Observer is to:

- ensure that they are familiar with the requirements of the units
- observe delivered sessions according to the evidence requirements
- complete and maintain relevant records and pro formas and pass to the Assessor
- liaise with the Assessor.

All staff should participate in appropriate Continuous Professional Development (CPD), to keep up to date with the delivery of the qualification and their role.

External quality assurance

External verifiers are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External verification is carried out to ensure that assessment is fair, valid, consistent and reliable, and that there is good assessment practice in centres so candidates can meet the requirements of the qualification.

To carry out their quality assurance role, External Verifiers/Moderators must have appropriate occupational and verification knowledge and expertise for the qualifications for which they verify. City & Guilds External Verifiers attend training and development sessions designed to keep them up-to-date, to facilitate standardisation between Verifiers and to share good practice. External verifiers are encouraged to take the Specialist Advanced Diploma (1106) Unit 112 Quality assuring competence based programmes – external. Please contact your local/branch office for further details.

External verifiers:

The role of the external verifier is to:

- make approval visits/recommendations (where necessary) to confirm that centres can satisfy the approval criteria
- help centres to develop internal assessment and evidence evaluation systems that are fair, reliable, accessible and non-discriminatory
- ensure that internal verifiers are undertaking their duties satisfactorily
- monitor internal quality assurance systems and sampling, including direct observation, assessment activities, methods and records
- sample knowledge answers, reports and evidence requirements
- check claims for certification to ensure they are authentic, valid and supported by auditable records
- act as a source of advice and support to centres, including help with interpretation of standards
- promote best practice
- provide prompt, accurate and constructive feedback to all relevant parties on the operation of centres' assessment systems
- confirm that centres have implemented any corrective actions required

- report back to City & Guilds' head office or the relevant branch office
- maintain records of centre visits and make these available for auditing purposes.

External quality assurance for the qualifications will be provided by the usual City & Guilds external verification process and reported on using relevant documentation to provide a risk analysis of individual centre assessment and verification practice.

5 Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

Provided that the requirements for the qualification are met, centres may design course programmes of study in any way that they feel best meets the needs and capabilities of their candidates. Centres may wish to include topics as part of the course programme, which will not be assessed through the qualifications for example to address local, organisational or government needs. Provided the aims, outcomes and knowledge requirements are met, centres have the flexibility to deliver the qualification in as many hours as they deem appropriate.

Qualification guidance packs

City & Guilds has produced qualification guidance packs to assist with the delivery and management of the qualification. They cover the key roles of:

- Tutor
- Assessor
- Nominated Observer
- Internal Verifier
- External Verifier

The purpose of the packs is to provide additional information that will help with the management of the qualification, not be prescriptive as to how it should be delivered. Centres are strongly recommended to consider the information when planning, delivering, assessing and quality assuring the qualification. Centres have the flexibility to choose their own approach to meet their candidates and centres needs and to build on their own good practice.

Minimum Guided learning hours

These figures are a guide to the amount of time during which a candidate will be expected to achieve the knowledge and evidence requirements involved for each unit. This does not have to be solely class contact time, but can combine class time, tutorials, self study, research and if available e-learning. Providing the aims, outcomes and knowledge requirements are met, **centres have the flexibility to deliver the qualification in as many hours as they deem appropriate.**

Relationship to other qualifications

City & Guilds recommends centres address the wider curriculum, where appropriate, when designing and delivering the course. Areas that centres should consider are:

- language skills
- literacy skills
- numeracy skills
- ICT skills
- professional values and practice
- relevant cultural, social, local, moral and spiritual issues

Data protection and confidentiality

Centres offering these qualifications may need to provide City & Guilds with personal data for staff and candidates. Centres will need to abide by the legal requirements of the country that they operate in. Centres and staff will be expected to maintain the confidentiality required by the laws and policies of national governments and the centres that offer the qualifications.

Health and safety

The requirement to follow safe working practices is an integral part of all City & Guilds qualifications and assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before candidates commence the programme.

Should a candidate fail to follow health and safety practice and procedures during an assessment, the assessment must be stopped. The candidate should be informed that they have not reached the standard required to successfully pass the assessment and told the reason why. Candidates may retake the assessment at a later date, at the discretion of the centre. In case of any doubt, guidance should be sought from the external verifier.

Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme. Candidates should have a reasonable level of English language and literacy skills.

The initial assessment should identify any specific training needs the candidate has, and the support and guidance they may require when working towards their qualification. The results of initial assessment will assist centres and tutors with the design and delivery of the courses to meet the particular needs of their candidates for both the class based and practical aspects of the course. An example pro forma is supplied in the appendices.

Centres should provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information as part of the initial assessment.

Equal opportunities

It is a requirement of centre approval that centres have an equal opportunities policy (see *Centre guide – Delivering international qualifications*).

The regulatory authorities require City & Guilds to monitor centres to ensure that equal opportunity policies are being followed.

The City & Guilds equal opportunities policy is set out on the City & Guilds website, in *Centre guide – Delivering international qualifications*, in the International directory of examinations and assessments, and is also available from the City & Guilds Customer Relations department.

Access to assessment

City & Guilds' guidance and regulations on access to assessment are designed to facilitate access for assessments and qualifications for candidates who are eligible for adjustments to assessment arrangements. Access arrangements are designed to allow attainment to be demonstrated. For further information, please see Access to assessment and qualifications, available on the City & Guilds website, and in *Centre guide – Delivering international qualifications*.

Results and certification

All candidates for City & Guilds qualifications receive a Notification of Candidates Results giving details of their performance.

All activities are marked on a **pass, refer or fail** basis and the multiple choice synoptic question paper on a **pass or fail** basis. To achieve the Level 2 IVQ Diploma in Training Skills (1106-02) candidates must successfully complete all practical activities of the five units plus the multiple choice test.

The administrative arrangements for registering and certifying candidates are clearly outlined in the *Centre guide – Delivering international qualifications*.

The Notification of Candidates Results will be issued by City & Guilds to the centre for award to successful candidates. Any enquiries about results and certification must be conducted through the candidate's centre.

Centres will also receive a consolidated results list detailing the performance of all candidates they enter, whether they are successful or not.

Further information about the issue of results and certification for centres is available online at www.cityandguilds.com or by contacting the City & Guilds Operations Support Service enquiries team (contact details are available in the appendices of *Centre guide – Delivering international qualifications*).

Appeals

Centres must have their own, auditable, appeals procedure that must be explained to candidates during their induction. Appeals must be fully documented by the quality assurance co-ordinator and made available to the external verifier or City & Guilds.

Further information on appeals is given in *Centre guide – Delivering international qualifications*. There is also information on appeals for centres and learners on the City & Guilds website or available from the Customer Relations department.

Learning and support resources

City & Guilds provides the following resources for the Level 2 IVQ Diploma in Training Skills (1106-02)

Resources	How to access (Appendices to this qualification handbook (EN-031106))
Multiple choice test specification and sample test paper	Appendix 1
Key words and terms (Glossary)	Appendix 2
Reading list	Appendix 3
Initial assessment	Appendix 4
Pro formas*	Appendix 5
Summative assessment record	Appendix 6

Resource

Qualification guidance packs - To obtain these packs, please contact your local/ branch office

*Pro formas

City & Guilds strongly recommends the use of pro formas from this handbook and the *Centre guide – Delivering international qualifications*. However, centres may use their own documents, in agreement with their external verifier, providing all criteria are met.

6 Assessment

6.1 Summary of assessment requirements

For this qualification, candidates will be required to complete the following assessments:

Level 2 IVQ Diploma in Training Skills (1106-02)

- Specified assessment activities which are externally set and internally marked plus one synoptic multiple choice test covering units 011 - 014.

Centres must use the externally set activities provided within the qualification. The outcomes should be recorded on the pro formas provided and assessed using the evidence requirements.

Completion of unit activities

Each unit has several activities which form the evidence requirements. These can be completed in any order, however, centres will be expected to organise the activities in a logical order according to the readiness of the candidates and the course timetabling eg with regard to work placements, visits etc. Time limits for the activities may be decided between the assessor and candidate; however, these should be realistic.

All activities must be successfully completed by the candidate to pass each unit. Activities cannot be changed by the centre. All activities must be the candidate's own work.

Grading of the activities is **pass, refer or fail**. Where a candidate is deemed a refer, it is recommended they may only attempt an activity on one other occasion (after a period of seven days). If a candidate fails an activity, they automatically fail the unit. Candidates may retake the full unit after a period of seven days and up to the registration end date (at the discretion of the centre)

Please refer to the evidence requirements' sheets within each unit. The candidate can record the dates the activities were completed on these sheets. Appendix 6, Summative assessment record, must be completed by the Tutor/Assessor.

City & Guilds strongly recommends the use of the pro formas supplied for use with the activities. Further pro formas are provided within the *Centre guide to international qualifications*. If the centre wishes to use their own documentation, these should be agreed with the External Verifier.

Multiple choice test

This will be externally set and marked. Component – 010 has a timetabled written multiple choice test. Use Form S, tick Dated Entry (specify month) to enter candidates for this component. Please refer to the directory page for further details and dates. Candidates must pass the multiple choice test to achieve the Level 2 IVQ Diploma in Training Skills (1106-02). This test consists of **30 questions** to be completed within the duration of **1 hour**. If a candidate fails they may retake a subsequent version at the discretion of the centre.

Verification of activities

A sample of activities must be internally and externally verified. Centres should ensure that all activities are sampled for each group/cohort.

Candidate portfolio

Candidates must maintain a portfolio of evidence towards the units.

A section can then be created within the portfolio for each unit, with the evidence requirements' sheets, and supporting evidence.

Candidates' portfolios must be available for internal and external verification.

Sample assessments

City & Guilds provides the following sample assessment:

- a sample synoptic multiple choice question paper can be downloaded from the City & Guilds website (www.cityandguilds.com) and a copy is included in the appendices of this qualification handbook.

Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- a multiple choice examination consists of 30 questions and will take **one hour** in total to complete.
- internal assessment activities – where candidates have not successfully completed all the evidence requirements they are deemed as refer. If a candidate has taken an activity and been unsuccessful, he or she can retake it after a period of seven days. Centres are advised to use their professional judgement when agreeing to re-assess (it is recommended that a candidate may only attempt an activity twice). All records regarding previous attempts must be kept.

Grading and marking

Grading of activities for these qualifications is **pass**, **refer** or **fail**. Please refer to the evidence requirements/product evidence pro forma for each unit.

The results for the synoptic multiple choice question paper are **pass** or **fail**. The multiple choice test will incur an additional component registration and fee charge.

If candidates fail they may retake a subsequent version at the discretion of the centre.

Regulations for the conduct of examinations

Regulations for the conduct of examinations for online and written examinations are given in *Centre guide – Delivering international qualifications*. Centres should ensure they are familiar with all requirements prior to offering assessments.

Invigilation arrangements for the multiple choice examination

There **must** be a minimum of one invigilator in each examination room for every 30 candidates. Further details on the invigilation arrangements for the multiple choice examination are provided in *Centre guide – Delivering international qualifications*, under *Examination regulations*. Centres should ensure they are familiar with all requirements prior to offering assessments.

Test specification and sample paper

City & Guilds provides a test specification and sample test paper for the synoptic multiple choice unit of the qualification. They are contained in Appendix 1 of this handbook.

7 Units

Structure of units

The units in this qualification are written in a standard format and comprise the following:

- title
- aim
- learning outcomes
- statement of guided learning hours
- assessment
- examples of teaching and learning methods
- summary of knowledge requirements.

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and skills to:

- identify learners training needs and/or specific needs
- recognise differences between learners
- recognise different learning styles.

Learning outcomes

There are **three** outcomes to this unit. The candidate will be able to:

- plan a diagnostic meeting with a learner to identify their specific needs
- interview a learner and record the outcomes
- action plan learners.

Guided learning hours

It is recommended that a minimum of **20** hours should be allocated to this unit. This may be on a full or part time basis.

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements
- a synoptic multiple choice test covering the underpinning knowledge.

Examples of teaching and learning methods

Ice breaker activities, tutor presentations, role plays, practical activities, group discussions, completing questionnaires and records.

Summary of knowledge requirements

Centres should include the following in the delivery of this unit:

- the teaching/training cycle
- types of learners
- learning styles
- learners' needs and ways of identifying them
- diagnostic meetings
- ways of recording results and action planning
- record keeping
- action planning.

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of:

	Key Area	Additional Information
1.1	Teaching/training cycle	Identify learners' needs Planning and preparation Delivery of learning Assessment Evaluation
1.2	Types of learners	Individual, group, Experienced, inexperienced Class room based, work based Full time, part time
1.3	Learning styles	Visual Aural Read/write and Kinaesthetic (VARK)
1.4	Learners' needs	Motivation, confidence On the job, off the job Formal learning Participative learning Barriers to learning Types of need
1.5	Identifying needs	Arranging meetings Selecting appropriate communication style, questioning, level of language Review current competence Agreeing what is needed Initial assessment Diagnostic meeting
1.6	Record keeping	Storing information securely (data protection and confidentiality) Maintaining and storing records
1.7	Action planning	Checking on the validity of the information and the methods of collection Completing an action / learning plan.

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing your evidence your tutor/assessor will consider how you used the following	Tutor/ assessor checked
One plan of a diagnostic meeting with a learner to identify needs	A plan showing: Venue and suitability Materials/documents to be used How individual needs will be identified Communication methods to be used		Identify a learner Identify needs Communication methods Timescales	
Plus				
One action plan	How the diagnostic meeting led to the agreement of the action plan.		Details of the background to the meeting What happened in the meeting Recording of results and actions	

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and skills to:

- understand the principles of planning and preparation
- know how to plan and structure sessions
- know how to select, create and adapt necessary resources.

Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to:

- write learning aims and objectives
- produce instruction/coaching plans
- where necessary, select, create and adapt resources
- select methods for instruction/coaching.

Guided learning hours

It is recommended that a minimum of **25** hours should be allocated to this unit. This may be on a full or part time basis.

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements
- a synoptic multiple choice test covering the underpinning knowledge.

Examples of teaching and learning methods

Tutor presentations, tutorials, practical tasks, group discussions, workshop activities, presentations, quizzes.

Summary of knowledge requirements

Centres should include the following in the delivery of this unit:

- the use of SMART learning objectives
- principles involved in creating instruction/coaching plans
- knowledge of relevant instruction/coaching methods
- ways of identifying and selecting resources

Knowledge requirements

The tutor must ensure that the candidate has knowledge of

	Key area	Additional Information
2.1	Writing aims and objectives	Identify learner: individual or group Difference between aims and objectives SMART characteristics
2.2	Identify and select appropriate training and coaching methods	Individual coaching based on a skills analysis, individual practice Group instruction: demonstration, participative and non participative activities, formal and informal Compliance with local Health and Safety requirements
2.3	Select and access appropriate resources	Organisational: equipment, workshop space, classroom, specialist such as computers, boards Training/coaching materials: published, word processed, computer projection, audio visual, internet, handouts, textbooks etc. Learners needs, abilities and learning styles.
2.4	Create and adapt materials for instruction and coaching use	Written/word processed, visual, computer generated, models, simulations
2.5	Prepare structured plans	Timing, sequence, objectives, learning outcomes, trainer activities, learner activities, resources, assessment methods eg oral questioning and observation Use of coaching / instruction pro-forma. Introduction, development and summary

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing your evidence your tutor/assessor will consider how you used the following	Tutor/ assessor checked
<p>One plan for instruction or coaching of a session (must be a minimum of 30 minutes) This plan will be used in unit 013</p>	<p>It is expected that this plan will show: Where and when the sessions will take place. Health and Safety factors Session aim and objectives, timing, resources, stages of instruction or coaching, assessments methods.</p>		<p>SMART objectives Health and Safety knowledge Realistic timing Correct methods for coaching / instruction.</p>	

Unit 013

Deliver a planned instruction and coaching session

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and skills to:

- use appropriate instruction and coaching techniques and methods
- work in an appropriate and safe learning environment
- observe and give feedback.

Learning outcomes

There are **four** outcomes to this unit. The candidate will be able to:

- deliver a planned instruction or coaching session
- supervise learning and practical activities
- manage a safe learning environment
- demonstrate effective communication skills.

Guided learning hours

It is recommended that a minimum of **30** hours should be allocated to this unit. This may be on a full or part time basis.

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements
- a synoptic multiple choice test covering the underpinning knowledge.

Examples of teaching and learning methods

Tutor presentations, role plays, candidate presentations, practical activities, group discussions, tutorials, peer and tutor feedback.

Summary of knowledge requirements

Centres should include the following in the delivery of this unit:

- how to work in an appropriate and safe learning environment
- the correct use of resources and activities for different types of learners
- how to create good working relationships
- effective communication and observation
- how to instruct, demonstrate to and coach groups and individual learners
- how to manage practical learning situations
- ways of providing feedback and summarising learning.

Knowledge requirements

The tutor must ensure that the candidate has knowledge of

	Key area	Additional Information
3.1	Checking the venue for instruction/coaching. Complying with local Health and Safety regulations	Classroom, workshop, training room, workplace, specialist accommodation e.g. computer room, specialist equipment
3.2	Introducing aims and objectives	Clearly stated and presented Based on individual needs and linked to the learners' course or syllabus
3.3	Introducing learners to each other and putting them at ease	Use of icebreakers, greetings, clear induction, agree ground rules, encourage participation, use appropriate questioning
3.4	Instruction by presenting information appropriate to learners' needs and abilities	Stages of delivery: introduction, development, summary Formal and informal methods Timed logical sequence Checking prior learning / experience
3.5	Coaching by demonstration and supervised practical session	Position of learners, use of demonstration techniques. Skills analysis Supervision of practical activities Meeting individual needs Health and Safety Pacing and timing
3.6	Using appropriate resources	Equipment, materials, models, audio – visual, ICT, books , worksheets, handouts Blackboard/whiteboard/interactive board
3.7	Communicating in an appropriate manner	Verbal and non – verbal, pace, level, use of materials to aid understanding Minimise distractions and barriers (internal and external)

3.8	Observation of learners	Observe skills development, correct positioning Use of recording methods e.g. checklists, reports
3.9	Encourage learners to participate	Use appropriate questioning, use informal methods, involve non participative learners, direct learners to practise skills
3.10	Checking learners understanding and skills acquisition	Use a range of questioning techniques Observe activities Ask learners to demonstrate or repeat processes, set exercises Check and discuss final work Provide supplementary information
3.11	Giving feedback to learners	Feedback skills Group and individual Positive emphasis of achievement Use feedback as the basis for remedial or future learning
3.12	Summarising and concluding	Refer to aims and objectives Highlight skills learnt and acquired Link forward to next activity

Instruct and Coach – Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing your evidence your tutor/assessor will consider how you used the following	Tutor/ assessor checked
The plan developed for Unit 012 will be used to deliver one session of either instructing or coaching	Instruction / coaching plan developed for Unit 012		Preparation of an instruction / coaching plan	
Instruction Or Coaching plan (for a minimum of 30 minutes) (as above)	An observation report which is expected to show <ul style="list-style-type: none"> • how the session was delivered • the skills used when working with learners 		<ul style="list-style-type: none"> • presentation or demonstration with information given in a logical and timed sequence • communication with learners • supervision of learners • management of the environment • feedback 	
An observation report of the session delivered will be completed by the tutor or by a person nominated by the tutor and will also count towards unit 014				

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and skills to:

- identify principles of assessment
- use different assessment methods
- check performance against criteria
- provide feedback

Learning outcomes

There are **two** outcomes to this unit. The candidate will be able to:

- complete an assessment
- provide feedback

Guided learning hours

It is recommended that a minimum of 25 hours should be allocated to this unit. This may be on a full or part time basis.

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements
- a synoptic multiple choice test covering the underpinning knowledge.

Examples of teaching and learning methods

Tutor presentations, role plays, practical activities, workshop activities, group discussions, completing exercises and records

Summary of knowledge requirements

Centres should include the following in the delivery of this unit:

- principles of assessment
- assessment methods
- conducting assessment
- how to make assessment decisions
- methods of giving feedback
- record keeping
- reviewing learner performance .

Knowledge requirements

The tutor must ensure that the candidate has knowledge of

	Key area	Additional Information
4.1	Principles of Assessment	Valid, Authentic, Current, Sufficient, Reliable (VACSR) Objective and Subjective Formative and summative Informal and formal
4.2	Sources of assessment	Validating/Examining bodies, industry, professional organisations, own organisation, syllabus
4.3	Briefing the learner	Linked to the objectives Time, place, length. Complaints and appeals procedure Agreeing assessment plans
4.4	Individual needs	Identifying and addressing needs eg Numeracy, Literacy and ICT
4.5	Assessment by observation	Ensure safe, comfortable working conditions Remove or minimise distractions (internal and external factors) Observe performance against objectives and plan Ask supplementary questions to cover knowledge and any gaps
4.6	Assessment by questions, either oral or written	Appropriate method: eg written / oral for testing knowledge
4.7	Making an assessment decision	Checking final product against criteria, marking keys and guidelines Interpreting evidence against objectives and making an appropriate decision.

4.8	Provide feedback and complete records	Link to objectives and method of assessment Constructive and positive Identify support and guidelines for further work Complete records and pass to required person or organisation
4.9	Review and check learner performance	Against objectives (SMART) Action plan as appropriate Records of reviews of progress.

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing your evidence your tutor/assessor will consider how you used the following	Tutor/ assessor checked
<p>The plan developed for Unit 012 will be used for assessing either Written or Oral assessment or Observation</p>	<p>Coaching / instruction plan developed for Unit 012</p> <p>A written or oral assessment or observation</p>		<p>Preparation of the plan</p> <p>Selection of a suitable assessment method</p> <p>Ensuring the environment is safe and has minimal distractions</p> <p>Briefing the learner (purpose, objectives, method, date, time, place, agreement)</p>	
<p>Evidence of assessment</p> <p>An observation report of the session delivered will be completed by the tutor or by a person nominated by the tutor and will also count towards unit 013</p>	<p>Conduct a relevant assessment and make decisions</p> <p>Completion of assessment section of coaching / instruction plan</p>		<p>Use of appropriate assessment method</p> <p>Making a decision</p> <p>Giving feedback</p>	

Appendix 1 Multiple choice test specification, specimen papers and keys

Paper No: Level 2 IVQ Diploma in Training Skills (1106-010)
Subject: Level 2 IVQ Diploma in Training Skills (1106-02)
Duration 1 Hour
Assessment Type Multiple Choice
No of items 30

Section heading	No of items	%	Minimum GLH
011 Identify learner and needs	7	24	20
012 Prepare instruction and coaching sessions	5	17	30
013 Instruct and coach	10	33	25
014 Assess, give feedback and review performance	8	26	25
Total	30	100	100

1106-010 Specimen paper

This paper contains 10 questions. The actual test paper will contain 30 questions which must be completed in one hour.

1. At which stage of the teaching/training cycle is identifying needs?
 - A first
 - B second
 - C third
 - D fourth

2. An example of a learner's need is
 - A motivation
 - B attendance
 - C assessment
 - D evaluation

3. An appropriate training method is
 - A assessment
 - B evaluation
 - C instruction
 - D planning

4. Selecting appropriate resources help you to
 - A assess
 - B deliver
 - C evaluate
 - D plan

5. Which method is useful to encourage learner participation?
 - A presenting
 - B questioning
 - C assessing
 - D evaluating

6. Practical observation enables you to see a learner demonstrate their
 - A knowledge
 - B skills
 - C reporting
 - D revisions

7. When summarising a session, you should refer to your original
 - A aim
 - B plan
 - C timing
 - D evaluation

- 8 A source for assessment methods is the course
A syllabus
B plan
C evaluation
D instruction
- 9 Open questions are a useful tool to check
A records
B skills
C knowledge
D observation
- 10 Feedback should always be
A negative
B repeated
C assessed
D positive

Answer Keys

Level 2 IVQ Diploma in Training Skills (1106-02)

Multiple choice answers

Question Number	Answer Key
1	A
2	A
3	C
4	B
5	B
6	B
7	A
8	A
9	C
10	D

Appendix 2 Keywords words and terms (Glossary)

The following key words and terms are used in the units.

Term	Definition
Action plan	A formal agreement between a tutor and learner setting out what will be achieved with target dates
Aim	General statement outlining what the trainer hopes to achieve during the session or programme of training
Andragogy	Learners taking responsibility for their own study
Assessment	Process of measuring the achievement of learners
Assessment methods	Instrument chosen to assess a given outcome eg written test, skills tests, observation of learner performance, reports and questioning (see methods of assessment)
Assessment records	Documents used to record the outcome of an assessment eg an organisation pro forma or log such as a candidate record sheet or a personal log held by the tutor/learner
Asynchronous learning	Learning that does not need to be accessed at fixed times eg tutor and learner can interact at different times
CAMERA	Candidates, Assessors, Methods of assessment, Elements, Records and Assessment locations – used to determine a verification sample
Candidate	Person who is studying and being assessed for a City & Guilds qualification
CD-ROM	Compact disk read only memory – a means of storing information
Critical path analysis	Logical sequence of steps needed to go through to complete a final task
Coaching	Normally a one-to-one or small group activity which involves the tutor in a close observation of the learner's performance and giving advice and guidance
Communication	The transfer of information, from one person to another, with the intention of bringing about a response
Competence	Ability to do something to a set agreed standard, normally measured by undertaking an observable process or producing a final product (see assessment methods)
CPD	Continuous Professional Development
Demonstrate/ demonstration	Showing learners the best way to undertake a task or develop a skill by illustrating how it is done by actual performance
Diagnostic assessment	The assessment methods used to discover strengths and weaknesses in a learners work and determine future action
Diagnostic meeting	Meeting to determine the present level of skills and knowledge of a learner and, normally, to determine a future programme for further development
E-learning	Electronic learning – learning which is supported or enhanced through the application of information and communication technology
E-learning online	Electronic learning via an intranet or the internet
E-learning on-site	Electronic learning in the organisation's own learning environment using ICT

Evaluation	Gathering information to give a measure of the effectiveness of the training that has been delivered
External verifier	Appointed by City & Guilds to ensure that all assessments undertaken with centres are fair, valid, consistent and meet the requirements of the standards
Feedback	Written or oral information given to learners regarding their progress
Formative assessment	On-going assessment carried out throughout a programme of learning
Minimum GLH	Guided Learning Hours
Ground rules	Agreed codes of behaviour between the teacher and the learner. Usually agreed at the beginning of the programme eg non-use of mobile phones
Group	Learners being taught together (three or more)
Holistic report	A written statement reflecting a candidate's experience
Ice breakers	Fun and light-hearted ways of introducing learners to each other
ICT	Information Communication Technology – the combination of computing and communication technologies (including computer networks, telephone systems and the internet)
ILP	Individual Learning Programme
ILT	Information and Learning Technology – the use of information and communication technologies to support learner activities
Initial assessment	Assessment methods used to discover strengths and areas for development in a learner's work and determine future action. A means of measuring a learner's ability eg a literacy test
Institution / organisation	The establishment where the teacher is working with learners. This will normally be a school, a college of further education, a private training or education establishment, a company with house training provision
Instruct/ instruction	Where the tutor tells the learner what to do to achieve a particular skill or objective
Internal verifier	Appointed by a centre to ensure that all assessments undertaken within the centre are fair, valid, consistent and meet the requirements of the standards
Internet	Worldwide computer network
Intranet	An organisation's own network
IT	Information Technology – the computer infrastructure, hardware and software used to process data and deliver information
Learner/ student	Person who is being taught or trained
Learning programme	Scheme of work, programme of work or study
Learning session	A period of input by a teacher using a variety of methods such as lesson practice etc
Learning style	Particular way in which an individual prefers to learn eg visual, aural, kinesthetic
List of resources	Black board, white board, text books, handouts, overhead projector, ICT etc
Mentor	Person giving one-to-one support to a learner
Methods of assessment	Observations, questions, simulations, witness testimony, work products, professional discussion, prior experience, candidate discussion, projects, assignments, tests etc
Motivation	How a learner is disposed towards learning, extrinsic-external reasons for learning, intrinsic-internal desire to learn for self fulfilment
Multi-media	The use of various types of equipment to present text, graphics, video, animation and sound in an integrated way

Non-verbal communication	Any communication that does not involve the spoken word eg body language, facial expression
Objective	A statement of what will be learned as a result of the training received
On-the-job	In the working environment
Organisation	Establishment where the candidate is working with learners, students or trainees eg school, college, private training/education establishment or company with in-house training provision
Pedagogy	Tutor centred learning
Plenary session	Reviewing stage where all the learners involved in an exercise/activity are assembled together to share their views and conclusions
Product and process models	The <i>product</i> model focuses upon the outcomes of a course, for example, learners passing assignments to obtain certification. The tutor often just delivers what <i>must</i> and <i>should</i> be delivered. The <i>process</i> model focuses on the content of the course (the <i>must</i> and <i>should</i>) and other relevant knowledge and skills that <i>could</i> be learnt and applied
Pro forma	Blank form for use by candidates/assessors
Qualitative	Quality information obtained by open questions, reports and discussions
Quality assurance	A means of checking learners work by internal and external verification
Quantitative	Quantity information obtained by closed questions, results from tests and other data gathering techniques
Reliability	Consistency of measurement achieved by the use of an assessment method
Review	Discussion with learner to ascertain progress to date and plan future training (where applicable)
Session plan	Plan prepared by the trainer prior to delivery of a training session
Skills	An organised pattern of mental and/or physical activity. Examples of skills include practical, numerical, decision-making and social
Skills analysis	See Task analysis
SMART	Specific, Measurable, Achievable, Realistic, Time bound
Synoptic assessment	An assessment made to determine the final level of achievement. Often done by a final test or examination
Synchronous learning	Learning that takes place in an environment where the tutor and learner are simultaneously present, perhaps at different locations, but communicating with each other in real time
Task analysis	Breakdown of a task/job into its component skills (sometimes referred to as Skills analysis)
Teaching/training cycle	System approach which includes five inter-linked stages: identify needs, plan and design learning, deliver, assess and evaluate
Trainer	Person who is helping the learner to achieve a desired state/standard/competence
Tutor	Person who is advising, supporting and assessing the candidate
VACSR	Valid, Authentic, Current, Sufficient, Reliable
Validity	Extent to which an assessment method measures what it is supposed to measure
VARK	Visual, Aural, Read/write, Kinesthetic
Virtual classroom	Online learning environment where tutors and learners interact

Visual aid	Visual support material used to enhance the learning session eg overhead transparency, diagram, slide projection, photograph/picture, video/film, model, computer program, interactive internet page (including audio visual equipment)
VLE	Virtual Learning Environment – learning via a computer connected to an intranet or the internet
Weblogs (blogs)	Personal websites of regularly updated learner entries recording learning experiences and progress

Appendix 3 Reading list

Daines J, Daines C and Graham B (2006) Adult Learning, Adult Teaching, Welsh Academic Press
ISBN 9781860571152

Francis M and Gould J (2000) Fast Track to Training: A practical guide to successful teaching and training,
A-Train Publishing ISBN 0-9537677-0-1

Gravells A (2007) Preparing to teach in the Lifelong Learning Sector – Learning Matters, 1844451173

Minton D (2000) Teaching Skills in Further & Adult Education, City & Guilds,
ISBN 1-861-52717-9

Petty G (2004) Teaching Today (3rd Edn), Nelson Thornes ISBN 0748785256

Townsend J (2002) The Trainer's Pocketbook (9th Edn), Management Pocketbooks Ltd
ISBN 1-903776-02-3

Appendix 4 Centre initial assessment

Tutor	Candidate
Do you have any experience in a coaching and instructing environment? If yes, please explain. If no, explain why you would like to coach/instruct	
What is the specialist subject you will be delivering?	
What are your strengths?	
What are your areas for development?	
Do you have a good command of written/spoken English?	
Do you have access to and are confident at using IT?	
Do you have any particular requirements the centre should be aware of?	
Results from learning styles' tests	
Results from other relevant diagnostic tests	

Candidate's signature	Date
Tutor's signature	Date

Note: A learning plan should now be completed with the candidate

Appendix 5 Pro formas

Coaching and instruction plan

Coach / Instructor

Learner

Location

Date

Aim

Length of session

Objectives/outcomes

Equipment/resources / health and safety factors etc

Introduction:

Development:

Conclusion / Summary:

Assessment methods (oral/written/observation etc)

Assessment decision and feedback

Learner's signature

Date

Coach/Instructor's signature

Date

Diagnostic meeting

Coach / Instructor

Learner

Plan for diagnostic meeting

Date of meeting

Venue and suitability

Materials/documents to be used

How individual needs will be identified

Communication methods to be used

Diagnostic meeting

(Diagnostic Profile from the City & Guilds Centre guide may also be used)

Venue and suitability

Current competence of learner

Strengths

Areas for development

How individual needs can be met in relation to the organisation's facilities

Results of initial assessments and learning styles' tests

Action plan agreed today YES/NO

Learner's signature

Date

Coach/Instructor's signature

Date

Action plan

Coach / Instructor

Learner

Qualification / course to be taken and target date

Individual needs / learning styles

Action required

Review date

Learner's signature

Date

Coach/Instructor's signature

Date

Observation report

Coach/Instructor

Date

Title of session

Length of session

Preparation

Did the candidate:

Y/N

N/A

Comments

Check the environment and resources beforehand?

Take into account any health & safety issues?

Ensure there were enough resources for all learners?

Have a detailed coaching/instruction plan?

Deliver an introduction, main content and conclusion?

Establish and maintain a rapport with the learners?

Demonstrate knowledge of their subject?

Demonstrate skills effectively?

Take into account different learning styles?

Take into account any prior learning (if relevant)?

Use relevant resources and a range of activities as appropriate?

Communicate effectively?

Appear confident and professional?

Take into account any special needs of learners?

Deal with disruptive situations as appropriate

Monitoring Did the candidate:	Y/N N/A	Comments
Ask questions and involve the learners where appropriate?		
Use assessment or questioning?		
Observe skills using correct documentation?		
Give positive feedback where relevant?		
Summarise the session?		
Achieve their aim?		
Clear the area afterwards?		
Evaluate their delivery?		

Overall feedback (how the session was delivered and the skills used, how assessment took place)

Agreed action:

Observer's signature

Date

Coach/Instructor Signature

Date

Review of progress

Coach / Instructor

Learner

Location

Date

Qualification

Summary of discussion:

(eg progress so far, next steps, support required)

Agreed action and target dates

Learner's signature

Date

Instructor/Coach's signature

Date

Date of next review

Appendix 6 Summative assessment record

To be kept by the Tutor/Assessor and candidate, and used in conjunction with the evidence requirements sheets.

Candidate name	Enrolment number
Centre name	Centre number

Unit	Evidence requirements	Date achieved	Date sampled by IV and/or EV
011	One plan of a diagnostic meeting with a learner to identify needs One action plan		
012	One plan for instruction or coaching of a session (this plan will be used in unit 013)		
013	One coaching / instruction plan (from unit 012) One observation report		
014	One plan from unit 012 showing evidence of assessment decision One review of progress		

I confirm that the evidence provided is authentic and a true representation of my own work.

Candidate's signature

Date

Name of Tutor/Assessor

Name of Internal Verifier

Name of External Verifier

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