

Level 3 IVQ Advanced Diploma in Teaching, Training and Assessing Learning (1106-03)

December 2022 Version 1.1

Qualification Handbook

Qualification at a glance

Subject area	Teaching and Assessing
City & Guilds number	1106-03
Age group approved	18+
Entry requirements	None
Assessment	Specified externally set assessments (internally marked) plus one summative multiple-choice examination
Approvals	Available
Support materials	<ul style="list-style-type: none"> Test specification Key words and terms (Glossary) Reading list Sample multiple choice paper/keys Guidance for report production (units 101- 105) Summative evidence record – Core units Summative evidence record – Specialist units Initial assessment Pro formas
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number
Level 3 IVQ in Teaching, Training and Assessing Learning	1106 - 03

Version and date	Change detail	Section
Version 1.0 January 2020	Revised for International use only	All
Version 1.2 December 2022	Glossary update	Appendix 2
Version 1.3 March 2024	Renumbering of unit numbers	Appendix 1

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1 Introduction

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

Area	Description
Who is are the qualifications for?	For those delivering training or employed in post-16 education and training. This qualification aims to reflect the international nature of the knowledge, skills and activities needed for different countries, cultures and industries.
What do the qualifications cover?	This qualification allows candidates to learn, develop and practise the skills required for career progression in practical teaching, training and assessing. This qualification, 1106-03, replaces the previous version, 1106-21, and is identical in content and assessment methods.
What opportunities for progression are there?	<p>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).</p> <p>Within the country or industry, the Level 3 IVQ Advanced Diploma may meet the prerequisite required for initial teacher training of the vocational post-16 education/training system.</p>
Who did we develop the qualification with?	This qualification has been developed with the support of industry experts.

City & Guilds unit number	Unit title	Recommended guided learning hours
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Core

114	Identifying learners' needs	Minimum 15 hours
115	Plan and prepare learning	Minimum 20 hours
116	Delivering learning	Minimum 30 hours
117	Assess learning outcomes	Minimum 25 hours
118	Evaluation of sessions and learning programmes	Minimum 10 hours
Unit number	Assessment title	Duration of examination
113	Teaching and Supporting Learning (MC)	1 ½ hours

Structure

To achieve the Level 3 Advanced Diploma in Teaching, Training and Assessing Learning 1106-03, candidates must achieve 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 candidates must take the synoptic multiple-choice test (D100) to achieve the IVQ Advanced Diploma qualification. All parts of the qualification must be completed and passed for the candidate to be successful for the full qualification.

Level 3 IVQ in Teaching, Training and Assessing Learning (1106 – 03)

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.

This qualification can be offered to candidates by centres, depending on candidate requirements and experience.

Centre requirements

Approval

If your Centre is approved to offer City and Guilds qualifications may apply for the Level 3 IVQ in Teaching, Training and Assessing Learning (1106 – 03). You can apply for any new approval 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.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *City & Guilds Centre Manual* for further information.

Resource requirements

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area[s] for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

See also page 16 for details from the assessment strategy on the role of supervisors and managers in the assessment process.

Centre staff may undertake more than one role, e.g., tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Learner entry requirements

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

Age restrictions

City & Guilds cannot accept any registrations for candidates under 18 as these qualifications are not approved for under 18s.

3 Delivering the qualification

Initial assessment and induction

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

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- 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 programme, so the candidate fully understands the requirements of the qualification[s], their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Fast track approval form	www.cityandguilds.com
Candidate logbook	www.cityandguilds.com
SmartScreen	www.smartscreen.co.uk

Recording documents

Candidates 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. *Recording forms* are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external verifier, before they are used by candidates and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

4 Assessment

Summary of assessment methods

Candidates must complete:

- five specified assessment activities which are externally set and internally marked
- one summative multiple choice examination covering units 101 to 105 which is mandatory

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.

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 e.g., 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.

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.

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.

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.

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).

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.

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. 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.

5 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 114

Identifying learners' needs

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:

1. describe the learning environment and the identification of good and bad learning experiences
2. explain the importance of learning styles
3. 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 114

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 114

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 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	<p>Completing records and pro formas. Ensuring correct storage and conformity to protection of personal information and any data protection legislation.</p> <p>Identifying relevant sources and make recommendations</p>	<p>Different ways of storing securely, written records in filing cabinets, computer records on hard, CD- ROM or floppy disk</p>
1.10	<p>Interviewing and questioning techniques</p>	<p>Pace of information, level of language used, different questioning techniques – open, closed, probing, hypothetical and leading questions, listening and feedback skills.</p> <p>Check previous learning records, certificates, knowledge and experience of previous or current work</p>
1.11	<p>Evaluating information acquired by the interviewer</p>	<p>Making a decision based on information acquired to suit the individual's needs and the centre's ability to fulfil these needs</p>
1.12	<p>Resources to provide learning</p>	<p>Type of resources:</p> <p>Staffing, accommodation, special requirements, equipment, finance, any special individual requirement e.g., childcare, language and cultural factors.</p>

Unit 114

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 –	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 <p>☐ learning styles</p>	

principles
of learning

Note: you are asked to use the proformas 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 115

Plan and prepare learning

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:

1. write learning aims and objectives
2. produce a learning programme
3. produce session plans
4. structure the plans in a way that encourages, consolidates and assesses learning
5. select and adapt appropriate resources
6. 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 115

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 115

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 e.g., using formal and informal methods. Compliance with local health and safety regulations
2.3	Identifying and selecting relevant resources and materials	Staffing e.g., tutors, support staff, visiting speakers Equipment e.g., machinery, tools, computers Accommodation e.g., classroom, workshop Materials e.g., 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 e.g., tutors, support staff, visitors Equipment e.g., machinery, tools, computers Materials e.g., written worksheets, handouts, textbooks, ICT produced materials, board and flipchart

2.6	Preparing a learning programme	<p>Programme and session aim</p> <p>Learning objectives</p> <p>Learning outcomes</p> <p>Resources</p> <p>Formative and summative assessment activities</p>
2.7	Preparing structured plans from a learning programme	<p>Timing, objectives/learning outcomes, resources, teacher activities, learner activities, assessment, and other topics as appropriate</p>
2.8	Planning and preparing for the evaluation of session	<p>Devise appropriate evaluative methods for feedback from:</p> <p>Learners e.g., oral feedback, written feedback (evaluation sheets), relevance of session content to session aims and objectives, effectiveness of teaching/learning style and resources</p> <p>Others e.g., oral/written/questionnaire Self-evaluation – strengths, areas for development, action required:</p> <ul style="list-style-type: none"> • what went well? • what would you do to improve • how do you know learning took place?

Unit 115

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 of 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 proformas supplied in the *IVQ in Teaching, Training and Assessing Learning* (1. 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

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:

1. deliver a planned teaching/learning session
2. manage the teaching/learning environment
3. 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.

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.

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 (i.e., 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 icebreakers 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 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/nonverbal responses, by additional visual aids, descriptions and written responses (e.g., 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 e.g., previous experience of learning and motivation, individual confidence, resistance to instruction, appropriate level of teaching/instruction.

External barriers e.g., 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 e.g., body language, facial expressions, use of hands, body posture, their seating position in the group. Be aware of factors that motivate individuals to learn e.g., effective tutor/teacher skills, importance of being well prepared, effective communicator, set SMART objectives. Appropriate manner e.g., pace of information, level of language used
3.12	Minimising distractions and interruptions	Internal factors e.g., individual confidence, delivery method not matching learning styles, personality clashes and cultural factors External factors e.g., 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 116

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 sessions 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 	
<p>Plus</p> <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"> <input type="checkbox"/> how you delivered the session <input type="checkbox"/> the interpersonal skills you used when working with the learners <input type="checkbox"/> 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 	
<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"> how effective the resources/materials/act invites w to the sessions and the learners how a variety of communication methods are used 	

Note: you are advised to use the proformas 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

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:

1. identify and describe a range of assessment methods
2. use an assessment activity
3. 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 teaching and learning methods

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

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.

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 (i.e., 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 (i.e., 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	Assessment methods e.g., tests (written and oral) observations of performance, reports, questioning the learner, assignments, practical tasks, essays etc

4.8	Minimising distractions and interruptions	Internal factors e.g., individual confidence, resistance to assessment, instructions too complex or simplistic for learners' ability External factors e.g., 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 e.g., formative, summative, observations (i.e., from practical activities), checklists Other information e.g., records of informal assessments made since last assessment, (i.e., interview notes). Information of learners' views about their achievement.

Unit 117

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 learners to check their learning 	
<p>Plus</p>			
<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: these reports 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 	
<p>Plus</p>			

A holistic report – Explain principles and
(see Appendix 5) types of assessment

-
- principle e.g., VACSR
 - methods used for subject area e.g., questioning etc. and the reasons why
 - explanation of type e.g., initial, formative, summative.

Note: you are advised to use the proformas 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

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:

1. identify and describe appropriate methods of evaluation
2. apply evaluation methods to sessions and learning programme
3. reflect on their own learning and practice
4. 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 presentations, group discussion, tutorials, workshop activities, reading and research, activities and role-play.

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.

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 e.g., written, questionnaire Informal e.g., 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 (wwwwh) 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 e.g., peers, professional colleagues, staff appraisals, review with programme tutor and learners
5.5	Identifying barriers to self-achievement	Barriers e.g., 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 118

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 improvement 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 they were • the methods of evaluation used with learners during the delivered sessions for example questionnaire discussions and how this information was analysed • how all the above information will inform future delivery. 	

Note: you are advised to use the proforma 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

Appendix 1

Multiple choice test specification

Paper No: 1106-113

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
114 Identifying learners' needs		9		18	15
115 Plan and prepare learning		13		26	20
116 Delivering learning		13		26	30
117 Assess outcomes		10		20	25
118 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 e.g., 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 e.g. an organisation portfolio 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 e.g., 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 learner's 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 e.g., 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 e.g., 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 e.g. 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 e.g. body language, facial expression
Objective	A statement of what will be learned as a result of training received
On-the-job	In the working environment
Organisation	Establishment where the candidate is working with learners, students or trainees e.g. 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 organized 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 e.g., overhead transparency, diagram, slide projection, photograph/picture, video/film, model, computer program, interactive internet page (including audiovisual 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 Coursebook* 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

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
 - a. Past qualifications
 - b. Address details
 - c. Health record
 - d. Initial assessment results
 - e. Work experience details
 - f. Disability information

2. Which two are essential?
 - a. ii and iv
 - b. ii and v
 - c. iv and vi
 - d. iii and iv

3. How many parts make up the Teaching/training cycle?
 - a. 3
 - b. 5
 - c. 6
 - d. 4

4. 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

5. When preparing programme materials and resources, the following should be taken into account
 - a. Aims and objectives of the session
 - b. Capabilities of the learner
 - c. Needs of the group
 - d. Previous learning experiences

- 6 Which one of the above should be addressed first?
- a i
 - b ii
 - c iii
 - d iv
- 7 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
- 8 When writing SMART objectives what does the 'S' in SMART stand for?
- a. Special
 - b. Specimen
 - c. Specific
 - d. Spoken
- 9 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
- 10 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
- 11 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
- 12 When organizing group activities, the objectives should be
- a Realistic
 - b Intimidating
 - c Noisy

- d Short
- 13 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
- 14 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
- 15 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
- 16 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
- 17 Which one of the following is an appropriate assessment type?
- a Product
 - b Formative
 - c Challenging
 - d Timed
- 18 The following are all aspects of assessment plans
- a. Name of learner
 - b. Time and place of assessment
 - c. Assessment methods
 - d. Review date
- 19 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

- 20 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
- 21 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
- 22 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
- 23 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

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

<p>Unit 101</p> <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
<p>Unit 102 and 103</p> <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
<p>Unit 104</p> <ul style="list-style-type: none"> Explain principle and types of assessment 	<ul style="list-style-type: none"> Principles e.g., VACSR methods used for subject area e.g., questioning, observations etc. and the reasons why explanation of type e.g., initial, formative, summative
<p>Unit 105</p> <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 evaluate 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

Centre name

Enrolment number
number

Centre

Unit Evidence requirements Date achieved

114

One plan for a diagnostic meeting with a learner
One learning plan on the outcomes of the diagnostic meeting

Date sampled by IV and/or EV

115

One learning programme for a minimum of three linked sessions
Two session plans

116

Two session plans (from unit 102) with completed self-evaluation sections
Two observation reports of the learning sessions delivered

117

Two assessment plans
Two observation reports of how you gave feedback to learners

118

One personal action plan for your development

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 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

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 e.g.
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

Qualification

Units to be taken

Target dates for completion

Resources/specialist equipment required

How individual needs will be met e.g., special assessment requirements

General comments

Learner's signature

Date

Tutor's signature

Date

Observation of feedback

Candidate _____

Tutor _____

Location _____

Date and time _____

Learner _____

Unit _____

Did the Assessor?

Comments

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 i.e., review/further assessment

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

Candidate's signature	Date
Tutor's/Nominated Observer's signature	Date

Observation of feedback Observation of review

Reviewer

Learner/staff member

Did the Reviewer?

Comments

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

Reviewer's signature

Date

Tutor/Nominated Observer's signature

Date

Observation report

Candidate	Date
Title of session	Length of session

Preparation	Y/N N/A	Comments
Did the candidate:		
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 N/A	Comments
Did the candidate:		
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:

(e.g., progress so far, next steps, support required)

Learner's signature

Date

Assessor/Coach/Mentor's signature

Date

Date of next assessment/review

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
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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

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:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

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 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 e-assessments.

Centre Guide – Delivering International Qualifications 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.

Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates

- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates,
Registrations/enrolment, Invoices, Missing or
late exam materials, Nominal roll reports,
Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing
or late exam materials, Incorrect exam
papers, Forms request (BB, results entry),
Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices,
Missing or late exam materials, Nominal roll
reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical
problems, Entries, Results, e-assessment,
Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation,
Development Skills, Consultancy

E: business@cityandguilds.com

Publications

Logbooks, Centre documents, Forms, Free
literature

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**.

City & Guilds
Believe you can



www.cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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Published by City & Guilds, a registered charity established to promote education and training

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