QUALIFICATION HANDBOOK

Level 3 Awards in Planning and Delivering Teaching, Training and Assessment (6258-32,33,34)

December 2018 Version 1.2

City&Guilds

Qualification at a glance

Subject area	Learning Delivery
City & Guilds number	6258
Age group approved	16-18, 19+
Entry requirements	None
Assessment	Assignment, observation
Fast track and automatic approval	Available to centres who deliver 6302, 6304, 6305, 6318, 7300, 7303, 7304, 7305, 7407, 1106-01
Support materials	Qualification Handbook Assessment Pack Assessment Answer Pack Introduction Pack Delivery Information Pack Training Resources Learners Journal
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Award in the Principles of Planning a Training Session	6258-32	600/7771/2
Level 3 Award in Planning and Delivering a Training Session	6258-33	600/7642/2
Level 3 Award in Principles of Delivering Teaching, Training and Assessment	6258-34	601/0696/7

Version and date	Change detail	Section
1.1 October 2017	Added TQT and GLH details	Structure
	Deleted QCF	Appendix
1.2 June 2019	Removal of unit 701	Unit 701
1.2 June 2019	Placed units in ascending order	Unit 706

Contents

1   Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	For learners who want to gain an understanding of how to plan and deliver a learning session incorporating assessments.
What do the qualifications cover?	These qualifications allow learners to learn, develop and practice skills required for employment and/or career progression as a trainer in many sectors.
What opportunities for progression are there?	These qualifications allow learners to progress into employment or to the following City & Guilds qualifications: • 6255 English for Literacy, Language and Numeracy • 6258 Level 3 Award in Planning and Delivering Presentations • 6258 Level 4 Award in Planning and Delivering Presentations to Challenging Audiences • 6259 Learning and Supporting Qualifications • 6318 Level 3 & 4 Awards, Certificates and Diplomas in Learning & Development • 6302 Preparing to Teach in the Lifelong Learning Sector (PTLLS) • 6304 Certificate in Teaching in the Lifelong Learning Sector (CTLLS) • 6305 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) • 9893 City & Guilds Apprenticeships in Learning & Development.

Structure

To achieve the **Level 3 Award in the Principles of Planning a Training Session (6258-32)** learners must achieve **2** credits from the mandatory unit.

Level 3 Award in the Principles of Planning a Training Session			
Unit accreditation no.	**City & Guilds unit no.**	**Unit title**	**Credit value**
Mandatory			
F/504/5829	706	Planning a training session	2

To achieve the **Level 3 Award in Planning and Delivering a Training Session (6258-33)** learners must achieve **4** credits from the mandatory units.

Level 3 Award in Planning and Delivering a Training Session			
Unit accreditation no.	**City & Guilds unit no.**	**Unit title**	**Credit value**
Mandatory			
F/504/5829	706	Planning a training session	2
T/504/5830	702	Delivering a training session	2

To achieve the **Level 3 Award in Principles of Delivering Teaching, Training and Assessment (6258-34)** learners must achieve **9** credits from the mandatory units.

Level 3 Award in Principles of Delivering Teaching, Training and Assessment			
Unit accreditation no.	**City & Guilds unit no.**	**Unit title**	**Credit value**
Mandatory			
F/504/5829	706	Planning a training session	2
Y/505/3578	703	Principles of teaching, training and assessment	3
M/505/3568	704	Using different training methods	4

Level 3 Award in the Principles of Planning a Training Session (6258 -32)

Planning a training session
(2 credits)

Level 3 Award in Planning and Delivering a Training Session (6258 -33)

Planning a training session
(2 credits)

Delivering a training session (2 credits)

Level 3 Award in Principles of Delivering Teaching, Training And Assessment (6258 -34)

Planning a training session
(2 credits)

Principles of teaching, training and assessment
(3 credits)

Using different training methods
(4 credits)

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 3 Award in Planning and Delivering a Training Session	30	40

2   Centre requirements

Approval

If your Centre is approved to offer any of the following qualifications:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS) (6302)
- Teaching in the Lifelong Learning Sector (CTLLS) (6304)
- Learning and Development (6318)
- Introduction to Trainer Skills (7300)
- Teaching, Training and Assessing Learning (1106)
- Preparing to Teach in the Lifelong Learning Sector (PTLLS) (7303)
- Teaching in the Lifelong Learning Sector (CTLLS) (7304)
- Teaching in the Lifelong Learning Sector (DTLLS) (7305)
- Teaching in the Lifelong Learning Sector (DTLLS) (6305)
- Learning and Development Apprenticeships (9893)

you can apply for approval to offer the qualifications within this Handbook using the Fast Track Approval Form, available from the City & Guilds website.

Centres should use the Fast Track Form if there have been no changes to the way the qualifications are delivered and they meet all of the approval criteria in the Fast Track Form Guidance Notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

Centre staffing

Centre delivery staff must be experienced practitioners in the specific field of teacher training and/or trainer training. They must have at least one year's experience within the past two years and be able to evidence this in order to join the delivery team.

Although not mandatory, it is preferable for centre delivery staff to hold a level three/four qualification or above such as:

- 7303/6302 Award in Preparing to Teach in the Lifelong Learning Sector
- 6502 Award in Education and Training
- 7318 NVQ in Learning & Development
- 6318 Award or Certificate in Learning & Development
- Cert Ed/PGCE.

It is also preferable, though not mandatory, for staff to hold an assessor or IQA qualification.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

It is the responsibility of the centre to keep up to date Curriculum Vitae (CV), copies of relevant certificates and Continuing Professional Development (CPD) records for all team members involved in the delivery of these qualifications. These may be requested by the External Quality Assurer during their sample.

Assessors and Internal Quality Assurers (IQAs)

Training, Assessment, Quality Assurance (TAQA) units or their predecessors are valued as qualifications for centre staff, but they are not currently a requirement for delivering these qualifications.

Learner entry requirements

City & Guilds does not set entry requirements for these qualifications However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for learners under 16 as these qualifications are not approved for under 16s.

In many countries legal restrictions apply to learners under the age of 18 working unsupervised with children. Centres and learners should be fully aware of minimum age requirements in their home nation and any implications for completing the required assessment activities.

Other legal considerations

Centres and learners are responsible for being fully aware of all legal requirements in their home nation and any implications for completing the required assessment activities.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs
- support and guidance they may need when working towards their qualification
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications
- the appropriate type and level of qualification.

We recommend that centres provide an induction session so that all learners fully understand the requirements of the qualifications, their individual and collective responsibilities as learners, and the responsibilities of the centre. This information can be recorded on a learning contract.

Course Content

These units are based around the training cycle. These are the features of the units:

Unit 702 Delivering a training session:

- focusses on skills related to planning and then delivering a training session
- requires that the learner delivers a short training session which is observed by an assessor
- is assessed by completion of an assignment along with the observation.

Unit 703 Principles of teaching training and assessment:

- focusses on understanding the principles of teaching and training
- is knowledge based so can be completed without practical demonstration of competence
- is assessed by completion of an assignment

Unit 704 Using different training methods:

- focusses on skills related to using different training methods
- requires that the learner delivers a lesson which is observed by an assessor
- is assessed by completion of an assignment along with the observation.

Unit 706 Planning a training session:

- focusses on understanding the planning process involved in preparing to deliver a training session.
- is knowledge based so can be completed without practical demonstration of competence
- can be assessed by an online test.

Support materials
City & Guilds has produced a brand new set of digital resources to provide
delivery and guideline materials for Unit 702. The materials are aimed at
tutors to use with their learning groups. The documents will enhance
user experience with activities, case studies, icebreakers and targeted
hints and tips. These high quality resources will support any organisation
involved in delivering or facilitating the training of trainers, ideal for use in
the UK and internationally.

The following resources are available for these qualifications:

Description	How to access
Qualifications handbook	**www.cityandguilds.com**
Assessment pack for centres	**www.cityandguilds.com**
Assessment answer pack	**www.cityandguilds.com**
Fast track approval forms	**www.cityandguilds.com**
Introduction pack	**www.cityandguilds.com**
Delivery information pack	**www.cityandguilds.com**
Training Resources	**www.cityandguilds.com**
Learner Journal	**www.cityandguilds.com**

Evidence requirements
It is anticipated that learners will provide evidence that they have met the
criteria in a number of ways, and should include:
- assignments to evidence the knowledge based assessment criteria
  (either from the Assessment Pack provided or centre devised and
  approved by the Qualification Consultant)
- participation in microteaching for a minimum of one hour. Each
  learner must deliver a micro-teach session of at least fifteen
  minutes, and also participate in giving developmental feedback to
  their peers. The learner must also reflect on and evaluate their own
  micro-teach session, and identify strengths and aspects of their
  delivery that they intend to develop.
- alternatively, learners who are teaching may be observed carrying
  out actual classroom teaching.

Blended learning is permitted, provided that:
- the centre can evidence that all aspects of the programme have
  been carefully planned
- sufficient, appropriate resources are available to support the
  learners
- the Qualification Consultant has approved the programme.

Distance learning is unlikely to provide opportunities for modelling of
techniques and interaction with other learners.

The learning outcome for Unit 706 relates to the production of a session plan which should then be used for the micro-teaching in the same unit. Whilst the learning outcomes for Units 702 and 704 do not include the production of a session plan, learners who opt for either of these units should include a session plan in their evidence. They should also receive feedback about their plan.

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of recording forms including examples of completed forms, for new and existing centres to use as appropriate, which are available on the City & Guilds website.

Although it is anticipated that centres will use these forms, centres may devise or customise alternative forms, which must be approved for use by the Qualification Consultant, before they are used by learners and assessors at the centre.

Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4   Assessment

Candidates must supply sufficient evidence to meet the assessment criteria for each unit selected.

City & Guilds has written the following assessments to use with these qualifications:

- assignment (Unit 702 ,703, 704 and 706)
- an assessed observation of candidates delivering micro teach and training session (Units 702 and 704).

Centres may develop their own assignments providing they enable the candidates to meet all assessment criteria. Any assignments developed by a centre must be presented to their Qualification Consultant for approval prior to delivery.

Level 3 Award in Planning and Delivering a Training Session			
Unit number	Unit title	Assessment method	Where to obtain assessment materials
706	Planning a training session	Assignment	www.cityandguilds.com
702	Delivering a training session	Assignment and observation of a micro teach session	www.cityandguilds.com

Level 3 Award in Principles and Practice of Delivering Teaching, Training and Assessment			
Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
704	Using different training methods	Assignment and observation	www.cityandguilds.com
703	Principles of teaching, training and assessment	Assignment	www.cityandguilds.com
706	Planning a training session	Assignment	www.cityandguilds.com

Links to other qualifications - mapping between 6258 and predecessor qualifications 1106 & 7300

Content of 6258 Unit 706	AC Ref	Corresponding 1106 content & related resources	Corresponding 7300 content & related resources
Teaching & learning cycle	1.1 & 1.2	The training cycle Handout 1	A systematic approach to training
Identifying learning needs	2.1 & 2.2	Identifying learners Handout 1	Identifying participants' needs
Barriers to learning	2.3	Not included in session plan (mentioned in Handout 1)	Not included in session plan (mentioned in Handout 1)
Learning Styles	2.4 & 2.5	Not included in session plan (mentioned in Handout 1)	Not included in session plan (mentioned in PPT slides & Handout 1)
Learning contexts	2.6 & 2.7	Not included in session plan	The Learning environment (mentioned in PPT slides)
Content of a training/session plan	3.1	Plan training Handouts 1 & 2	Plan training (Handouts 1 & 2)
Adapting plans to: • meet different learning needs • overcome barriers • reflect learning styles • learning contexts	4.1 4.2 4.3 4.4	Not included in session plan	Not included in session plan

Content of 6258 Unit 702	AC Ref	Corresponding 1106 content & related resources	Corresponding 7300 content & related resources
Create a training plan	1.1	Plan training Planning a mini session Handouts 1 & 2	Planning and preparing Planning & delivering (Handout s 1 & 2)
Create a training environment	2.1	Not included in session plan	The Learning environment (mentioned in PPT slides)
Select method of training delivery	2.2	Not included in session plan	Not included in session plan
Use resources	2.3	Designing resources	Designing resources
Present information in a logical & timed sequence	2.4	Delivering Training (Handouts 1& 2)	Delivering sessions
Use different techniques to check learning	2.5	Assess learning (Handout 3)	Assessing learning (Handout 3)
Review the session based on feedback	3.1	Evaluation (Handout 4)	Evaluation (Handout 4)
Create an action plan for future sessions	3.2	result from session on Evaluation (Handout 4)	result from session on Evaluation (Handout 4)

5 Units

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 702   Delivering a training session

UAN:	T/504/5830
Level:	Level 3
Credit value:	2
GLH:	15
Aim:	The aim of the unit is to involve the learner in a practical session which they plan and deliver in a micro-teach session

Learning outcome
The learner will: 1.   Be able to produce a training session plan
Assessment criteria
The learner can: 1.1   create a **training session plan**.

Range
Training session plan Introduction, housekeeping, aims and objectives, training methods, resources and materials, assessment methods, evaluation.

Learning outcome
The learner will: 2.   Be able to deliver a training session
Assessment criteria
The learner can: 2.1   create a suitable **learning environment** 2.2   select **delivery methods** to meet the needs of the learners 2.3   use **resources** to support leaning 2.4   present information in a logical and timed sequence 2.5   use techniques to **check learning** has taken place.

Range
Learning environment Room layout, communication techniques, non-verbal communication.

| **Delivery method** |
| Lectures, group work, demonstrations, coaching. |
| **Resources** |
| Flipchart, PowerPoint, hand outs, activities/games, whiteboard, video/audio clips. |
| **Check Learning** |
| Q and A, quiz, crossword, discussion. |

| **Learning outcome** |
| The learner will: |
| 3.   Be able to evaluate a training session |
| **Assessment criteria** |
| The learner can: |
| 3.1   review the session based on **feedback** |
| 3.2   create an action plan for future sessions. |

| **Range** |
| **Feedback** |
| Self-evaluation, peer feedback, tutor feedback. |

Unit 702   Delivering a training session

Guidance
The following information can be found in the training pack:

Learner Notes Pack
The learning environment
Communication strategies
Techniques to check learning
Use resources to support learning

Handouts
1   The learning environment
2   Checking learning is taking place
3   Quick Quiz – Planning learning
4   Quick Quiz – Implementing the plan (Delivery)

Activities
1   The learning environment
2   Non-verbal communication
3   Using resources to support learning
4   Communication

Unit 703   Principles of teaching, training and assessment

UAN:	Y/505/3578
Level:	3
Credit value:	3
GLH:	26
Aim:	The aim of this unit is to provide the learner with the opportunity to explore the key principles underlying different teaching methods and to introduce the role of assessment.

Learning outcome
The learner will:
1.   Understand the principles of teaching and training
Assessment criteria
The learner can:
1.1   identify different **teaching and training methods**
1.2   explain the **purpose** for using different **teaching and training methods**
1.3   explain the different teaching and training **methods used with individuals**
1.4   explain the different teaching and training **methods used with groups**
1.5   explain which **teaching and training method** would be suitable for a particular context and subject.

Range
Teaching and training methods (AC1.1 and 1.2)
Lecture, demonstration, group discussion, buzz groups, role play, games, simulations, e-learning, coaching, case studies, jig-saw activities, facilitating individual study, facilitating on-line learning, presentation, instructions, small group activities, skills practice and feedback, blended learning, simulations, experiential learning.
Purpose
Add variety, enhance learning, motivate learners, overcome barriers, learner needs, subject, resources available, time, environment, to give information, to allow discussion and collaboration, to check learning, to involve learners in discovery learning.
Methods used with individuals

Coaching, facilitating individual study, on-line, demonstration.

Methods used with groups
One way presentational, two way student centered, collaborative methods of delivery.

Teaching and training method (AC1.5)
Role play customer care during in-house training, lecture in a lecture theatre for law students, group discussion in relation to equality for carers, buzz groups in any context with any topic, demonstration of baking in a kitchen, case study in health and social care in classroom setting.

Learning outcome
The learner will:
2. Understand the principles of planning in teaching and training
Assessment criteria
The learner can:
2.1 explain the importance of the **training cycle** when planning teaching and training
2.2 identify the **components** of a teaching and training session plan
2.3 explain **factors** to be considered when planning teaching and training
2.4 explain the **functions** of communication when planning teaching and training.

Range
Training cycle
Identification of needs, planning, implementation, assessment, evaluation.
Components
Learning objectives sequence of activities, room layout, student activities, range of resources and materials and varied assessment methods.
Factors
Learners, subject content, resources, environment, time, unforeseen circumstances, previous training, level of topic.
Functions
Guide the learners, build a rapport, give instructions, explain, give feedback, ask questions, manage the session, achieving learning objectives.

Learning outcome
The learner will:
3.   Understand how to implement teaching, training and assessment

Assessment criteria
The learner can:
3.1   identify **factors** that influence the implementation of a session plan
3.2   explain why **delivery** of teaching and training must meet the needs of the individual and group
3.3   explain how to **manage risks** in teaching and training
3.4   explain the **principles of assessing** the outcome of teaching and training
3.5   identify different **methods** to assess achievement of objectives.

Range
Factors
Learner needs, Bloom's taxonomy, learning styles group dynamics, environment, time, technology, expertise of deliverer.
Delivery
Inclusion, assessment outcomes, achieve learning objectives.
Manage risks
Identify risk, recognise indicators, control situations, safeguard individuals.
Principles of assessing
To check learning; assessment as a process of making judgments of knowledge, skills and competence against criteria; what is meant by validity and reliability; the role of evidence in making assessment decisions; what is meant by evidence being authentic; sufficient and current; the importance of objectivity and fairness to learners; the importance of transparency for the learner.
Methods
Multiple choice, exam, assessment methods, oral and written question and answer, quizzes, observation, assignments, examining products of work, discussions, examining witness statements, RPL, skill tests, projects, case studies, presentations.

Learning outcome
The learner will:
4.   Understand the importance of evaluating teaching and training
Assessment criteria
The learner can:
4.1   explain the **principles of evaluating** teaching and training
4.2   explain the purpose of **evaluation**
4.3   explain **factors** to be considered when evaluating teaching and training
4.4   identify **methods** used for evaluating teaching and training.

Range
Principles of evaluating
Evaluation from all perspectives, evaluation at different stages, evaluation for different reasons (eg business development, transfer of knowledge).
Evaluation
Return on the investment in training, feedback, comparison's of different approaches, motivational factors, continuous improvement
Factors
Learning outcomes, engagement of learners, structure and pace of each activity. Use of resources and assessment methods.
Methods
Questionnaire, focus groups, group discussion, post-it notes.

Unit 704   Using different training methods

UAN:	M/505/3568
Level:	3
Credit value:	4
GLH:	30
Aim:	The aim of this unit is to allow the learner to use different training methods and to review the effectiveness of the method chosen. The learner will be able to identify ways to develop own practice.

Learning outcome
The learner will: 1.   Be able to use different methods of delivery to ensure learning
Assessment criteria
The learner can: 1.1   select **methods of delivery** to meet the needs of the learners 1.2   prepare a range of materials and activities that supports the delivery of the learning 1.3   deliver lessons for a range of learners 1.4   use **effective communication** in delivery of lessons 1.5   create a **learning environment** that supports the delivery of the learning.

Range
Methods of delivery Lecture, demonstration, group discussion, buzz groups, role play, games, simulations, e-learning, coaching, case studies, jig-saw activities, storming activities, facilitating individual study, facilitating on-line learning, presentation, instructions, small group activities, skills practice and feedback, blended learning, simulations, experiential learning. **Effective communication** Open and closed questions, body language, listening, speaking, writing. **Learning environment** Pace of lesson, effective activities that support the learning, use of questions to check learning, room layout, involving all learners, positive responses to questions.

Learning outcome
The learner will:
2.   Be able to review models, materials and activities used in the delivery of the learning methods

Assessment criteria
The learner can:
2.1   review the **effectiveness** of the **method of delivery**
2.2   evaluate the contribution of the materials and activities in delivering the objectives of the learning
2.3   analyse **feedback** from learners to inform future sessions
2.4   use review and **feedback** to plan adaptations for a range of materials and activities.

Range
Effectiveness
In terms of learning outcomes, achieving objectives, meeting requirements.
Method of delivery
Lecture, demonstration, group discussion, buzz groups, role play, games, simulations, e-learning, coaching, case studies, jig-saw activities, storming activities facilitating individual study, facilitating on-line learning, presentation, instructions, small group activities, skills practice and feedback, e-learning, blended learning, simulations, experiential learning.
Feedback
Learners, teacher's observation.

Learning outcome
The learner will:
3.   Be able to identify ways to develop own practice

Assessment criteria
The learner can:
3.1   apply different **models of reflection and observation** to develop own **practice**.

Range
Models of reflection and observation
Rolfe 2001, Gibbs 1988, Brookfields Lens 1998, reflective cycles, Kolb 1984, Argyris and Schön 1978.
Practice
Selecting the most appropriate method of delivery, planning skills, development of materials and activities, delivery skills.

Unit 706   Planning a training session

UAN:	F/504/5829
Level:	Level 3
Credit value:	2
GLH:	15
Aim:	The aim of this unit is to introduce learners to the importance of planning in relation to the teaching and learning cycle. It also includes the main factors that need to be considered during planning and how to make adaptations to plans.

Learning outcome
The learner will:
1. Understand the training cycle
Assessment criteria
The learner can:
1.1 explain the **elements** of the training cycle.

Range
Elements
Identification of needs, planning, implementation, assessment, evaluation.

Learning outcome
The learner will:
2. Understand how learning needs, learning styles and learning contexts impact upon planning
Assessment criteria
The learner can:
2.1 identify different **learning needs**
2.2 explain how meeting learner needs impacts on the planning of learning
2.3 outline common **barriers to learning**
2.4 identify different **learning styles**
2.5 explain how **learning styles** impact on the planning of learning
2.6 identify differing **learning contexts**
2.7 explain how different **learning contexts** affect planning.

Range
Learning needs
Dyslexia, dyscalculia, autism, ADHD, visual auditory, kinaesthetic
Barriers to Learning
Timing of learning (eg daytime, evening), lack of confidence, lack of motivation, environmental factors (eg noise, lack of transport, childcare, equipment- such as broadband, or finance), language, literacy, numeracy, cultural factors, physical disabilities.
Learning styles
Activist, theorist, pragmatist, reflectors. Visual, auditory, read/write, kinaesthetic (VARK).
Learning Contexts
Classrooms/training rooms, workshops, workplace, online.

Learning outcome
The learner will:
3   Understand how to adapt a training session plan
Assessment criteria
The learner can:
3.1   identify the different **parts of a training session plan**
3.2   explain how a training session plan can be adapted to meet different **learning needs**
3.3   explain how a training session plan can be adapted to overcome **barriers to learning**
3.4   explain how a training session plan can reflect different **learning styles**
3.5   explain how a training session plan can be adapted to suit **learning contexts.**

Range
Parts of training session plan
Introduction, housekeeping, aims and objectives, training methods, resources and materials, assessment methods, evaluation.
Learning needs
Dyslexia, dyscalculia, autism, ADHD, visual, auditory, kinaesthetic.
Barriers to Learning
Timing of learning (eg daytime, evening), lack of confidence, environmental factors (eg lack of transport, childcare, equipment - such as broadband, or finance).
Learning styles
Activist, theorist, pragmatist, reflectors. Visual, auditory, read/write, kinaesthetic (VARK).
Learning Contexts

Unit 706   Planning a training session

Guidance

The following information can be found in the training pack:

Learner notes pack
Training cycle
Identifying learner needs
Barriers to learning
Learning styles
Planning training
Learner preferences
Assessment
Evaluation
Environmental impact
Developing and adapting resources

The training cycle - Element 1 – Identifying learner and learning needs
Activities
Handouts

The training cycle - Element 2 – Planning
Activities
Handouts

The training cycle - Element 3– Implementation
Activities
Handouts

The training cycle - Element 4 – Assessment
Activities
Handouts

The training cycle - Element 5 – Evaluation
Activity
Handouts

Appendix 1   Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

Functional Skills (England) – see **www.cityandguilds.com/functionalskills**

Essential Skills (Northern Ireland) – see **www.cityandguilds.com/essentialskillsni**

Essential Skills Wales – see **www.cityandguilds.com/esw**

Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for GOLA/e-volve assessments.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
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