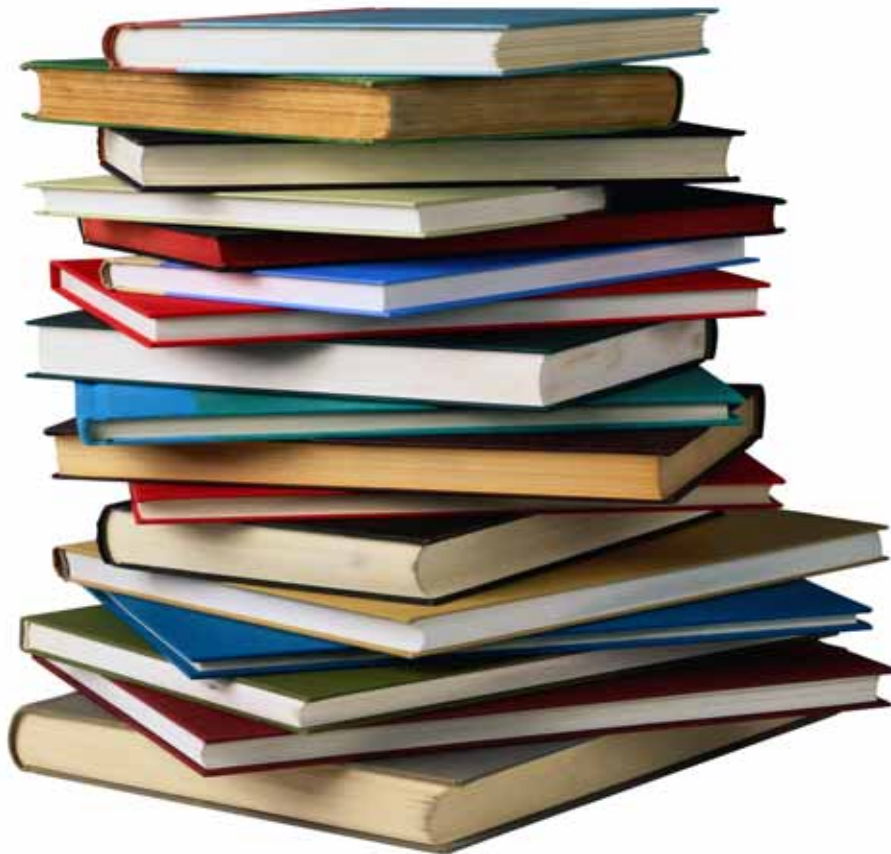


Level 3 IVQs in Teaching, Training and Assessing Learning (1106)

**Level 3 IVQ Advanced Diploma in Teaching, Training
and Assessing Learning (1106-21) (500/5753/4)**

**Level 3 IVQ Specialist Advanced Diploma in Teaching,
Training and Assessing Learning (1106-22) (500/5751/0)**

Qualification handbook for centres



About City & Guilds

City & Guilds is the UK's leading provider of vocational qualifications, offering over 500 awards across a wide range of industries, and progressing from entry level to the highest levels of professional achievement. With over 8500 centres in 100 countries, City & Guilds is recognised by employers worldwide for providing qualifications that offer proof of the skills they need to get the job done.

City & Guilds Group

The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management) which provides management qualifications, learning materials and membership services, NPTC which offers land-based qualifications and membership services, and HAB (the Hospitality Awarding Body). City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

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Level 3 IVQs in Teaching, Training and Assessing Learning (1106)

Qualification handbook for centres



www.cityandguilds.com
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1 About this document

This document contains the information that centres need to offer the Level 3 International Vocational Qualification (IVQs) in Teaching, Training and Assessing Learning (1106).

Qualification Title	Level 3 IVQ Advanced Diploma in Teaching, Training and Assessing Learning
City & Guilds qualification number	1106-21
Accreditation number	500/5753/4
Qualification Title	Level 3 IVQ Specialist Advanced Diploma in Teaching, Training and Assessing Learning
City & Guilds qualification number	1106-22
Accreditation number	500/5751/0

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 3 IVQs in Teaching, Training and Assessing Learning (1106).

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 5 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 5 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 qualifications

2.1 Aim of the qualifications

City & Guilds has designed the Level 3 IVQs in Teaching, Training and Assessing Learning (1106) qualifications for those delivering training or employed in post-16 education and training. These qualifications aim to reflect the international nature of the knowledge, skills and activities needed for different countries, cultures and industries.

These qualifications provides essential knowledge and practical teaching, training and assessing learning skills for the following:

- candidates who already have an introductory teaching and supporting learning qualification and would like to progress further
- teachers or those training and assessing learning who want to improve their knowledge and skills
- experienced teaching staff who require continuing professional development in teaching, training and assessing learners
- candidates who require a qualification to improve their knowledge and skills to prepare for a higher level of teaching, training and assessing learners
- centres who wish to run a teaching, training and assessing learning qualification for their current staff to support existing courses
- opportunities for gaining individual units which are relevant to their current role (eg Internal Verification, Assessing Competence, Coaching and Mentoring, E-Learning, Management of Training).

2 About the qualifications

2.2 The structure of the qualifications

There are two qualification diploma routes that are available to candidates by centres, depending on candidate requirements and experience.

- Accreditation number -500/5753/4 (1106-21) Level 3 IVQ Advanced Diploma
- Accreditation number-500/5751/0 (1106-22) Level 3 IVQ Specialist Advanced Diploma

Level 3 IVQ Advanced Diploma (1106-21)

This comprises of five core units with associated practical activities, a written holistic report and a multiple choice examination (D100) which covers the theory of teaching, training and assessing learning. All parts of the qualification must be completed and passed for the candidate to be successful for the full qualification.

Level 3 IVQ Specialist Advanced Diploma (1106-22)

Candidates may progress from the Level 3 IVQ Advanced Diploma to the Level 3 IVQ Specialist Advanced Diploma by completing **two** additional units from the seven optional units 106-112 within three years of completing the Level 3 IVQ Advanced Diploma route.

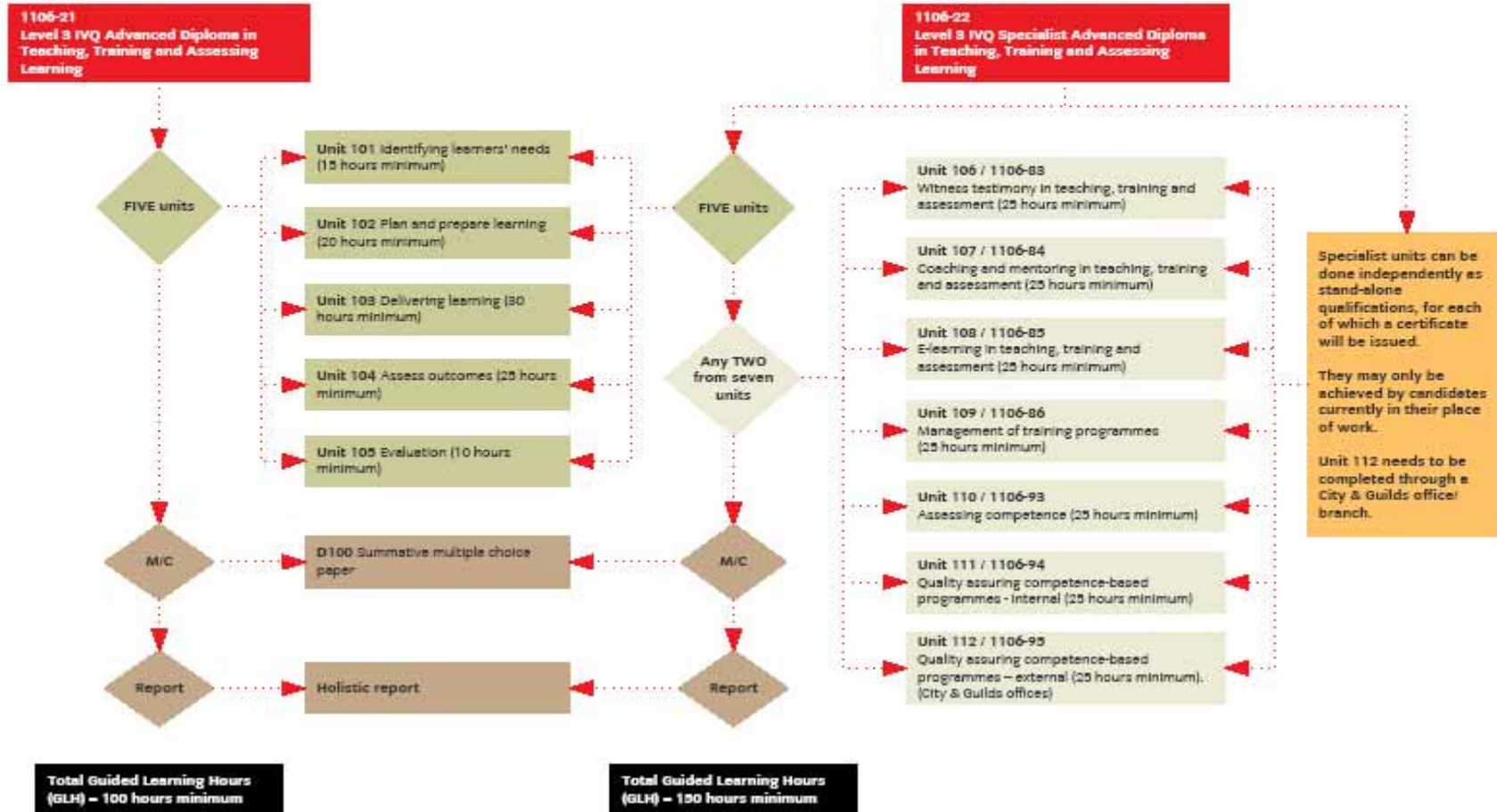
Please note **Certificate of Unit Credits (CUC's) will not be issued** for either of the above qualification routes.

Qualification routes for standalone qualifications

Specialist optional units can also be done independently as stand alone qualifications, for each of which a full certificate will be issued. They may only be achieved by candidates currently in their place of work. Please see the IVQ qualification chart identifying the qualification routes which are available.

QUALIFICATION ROUTES

Level 3 IVQs in Teaching, Training and Assessing Learning (1106)



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 the Level 3 IVQ Advanced Diploma and Level 3 IVQ Specialist Advanced Diploma should be as follows:

Unit number	QCA unit reference	Unit title	Recommended guided learning hours
101	M/502/2627	Identifying learners' needs	Minimum 15 hours
102	T/502/2628	Plan and prepare learning	Minimum 20 hours
103	A/502/2629	Delivering learning	Minimum 30 hours
104	M/502/2630	Assess learning outcomes	Minimum 25 hours
105	T/502/2631	Evaluation of sessions and learning programmes	Minimum 10 hours
106	A/502/2632	Witness testimony in teaching, training and assessment	Minimum 25 hours
107	F/502/2633	Coaching and mentoring in teaching, training and assessment	Minimum 25 hours
108	J/502/2634	E learning in teaching, training and assessment	Minimum 25 hours
109	L/502/2635	Management of training programmes	Minimum 25 hours
110	R/502/2636	Assessing competence	Minimum 25 hours
111	Y/502/2637	Quality assuring competence based programmes – Internal	Minimum 25 hours
112	D/502/2638	Quality assuring competence based programmes – External (City & Guilds branches only)	Minimum 25 hours
Unit number	Assessment title		Duration of examination
100	N/A	Teaching and Supporting Learning (MC)	1 ½ hours

To achieve the full Level 3 IVQ Advanced Diploma in Teaching, Training and Assessing Learning the **minimum** recommended guided learning hours amount to **100 hours**.

To achieve the full Level 3 IVQ Specialist Advanced Diploma in Teaching, Training and Assessing Learning the **minimum** recommended guided learning hours amount to **150 hours**.

Level 3 IVQ Advanced Diploma and IVQ Specialist Advanced Diploma

The two qualifications can be offered to candidates by centres, depending on candidate requirements and experience. There are also a number of optional units which can be offered as part of an individual's Continuous Professional Development (CPD) activity.

The difference between the Level 3 IVQ Advanced Diploma and IVQ Specialist Advanced Diploma is that the IVQ Specialist Advanced Diploma requires more units, allowing a candidate to demonstrate greater knowledge and skills over a range of roles which link to the candidate's work practice.

The Level 3 IVQ Advanced Diploma comprises **five** core units with associated practical activities, a written report and a multiple choice examination (D100) which covers the theory of teaching, training and assessing learning. All parts of the qualification must be completed and passed for the candidate to be successful.

All candidates **must** take the synoptic multiple choice test (D100) to achieve the IVQ Advanced Diploma qualification.

Candidates may progress from the Level 3 IVQ Advanced Diploma to the IVQ Specialist Advanced Diploma by completing two additional units from the seven optional units 106 – 112 within three years of completing the Level 3 IVQ Advanced Diploma. The **five** core units from the Level 3 IVQ Advanced Diploma and **all** optional units have practical tasks and there is a multiple choice examination covering the theory of the core units. All optional units have written knowledge questions which must be successfully completed.

Please note that units 110,111 and 112 can only be achieved by candidates who are currently in this role. Unit 112 can only be taught and assessed by a City & Guilds office.

Full details of the requirements for the Level 3 IVQ Advanced Diploma and IVQ Specialist Advanced Diploma can be found under Section 2.

2 About the qualifications

2.3 Relevant sources of information

Related publications

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

Publication	Available from
Specimen examination paper	Qualification Handbook
Qualification handbook with assessment and recording forms	Qualification Handbook and City & Guilds website
<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 catalogue (CD-00-1112)*. This document provides a detailed list of all international qualifications and an examination calendar
- *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.

Candidate entry requirements and progression

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.

In order to undertake the Level 3 IVQ Specialist Advanced Diploma it is necessary to have achieved the Level 3 IVQ Advanced Diploma in Teaching, Training and Assessing Learning.

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 3. Centres are advised that they check candidates own qualifications and experience to teach and support learners (see section 2.1). This should be recorded as part of initial assessment.

Candidates should have a teaching position or work placement in order to achieve the practical aspect of the qualifications.

Accreditation of prior learning and experience

Accreditation of Prior Learning (APL) and Accreditation of Prior Experience and Learning (APEL) are approaches used to recognise the contribution a person's previous experience might contribute to a qualification.

There is no accreditation of prior experience and learning for the Level IVQ Advanced Diploma and IVQ Specialist Advanced Diploma in Teaching, Training and Assessing Learning except:

- where a candidate is entering for the Level 3 IVQ Specialist Advanced Diploma having achieved the Level 3 IVQ Advanced Diploma within the last three years
- where a candidate has gained the International Diploma in Teaching and Training (1104-02) within the last two years, they will be exempt from the five core units of the Level 3 IVQ Advanced Diploma and progress directly to the IVQ Specialist Advanced Diploma
- there is no APL for holders of the International Certificate in Training Skills (1104)

Accreditation on the National Qualifications Framework

The Level 3 IVQ Advanced Diploma and IVQ Specialist Advanced Diploma are accredited at Level 3 of the National Qualifications Framework of England, Wales and Northern Ireland (NQF).

Age restrictions and legal considerations

The expected minimum age limit attached to candidates undertaking the qualifications 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.

Candidates must have appropriate entry qualifications (see section 3).

Progression

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

Prior to taking the qualification, candidates may have completed the Introductory Award in Training Skills (1106-01) and /or the Level 2 IVQ Diploma in Training Skills (1106-02).

Progression from the Level 3 IVQ Advanced Diploma to the IVQ Specialist Advanced Diploma is by the candidate completing two optional units within three years of gaining the Level 3 IVQ Advanced Diploma. 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 Personal Development (CPD). It also allows for a wider demonstration and acquisition of knowledge and skills.

Approved centres may deliver units 106-111 as standalone qualifications for those candidates who would benefit from improving their skills.

Please note candidates must achieve all units within the Level 3 IVQ Advanced Diploma before they progress to the IVQ Specialist Advanced Diploma. They cannot progress on the basis of **less** than the 5 units 101 – 105 plus the synoptic multiple choice test (D100).

Within the country or industry the Level 3 IVQ Advanced Diploma and/or the Level 3 IVQ Specialist Advanced Diploma may meet the prerequisite required for initial teacher training of the vocational post-16 education/training system. Each centre offering the qualification will be able to advise candidates either at the start or completion of the qualification.

Centres will be able to advise candidates about the requirements for initial training of the vocational post-16 education / training system in their country.

3 Centre requirements

3.1 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.

City and Guilds 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 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 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*.

3 Centre requirements

3.2 Fast track approval

Centres approved to offer the following qualifications may apply for approval for the Level 3 IVQs in Teaching, Training and Assessing Learning (1106) using the fast track form available from City & Guilds international 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).

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 3 IVQs in Teaching, Training and Assessing Learning (1106) in their country.

3 Centre requirements

3.3 Global online assessment (GOLA)

Currently, there is no mechanism in place for global online assessment for the Level 3 IVQs in Teaching, Training and Assessing Learning (1106). 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).

3 Centre requirements

3.4 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, teaching, training and assessing learning. Unit 112 can only be taught and assessed by a City & Guilds office.

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.

Further details of centre staff roles are provided under Section 2 Key Roles in *Centre Guide – Delivering International Qualifications*.

3 Centre requirements

3.5 Registration and certification

Full details of City & Guilds' administrative procedures for these qualifications are provided in the *International catalogue (CD-00-1112)*, and are provided online to City & Guilds registered centres via the Walled Garden. This information includes:

- 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 catalogue (CD-00-1112)*. 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 City & Guilds International offices.

3 Centre requirements

3.6 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 *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
- externally set and internally marked knowledge questions for each optional unit
- 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:

- Assessment Manager
- 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 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 core and optional 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 delivered sessions or nominate a suitable observer, maintaining details of all Nominated 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 to enable candidates to meet the requirements of the qualification.

To carry out their quality assurance role, External Verifiers 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 Unit 112 Quality assurance – external. Please contact your local City & Guilds 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
- check initial assessment records
- monitor internal quality assurance systems and sampling, including direct observation, assessment activities, methods and records
- approve centre devised model answers to knowledge questions
- 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.

4 Course design and delivery

Recommended delivery strategies

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

Provided that the requirements for the qualifications 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.

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.**

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.

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 run. 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 own needs and to build on their own good practice.

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
- Introductory Award in Training Skills (1106-01)
- Level 2 IVQ Diploma in Training Skills (1106-02).

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. Records must be maintained.

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 learning contract/individual learning plan.

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 catalogue (CD-00-112)*, 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, the report on a **pass, refer or fail** basis and the multiple choice examination on a **pass or fail** basis. To achieve the Level 3 IVQ Advanced Diploma candidates must successfully complete all practical activities of the five units plus the multiple choice examination and holistic report.

Where candidates have successfully completed units 110, 111 and 112 a certificate will be issued separate to the Level 3 IVQ Specialist Advanced Diploma. These units can only be achieved by those currently in their place of work.

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

The Notification of Candidates Results, full Level 3 IVQ Advanced Diploma certificate and full Level 3 IVQ Specialist Advanced Diploma certificate will be issued by City & Guilds to the centre for award to successful candidates. Centres are required to use form S, tick Results submission for components and enter each component number claimed followed by P. For further information please refer to the international catalogue and centre guide. 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 3 IVQ in Teaching, Training and Assessing Learning (1106).

Resources	How to access (Appendices to this qualification handbook (EN-031106))
Test specification	Appendix 1
Key words and terms (Glossary)	Appendix 2
Reading list	Appendix 3
Sample multiple choice paper/keys	Appendix 4
Guidance for report production (units 101-105)	Appendix 5
Summative evidence record – Core units	Appendix 6
Summative evidence record – Specialist units	Appendix 7
Initial assessment	Appendix 8
Pro formas*	Appendix 9

Resources

Guidance for Tutors
Guidance for Assessors
Guidance for Nominated Observers
Guidance for Internal Verifiers
Guidance for External Verifiers.

*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.

5 Assessment

5.1 Summary of assessment requirements

For these qualifications, candidates will be required to complete the following assessments:

Level 3 IVQ Advanced Diploma in Teaching, Training and Assessing Learning (1106-21)

- Specified assessment activities which are externally set and internally marked plus one summative multiple choice examination covering units 101 to 105 which is mandatory plus a report.

Level 3 IVQ Specialist Advanced Diploma in Teaching, Training and Assessing Learning (1106-22)

- Specified assessment activities which are externally set and internally marked plus one summative multiple choice examination covering units 101 to 105 plus a report plus specified assessment activities and knowledge questions for the chosen optional units.

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. Centres should maintain a summary record for each candidate, tracking their progress throughout the qualification (pro formas are provided in Appendices 6 and 7).

Completion of practical activities

Each unit has several activities which form the evidence requirements. These can be completed in any order, but 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, report and knowledge questions 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. They may achieve unit accreditation for any other successful units from the Specialist Advanced Diploma (options) route.

Please refer to the evidence requirements sheets within each unit. The candidate can record the dates the activities were completed on these sheets. The Tutor/Assessor must use the summative assessment record to track each candidate's progress. These records must be maintained by the Tutor and candidate (see Appendices 6 and 7).

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 its own documentation it should be agreed with the External Verifier.

Multiple choice examination

This will be set and marked by City & Guilds. Please refer to the *International catalogue (CD-00-1112)* for further details and dates. This test consists of 50 questions to be completed within the duration of 1 hour and 30 minutes. If a candidate fails they will be required to make a re-entry for another series of examination.

Knowledge questions (Level 3 IVQ Specialist Advanced Diploma route)

Each optional unit has a set of knowledge questions. All questions must be successfully answered by the candidate to achieve a pass. Grading of the questions is **pass, refer** or **fail**. Where a candidate is deemed a refer, they may reattempt the unsuccessful questions on one other occasion (after a period of seven days). If a candidate fails the knowledge test, they automatically fail the unit. City & Guilds does not specify a word count; however, centres should ensure candidates answer all questions in a concise manner.

Centres must use their professional judgement when administering the knowledge questions. They can be completed individually by the candidate outside of class time. They do not have to be completed under examination conditions within the centre. Candidates may refer to their notes or relevant text books. There is no time limit for completion of the knowledge questions, however, it should be realistic.

Centres must use their professional judgement when marking the knowledge answers. Alternative answers may be given by the candidate which are equally valid. For further advice and guidance contact your External Verifier. City & Guilds require centres to produce specimen knowledge answers for all specialist route knowledge questions. These **must** be approved by the External Verifier.

Verification of practical activities and knowledge questions

A sample of practical activities, reports and knowledge answers must be internally and externally verified.

Centres should ensure that all practical activities plus the report and knowledge questions are sampled for each group of candidates.

Candidate portfolio

Candidates must maintain a portfolio of evidence towards the units. Appendices 6 and 7 should be completed on an ongoing basis.

A section can then be created within the portfolio for each unit, with the evidence requirements' sheets, activities, reports and knowledge answers (optional units only) filed within it.

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

Sample assessments

A sample summative 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:

- the multiple choice examination will take **one hour and thirty minutes** in total to complete.
- **internal assessment activities** – where candidates have not successfully completed all the evidence requirements and/or all the knowledge questions for the optional units they are deemed as refer. If a candidate has taken an activity and been unsuccessful, he or she

can retake a subsequent version at the discretion of the centre. 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.

- centres are advised to use their professional judgement to administer the knowledge questions for the optional units. (This can be carried out by candidates outside of class time). All knowledge questions must be successfully answered to achieve a pass. A sample will be checked by the External Verifier. Where candidates have not successfully answered all knowledge questions or completed the report, they may reattempt the unsuccessful areas on one other occasion after a period of seven days.
- centres are advised to use their professional judgement when administering and marking the report. Guidance is given in Appendix 5. All sections of the report must be successfully answered to achieve a pass.

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 summative multiple choice examination are pass or fail. The multiple choice examination will incur an additional component registration D100 and fee charge.

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 specifications

A test specification for the summative multiple choice examination is provided in Appendix 1 of this handbook.

6 Units

Structure of units

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

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

Unit 101

Identifying learners' needs

Overview

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and understanding of the principles of learning and the application of these to learners and must include the following:

- identify the principles of learning, teaching and training
- recognise the basis for individual differences in learning and how this influences the delivery of learning
- identify the importance of communication skills.

Learning outcomes

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

- describe the learning environment and the identification of good and bad learning experiences
- explain the importance of learning styles
- carry out a diagnostic meeting with a learner resulting in a learning plan.

Minimum guided learning hours

It is recommended that a minimum of 15 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- a summative multiple choice test covering the underpinning knowledge of all five core units
- a report.

Examples of teaching and learning methods

Ice breaker activities, group discussions, tutor presentations, completion of learning-style questionnaires, workshop activities and research activities.

Unit 101 Identifying learners' needs

Summary of knowledge requirements

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

- the teaching/training cycle
- learning styles
- the principles of learning
- individuals' views about their needs based on valid and reliable assessment of all relevant information
- identify learning needs and any initial recommendations on ways of meeting them
- initial assessment and the importance of checking prior learning.

Unit 101 Identifying learners' needs

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of:

	Key areas	Additional information
1.1	Teaching/training cycle	Identifying learners' needs Planning and preparation Delivery of learning Assessment Evaluation
1.2	Learning styles	Visual, Aural, Read/write and Kinesthetic (VARK)
1.3	Principles of learning	Motivation, product and process models
1.4	Initial assessment	Knowledge and experience in relation to programme being undertaken
1.5	Identifying learning needs	On job, off job, group learning, individual's learning, private study, open or distance learning, lectures, participative methods, degree of individuals' confidence/expectations and any barriers to learning
1.6	Diagnostic meeting	Prepare suitable venue for interviewing, access suitable internal/external materials which can assist individuals to identify their learning requirements. Use of information leaflets
1.7	Managing a diagnostic meeting, identifying learning, training and development needs	Select appropriate communication styles with individuals, review current competence, strengths and areas for development, assess the gap between current skills, knowledge and learning and what is needed
1.8	Action planning	Summarising and agreeing a learning plan. Preferred course of action, other acceptable options, type, content, length and structure of recommended course of other provision, preferred learning styles, preferred mode of attendance, individuals' special requirements
1.9	Completing records and pro formas. Ensuring correct storage and conformity to protection of personal information and any data protection legislation. Identifying relevant sources and make recommendations	Different ways of storing securely, written records in filing cabinets, computer records on hard, CD-ROM or floppy disk
1.10	Interviewing and questioning techniques	Pace of information, level of language used, different questioning techniques – open, closed, probing, hypothetical and leading questions, listening and feedback skills. Check previous learning records, certificates, knowledge and experience of previous or current work

1.11	Evaluating information acquired by the interviewer	Making a decision based on information acquired to suit the individual's needs and the centre's ability to fulfil these needs
1.12	Resources to provide learning	Type of resources: Staffing, accommodation, special requirements, equipment, finance, any special individual requirement eg childcare, language and cultural factors.

Unit 101 Identifying learners' needs

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
One plan for a diagnostic meeting with a learner	<p>Plan for a diagnostic meeting. It is expected that this will show:</p> <ul style="list-style-type: none"> the suitability of the venue materials to be used how the needs of the individual are to be identified a variety of methods of communication to be used 		<ul style="list-style-type: none"> a variety of communication methods 	
Plus				
One learning plan on the outcomes of the diagnostic meeting	<p>Learning Plan on the outcomes of the diagnostic meeting. It is expected that this will show:</p> <ul style="list-style-type: none"> how the needs of the individuals can be met in relation to the organisation and facilities available 		<ul style="list-style-type: none"> information acquired and how this influenced the plan 	
Plus				
A holistic report – (see Appendix 5)	Identify a good and a bad learning experience in terms of the teaching/training cycle		<ul style="list-style-type: none"> both a good and a bad learning experience in terms of the teaching/training cycle components of identifying needs, planning and design, delivery, assessment and evaluation how these experiences will influence future teaching practice learning styles principles of learning 	

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 102 Plan and prepare learning

Overview

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and understanding of the principles of planning and preparing teaching/learning sessions for individuals and groups and must include the following:

- describe the required outcomes of learning
- plan and structure teaching/learning and assessment activities
- select and develop resources to support learning
- devise an appropriate learning programme (minimum of three linked sessions)
- write session/learning plans
- plan evaluation.

Learning outcomes

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

- write learning aims and objectives
- produce a learning programme
- produce session plans
- structure the plans in a way that encourages, consolidates and assesses learning
- select and adapt appropriate resources
- plan for evaluation.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- a summative multiple choice test covering the underpinning knowledge of all five core units
- a report.

Examples of teaching and learning methods

Tutor presentations, tutorials, discussion groups, workshop activities, presentations, reading and research.

Unit 102 Plan and prepare learning

Summary of knowledge requirements

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

- the use of 'SMART' learning objectives
- design principles in creating a logical and progressive learning programme and session plans
- criteria for identifying resources to meet the different needs of learners and the learning process
- resources and their use in the teaching/learning environment
- formative and summative assessment of learners
- evaluation of sessions and self
- methods of checking and consolidating learning.

Unit 102 Plan and prepare learning

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of:

2.1	Writing aims and objectives for a learning programme and session plans	Type of learners (age, background, skills, experience), focused on a particular group Difference between learning programme and session plan. Difference between aims and objectives, how they relate to each other, SMART characteristics
2.2	Identifying and selecting appropriate teaching and learning methods	Plan a range of teaching/learning methods for individuals and groups eg using formal and informal methods. Compliance with local health and safety regulations
2.3	Identifying and selecting relevant resources and materials	Staffing eg tutors, support staff, visiting speakers Equipment eg machinery, tools, computers Accommodation eg classroom, workshop Materials eg written worksheets, handouts, textbooks, ICT produced materials, board and flipchart Cost implications to meet budget requirements
2.4	Adapting resources and materials	Equipment, accommodation and materials best suited for: learning sessions aims and objectives learners' needs and capabilities previous learning preferences meeting learning session aims and objectives
2.5	Obtaining resources within the organisation	Staffing eg tutors, support staff, visitors Equipment eg machinery, tools, computers Accommodation eg classroom, workshop Materials eg written worksheets, handouts, textbooks, ICT produced materials, board and flipchart
2.6	Preparing a learning programme	Programme and session aims Learning objectives Learning outcomes Resources Formative and summative assessment Activities
2.7	Preparing structured plans from a learning programme	Timing, objectives/learning outcomes, resources, teacher activities, learner activities, assessment, and other topics as appropriate

2.8 Planning and preparing for the evaluation of sessions

Devise appropriate evaluative methods for feedback from:

Learners eg oral feedback, written feedback (evaluation sheets), relevance of session content to session aims and objectives, effectiveness of teaching/learning style and resources

Others eg oral/written/questionnaire

Self evaluation – strengths, areas for development, action required:

- what went well?
- what would you do to improve?
- how do you know learning took place?

Unit 102 Plan and prepare learning

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
<p>One learning programme for a minimum of three linked sessions</p>	<p>Learning programme – it is expected that this will show:</p> <ul style="list-style-type: none"> • dates of sessions • outcomes, activities, resources and assessment 		<ul style="list-style-type: none"> • progression between sessions 	
<p>Plus</p> <p>Two session plans for the delivery of learning sessions Note: these plans are to be used in Unit 103</p>	<p>Session plan – it is expected that these will show:</p> <ul style="list-style-type: none"> • where and when the sessions are to take place and number in group • session title • aims and objectives of the session • timing, activities and assessment 		<ul style="list-style-type: none"> • relation of objectives to aim • SMART characteristics • a range of teaching and learning methods 	
<p>Plus</p> <p>A holistic report – (see Appendix 5)</p>	<p>Describe the materials, activities and resources to be used during teaching/training sessions</p>		<ul style="list-style-type: none"> • materials/resources/activities selected and why these are to be used or adapted • how the choice is identified to meet the needs of the learners 	

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook* and *Centre guide – Delivering international qualifications*

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 103

Delivering learning

Overview

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and understanding of delivering teaching/learning sessions and must include the following:

- use of appropriate training, learning and teaching techniques and methods
- establish and maintain an effective learning environment
- apply assessment and feedback techniques.

Learning outcomes

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

- deliver a planned teaching/learning session
- manage the teaching/learning environment
- demonstrate effective communication skills.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- a summative multiple choice test covering the underpinning knowledge of all five core units
- a report.

Examples of teaching and learning methods

Tutor presentations, role-play, candidate presentations, discussion, tutorials, peer and tutor feedback.

Unit 103 Delivering learning

Summary of knowledge requirements

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

- how to create an appropriate learning environment
- the appropriateness of resources and activities for different types of learning
- how to create a good working relationship with learners
- effective communication
- how to present, instruct and demonstrate to individuals and groups
- how to manage potential distractions and interruptions
- how to include individual needs and differences
- ways of providing feedback and self review.

Unit 103 Delivering learning

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of:

3.1	Creating and adapting a suitable location complying with all local health and safety regulations	Workshop space, classroom, laboratory, training room, workplace, specialised accommodation (ie computer room), arranging seating and room furniture
3.2	Introducing aims and objectives	These should be clearly stated and presented
3.3	Using techniques to put learners at ease	Greet learners individually, use first names (if applicable), use open body language, give each learner time and attention, use suitable ice-breakers and induction programme, setting ground rules
3.4	Presenting information in a logical and timed sequence	Presentations - formal input, informal, encouraging interaction between the presenter and the learners Information - factual, principles, ideas Logical sequence - following the order of the aims and objectives of the presentation, reinforcing and building as each point is made
3.5	Delivering and presenting information appropriately	Know the needs and capabilities of learners. Presentation of information taking into account previous learning and learning preferences, pacing and timing, pedagogy and andragogy
3.6	Using appropriate resources effectively	Equipment, materials, models, books, ITC etc
3.7	Encouraging learners to participate in the session	Use appropriate questioning techniques and involve all learners Groups – ensure each group has a spokesperson, allocate roles if necessary, question group members, identify non-participating group members and involve them
3.8	Organising group activities	Briefing learners including rules and SMART objectives, resources, provide ongoing support, conduct plenary session incorporating 2-way feedback and conclusions
3.9	Using different techniques to clarify understanding and modify the session as appropriate	Encouraging learners to develop the points made by verbal/non verbal responses, by additional visual aids, descriptions and written responses (eg handouts). Checking learners' understanding and adapting the presentation in response to learners' reactions and questions
3.10	Identifying barriers to learning and communication	Internal barriers eg previous experience of learning and motivation, individual confidence, resistance to instruction, appropriate level of teaching/instruction. External barriers eg suitability of learning environment, interruptions, disruptions, noise, visual distractions

3.11	Communicating effectively to learners in an appropriate manner	Take account of learners' verbal and non-verbal communication eg body language, facial expressions, use of hands, body posture, their seating position in the group. Be aware of factors that motivate individuals to learn eg effective tutor/teacher skills, importance of being well prepared, effective communicator, set SMART objectives. Appropriate manner eg pace of information, level of language used
3.12	Minimising distractions and interruptions	Internal factors eg individual confidence, delivery method not matching learning styles, personality clashes and cultural factors External factors eg the environment, disruptions, noise distractions, visual distractions and interruptions
3.13	Giving support to learners	Confirm when learners are successful, correct errors and give encouragement. Allow and support individual differences
3.14	Giving constructive feedback to the learners	Feedback given positively to learners used as a basis to plan future group or individual learning, improve motivation
3.15	Summarising and concluding each session	Refer to aims and objectives, agree any additional learning points made and summarise each session
3.16	Self review	Reflect on sessions delivered.

Unit 103 Delivering learning

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
<p>Two session plans for the delivery of learning sessions with completed self evaluation sections</p> <p>Note: these plans are the two plans developed in Unit 102</p>	<p>Session plans – it is expected that these will show:</p> <ul style="list-style-type: none"> plans for assessing learners (linked to unit 104) 		<ul style="list-style-type: none"> Preparation of session plans Evaluation of your delivery 	
Plus				
<p>Two observation reports of the learning sessions delivered. These should be completed by the Tutor or by a person nominated by the Tutor such as your line manager</p>	<p>Observation report - it is expected that this will show:</p> <ul style="list-style-type: none"> how you delivered the session the interpersonal skills you used when working with the learners how you assessed and gave feedback to your learners (linked to unit 104) <p>Note: these reports will be completed by the Tutor/Nominated Observer</p>		<ul style="list-style-type: none"> presentation of the session – information given in a logical, timed sequence communication with learners management of the environment assessment and feedback 	
Plus				
<p>A holistic report – (see Appendix 5)</p>	<p>Describe the materials, activities and resources to be used during teaching/training sessions</p>		<ul style="list-style-type: none"> how effective the resources/materials/activities were to the sessions and the learners how a variety of communication methods are used 	

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 104

Assess learning outcomes

Overview

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and understanding of identifying the range of assessment methods available in teaching/learning and must include the following:

- describe different methods of assessment available in teaching/learning
- design and use an appropriate assessment activity.

Learning outcomes

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

- identify and describe a range of assessment methods
- use an assessment activity
- record and use results appropriately.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- a summative multiple choice test covering the underpinning knowledge of all five core units
- a report.

Examples of learning/teaching methods

Group discussions, tutorials, tutor presentations, workshop activities, reading and research activities.

Unit 104 Assess learning outcomes

Summary of knowledge requirements

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

- principles of assessment
- initial, formative and summative assessment types
- assessment methods
- assessment decisions and giving feedback
- the need to keep accurate records.

Unit 104 Assess learning outcomes

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of:

4.1	Principles of assessment	Valid - content appropriate to objectives or outcomes being assessed Authentic - candidate's own work Reliable and consistent - maintains performance over time Current - evidence is relevant at time of assessment Sufficient - enough evidence presented for all objectives or outcomes to be assessed Objective - use of test, examination and questions/papers Subjective - criteria not specified
4.2	Identifying learning objectives and outcomes	From a qualification/syllabus handbook, from learning programme and session plans. From those set by the organisation or other external agency (ie an examination board or awarding body). SMART
4.3	Selecting appropriate assessment methods and types	Initial, formative and summative assessment. Methods relevant to outcomes/objectives being assessed. Selecting cost effective methods – equipment/materials, time and personnel
4.4	Selecting naturally occurring work activities	Activities undertaken as part of the learner's normal work function, in the workshop or classroom as part of normal coursework. Use non-disruptive assessment methods where possible. Use supplementary questions to cover any aspect not clearly demonstrated and observed, to clarify any possible gaps in evidence, to cover knowledge evidence not demonstrated, if appropriate to cover range statements
4.5	Taking account of special requirements	First language, literacy problems, numeracy problems, lack of confidence, cultural factors and other special needs (ie physical disabilities, behavioural problems)
4.6	Briefing, agreeing and completing an assessment plan where required	This should include details of: name of learner, time and place and date of assessment, objectives, outcomes and competences to be assessed. Agreed assessment methods, materials to be used and review date. Seeking the agreement of the learner to the assessment process
4.7	Conducting an assessment by using the assessment method chosen, conforming to any specific assessment requirements	Assessment methods eg tests (written and oral) observations of performance, reports, questioning the learner, assignments, practical tasks, essays etc
4.8	Minimising distractions and interruptions	Internal factors eg individual confidence, resistance to assessment, instructions too complex or simplistic for learners' ability External factors eg suitability of the environment for assessment, disruptions, noise, visual distractions

4.9	Making assessment decisions and giving constructive feedback	Structured to match the objectives, outcomes and competences being assessed. Positive, highlighting what was successful and achieved, indicating action for any aspects not achieved and agreeing timescales or review as necessary. Dealing with complaints and appeals from learners.
4.10	Completing, passing on and storing records, pro formas and checklists	Confirm the outcome and all recorded entries with the learner. Pass records to next stage in the organisation if applicable. Store records to comply with any legal requirements
4.11	Collating records and other information made since last assessment	Records eg formative, summative, observations (ie from practical activities), checklists Other information eg records of informal assessments made since last assessment, (ie interview notes). Information of learners' views about their achievement.

Unit 104 Assess learning outcomes

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
<p>Two plans for conducting assessment</p> <p>Note: these should be planned prior to delivering the learning sessions and link to units 102 and 103</p>	<p>Assessment plans – it is expected that these will show:</p> <ul style="list-style-type: none"> the method and types of assessment you plan to use the learning outcome or objectives to be assessed the needs of individual learners how you involved the learners and sought their agreement 		<ul style="list-style-type: none"> principles of assessment methods of assessment naturally occurring work activities interaction between you and your learners to check their learning 	
Plus				
<p>Two observations of how you gave feedback to learners</p> <p>Note: the observation may be undertaken by the Tutor or by a person nominated by the Tutor and can be carried out at the same time as the observation for unit 103</p>	<p>Observation of feedback - it is expected that this will show:</p> <ul style="list-style-type: none"> how you used the constructive feedback model with your learner how you sought their agreement to what had been achieved and what further actions needed to be undertaken <p>Note: this report will be completed by the Tutor/Nominated Observer</p>		<ul style="list-style-type: none"> constructive feedback records – completed and passed if required to another person, stored appropriately 	
Plus				
A holistic report- (see Appendix 5)	Explain principles and types of assessment		<ul style="list-style-type: none"> principle eg VACSR methods used for subject area eg questioning etc and the reasons why explanation of type eg initial, formative, summative 	

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 105

Evaluation of sessions and learning programmes

Overview

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and understanding of evaluation and must include the following:

- self evaluation
- evaluation of sessions and learning programmes
- identifying areas for development and improvement.

Learning outcomes

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

- identify and describe appropriate methods of evaluation
- apply evaluation methods to sessions and learning programme
- reflect on their own learning and practice
- action plan for their own development.

Minimum guided learning hours

It is recommended that a minimum of 10 hours should be allocated for this unit. This may be on a full-time or part-time basis.

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- a summative multiple choice test covering the underpinning knowledge of all five core units
- a report.

Examples of teaching and learning methods

Tutor presentation, group discussions, tutorials, workshop activities, reading and research, activities and role-play.

Unit 105 Evaluation of sessions and learning programmes

Summary of knowledge requirements

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

- evaluation methods for self, session and programme
- principles of reflective practice
- ways of reviewing own practice
- sources available for own development
- methods of action planning.

Unit 105 Evaluation of sessions and learning programmes

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of

5.1	Learners and session Methods of evaluation Analysing information SMART objectives	Group or individual Formal eg written, questionnaire Informal eg discussion with learners (group or individual) Valid and reliable information, quality and quantity Specific, Measurable, Achievable, Realistic and Time bound
5.2	Evaluating sessions and learning programmes	Aims, objectives, outcomes and competences. Delivery and assessment methods, resources and timing. Learners' feedback including results. Propose revisions and improvements
5.3	Self evaluation	Principles of reflective practice: Who, what, when, where, why and how (wwwwhh) Identification of start point and progress towards end goal. Personal development journals, logs, diaries, notes; need for improvement
5.4	Action planning for personal development	Action plan should use 'SMART' objectives and use information from a variety of sources eg peers, professional colleagues, staff appraisals, review with programme tutor and learners
5.5	Identifying barriers to self achievement	Barriers eg own self-confidence, organisational constraints, financial implications, time, availability of opportunity, distance considerations and personal circumstances
5.6	Awareness of relevant trends	Possible changes and trends in longer term thinking and policies. Short, medium and long term targets.

Unit 105 Evaluation of sessions and learning programmes

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
One personal action plan for your development	<p>Personal action plan - it is expected that this will show:</p> <ul style="list-style-type: none"> • an identification of your starting point • strengths • areas for development • action and improvements required 		<ul style="list-style-type: none"> • the evidence used for the action plan • any barriers identified which may not allow you to reach your own goal • the use of SMART objectives for plan and self 	
Plus				
A holistic report (see Appendix 5)	Evaluate the delivered sessions and self to inform future delivery		<ul style="list-style-type: none"> • the self evaluation section of the session plans, completed after each delivered session • the feedback from the observers • the methods used for delivery and assessment and how effective these were • the methods of evaluation used with learners during the delivered sessions for example questionnaires, discussions and how this information was analysed • how all the above information will inform future delivery 	

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 106

Witness testimony in teaching, training and assessment

Overview

This unit can only be achieved by candidates who currently are involved in witness testimony in their place of work. If a candidate is completing this unit as part of the Specialist Advanced Diploma **(1106-22)** it will be recorded on their final certificate. Evidence from other units within 1106 cannot be used for this unit.

A certificate for Witness testimony in teaching, training and assessment will be issued for candidates who successfully complete the full unit and register separately under the relevant program of study **(1106-83)**.

Aim

The aims of this unit are to enable the candidate to develop the necessary knowledge and understanding for the use of witness testimonies and must include the following:

- identifying opportunities for confirming competence of learners and staff
- observing learners and staff towards agreed standards or outcomes
- giving feedback to learners and staff
- maintaining records.

Learning outcomes

There are **five** outcomes to this award. The candidate will be able to :

- support learners and staff
- prepare and use an observation checklist
- confirm competence in the workplace by observation and questioning
- give feedback on performance to learner and third party eg assessor
- maintain relevant records.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- completion of knowledge questions.

Examples of teaching and learning methods

Tutor presentation, group discussions, tutorials, workshop activities, reading and research, activities and role-play.

Unit 106 Witness testimony in teaching, training and assessment

Summary of knowledge requirements

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

- the role of the witness
- identifying standards to be witnessed
- how to provide opportunities for confirming competence in the workplace by observation
- the importance of questioning to confirm underpinning knowledge
- identification of tasks and which aspects of competence they meet
- making decisions and giving feedback
- the need to keep accurate records
- liaison with third parties.

Unit 106 Witness testimony in teaching, training and assessment

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of

6.1	The role of the witness	Supporting learners and staff towards an agreed qualification, set of standards or outcomes Liaising with other witnesses involved with the learner/staff member and the assessor of the qualification if relevant Preparation and completion of relevant records
6.2	Identifying standards and outcomes	From a qualification/syllabus handbook /learning programme From those set by the organisation or other external agency (ie an examination board or awarding body)
6.3	Selecting appropriate methods to confirm competence	Activities undertaken as part of the learner/staff member's normal work function Use non-disruptive methods where possible eg observation Use questions to cover knowledge evidence not demonstrated – either written or oral Selecting cost effective methods – equipment/materials, time and personnel
6.4	Producing and using an observation checklist	Based around the standards/outcomes to be assessed Identifying relevant tasks and opportunities Ensuring authenticity of learner/staff member's work
6.5	Taking account of special observation requirements	First language, literacy problems, numeracy problems, lack of confidence, cultural factors and other special needs (ie physical disabilities, behavioural problems) Ensuring fairness of observation method and type to suit individual learner/staff member Ensuring health and safety of learner/staff member
6.6	Minimising distractions and interruptions	Internal factors eg individual confidence, resistance to observation, instructions too complex or simplistic for learner/staff member's ability External factors eg suitability of the environment for observation, disruptions, noise, visual distractions
6.7	Confirming decisions	Basing a decision upon competence demonstrated towards the relevant standards or outcomes, plus others if these occurred during the observation process Complaints and appeals procedures
6.8	Giving constructive feedback	Structured to match the standards or outcomes being assessed Positive, highlighting what was successful and achieved, indicating action for any aspects not achieved and agreeing timescales as necessary Encouraging learner/staff member to ask questions

6.9	Completing and storing records and checklists	Confirming the standard or outcomes and completing an observation checklist, witness testimony and witness status list Recording responses to questions Storing records to comply with any legal requirements
6.10	Providing information to third parties	Providing information and records to supervisors and/or assessors.

Unit 106 Witness testimony in teaching, training and assessment

Knowledge questions for this unit

- 6.1 What do you consider to be the role of the witness?
- 6.2 What documentation will you refer to, to identify the standards to be observed or outcomes you will be observing?
- 6.3 What methods would you use to confirm competence of your learner/staff member?
- 6.4 Why would you use an observation checklist?
- 6.5 How do you ensure learners with individual needs and special assessment requirements are observed fairly? How can you ensure the health and safety of all those involved in the observation process?
- 6.6 How could you minimise distractions and interruptions during the assessment process?
- 6.7 How do you reach a decision of competence? What if your learner appealed against your decision?
- 6.8 Why is it important to give constructive feedback?
- 6.9 How would you store relevant records at your organisation and why?
- 6.10 How and why do you communicate with the learner/staff member's assessor and any others who might be involved?

Unit 106

Witness testimony in teaching, training and assessment

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
Two observation checklists for two different learners/staff members	Observation checklists Both checklists are to be designed and used by the candidate to cover agreed standards or outcomes with their learners/staff members		<ul style="list-style-type: none"> preparation and content of observation checklists use of naturally occurring work activities consideration of health and safety and other environmental issues 	
Plus				
One witness status list completed by the candidate	Witness status list <ul style="list-style-type: none"> This should show the relationship of the witness to the learner/staff member and the qualification and include other witnesses involved 		<ul style="list-style-type: none"> involvement of and liaison with others 	
Plus				
Two witness testimonies	Witness testimonies These should confirm success or otherwise towards the standards or outcomes observed and include responses to questions		<ul style="list-style-type: none"> how you made your decisions use of constructive feedback records – how completed and/or passed on to others 	
Plus				
Responses to knowledge questions	Responses to knowledge questions Responses to knowledge questions will be marked by your Tutor/Assessor			

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 107

Coaching and mentoring in teaching, training and assessment

Overview

This unit can only be achieved by candidates who currently coach and mentor in teaching, training and assessing learning in their place of work. If a candidate is completing this unit as part of the Specialist Advanced Diploma (**1106-22**) it will be recorded on their final certificate. Evidence from other units within 1106 cannot be used for this unit.

A certificate for Coaching and mentoring in teaching, training and assessment will be issued for candidates who successfully complete the full unit and register separately under the relevant program of study (**1106-84**).

Aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding of coaching and mentoring and must include the following:

- identifying individual needs and learning styles
- preparing coaching and mentoring plans
- checking the suitability of the environment
- coaching and mentoring in order to fulfil the plans
- giving support and feedback.

Learning outcomes

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

- plan and facilitate sessions to meet learner's needs
- review individual learning
- support and advise learners to achieve their targets.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- completion of knowledge questions.

Examples of teaching and learning methods

Tutor presentation, group discussions, tutorials, practical demonstration, peer and tutor feedback, reading and research, activities and role-play.

Unit 107 Coaching and mentoring in teaching, training and assessment

Summary of knowledge requirements

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

- the needs and learning styles of learners undergoing coaching and mentoring
- how to create plans for learners
- environment and resources for the delivery of effective coaching and mentoring
- the coaching and mentoring process
- how to support learners
- ways of providing feedback
- self review.

Unit 107 Coaching and mentoring in teaching, training and assessment

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of

7.1	Identify learners' needs and learning styles	Existing knowledge and experience References and reports Abilities and disabilities Current support network On the job/off the job Barriers to learning Learning styles – visual, aural, read/write and kinaesthetic (VARK)
7.2	Preparing coaching and mentoring plans	Aims and objectives Skills analysis Suitable environment and equipment Involvement of others Creating plans (coaching and mentoring) Setting targets and timescales
7.3	Environment	Realistic work situations Health and safety Room – accessible, comfortable and secure Minimising distractions and interruptions
7.4	Resources	Appropriate staff Equipment and resources relevant to the task Accessible, within budget Comprehensive sources for guidance Current IT facilities if applicable
7.5	Coaching	Style appropriate to learning objectives/outcomes and learner Process and product models SMART objectives Demonstration techniques for one-to-one or small group coaching Timing and sequencing Guidance and support Making decisions and providing feedback Recording results and maintaining records
7.6	Mentoring	Roles, relationships and expectations Agree aims, timescales, targets Agree boundaries Communication styles Confidentiality Recording discussions and maintaining records

7.7	Support	Guidance and support skills Removal of distractions Identify relevant sources of support Confidentiality and ethics Develop confidence, decision making and responsibility (the candidate and their learner) Ensure viable relationships Identify additional support if necessary eg literacy, numeracy Referral to others if applicable
7.8	Review	Regular checks of learner progress Review targets Monitor and record progress Sustain motivation Alter sessions and approach as necessary Involve others where necessary Self-review – principles of reflective practice, evaluation of coaching and mentoring sessions
7.9	Feedback	Regular, unbiased, confidential Positive and constructive Check targets and action plans Confirm results and quality of work Record agreed results and future targets/action.

Unit 107 Coaching and mentoring in teaching, training and assessment

Knowledge questions for this unit

- 7.1 When preparing for a coaching or mentoring session how do you ensure you know enough about your learner?
- 7.2 What are the main aspects of a coaching and mentoring plan?
- 7.3 What environmental or other factors are likely to inhibit learning during a coaching and mentoring session and how would you overcome them?
- 7.4 What resources would you need for coaching and mentoring and why?
- 7.5 What makes a successful coaching session?
- 7.6 Why is it important to agree boundaries and confidentiality in a mentoring session?
- 7.7 How do you encourage a learner to recognise they may need support? How could you then help them?
- 7.8 How and why would you carry out a review of progress with a learner?
- 7.9 How should you provide feedback to maintain a learner's motivation?

Unit 107 Coaching and mentoring in teaching, training and assessment

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
<p>One coaching plan for one learner</p> <p>Plus</p> <p>One mentoring plan for one learner</p>	<p>Coaching plan and mentor agreement – it is expected that these will show:</p> <ul style="list-style-type: none"> • how you identified learners’ needs and learning styles • aims, objectives/outcomes • how you negotiated and sought the learners’ agreement to the plan 		<ul style="list-style-type: none"> • learning needs/styles • objectives and targets to be achieved • resources and sources of support 	
<p>Plus</p> <p>One review of progress with a learner who you have coached</p> <p>Plus</p> <p>One review of progress with a learner who you have mentored</p>	<p>Review of progress - it is expected that these will show:</p> <ul style="list-style-type: none"> • summary of discussion/achievement • any support required • how you negotiated the next steps with your learner 		<ul style="list-style-type: none"> • frequency of meetings • review dates • activities achieved against the plan • decisions/results indicating learners’ progress • revise targets negotiated/agreed for achievement 	
<p>Plus</p> <p>One observation report of you undertaking a review session with one of your learners</p> <p>Note: the observation may be undertaken by the Tutor or by a person nominated by the Tutor</p>	<p>Observation of review - it is expected that this will show:</p> <ul style="list-style-type: none"> • the interpersonal skills you used when reviewing the progress of the learner • how you encouraged the learner to identify their achievements and what they need to do now 		<ul style="list-style-type: none"> • planning for the session • preparation of the environment • conducting the session • reviewing and recording the outcome 	
<p>Responses to knowledge questions</p>	<p>Responses to knowledge questions</p> <p>Responses to knowledge questions will be marked by your Tutor/Assessor</p>			

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed		
Candidate’s name	Candidate’s signature	Date
Tutor’s name	Tutor’s signature	Date

Unit 108

E-learning in teaching, training and assessment

Overview

This unit can only be achieved by candidates who have access to e-learning facilities. Their learners must be studying in an e-learning context (on-site and online).

This unit can only be achieved by candidates who currently are involved in E-learning in teaching, training and assessing learning in their place of work. If a candidate is completing this unit as part of the Specialist Advanced Diploma **(1106-22)** it will be recorded on their final certificate. Evidence from other units within 1106 cannot be used for this unit.

A certificate for E-learning in teaching, training and assessment will be issued for candidates who successfully complete the full unit and register separately under the relevant program of study **(1106-85)**.

Aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding for using e-learning and must include the following:

- identifying opportunities for e-learning
- using e-learning systems and equipment
- facilitating e-learning activities
- assessing e-learning
- giving feedback to learners and maintaining records.

Learning outcomes

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

- use e-learning systems and equipment
- plan and facilitate sessions for on-site and online learning
- communicate, support, assess and give feedback to learners
- maintain relevant records and communicate with third parties.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- completion of knowledge questions.

Examples of teaching and learning methods

Tutor presentations, tutorials, discussion groups, workshop activities, presentations, reading, research and on-site/online facilities.

Unit 108 E-learning in teaching, training and assessment

Summary of knowledge requirements

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

- identifying qualifications suitable for e-learning (on-site and online)
- how to use e-learning systems, equipment and platforms
- planning, facilitating and assessing e-learning sessions
- communicating with learners
- the need to keep accurate records
- liaison with third parties.

Unit 108 E-learning in teaching, training and assessment

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of:

8.1	The role of the e-tutor/assessor	<p>Identifying opportunities suitable for e-learning which support the activities of the qualification or standards</p> <p>Giving ongoing support to learners to enhance their learning through ILT</p> <p>Liaising with others involved with the learner and learning process</p> <p>Competence at using computers, e-learning systems, multimedia, relevant resources and equipment</p> <p>Creating a learning environment eg a physical setting or a virtual setting eg platform</p>
8.2	Planning e-learning activities	<p>Use of ILT, ICT, IT and VLE within the organisation's learning environment (see glossary) eg interactive systems, CD-ROM, presentation software, web conferencing, other media eg wireless devises etc</p> <p>Use of online and remote/distance learning via the internet or intranet (logging on to a public or private network) eg virtual classroom (see glossary)</p> <p>Planning asynchronous and synchronous learning (see glossary)</p>
8.3	Encourage learners to use e-learning	<p>Help learners identify their learning needs and styles through the use of ILT eg flexible learning, on-site or online (see glossary)</p> <p>Preparing session plans to incorporate e-learning for on-site learning</p> <p>Preparing learning plans based on the needs of the learner and the agreed standards</p> <p>Learner motivation</p>
8.4	Provide ILT materials to support learning	<p>Develop or adapt learning materials for use with individuals and groups based around the agreed qualification requirements eg text based activities, multimedia presentations</p>
8.5	Facilitate group and individual e-learning	<p>Induction to e-learning, suitable ice-breaker activities (on-site and online)</p> <p>Two way communication (tutor/learner) – live chats, weblogs (see glossary), e-mail</p> <p>Promoting the use of online learning communities and chatrooms</p> <p>Interaction between learners</p> <p>Evaluation of e-learning sessions</p>

8.6	Assessing learners through e-learning	Deciding suitable e-learning assessment methods eg tests, questions, projects, assignments Initial, formative and summative assessment Validity, authenticity, currency, sufficiency, reliability of learner's work Basing a decision upon competence demonstrated Complaints and appeals procedures
8.7	Minimising distractions and interruptions	Internal factors eg individual confidence, resistance to e-learning, instructions too complex or simplistic for learner's ability External factors eg suitability of the environment for e-learning, disruptions, noise, visual distractions
8.8	Taking account of special requirements	First language, literacy problems, numeracy problems, lack of confidence, cultural factors and other special needs (ie physical disabilities, behavioural problems) Ensuring fairness of e-learning method to suit individual learner eg use of font size, colours Ensuring health and safety of learner
8.9	Giving constructive feedback	Structured to match the standards being assessed Positive, highlighting what was successful and achieved, indicating action for any aspects not achieved and agreeing timescales as necessary Confirming competence or otherwise Encouraging learner to communicate and ask questions/clarify points
8.10	Completing and saving/storing records	Tracking learner participation and achievement by the use of ILT Maintaining records to comply with any legal requirements
8.11	Providing information to third parties	Providing information, records and reports to others for the purpose of confirming achievement of learners, quality assurance and sharing good practice.

Unit 108 E-learning in teaching, training and assessment

Knowledge questions for this unit

- 8.1 What do you consider to be the role of the e-tutor/assessor?
- 8.2 How can you effectively plan for e-learning both on-site and online?
- 8.3 How can you ensure that your learners are capable of using and benefiting from e-learning?
- 8.4 How can you develop or adapt learning materials for use with individuals and groups based around the qualification requirements?
- 8.5 How can you best facilitate group and individual e-learning?
- 8.6 How can you ensure the authenticity of learners' work via e-learning?
- 8.7 How do you minimise distractions and interruptions during an on-site e-learning delivery session?
- 8.8 How can you provide access to e-learning for learners with individual needs and special requirements?
- 8.9 Why is it important to give constructive feedback during on-site and online e-learning?
- 8.10 How can you track the individual participation and achievement of your learners for both on-site and online learning and achievement?
- 8.11 Why is it important to maintain records for third parties?

Unit 108

E-learning in teaching, training and assessment

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
Two session plans for two different sessions of on-site e-learning	Session plans These should be for two different sessions that you facilitate on-site within your organisation and include self evaluations (group and/or one-to-one delivery)		<ul style="list-style-type: none"> preparation and content of session plans preparation and content of learning plans preparation and content of e-learning materials 	
Plus				
One observation report by your Tutor or a person nominated by your Tutor	Observation report This will be provided by your Tutor (or a person nominated by your Tutor) using the observation report for one of your sessions above		<ul style="list-style-type: none"> facilitated group and individual learning communication assessment 	
Plus				
One learning plan for one learner participating in an online e-learning programme	Learning plan This should be for one learner participating in online distance or remote e-learning and can be an electronic document or paper based form		<ul style="list-style-type: none"> communication and feedback involvement of and liaison with others records – how completed and/or passed on to others 	
Plus				
Two e-learning materials/resources	Learning materials/resources One should be for a delivered session on-site eg using presentation software, the other should be for online learning eg text based activity			
Plus				
Responses to knowledge questions	Responses to knowledge questions These will be marked by your Tutor/Assessor			

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 109

Management of training programmes

Overview

This unit can only be achieved by candidates who currently manage training programmes in their place of work. If a candidate is completing this unit as part of the Specialist Advanced Diploma **(1106-22)** it will be recorded on their final certificate. Evidence from other units within 1106 cannot be used for this unit.

A certificate for Management of training programmes will be issued for candidates who successfully complete the full unit and register separately under the relevant program of study **(1106-86)**.

Aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding to manage training programmes and must include the following:

- designing a plan for delivery of a learning programme
- overseeing the delivery of the programme
- reviewing the effectiveness of the programme.

Learning outcomes

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

- design a plan for delivery of a learning programme, to meet the organisation's requirements
- identify resources for the programme
- manage and lead staff to deliver the programme
- review and evaluate the programme and staff.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- completion of knowledge questions.

Examples of teaching and learning methods

Tutor presentation, discussion, role-play, peer and tutor feedback, reading and research, tutorials.

Unit 109 Management of training programmes

Summary of knowledge requirements

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

- how to match the organisation's ability to the needs of external agencies when identifying a learning programme
- principles of planning a learning programme
- how to oversee the delivery of the programme ensuring it is costed and resourced correctly
- how to manage and lead staff
- ways of reviewing and evaluating the work of staff and the delivery of a programme.

Unit 109 Management of training programmes

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of:

9.1	Organisation's needs and requirements	Organisation's mission and objectives Staffing expertise, organisation's resources Learner age groups Labour market intelligence Internal targets and benchmarking, performance indicators Funding requirements Awarding/external body requirements Employers' needs
9.2	Designing a plan for delivery of a learning programme	Accreditation and evaluation (internal and external) Knowledge/skills – level, depth and breadth Aims/objectives/outcomes to be achieved based upon the awarding/external or internal requirements Programme structure, timing and content Rooms, resources and equipment Delivery and assessment methods
9.3	Oversee the delivery of the programme	Staffing and timetables Planning and holding meetings Resources Evaluation processes Internal and external verification processes
9.4	Resources	Identify funding if applicable Budget, monitor expenditure Provide reports for audit and management Resources required for training Capital (including IT if applicable) Consumables
9.5	Manage and lead staff	Identify suitable team of staff (experience and qualifications – essential and desirable) Devise timetables Allocate workroles, key responsibilities and functions of staff according to job specifications eg trainer, assessor, internal verifier Management and leadership skills Motivation of staff Monitor progress of programme, staff and learners against targets Identify Continuing Professional Development (CPD) opportunities for staff Deal with complaints, appeals and disputes Communicate effectively with management and staff Use of organisation's intranet and e-mail if applicable Respond to management requests

9.6	Review	<ul style="list-style-type: none"> Review programme against identified targets and benchmarking Monitor and review the progress of staff Appraisal and review skills Feedback skills Work within organisation's quality framework Implement revised programme outcomes if applicable
9.7	Evaluate	<ul style="list-style-type: none"> Evaluate own performance Oversee quality requirements of organisation Evaluate programme delivery Identify action and timescales Monitor feedback from staff, learners and third parties eg internal verifiers Provide reports to management and/or third parties eg external verifiers.

Unit 109 Management of training programmes

Knowledge questions for this unit

- 9.1 What information would you require to decide on the type of programme your organisation should be providing?
- 9.2 When organising a plan for implementing a training programme, what do you need to consider?
- 9.3 Why is it important to oversee the delivery of the programme from design to evaluation?
- 9.4 Why is it important to keep within your organisation's budget constraints? What resources do you need to effectively manage the learning programme?
- 9.5 What are the differences between essential and desirable roles in a job specification?
- 9.6 How would you monitor the progress of your staff when they are delivering a training programme?
- 9.7 What are the quality frameworks that you will have to oversee for your training programme? Why should you evaluate the training programme? Why should you evaluate yourself?

Unit 109 Management of training programmes

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
<p>One written report for the delivery of a learning programme</p>	<p>Report for programme delivery - it is expected that this will show:</p> <ul style="list-style-type: none"> • what it is and who it is for • validation and examination/awarding body requirements • key content/subject • staff and resources • costs • delivery and evaluation 		<ul style="list-style-type: none"> • market intelligence/ research • logical development of subject 	
<p>Plus</p>				
<p>One written report on how you manage a team of staff delivering a programme</p>	<p>Written report - It is expected that this will show how you:</p> <ul style="list-style-type: none"> • allocate staff roles and expertise to match the programme content • identify duties and key responsibilities • use communication systems, eg meetings, intranet, e-mail, etc • plan training and CPD for staff • implement quality systems 		<ul style="list-style-type: none"> • efficient utilisation of staff and resources • costings for the programme • methods of evaluation • staff audit – current and planned • matching of skill to programme requirement • effective communication to inform and motivate • knowledge of internal and external verification 	

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
Plus				
One observation report of you undertaking a review session with one of your team members (this could be a simulation if candidate does not currently hold line management responsibility for staff)	Observation of review - It is expected that this will show: <ul style="list-style-type: none"> • the interpersonal skills you used when reviewing the progress with a member of staff • how you encouraged the staff member to evaluate their performance against key performance indicators • delivery and evaluation 		<ul style="list-style-type: none"> • planning for the review • conducting the review to encourage maximum participation and agreement • recording of the review 	
Plus				
Responses to knowledge questions	Responses to knowledge questions Responses to knowledge questions will be marked by your Tutor/Assessor			

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 110 Assessing competence

Overview

This unit can only be achieved by candidates who currently assess competence-based outcomes in their place of work. If a candidate is completing this unit as part of the Specialist Advanced Diploma **(1106-22)** it will be recorded on their final certificate. Evidence from other units within 1106 cannot be used for this unit.

A certificate of Assessing Competence will be issued for candidates who successfully complete the full unit and register separately under the relevant programme of study **(1106-93)**.

Aim

The aim of this qualification is to enable the candidate to develop the necessary knowledge and understanding of the principles of assessing competence based outcomes and must include the following:

- identify the principles of assessment
- recognise and use different methods of assessment
- make assessment decisions against agreed competence based standards
- provide feedback to learners.

Learning outcomes

There are **six** outcomes to this qualification. The candidate will be able to:

- develop plans for assessing competence based outcomes with learners
- judge evidence against competence based outcomes in order to make assessment decisions
- give feedback to learners on their achievement
- maintain relevant records
- review progress with learners
- provide information to an identified third party.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- completion of knowledge questions.

Examples of teaching and learning methods

Tutor presentations, tutorials, discussion groups, workshop activities, presentations, reading and research.

Summary of knowledge requirements

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

- principles of assessment
- assessment methods for competence based outcomes
- making assessment decisions
- giving feedback to learners
- the need to keep accurate records
- liaison with third parties.

Unit 110 Assessing competence

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of:

10.1	Principles of assessment	<p>Valid - content appropriate to outcomes being assessed</p> <p>Authentic - candidate's own work</p> <p>Reliable and consistent - maintains performance over time</p> <p>Current - evidence is relevant at time of assessment</p> <p>Sufficient - enough evidence presented for all outcomes to be assessed</p> <p>SMART targets – specific, measurable, achievable, realistic and time bound</p> <p>Formal/informal</p>
10.2	Identifying competence based outcomes	<p>From a qualification/syllabus handbook /learning programme</p> <p>From those set by the organisation or other external agency (ie an examination board or awarding body)</p>
10.3	Selecting appropriate assessment methods for competence based outcomes	<p>Initial, formative and summative to assess performance and knowledge</p> <p>Methods relevant to outcomes being assessed eg observation, questions (written and oral) simulation, witness testimony, professional discussion, prior experience, projects, work products etc</p> <p>Selecting cost effective methods – equipment/materials, time and personnel</p>
10.4	Assessing naturally occurring work activities	<p>Activities undertaken as part of the learner's normal work function</p> <p>Use non-disruptive assessment methods where possible</p> <p>Use supplementary questions to cover any aspect not clearly demonstrated and observed, to clarify any possible gaps in evidence, to cover knowledge evidence not demonstrated, if appropriate to cover range statements</p>
10.5	Taking account of special assessment requirements	<p>First language, literacy problems, numeracy problems, lack of confidence, cultural factors and other special needs (ie physical disabilities, behavioural problems)</p> <p>Ensuring fairness of assessment method and type to suit individual learner</p> <p>Ensuring health and safety of learner</p>

10.6	Briefing, agreeing and completing an assessment plan	<p>This should include details of: name of candidate, time and place and date of assessment, competences to be assessed, agreed assessment methods, materials to be used and review date</p> <p>Seek the agreement of the learner to the assessment process</p> <p>Liaise with others involved with the learner for example their supervisor at work</p>
10.7	Conducting assessment	<p>Using the assessment methods chosen, conforming to any specific assessment requirements</p> <p>Ensuring authenticity of learner's work</p>
10.8	Minimising distractions and interruptions	<p>Internal factors eg individual confidence, resistance to assessment, instructions too complex or simplistic for learner's ability</p> <p>External factors eg suitability of the environment for assessment, disruptions, noise, visual distractions</p>
10.9	Making assessment decisions	<p>Basing a decision upon competence demonstrated towards the relevant outcomes, plus other outcomes if these occurred during the assessment process</p> <p>Complaints and appeals procedures</p>
10.10	Giving constructive feedback	<p>Structured to match the competences being assessed</p> <p>Positive, highlighting what was successful and achieved, indicating action for any aspects not achieved and agreeing timescales or review as necessary</p> <p>Encouraging learner to ask questions</p>
10.11	Completing and storing records, pro formas and checklists	<p>Confirming the outcome and completing assessment records</p> <p>Storing records to comply with any legal requirements</p> <p>Records eg formative, summative, observations (ie from practical activities), checklists, pro formas and responses to questions</p>
10.12	Carrying out reviews	<p>Collating information since the last assessment/review, for example informal decisions</p> <p>Obtaining learner's views about their achievement and discussing relevant issues relating to progress, assessment and achievement</p>
10.13	Providing information to third parties	<p>Standardising practice and assessment decisions with other assessors</p> <p>Providing information and records for the purpose of internal and external quality assurance.</p>

Unit 110 Assessing competence

Knowledge questions for this unit

- 10.1 How can you ensure the authenticity of your learner's work?
- 10.2 What documentation would you refer to, to identify the competence based outcomes you will be assessing?
- 10.3 Describe six different methods of assessment and state how and why they could be used?
- 10.4 When and why would you use supplementary questions?
- 10.5 How do you provide access to assessment for learners with individual needs and special assessment requirements? How can you ensure the health and safety of all those involved in the assessment process?
- 10.6 Why would you agree an assessment plan with your learner?
- 10.7 How do you conduct the assessment process with your learner and any others who might be involved?
- 10.8 How could you minimise distractions and interruptions during the assessment process?
- 10.9 How do you reach an assessment decision? What if your learner appealed against your decision?
- 10.10 Why is it important to give constructive feedback? How would you develop an action plan with your learner if they did not achieve the required outcomes?
- 10.11 How would you store assessment records at your organisation and why?
- 10.12 Why do you carry out reviews of progress with your learners?
- 10.13 What are the internal quality assurance arrangements in your organisation?

Unit 110 Assessing competence

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
Three assessment plans for three different learners	Assessment plans Over the three assessment plans you are expected to use a range of assessment methods including observation and questioning		<ul style="list-style-type: none"> principles of assessment methods of assessment use of naturally occurring work activities involvement of others how you made your assessment decisions 	
Plus Feedback records for the three learners above	Feedback records Assessment reports confirming competence, units awarded and any action required		<ul style="list-style-type: none"> use of the constructive feedback model 	
Plus Review records for two of the above learners	Reviews Summary of discussion		<ul style="list-style-type: none"> how you planned and carried out reviews of progress/action plans with learners 	
One observation of how you gave feedback to one of your learners	Observation of feedback This will be provided by your Tutor using the observation report provided for this unit. You are advised to read this prior to the observation taking place.		<ul style="list-style-type: none"> records – how completed and/or passed on to others 	
Plus Responses to knowledge questions	Responses to knowledge questions Responses to knowledge questions will be marked by your Tutor/Assessor			

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Note: evidence from Unit 104 cannot be used for this unit

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 111

Quality assuring competence based programmes - internal

Overview

This unit can only be achieved by candidates who currently quality assure competence-based programmes in their place of work. If a candidate is completing this unit as part of the Specialist Advanced Diploma **(1106-22)** it will be recorded on their final certificate. Evidence from other units within 1106 cannot be used for this unit.

A certificate of Quality assuring competence based programmes-internal will be issued for candidates who successfully complete the full unit and register separately under the relevant program of study **(1106-94)**.

Aim

The aim of this qualification is to enable the candidate to develop the necessary knowledge and understanding to carry out and evaluate the internal quality assurance for competence based programmes and must include the following:

- establish internal quality assurance procedures
- establish and maintain communication channels internally with the assessment team and externally with a third party
- internally evaluate assessment process and procedures.

Learning outcomes

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

- support and monitor the quality of the assessment decisions made by the Assessors
- sampling assessment decisions and practice and maintaining records
- provide assessment information on agreed competence based outcomes to those who are external to the standards
- provide feedback to Assessors.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- completion of knowledge questions.

Examples of teaching and learning methods

Tutor presentations, tutorials, discussion groups, workshop activities, presentations, reading and research.

Unit 111 Quality assuring competence based programmes - internal

Summary of knowledge requirements

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

- principles of quality assurance within an organisation
- appeals and complaints procedures within the context of assessment
- supporting Assessors to ensure consistency in assessment practice
- sampling and verifying Assessors' decisions
- maintaining records
- creating a good relationship with learners, Assessors, management and third parties
- ways of providing feedback to Assessors on their performance.

Unit 111 Quality assuring competence based programmes – internal

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of:

11.1	Assessment methods	Methods relevant to outcomes being assessed eg observation, questions (written and oral) simulation, witness testimony, professional discussion, prior experience, projects, work products etc Initial, formative, summative assessment to assess performance and knowledge
11.2	Selecting appropriate verification methods	Planning a suitable rationale to cover all learners, Assessors and methods of assessment for an identified qualification CAMERA (see glossary) Methods to include observation of assessors, sampling learners' work, discussions with learners How verification will vary according to the experience and needs of the Assessors
11.3	Supporting Assessors and carrying out training needs' analysis	Inducting Assessors to their role and responsibilities Discussing training needs with Assessors and recording the outcomes Ensuring correct assessment documentation is used by Assessors along with qualification requirements
11.4	Making verification decisions	Sampling Assessors' decisions to ensure learners' success or otherwise Validity, authenticity, currency, sufficiency, reliability of work sampled Completion of necessary records Ensuring Assessors standardise their decisions with each other to ensure consistency of judgements, recording the outcomes Complaints and appeals procedures
11.5	Taking account of special requirements	First language, literacy problems, numeracy problems, lack of confidence, cultural factors and other special needs (ie physical disabilities, behavioural problems)
11.6	Giving constructive feedback	Positive, highlighting what was successful and achieved, indicating action for any aspect not achieved and agreeing time scales as necessary with Assessor
11.7	Conducting Assessor observations	How to plan for, carry out and record observations of assessors
11.8	Conducting discussions with learners	How to plan for, carry out and record interviews with learners Assessment review process with learners

11.9	Planning and contributing to a third party visit to meet external quality assurance requirements	Communicating with manager and Assessors to plan a third party visit Preparing all necessary records required
11.10	Completing and collating assessment and verification records	Ensuring correct storage and conformity to any data protection legislation Producing a management report after the third party visit.

Unit 111 Quality assuring competence based programmes – internal

Knowledge questions for this unit

- 11.1 Why is it important Assessors use a range of assessment methods for collecting evidence of performance and knowledge?
- 11.2 How could you effectively plan to sample and monitor the work of your Assessors?
- 11.3 Why would you carry out a training needs' analysis with your Assessors?
- 11.4 How can you ensure assessment decisions between Assessors are monitored so that assessment standards are applied consistently? What appeals and complaints procedure does your organisation have if a learner does not agree with the Assessor's assessment decision?
- 11.5 Why is it important to take account of any special assessment requirements or needs of learners?
- 11.6 Why is it important to give constructive feedback?
- 11.7 Why would you carry out observations of your Assessors?
- 11.8 How do you monitor and review how learners are progressing through the assessment process?
- 11.9 What do you need to do to meet the requirements of the third party, for your verification of the qualification and preparation for the external visit?
- 11.10 How do you use the feedback from the third party visit to identify how changes could be made to improve internal systems?

Unit 111 Quality assuring competence based programmes – internal

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/ Assessor checked
<p>One internal verification sampling plan</p> <p>Plus</p> <p>Two internal verification sampling reports</p>	<p>Internal verification sampling plan - this should be for one identified qualification with at least two Assessors</p> <p>Internal verification sampling reports - these should be used to feedback to the Assessor regarding their assessment decisions</p>		<ul style="list-style-type: none"> how you planned your rationale for verification eg, learners, locations, assessors, methods how you made your verification decisions use of the constructive feedback model 	
Plus				
<p>Two Assessor training needs' records</p> <p>Plus</p> <p>Two records of observation of Assessor performance</p>	<p>Assessor training needs' records - these should be for the two Assessors identified on the sampling plan</p> <p>Observations of Assessor performance - these should be for the two Assessors identified on the sampling plan</p>		<ul style="list-style-type: none"> records – how completed and/or passed on to others how you discussed your Assessors' training needs 	
Plus				
<p>One record of a learner discussion</p>	<p>Learner discussion - this should be for one of the learners who you observed the Assessor with</p>		<ul style="list-style-type: none"> Communication skills 	
Plus				
<p>Responses to knowledge questions</p>	<p>Responses to knowledge questions</p> <p>These will be marked by your Tutor/Assessor</p>			

Note: you are advised to use the pro formas supplied in the *IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed		
Candidate's name	Candidate's signature	Date
Tutor's name	Tutor's signature	Date

Unit 112

Quality assuring competence based programmes - external

Overview

This unit can only be delivered and assessed by a City & Guilds office. It can only be achieved by candidates who have been appointed by City & Guilds who currently externally quality assure relevant qualifications. If a candidate is completing this unit as part of the Specialist Advanced Diploma (**1106-22**) it will be recorded on their final certificate. Evidence from other units within 1106 cannot be used for this unit.

A certificate of Quality assuring competence based programmes-external will be issued to candidates who successfully complete this unit and register separately under the relevant programme of study (**1106-95**).

Aim

The aim of this unit is to enable the candidate to develop the necessary knowledge and understanding to carry out and evaluate the external quality assurance of programmes on behalf of an awarding body and must include the following:

- externally evaluate the internal assessment process and procedures
- recognise the importance of the role of the awarding body
- establish and maintain communication between the organisation and the awarding body.

Learning outcomes

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

- support and monitor the quality of the assessment process on behalf of the awarding body
- provide assessment information to the awarding body
- provide feedback to centres.

Minimum guided learning hours

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

Assessment

This unit will be assessed by:

- completion of practical activities to cover the evidence requirements and
- completion of knowledge questions.

Examples of teaching and learning methods

Tutor presentations, tutorials, discussion groups, workshop activities, presentations, reading and research.

Unit 112 Quality assuring competence based programmes - external

Summary of knowledge requirements

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

- principles of undertaking quality assurance on behalf of the awarding body
- appeals and complaints procedure
- supporting organisations to ensure consistency in assessment practice
- the importance of communication at all levels
- ways of providing feedback to organisations and to the awarding body.

Unit 112 Quality assuring competence based programmes – external

Knowledge requirements

The Tutor must ensure that the candidate has knowledge of

12.1	Principles of assessment	Valid - content appropriate to objectives and outcomes being assessed Authentic - candidates own work Reliable and consistent - maintains performance over time Current - evidence is relevant at time of assessment Sufficient - enough evidence presented for all objectives or outcomes to be assessed Objectives - use of test, examinations and questions/papers Subjective - criteria not specified
12.2	Principles of external quality assurance	Planning for the visit: checking details of a centre, plan and agree a schedule, complete a planner During the visit: check previous action plan, management and administration, physical and staff resources, assessment and internal quality assurance Evaluation and decision making: review findings against requirements, decide on action
12.3	Using appropriate methods of sampling	CAMERA (see glossary), candidates, assessors, methods of assessment, elements, records, assessment sites
12.4	Taking account of special requirements	First language, literacy problems, numeracy problems, lack of confidence, cultural factors and other special needs (ie physical disabilities, behavioural problems)
12.5	Giving constructive feedback	Structured to match objectives, outcomes and competence being verified. Positive, highlighting what was successful and achieved, indicating action for any aspect not achieved and agreeing timescales or review as necessary
12.6	Dealing with appeals and complaints	Nature of appeal: assessment decisions, staff, organisation. Form of complaint: verbal and written Policies required: external and internal
12.7	Collating records and other information since the last visit	Different ways of storing securely eg written records in filing cabinets, computer record on CD-ROM, hard or floppy disk. Records eg formative, summative, past EV visit reports, observations from practical activities and checklists. Other information such as meetings of the assessment team and management.

12.8	<p>Completing records and pro formas. Ensuring correct storage and conformity to protection of personal information and any data protection legislation. Identifying relevant sources and make recommendations.</p>	<p>Examining board/awarding body pro formas, own records. Different ways of storing securely eg written records in filing cabinets, computer record on CD-ROM, hard or floppy disk. Communication with the awarding body regarding EV visit report.</p>
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Unit 112 Quality assuring competence based programmes – external

Knowledge Questions for this unit

- 12.1 Why should you check that assessments in a centre are valid, authentic, reliable and consistent, current and sufficient?
- 12.2 Describe the key areas you need to consider, when preparing for an external quality assurance visit?
- 12.3 How would you choose an effective sample to verify during your centre visit? What information would you require from the centre beforehand?
- 12.4 Why is it important to ensure assessors are using appropriate assessment methods for any special learner requirements?
- 12.5 Why is it important to give constructive feedback to the centre?
- 12.6 Why should you check the details of any appeals by candidates and/or staff that a centre might have related to the qualification you are verifying?
- 12.7 What previous documentation would you need to check, prior to making a visit to a centre and why?
- 12.8 In what ways and for how long would you store the information you have on a centre for which you are an external verifier?

Unit 112 Quality assuring competence based programmes – external

Evidence requirements

Product evidence	The evidence must include the following	Date	In preparing the evidence your Tutor/Assessor will consider how you used the following	Tutor/Assessor checked
<p>Two planning documents (CGI/VPL) for two different quality assurance visits to a minimum of two centres</p> <p>Plus</p>	<ul style="list-style-type: none"> visit planning documents CGI/VPL 		<ul style="list-style-type: none"> background information / context sampling rationale 	
<p>Two records of the communications you have had with the Two different centres identified above</p> <p>Plus</p>	<ul style="list-style-type: none"> file of telephone record, e-mail and/or correspondence with the centres. 		<ul style="list-style-type: none"> checking staffing and currency of expertise quality of recommendations, action and advice how best practice is checked and fed back how forms and records are completed and maintained 	
<p>One report for each visit above (CGI/EVR) (total two reports)</p> <p>Plus</p>	<p>One report for each visit identifying context and recommendations. Outcomes from any action and/or advice</p> <ul style="list-style-type: none"> satisfactory completion of all sections of the reports 		<ul style="list-style-type: none"> legibility constructive feedback checking processes, assessors and assessment (CAMERA) checking internal quality processes, procedures and policies communications with examining body/awarding body 	
<p>One personal report for each visit (minimum two)</p> <p>Plus</p>	<p>One personal written report. This should justify feedback and any action required, along with background to centre and details of staff and qualification being externally verified</p>			
<p>Knowledge questions</p>	<p>Responses to knowledge questions</p> <p>Responses to knowledge questions will be marked by your tutor</p>			

Note: you are advised to use the pro formas supplied in *the IVQ in Teaching, Training and Assessing Learning (1106) Qualification Handbook and Centre Guide – Delivering International Qualifications*

Date unit completed	
Candidate's name	Candidate's signature
Tutor's name	Tutor's signature

Appendix 1 Multiple choice test specification

Paper No: 1106-100
 Subject: Level 3 IVQ in Teaching, Training and Assessing Learning
 Duration: 1 hour 30 minutes
 Assessment Type: Multiple choice
 No of items: 50

Section heading	Group/topic/objective	No of items	Total	%	Minimum GLH
101 Identifying learners' needs		9		18	15
102 Plan and prepare learning		13		26	20
103 Delivering learning		13		26	30
104 Assess outcomes		10		20	25
105 Evaluation		5		10	10
	Total	50	100		100

Appendix 2 Key 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)
CUC	Certificate of Unit Credit
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	Ongoing 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
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
Summative 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 (2006) Delivering Adult Learning – Level 3 Course book Learning Matters, 1844450643

Gravells A (2007) Preparing to teach in the Lifelong Learning Sector – Level 3 Course book, 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 (2003) The Trainer's Pocketbook (10th Edn), Management Pocketbooks Ltd
ISBN 1-903776-02-3

Appendix 4 Sample multiple choice paper/answer keys

1106-100 Level 3 IVQ in Teaching, Training and Assessing Learning

This paper contains 20 questions. The actual test paper will contain 50 questions which must be completed in 1 hour and 30 minutes. Answer them using the 'boxes' numbered 1 to 20 on the answer sheet.

1 The following are records which should be kept for new learners

- i. Past qualifications
- ii. Address details
- iii. Health record
- iv. Initial assessment results
- v. Work experience details
- vi. Disability information

Which two are essential?

- a ii and iv
- b ii and v
- c iv and vi
- d iii and iv

2 How many parts make up the Teaching/training cycle?

- a 3
- b 5
- c 6
- d 4

3 Product and process models are a principle of learning. Which one of the following is an outcome of a product model?

- a Certificate
- b Feedback
- c Instruction
- d Resource

4 When preparing programme materials and resources, the following should be taken into account

- i. Aims and objectives of the session
- ii. Capabilities of the learner
- iii. Needs of the group
- iv. Previous learning experiences

Which one of the above should be addressed first?

- a i
 - b ii
 - c iii
 - d iv
- 5 When selecting appropriate teaching/learning methods, you would take into account which one of the following:
- a Session plans
 - b Learning styles
 - c SMART targets
 - d Human resources
- 6 When writing SMART objectives what does the 'S' in SMART stand for?
- a Special
 - b Specimen
 - c Specific
 - d Spoken
- 7 Which one of the following reasons would require a teacher to adapt an existing resource?
- a The organisation's annual budget
 - b The policy of the organisation to have its own brand
 - c To give experience in designing materials
 - d To meet a learner's individual needs
- 8 Which one of the following is a session plan produced from?
- a A subject area
 - b An examination paper
 - c A qualification handbook
 - d A learning programme
- 9 Which one of the following should you clearly state when starting a session?
- a Use of resources
 - b Details of homework
 - c Aims and objectives
 - d Assessment methods
- 10 When organising group activities, the objectives should be
- a Realistic
 - b Intimidating
 - c Noisy
 - d Short
- 11 Which one of the following would the Teacher do at the start of a session?
- a Give the learners a test

- b State the aim of the session
 - c Give out all the required resources
 - d Issue the week's homework
- 12 Which one of the following is the best way of delivering factual information?
- a Ask learners to read a handout and explain what they have read
 - b Telling learners the important details and asking questions regarding it
 - c Organising learners into groups to discuss a topic and ask the Teacher for advice
 - d Showing a film/video/dvd regarding the key areas and setting a test
- 13 Which one of the following is a method to encourage learners to participate?
- a Asking them to read a case study
 - b Observing them doing a task
 - c Organising them to do an internet search
 - d Using a question and answer session
- 14 Which one of the following should you refer to when summarising your session?
- a Programme of work
 - b The learning cycle
 - c Aims and objectives
 - d Assessment plans
- 15 Which one of the following is an appropriate assessment type?
- a Product
 - b Formative
 - c Challenging
 - d Timed
- 16 The following are all aspects of assessment plans
- i. Name of learner
 - ii. Time and place of assessment
 - iii. Assessment methods
 - iv. Review date
- When agreeing an assessment plan, which one of the above should relate directly to the outcomes to be assessed?
- a i
 - b ii
 - c iii
 - d iv
- 17 Which one of the following is needed when making a final assessment decision of a learner's performance?
- a records and reports of previous tests
 - b assessment plans and reviews

- c details of competence and knowledge
 - d presence of and consultation with the teacher
- 18 Which one of the following should you do after completing your assessment records?
- a Pass them to a relevant authority
 - b Revise and modify the learning outcomes
 - c Archive them to minimise future access
 - d Amend your learning programme
- 19 When evaluating a teaching/learning session the best reason for using oral questioning is to
- a Check on whether the learners have enjoyed the experience
 - b Give feedback on the way the teacher has delivered
 - c Comment on the effectiveness of the delivery
 - d Give the learner the opportunity to complete an assessment
- 20 Which one of the following is an example of self-reflection?
- a Action planning
 - b Learning journal
 - c Multiple choice
 - d Training manual.

End of examination

Answer Keys

Level 3 IVQ in Teaching, Training and Assessing Learning Multiple choice questions

Question Number	Answer Key
1	A
2	B
3	A
4	A
5	B
6	C
7	D
8	D
9	C
10	A
11	B
12	B
13	D
14	C
15	B
16	C
17	C
18	A
19	C
20	B

Appendix 5 Guidance for holistic report production (units 101 – 105)

Where a centre wishes to deliver unit 101-105 as a unified programme, they are recommended to ensure candidates submit a holistic report. All the criteria will be the same as reports submitted for individual units.

Centres may use their professional judgment when marking the holistic report. The word count and layout for this must be decided by the centre. The holistic report will be graded pass, refer or fail. If a candidate is deemed refer, they may resubmit the report after a period of seven days. If a candidate is deemed fail, they cannot resubmit.

Criteria	The report must reflect
Unit 101 <ul style="list-style-type: none"> Identify a good and a bad learning experience in terms of the teaching/training cycle 	<ul style="list-style-type: none"> both a good and a bad learning experience in terms of the teaching/training cycle components of identifying needs, planning and design, delivery, assessment and evaluation how these experiences will influence future teaching practice learning styles principles of learning
Unit 102 and 103 <ul style="list-style-type: none"> Describe the materials, activities and resources to be used during teaching/training sessions 	<ul style="list-style-type: none"> materials/resources/activities selected and why these are to be used or adapted how the choice is identified to meet the needs of the learners how effective the resources/materials/activities were to the sessions and the learners how a variety of communication methods are used
Unit 104 <ul style="list-style-type: none"> Explain principles and types of assessment 	<ul style="list-style-type: none"> Principles eg VACSR methods used for subject area eg questioning, observations etc and the reasons why explanation of type eg initial, formative, summative
Unit 105 <ul style="list-style-type: none"> Evaluate the delivered sessions and self to inform future delivery 	<ul style="list-style-type: none"> the self evaluation section of the session plans, completed after each delivered session the feedback from the observers the methods used for delivery and assessment and how effective these were the methods of evaluation used with learners during the delivered sessions for example questionnaires, discussions and how this information was analysed how all the above information will inform future delivery

Further guidance

The following are two suggested approaches that centres might like to consider when advising their learners on the completion of the report assessments for Units 101 to 105 as a holistic activity. There may be other approaches which centres devise and which their external verifiers have given agreement to. In all cases the External Verifier must agree to the approach the centre uses.

Please note-In whatever form the report is presented all criteria identified either in the individual unit reports or the holistic one in Appendix 5 of the qualification handbook must be met with assessors using their professional judgement when marking it; and the grading of pass, refer or fail applies.

Approach A

A 'case study' where the learner describes their own class of students and:

- analyses them in terms of their learning needs and styles and makes conclusions as to the best approach to teaching and learning, with reference to his/her own good and bad experiences of learning
- describes the approach to their planning and delivery and what resources and materials they use and the reasons for their choice of methods and support materials
- explains the assessment they will use based on the principles of assessment
- finally evaluates the whole activity and themselves indicating the methods used and comes to conclusions about how it will inform their future delivery of a course.
- a final conclusion showing how they have covered the teaching/training cycle in their answer.

The learner is expected to write an extended piece of work on their students, their planning, teaching, assessing and an evaluation which will cover all the criteria required.

Approach B

Here the learner might like to describe a number of key areas:

Who are the learners? A look at the learning experience (both good and bad) what are learner's needs, the different learning styles and some of the principles of learning; with some comment on how this information influences their teaching.

How teaching is carried out? Here linking it to the teaching/training cycle and covering preparation, methods of teaching/training, resources involved and the place of communications.

What will have been learnt? Here cover assessment and the effectiveness and quality of the whole process, which will cover assessment and evaluation.

This could be presented in sections. An introduction where the learners identify their role, experience and the students they teach/train, so giving a context to the work. They then provide sections on the **Who, How, What** and a final conclusion on what they have learnt from their experience that will inform their future delivery.

It is very important that the learners are told to refer closely to the 'criteria' and 'the report must reflect' aspects in Appendix 5 on page 109 of the qualification handbook.

Appendix 6 Summative evidence record – Core units

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
101	<p>One plan for a diagnostic meeting with a learner</p> <p>One learning plan on the outcomes of the diagnostic meeting</p>		
102	<p>One learning programme for a minimum of three linked sessions</p> <p>Two session plans</p>		
103	<p>Two session plans (from unit 102) with completed self evaluation sections</p> <p>Two observation reports of the learning sessions delivered</p>		
104	<p>Two assessment plans</p> <p>Two observation reports of how you gave feedback to learners</p>		
105	<p>One personal action plan for your development</p>		
All units	Holistic report (if not completed as part of each unit above)		

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

Candidate's signature	Date
Name of Tutor/Assessor	Date
Name of Internal Verifier	Date
Name of External Verifier	Date

Appendix 7 Summative evidence record – Specialist units

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
106	<p>Two observation checklists for two different learners/staff members</p> <p>One completed witness status list</p> <p>Two witness testimonies</p> <p>Responses to knowledge questions</p>		
107	<p>One coaching plan</p> <p>One mentoring plan</p> <p>One review of progress with a learner who you have coached</p> <p>One review of progress with a learner who you have mentored</p> <p>One observation report of a review</p> <p>Responses to knowledge questions</p>		
108	<p>Two session plans for two different sessions of on-site e-learning</p> <p>One observation report by your Tutor or a person nominated by your tutor</p> <p>One learning plan for one learner participating in an online e-learning programme</p> <p>Two e-learning materials/resources</p> <p>Responses to knowledge questions</p>		
109	<p>One written report for the delivery of a learning programme</p> <p>One written report on how you manage a team of staff delivering a programme</p> <p>One observation report of you undertaking a review</p> <p>Responses to knowledge questions</p>		

110* **Three** assessment plans for **three** different learners
 Feedback records for the **three** learners above
 Review records for **two** of the above learners
One observation report of how you gave feedback to **one** of your learners
 Responses to knowledge questions

111* **One** internal verification sampling plan
Two internal verification sampling reports
Two assessor training needs' records
Two records of observation of assessor performance
One record of a learner discussion
 Responses to knowledge questions

112** **Two** visit planning documents
Two communication records
Two visit reports
Two personal reports regarding each visit
 Responses to knowledge questions

* **These units can only be achieved by candidates as part of their normal working role.**

** **This unit can only be taught and assessed by City & Guilds.**

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

Candidate's signature	Date
Name of Tutor/Assessor	Date
Name of Internal Verifier	Date
Name of External Verifier	Date

Appendix 8 Initial assessment

Tutor

Candidate

Do you have any experience in a teaching/training environment? If yes, please explain. If no, explain why you would like to teach/train

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 9 Pro formas

Coaching/mentoring plan

Coach/mentor	Learner
Location	Length of session
Aim	
Coaching/Mentoring Plan	

Objectives/outcomes	Equipment/resources etc
----------------------------	--------------------------------

Evaluation of session

Learner's signature	Date
Coach/Mentor's signature	Date

Diagnostic meeting

Plan for diagnostic meeting

Tutor

Learner

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

Learning plan agreed today YES/NO

Tutor's signature

Date

Learner's signature

Date

Internal verification

Assessor training needs

Internal Verifier

Assessor

Assessor background eg qualifications/knowledge/experience to date

Identified training needs

How training needs will be met with target dates

Type of support given so far to assessor

General comments

Internal Verifier's signature

Date

Assessor's signature

Date

Internal verification

Learner discussion record

Learner

Qualification

Internal Verifier

Assessor

When did you begin your qualification?

What topics were covered in your induction?

Did you have an initial assessment?

Did you agree an assessment plan with your Assessor?

Are you aware of your progress & achievements to date?

If you disagreed with your Assessor, would you know what to do?

Was the process of achieving your qualification explained to you? If so, what do you understand this process to be?

Does your Assessor give you feedback after assessment and document this?

Does your Assessor regularly review your progress?

Do you have any learning needs or require further support?

Learner's signature

Date

Internal Verifier's signature

Date

Learning plan

Tutor

Learner

Date

Qualification

Units to be taken

Target dates for completion

Resources/specialist equipment required

How individual needs will be met eg special assessment requirements

General comments

Learner's signature

Date

Tutor's signature

Date

Observation of feedback

Candidate _____

Location _____

Learner _____

Tutor _____

Date and time _____

Unit _____

Did the Assessor?

Agree a suitable assessment plan with the learner in advance

Complete a feedback record

Give feedback to the learner in an appropriate place and time to meet their needs

Give feedback to the learner in a positive, constructive and encouraging manner

Clearly explain his/her assessment decision

Give the learner advice when he/she did not prove his/her competence along with how they can develop the necessary skills or provide more evidence

Encourage his/her learner to ask questions

Identify and agree the next steps in the assessment process with the learner ie review/further assessment

Follow the agreed complaints and appeals procedures if the learner disagreed with the assessment decision

Comments

Candidate's signature

Date

Tutor's/Nominated Observer's signature

Date

Observation of review

Reviewer

Tutor/Nominated Observer

Learner/staff member

Location

Did the Reviewer?

Help the learner/staff member relax

Use effective interpersonal skills

Encourage the learner/staff member to identify their achievements

Discuss with the learner/staff member their current and future progress

Discuss with the learner/staff member any support that may be required

Encourage the learner/staff member to ask questions

Summarise the review and agree the next steps

Comments

Reviewer's signature

Tutor/Nominated Observer's signature

Date

Date

Observation report

Candidate	Date
Title of session	Length of session

Preparation	Y/N	Comments
Did the candidate:	N/A	
Check the environment and resources beforehand?		
Take into account any health and safety issues?		
Ensure there were enough resources for all learners?		
Have a detailed session plan?		
Deliver an introduction, main content and conclusion?		
Establish and maintain a rapport with the learners?		
Demonstrate knowledge of their subject?		
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 they arose?		

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

Nominated Observer's signature **Date**

Personal action plan

Candidate

Tutor

Personal statement: Where I am now (qualifications and experience)

Strengths

Areas for development

Action plan: What I intend to do now

Candidate's signature

Date

Review of progress

Learner	Assessor/Coach/Mentor
Location	Date
Unit	

Summary of discussion:
(eg progress so far, next steps, support required)

Learner's signature	Date
Assessor/Coach/Mentor's signature	Date
Date of next assessment/review	

Learning programme/scheme of work

Course/qualification	Group	Dates: from to
Number of sessions	Delivery hours	Venue
Aim of course	Teacher/Trainer	

Date	Objectives/learning outcomes The learner will:	Activities and resources	Assessment
-------------	---	---------------------------------	-------------------

Session plan and evaluation

Teacher/Trainer	Date	Room
Course/qualification	Time	Duration
Aim/session title		Number in group

Timing	Objectives/learning outcomes The learner will:	Resources	Teacher/Trainer activities	Learner activities	Assessment

Self evaluation	Areas for development	Action and improvements required

Witness status list

Qualification

Learner's name

Please ensure that all witnesses who have observed the learner or written a report are included on this witness status list. All necessary details must be included and signed by the witness as being correct.

Name and contact address of witness	Witness status*	Professional relationship to learner	Standards or outcomes witnessed	Witness signature	Date
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

*Witness status categories

- 1 Occupational expert of the standards
- 2 Non expert but familiar with the standards
- 3 Occupational expert not familiar with the standards
- 4 Non expert not familiar with the standards

Assessor's signature

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