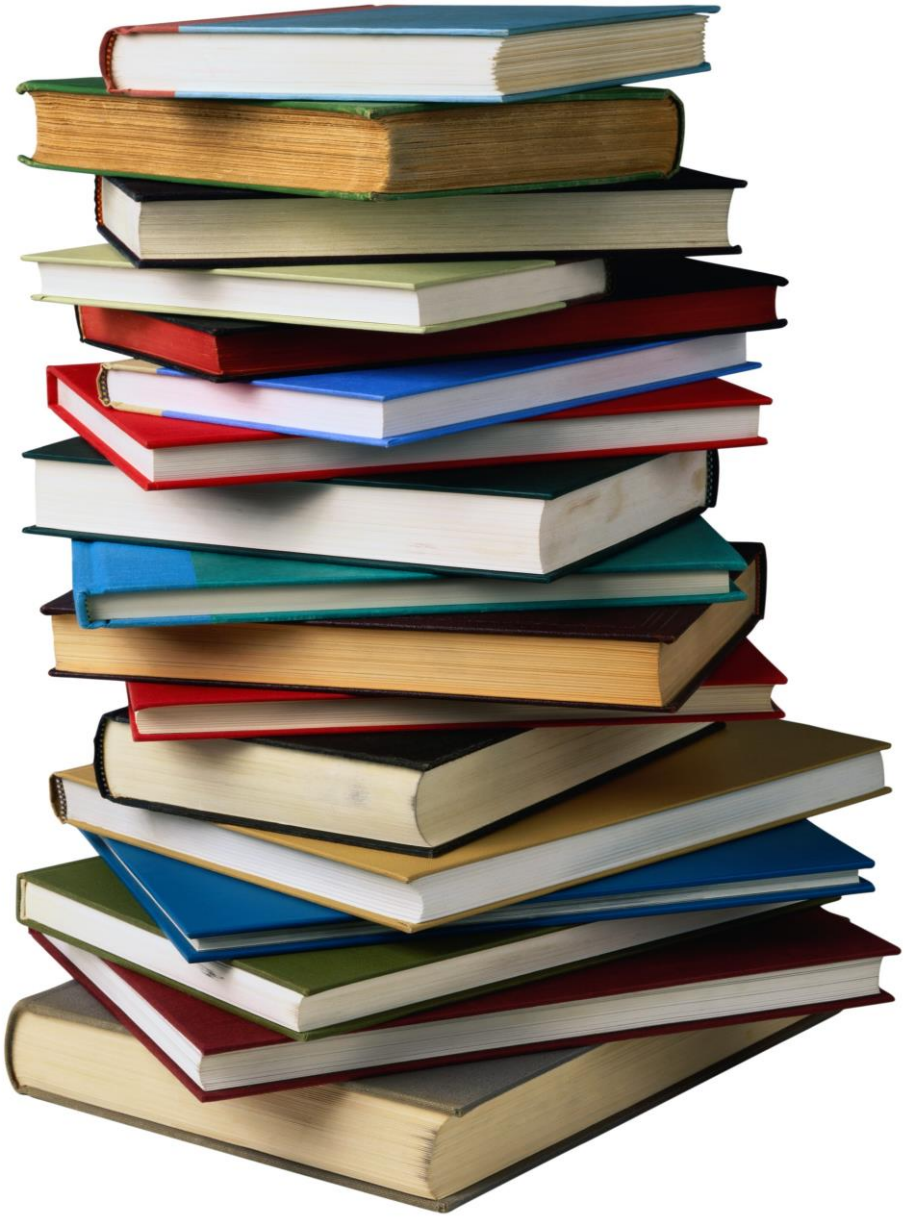
City & Guilds Introductory Award in Training Skills (1106-01) Qualification Handbook

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1.1, October 2007	Existing version	All
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	Updated logos and product title	Title page, footers
	Removal of references to 1106-02	Throughout
	Updated access arrangements and AI position statement	Section 5- Course design and delivery
	Updated 'Sources of General information'	Appendix 10

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1 About this document

This document contains the information that centres need to offer the following Introductory Award in Training Skills (1106-01).

This document includes details and guidance on:

- centre requirements
- candidate entry requirements
- course design and delivery
- qualification standards and specifications
- assessment requirements
- evidence recording forms
- pro formas
- recommended reading list.

This document should be read in conjunction with the *Centre Guide - Delivering international qualifications.* This document contains other relevant pro formas required for the Introductory Award in Training Skills (1106-01).

2 About the qualification

2.1 Aim of the qualification

City & Guilds has designed the Introductory Award in Training Skills (1106-01) for those delivering training or who are employed in post-16 education and training. The programme aims to reflect the international nature of the knowledge, skills and activities needed for different countries, cultures and industries.

This qualification is a short **two** day course for those who want to gain an introduction in training and assessing others. The term training also refers to presenting, facilitating, delivering, instructing and coaching.

It provides a broad function for progression to the Advanced Diploma in Teaching, Training and Assessing Learning (1106-03). It is aimed at enabling candidates to gain a basic introduction of how to train and assess others. In undertaking the course, candidates will:

- cover the basic theory of training and assessing
- perform practical activities, allowing them to demonstrate the skills required to train others
- partake in group discussions and a knowledge quiz
- carry out an assessed activity on the second day, on a topic of their choice, enabling them to train others.

2 About the qualification

2.2 The structure of the qualification

The qualification will be awarded to successful candidates on completion of the two day course.

The Introductory Award in Training Skills (1106-01) consists of **two** days training, providing skills and practice to facilitate, present and/or train others in basic and routine activities, this will include:

- preparation
- delivery
- assessment.

Centres are provided with all course materials for delivery. Assessment takes place during the second day and results are confirmed at the end of the second day.

Minimum Guided Learning Hours

The recommended delivery hours are **twelve** hours over the two days. These days can be consecutive or spread out within a four week period. Candidates will need to prepare for the assessment on the second day in their own time (approximately 2-3 hours study/preparation).

Centres must use all the documentation provided as listed below (available in the appendices)

- PowerPoint presentation (available from local/branch office on approval)
- Multiple choice quiz (available from local/branch office on approval)
- Outline of the programme (session plans)
- Training plan pro-forma
- City and Guilds activity sheets (1 to 4)
- Handouts (1 to 4)
- Observation checklist
- Professional discussion
- Evaluation form
- Record of course delivery.

2 About the qualification

2.3 Relevant sources of information

Related publications

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

- PowerPoint presentation and multiple choice quiz – available from local/branch office on approval.
- Course documents – available in the appendices of this document.

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

- International directory of assessments and examinations. This document provides a detailed list of all international qualifications and an examination calendar
- International catalogue
- Preparing projects and portfolios for international qualifications. This document is a useful guide for centre staff and for candidates
- Guide to the assessment of practical skills in international vocational qualifications. This document offers advice for centre staff on planning and conducting practical assessments.

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

3 Candidate entry and progression

Candidate entry requirements

There are no formal entry requirements for candidates undertaking these qualifications. However, candidates should have a reasonable level of language and literacy skills in English. The qualification is intended for pre-service and in-service candidates.

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

Age restrictions and legal considerations

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

Progression

The qualification provides a number of opportunities for progression both within the City & Guilds framework of qualifications and those available in the country that offers it. Progression to the Specialist Advanced Diploma qualification is possible providing candidates meet the entry requirements.

Teaching, Training and Assessing Learning 1106 (Level 3)

This qualification consists of two routes, the Advanced Diploma and the Specialist Advanced Diploma.

Advanced Diploma:

- Identifying learner's needs
- Plan and prepare learning
- Delivering learning
- Assess outcomes
- Evaluation

Specialist Advanced Diploma

- Witness testimony
- Coaching and mentoring
- E-learning
- Management of training
- Assessing competence
- Quality Assurance – Internal
- Quality Assurance – External

4 Centre requirements

4.1 Obtaining centre and qualification approval

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

Centres must meet a set of quality criteria including:

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

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

Existing 1104 and 1106 centres will need to complete the Qualification Approval Process (QAP).

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

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

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

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

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

4 Centre requirements

4.2 Pre – Course information

Centres should inform candidates in advance that they will be required to attend both days of the course and that assessment will take place during the second day. They will need to deliver a ten minute training session to their peer group or a peer group member (eg one to one coaching) and take a multiple choice quiz. They will need to have a topic for their training session and be prepared to read handouts in their own time. Candidates need to be informed of refreshment/meal arrangements and timings.

Candidates should arrive around 9.15 for a prompt 9.30 start. Sessions should conclude at 4.30 and there is a 15 minute break during the morning, an hour's lunch break and a 15 minute break in the afternoon. Timings for breaks can be adjusted to suit the group.

The maximum recommended number of candidates in the group is ten, minimum is four. This is to enable all the activities to be completed within the time.

Centres must ensure that they have obtained the PowerPoint presentation and multiple choice quiz documentation prior to delivery.
Centre staff must familiarise themselves with all content.

4 Centre requirements

4.3 Resource requirements

Physical resources

Centres must have an appropriate training room with IT facilities for the delivery of the course and ensure that they have adequate experienced/qualified staff.

City & Guilds provides the PowerPoint presentation, session plans, handouts, activities and relevant pro-formas for delivering the course. Centre staff should read the presentation beforehand and add centre details at the points stated. The content of the slides should not be amended in any way. This allows a standardised approach to the course delivery by all City & Guilds centres.

Where centres do not have PowerPoint facilities, it is acceptable for them to produce the presentation on overhead transparencies.

Centres will need the following resources:

Training room with:

- PowerPoint equipment and projector/screen or OHP facilities
- flip chart paper, board and marker pens
- pens/paper
- copies of the presentation, handouts and activities specified in the session plans
- name cards/badges.

A breakout room would be useful when delivering the programme, for group activities and feedback from assessments.

Tutors/assessor and verifier requirements

Tutor/assessors/IV should be occupationally competent /experienced at a level above that which they will be delivering / assessing. Staff should be technically competent and experienced practitioners in the specific context of teacher or trainer training.

Recommended reading – see Appendix 9

Continuing professional development (CPD)

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

Centre staff are encouraged to take unit 110 Assessing Competence or unit 111 Quality Assurance -Internal from the 1106 in Teaching, Training and Assessing Learning Level 3 qualification.

4 Centre requirements

4.4 Registration and certification

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

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

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

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

Due to the short duration of this course centres must register candidates prior to, or on the first day of training.

4 Centre requirements

4.5 Quality assurance

Internal quality assurance

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

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

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

- City & Guilds activities, delivered and assessed by the centre according to externally set evidence requirements
- internal (centre) quality assurance
- City & Guilds external quality assurance.

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

- Technical support
- Tutor/Assessor
- Internal Verifier Co-ordinator (for larger centres)
- Internal Quality Assurer
- Examinations Secretary

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

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

The following is a summary of the key roles involved in the successful implementation and assessment of the scheme.

Internal Quality Assurers

The role of the Internal Quality Assurer (IQA) is to ensure that:

- they liaise with City & Guilds personnel
- there are adequate resources, both staff and materials
- the work of all personnel contributing to the delivery and assessment of the programme is sampled by a range of methods which should include sampling the observation checklist, candidate training plans and multiple choice quiz responses
- records of all sampling activities are monitored and maintained
- where several members of staff are involved in the delivery/assessment of the qualification, that there is a consistent interpretation of the requirements through standardisation activities and that these are documented
- all staff carrying out delivery and assessment are familiar with and understand the qualification requirements
- an appropriate referral policy is in place
- an appropriate appeals procedure is in place
- candidate evidence is clearly organised and accessible to the Internal and External Quality Assurer
- relevant records and pro formas are completed, maintained and retained for the purposes of Internal and External Quality Assurance along with the record of course delivery form.

The role of the Tutor/Assessor is to:

- plan, manage, deliver and assess the qualification using the City and Guilds materials provided
- ensure availability of technical support for ICT equipment
- ensure that each candidate is aware of the assessment requirements throughout their programme of learning
- provide guidance and support to candidates on the assessment and evidence requirements for the qualification
- ensure that the assessment and evidence requirements have been met by the candidate
- observe candidates' delivered sessions
- facilitate the multiple choice quiz and mark candidate responses
- complete relevant records and pro formas.

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

Centre staff are encouraged to take the recognised qualification for Assessors and Internal Verifiers from the 1106 Teaching, Training and Assessing Learning Level 3 (Specialist Advanced Diploma Route)

External quality assurance

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

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

External Quality Assurers:

The role of the External Quality Assurer is to:

- make approval visits/recommendations (where necessary) to confirm that centres can satisfy the approval criteria
- ensure that Internal Quality Assurers are undertaking their duties satisfactorily
- monitor internal quality assurance systems and records
- sample observation reports and multiple choice quiz responses
- check claims for certification to ensure they are authentic, valid and supported by auditable records
- act as a source of advice and support to centres, including help with interpretation of standards
- promote best practice
- provide prompt, accurate and constructive feedback to all relevant parties on the operation of centres' assessment systems
- confirm that centres have implemented any corrective actions required
- report back to City & Guilds' head office or the relevant branch office
- maintain records of centre visits and make these available for Internal and External Quality Assurance purposes.

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

External Quality Assurers must read the qualification guidance for External Quality Assurers available from your local branch office.

5 Course design and delivery

Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification which is provided in the detailed materials in this handbook.

The recommended delivery time is **twelve** hours, over **two** days as detailed in the minimum guided learning hours section.

Qualification materials

City and Guilds have produced course materials to assist with the delivery and assessment of the qualification. The PowerPoint presentation and the multiple choice quiz and keys are available from your local/branch office upon approval. All other documentation is in the appendices of this handbook.

Guidance for delivery

Session plan timings are approximate. Flexibility and responsiveness to individual and group needs is required throughout the delivery. The course can be delivered over two consecutive days or two days to suit the centre and candidates; for example two Mondays. However, a gap of more than three weeks between the two days is not recommended as knowledge may not be retained by candidates.

It is acceptable for one person to present and assess the course; however, centres may find two presenters useful. Recommended minimum group size is four, maximum ten.

Presenters should be experienced practitioners in the specific context of teacher or trainer training. It is expected they have a thorough knowledge of the contents of the 1106-01 programme. Presenters should be able to elaborate on the content and relate it to their candidates with practical experiences.

Candidates should be given a copy of the PowerPoint presentation in paper format.

There are regular recap slides throughout the presentation to reinforce learning which may need further explanation and clarification.

Centres must keep all flip chart presentations produced by the candidates; these will be required again on day two. The emphasis of the course is on practical skills and time should not be taken up with too many theoretical discussions.

Prior to lunch on day one, the presenter should deliver a short training session, to demonstrate how training and assessment takes place. This need only last a couple of minutes. Complete the aim and objectives on the PowerPoint slide beforehand. Use a topic that is relevant to everyone, for example how to re-fill a stapler or set an alarm clock. Make sure the required resources are available and working. It can be to the whole group or demonstrated on a one-one basis in front of the group. The aim should be stated, the topic demonstrated, learning assessed and feedback given.

Candidates will be expected to use the ‘training plan’ pro forma for their delivery on the second day, provided in the appendices.

Initial assessment and induction

Centres will need to satisfy themselves that candidates are able to achieve prior to the start of their programme. Candidates should have a reasonable level of English language and literacy skills.

Evaluation

Each candidate should complete the ‘evaluation form’ provided in the appendices at the end of day two. These should aid completion of the ‘record of course delivery form’ by centres.

Records

Centres should complete the ‘record of course delivery’ form after each course delivered provided in the appendices. These should be retained for external quality assurance.

Observation checklists, candidate training plans, multiple choice quiz responses/cover sheets, candidate evaluations, and professional discussion records must be retained with the ‘record of course delivery’ form for external quality assurance purposes.

All records are available in the Appendices.

Centres should also keep their own attendance record for each delivery. All records must be maintained for External Quality Assurance purposes.

Relationship to other qualifications

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

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

Data protection and confidentiality

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

Artificial Intelligence (AI)

City & Guilds has published a **Position Statement on AI** including guidance on its use. This is designed to help learners, tutors and assessors to complete Non-Exam Assessments (NEAs), coursework and other internal assessments successfully. Staff delivering this qualification must ensure familiarity with the statement.

Health and safety

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

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

Equal opportunities

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

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

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

Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow candidates with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the City & Guilds website

Results and certification

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

The administrative arrangements for registering and certificating candidates are clearly outlined in the *Centre guide – Delivering international qualifications*. Any enquiries about results and certification must be conducted through the candidate's centre.

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

Appeals

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

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

6 Assessment

6.1 Summary of assessment requirements

The course is assessed by each candidate delivering a ten minute training session and taking a multiple choice quiz during the second day.

Candidate training session

The observation checklist must be completed for each candidate's training session, candidates should be given a blank copy of this in advance. Candidates must provide a completed training plan prior to their delivery, which must include a clear aim and have a beginning, middle and end. Timing should be realistic, with examples of resources, activities and assessment to be used (if applicable).

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

- demonstrating practical training skills
- completing a multiple choice quiz to test knowledge.

Grading and marking

Grading of activities for this qualification is **pass, refer** or **fail.** If candidates are referred, centres may carry out a professional discussion to confirm whether the candidate should pass or fail in either the practical aspect or the multiple choice quiz.

If candidates **fail the practical aspect**, they will need to re-take the full course again in the future. If candidates **fail the multiple choice** quiz after professional discussion they may retake at the discretion of the centre within a four week period or re-take the full course again in the future.

Breakdown of grading for the observation

PASS – all aspects must be YES

REFER – if any aspect is NO, a professional discussion can take place with the candidate at the feedback stage, to ascertain if they have the required skills and knowledge for a pass – Professional Discussion Form should be used for this purpose.

FAIL – if Professional Discussion does not clearly reflect the required skills and knowledge for a pass. Candidate will need to re-take the full course again in the future; their registration with City & Guilds is live for three years.

Centres must retain the observation forms for Internal and External Quality Assurance purposes, along with each candidate's training plan. The completed form is not to be given out to candidates. Candidates may make notes based on feedback on the reverse of their copy of their training plan.

Multiple choice quiz

The quiz with answer keys are available from your local/branch office upon approval.
The intention of the quiz is to ensure that candidates have absorbed the knowledge from the course. Pass mark is 8 or above, professional discussion can be used (if a candidate achieves 6 or 7) to ensure the candidate has the required knowledge. Details of any professional discussion should be noted on the relevant form and records maintained. Fail is 0-5.

There are 15 questions to be completed within 30 minutes. There should be a clock in the room, spare black/blue pens, and all flip chart notes/posters should be removed or covered up. Remind candidates of the time five minutes prior to the end of the quiz.

The quiz is not intended to be a formal exam, use professional judgment on the rules of conduct while the quiz is taking place, and agree these with the candidates beforehand (example 'no talking' should be a rule).

Issue the quiz papers and ask candidates to complete the relevant part of the cover sheet, collect all papers at the end. All candidates are to stay in the room until completed. If candidates all finish early, the break can be taken earlier.

Candidates should answer at least 8 out of 15 questions correctly. Time is allocated during the afternoon session for the marking of the papers. If they achieve 6 or 7 centres must use professional discussion to check understanding of the knowledge covered. Five or below is a fail, candidates may re-take another version of the quiz within four weeks at the discretion of the centre.

However, if a candidate passes the quiz but fails the training session, they will need to attend another course in the future.

After all the training sessions have taken place on the second day, the group will carry out a self managed activity (details in the PowerPoint) to give time for tutors to mark the quiz.
Centres **must** retain all quiz responses and cover sheets for internal and external quality assurance.

Giving feedback of results

Whilst the candidates are working through Activity 4 on day two, feedback can be given on a one-one basis.

Use this opportunity to have a professional discussion to fill gaps in the candidate's knowledge, where necessary, regarding their training session or the multiple choice quiz responses.

Candidates can make notes regarding feedback on the pro-forma on the reverse copy of their training plan.

Appendix 1 Outline of the programme

Introductory Award in Training Skills 1106-01

Session plan – day one

Trainer: **Venue:**

Date: **Time: 9.30 – 4.30** **No of candidates:**

Aim: To enable candidates to gain an understanding of the training cycle

Introduction	**Activities**	**Resources**
9.30 Welcome and housekeeping **9.35 Aim and objectives of the day** **9.40 Course ground rules** **9.45 Icebreakers – activity 1 (10 minutes) plus introductions** **10.05 Summary of icebreakers** **10.10 Ground rules**	**Activity 1**	**PowerPoint presentation and handouts of slides** **Flip chart and paper, pens, notepaper, board, marker pens**
Development		
10.20 The training cycle 10.25 Identify learners 10.35 Plan training 10.45 Designing resources 10.50 Characteristics of a good trainer – activity 2 (10 minutes) plus feedback (2 x 5 minutes) 11.10 Recap and flip chart responses **11.15 BREAK** 11.30 Delivering training - handouts 1 and 2 11.45 Group activity (10 minutes) plus feedback (2 x 5 minutes) 12.05 Planning a mini session (10 minutes) 12.15 Individual mini sessions and group discussion **13.00 LUNCH (can be reduced if group agrees)** 14.00 Welcome back and recap so far	Activity 2	Flip chart and A1 paper Handouts 1 and 2 Trainer's own resources Flip chart and paper Flip chart and paper

14.05	Training session and demonstration		Handout 3
14.20	Gaining and maintaining attention		Handout 4
14.25	Assess learning and giving feedback – handout 3		Flip chart and paper
14.35	Evaluation – handout 4		
14.45	Devising a self evaluation checklist – group activity (10 minutes) and feedback (2 x 5 minutes)	Activity 3	Sample training plan pro forma
15.05	**BREAK**		
15.15	Preparation for day two – Activity 3 (45 minutes) and any questions. Agree order of deliveries and answer questions		

Summary/conclusion

16.10	Preparation for multiple choice quiz on day two		
16.15	Recap day one, explain day two – observation checklist		Observation checklist pro-forma
16.20	Questions		
16.30	**Close**		

Please note: retain all flip charts for day two

Introductory Award in Training Skills 1106-01

Session plan – day two

Trainer: **Venue:**

Date: **Time: 9.30 – 4.30** **No of candidates:**

Aim: To complete the course assessment requirements

Introduction		**Activities**	**Resources**
9.30	**Welcome housekeeping, and ground rules**		**PowerPoint Presentation**
9.35	**Aim and objectives of the day, recap training cycle**		**and handouts of slides**
09.45	**Multiple choice quiz (30 minutes)**		**Flip chart and paper, pens, notepaper, board, marker pens, multiple choice quiz and cover sheets**
			Flipcharts from day one
Development			
10.15	Reminder for deliveries and questions		
10.30	**BREAK**		
10.45	Individual deliveries		
13.00	**LUNCH (can be reduced if group agrees)**		
14.00	Continue deliveries		
15.00	**BREAK**		
15.15	Group activity (30 minutes) *whilst marking takes place*		
15.45	Presentation from group activity		
15.50	Activity 4 - (25 minutes) *whilst feedback takes place*	Activity 4	
Summary/conclusion			
16.15	Where next, progression		
16.20	Summary and questions		
16.25	Skills learnt (if time)		
16.25	Evaluation		Evaluation form
16.30	**Close**		

Any information from the flip charts produced by the presenter and/or candidates should be disseminated accordingly.

Centre must complete the Record of Course Delivery form upon completion of the two day course and retain all observation checklists, multiple choice quiz responses and cover sheets, candidate evaluation forms and professional discussions for Internal and External quality assurance.

Appendix 2 Training plan (double sided)

Trainer: **Venue:**

Date: **Time:** **No of learners:**

Aim:

Timing	Content Introduction	Resources, activities, assessment
	Development	
	Summary / conclusion	

Self evaluation

(Taking into account summary of feedback)

Strengths

Areas for development

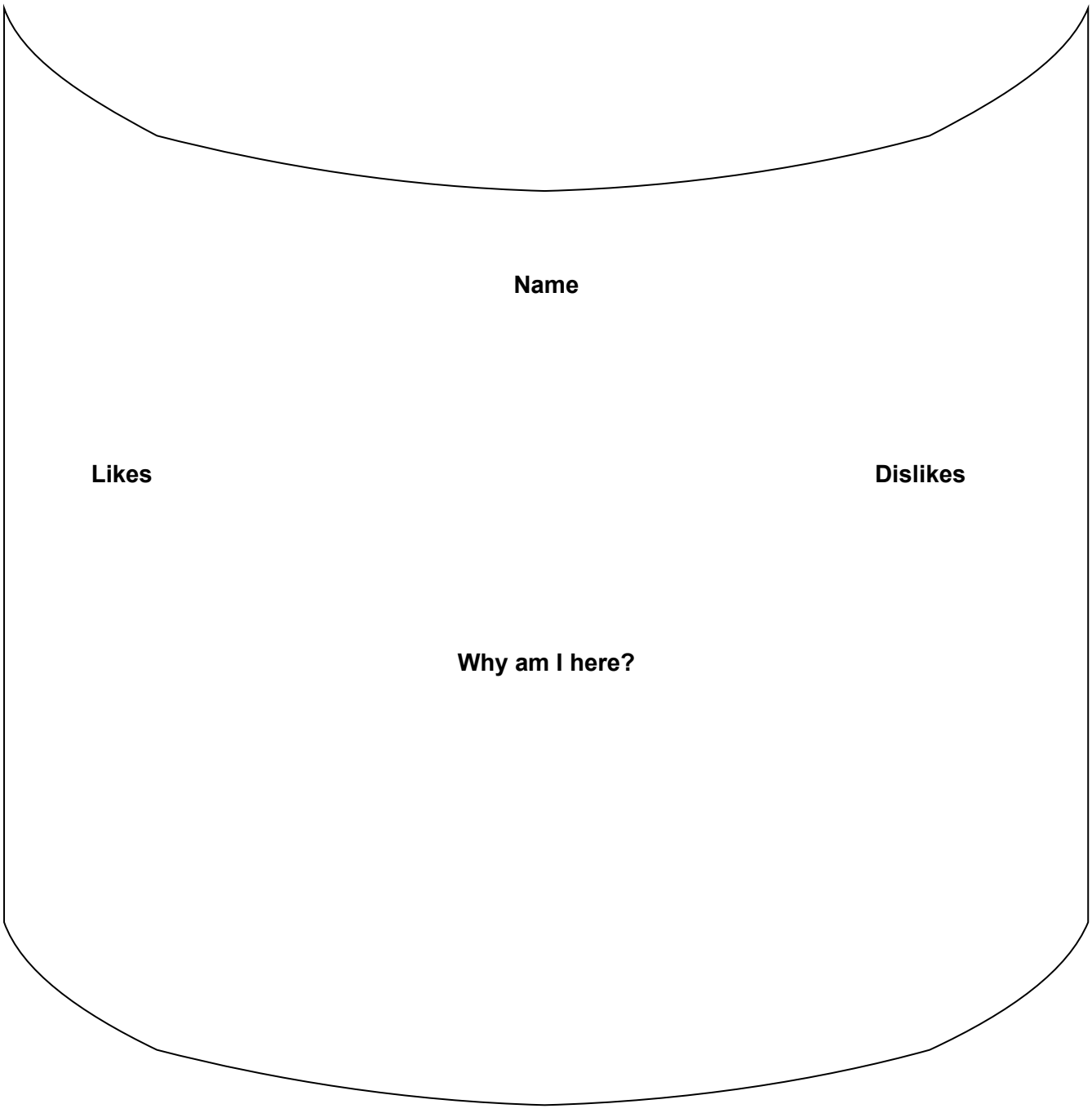
Action required to improve the session for the future

Appendix 3 Activities

Introductory Award in Training Skills

Activity 1 (10 minutes)

Complete the shield with your information



Activity 2 (10 minutes)

What are the characteristics of a good trainer?
One person from the group to present their findings – either reading from this sheet or using a flip chart.

In your group, discuss and list your responses

Activity 3 (45 minutes) 3 pages

Preparing your session
Think about the 10 minute training session you will deliver

Who are your learners?

Do they have any special requirements? How can you plan to take this into account?

What are you going to deliver?

What is your aim? Can you break this down into SMART objectives?

When will the session take place?

Does the timing pose any problems? How can you plan to take this into account?

Where will the session take place?

Does this pose any problems for your delivery or use of equipment? How will you set up the environment?

Why are you delivering this topic?

Can you achieve your aim? Do you have to prepare anything in advance eg resources, activities, informal assessment?

How will you deliver your session?

What methods and / or activities will you use?

Now think about the session that you are planning, and consider it in terms of its overall structure and of the following three stages within it:

Introduction – the beginning

Indicate how you will begin the session. Write down the reasons for your choice:

Development phase – the middle

Write down your plans for the development phase of your session. How will you do this, what methods of delivery and resources will you use? Will you use informal assessment? If so, how will you do this?

Concluding the session – the end

How will you summarise your session and relate this to your aim? How will you close your session?

Now draft your training session using the training plan pro-forma (Appendix 2)

Activity 4 (25 minutes)

Self development form for delivering training sessions

You may like to use this form to reflect upon your newly acquired skills and knowledge and to help you plan your future learning. The form will also help you when delivering and evaluating your training sessions in the future.

The skills I have learnt and how I could apply these:

The knowledge I have acquired and how I could apply this:

What I would like to do now to further develop my skills and knowledge:	Target dates

Appendix 4 Handouts

Handout 1 - (2 page document)

Identify learners

The starting point for planning your training is usually based upon the needs of your organisation, for example to ensure all staff are adequately trained in particular areas. If you are to deliver staff training, you will need to know what you are to deliver; you may write the programme yourself or be given relevant information. Certificates of attendance may be given by your organisation which staff can keep as evidence of their continual professional development.

You will need to identify the learning needs, styles, aspirations and potential of your learners. Getting the level right, and the amount of training and assessment you will carry out, will only come by experience and you may need to ask others for help and advice. Identifying your learner/s needs can take place prior to them commencing training, for example you may need to ensure there are disabled facilities or any special requirements such as hearing, sight, dyslexia, health etc. There are lots of useful learning styles' tests available on the internet which can help ascertain if your learners are visual, aural or kinaesthetic learners. Knowing what your learners expect from their training with you will help you adapt your delivery.

Plan training

The term training also refers to presenting, facilitating, delivering, instructing and coaching.

Well before your session, consider a clear aim of what you want to achieve, you can then identify your objectives and how you will achieve these with your learners.

You will also need to prepare any handouts, activities and assessment materials. It's also useful to practice your timings in advance.

You need some form of written record of what you intend to achieve, this is known as a *training plan* and it should have a logical structure. It should have a *beginning,* a *middle* and an *end.*

Producing a training plan gives you confidence and acts as a reminder, a checklist and prompt as you deliver your training session.

When preparing a training plan the following should be considered:

- Timing
- Delivery of content
- Resources & activities
- Assessment
- Evaluation

You may find you have prepared too much, or not enough, this will come by experience and you should be prepared to deal with this professionally.

Designing resources

You may need to prepare resources such as handouts etc or you may be provided with these. Make sure your resources look professional. If you are using any equipment ensure this is available and working. If you are preparing a computerised presentation, don't put too much information on each slide, or use too many slides. Check all resources for spelling, grammar and punctuation, ensure you have enough handouts and resources for all your learners.

Deliver training

Your delivery should have a *beginning*, *middle* and *end*.

The *beginning* or *introduction* involves:

- introducing yourself
- checking if your learners have done anything similar previously
- outlining the structure of the training
- linking with previous sessions (if relevant)
- identifying the relevance of this particular session – the *aim*.

The middle section is a logical sequence of delivery of content and activities appropriate to the objectives. This is often referred to as the *main content* or *development stage*.

The end, or *summary/conclusion*, will include:

- questions or activities to assess if learning has been achieved
- feedback
- a summary or re-cap of the main points
- any follow up activities
- links to future sessions (if relevant).

If you have to deliver this session again at a later stage you don't have to start the whole planning procedure again, but can use your training plan as your starting point and amend it accordingly.

Include variety within your session to appeal to the senses of those who are visual, aural or kinaesthetic learners. Don't be afraid of repeating points, your learners will be hearing new things and repetition will help them learn. Also, summarise key aspects regularly, allow time for questions and thank learners for their involvement.

You may deliver one—one training, this is sometimes called coaching or instructing. Whether you deliver to a group or an individual, the same principles of the training cycle will apply:

- identify needs
- plan training
- deliver training
- assess learning
- evaluation

Handout 2 – Aims and objectives

These are terms used to express what you want your learners to achieve and how you will go about this. The aim is the *what* and the objective is the *how.*

Example aim

To provide learners with the opportunity to use a computer.

Example objectives

Learners will:

- *switch on a computer and use a keyboard and mouse*
- *use the word processor program to produce a document*
- *save and print the document*.

The *aim* is the whole topic; the *objective* is the breakdown of that topic and what you want your learners to achieve. Usually, the objective can be assessed to check your learners' learning.

Objectives should be SMART:

- **S**pecific – are they clearly defined?
- **M**easurable – can they be met?
- **A**chievable – are they possible?
- **R**ealistic – do they relate to the aim?
- **T**ime bound – can they be met in the time?

Writing SMART objectives is a skill and will take practice. The more time you spend planning what you want your learners to know and do, the more effective your delivery and their learning will be.

Some useful words for objectives are:

- **construct**
- **create**
- **define**
- **demonstrate**
- **describe**
- **design**
- **discuss**
- **explain**
- **identify**
- **illustrate**
- **justify**
- **list**
- **make**
- **name**
- **perform**
- **practice**
- **present**
- **produce**
- **show**
- **state**
- **use**
- **write**

Always set time limits for the objectives you want your learners to achieve.

Handout 3 – Assess learning

Assessment is a way of finding out if learning has taken place. It enables you to ascertain if your learners have gained the required skills and knowledge. Depending upon the topic you are delivering, you may need to devise ways of assessing your learners to check their progress.

Assessment can be formative – this means it is ongoing for example a project or assignment, or summative – at the end of the programme for example a test. Formal assessment includes exams, multiple choice tests, assignments, observation etc. Informal assessment includes open questions, gapped handouts, group discussions, activities etc.

You could observe your learners carrying out a practical task, and/or ask questions to check their knowledge.

Questions can be open or closed. Open questions allow you to check your learners' knowledge eg 'Why do you save documents on a computer?' Closed questions only give a yes/no response and don't tell you what has been learnt, eg 'Do you save your documents?' You will need to decide what you are going to ask based upon what you are training. Poor answers are often the result of poor questions. Be careful with the use of jargon, just because you understand it doesn't mean your learners will.

If you are asking questions verbally to a group, ensure you include them all. Don't just let the keen ones answer first as this gives the ones who don't know the answers the chance to stay quiet.

Pose a question, pause for a second making eye contact with everyone and then if appropriate pounce on the name of someone to answer. This way, everyone is thinking about the answer as soon as you have posed the question, and will be ready to speak if their name is asked.

When asking questions, only use one question in a sentence, more than one may confuse. Try not to end a session with *'do you have any questions?'* often only those that are keen or confident will ask, and this doesn't tell you what they have learnt. Try not to use questions such as *'does that make sense?'* or *'do you understand?'*, as your learner will often say yes as they feel that's what you expect to hear. It doesn't tell you whether they have learnt or not.

Whichever way you decide to assess your learners, you need to give feedback. Feedback should be more thorough than just a comment, it shouldn't be your opinion, but facts that relate to success or otherwise.

When giving feedback it can really help your learners to hear something positive first about what they have done well, followed by what they need to improve, and then end on a positive note or question to keep them motivated. This is known as the praise sandwich. Constructive feedback doesn't just mean positive feedback. Negative feedback, if given skillfully can be very important and useful. Be specific about what could be improved and always state why.

Handout 4 - Evaluation

Evaluation is about your learners giving you feedback regarding your training. It's also about you evaluating yourself. It is always best to evaluate yourself at the end of the session, think what you did well, what you might change and consider any feedback from the learners.

Whether you deliver one-one or to a group, it is important to evaluate the learning process. This will help you realise how effective you were and what you could improve in the future. It will also help you identify any problem areas enabling you to do things differently next time.

There must be a purpose for evaluation. What do you want to know and why?

You could obtain feedback from your learners in the form of a questionnaire, informal questions or a group discussion.

Always build in time to your session for this to take place. If you issue a questionnaire, your learners may take this away and forget to return it.

When devising questions, you could use closed questions such as: Were the delivery methods suitable? YES/NO. Or open questions such as: How did you find the delivery methods? There are many ways of writing questions with different types of responses. For example a closed question could be followed by a response scale of 1-5 (one being *no* or *low*, five being *yes* or *high*) or smiley faces ☺ 😐 ☹ for learners to circle depending upon their feelings.

If you are delivering a longer course, it is useful to obtain feedback part way through the course, as well as at the end. This will enable you to make any necessary changes. Never assume everything is going well just because you think it is. You need feedback from your learners to confirm they are enjoying their learning experience with you.

When you receive your feedback, make sure you do something with it, don't just file it away.

When delivering sessions to others, you are also learning about yourself. For example, how you react to different situations or learners, how patient you are and what skills you may need to develop. You may also decide you need further training to improve your own knowledge and skills. You may have heard of the saying *you learn by your mistakes*. You may make mistakes, most people do, however, your learners may not notice these. Although you will notice, you can ensure you don't make the same mistakes again in the future.

After delivering a training session, complete the reverse side of your training plan to evaluate yourself.

Appendix 5 Evaluation Form

Please complete the following questions to give us feedback and help us with our future planning.

Please hand in to the trainer before leaving today. Your comments will be treated confidentially; however, you may leave your name if you wish.

Name: **Dates of course:** **Venue:**

	Please circle from 1 – 5 ***(1 is low/no, 5 is high/yes)***
Was the venue to your expectations?	1 2 3 4 5
Were the facilities to your expectations?	1 2 3 4 5
Were the handouts helpful	1 2 3 4 5
Was the course delivery as you expected?	1 2 3 4 5
Were the activities useful?	1 2 3 4 5
Did the course meet your requirements?	1 2 3 4 5
Do you feel you have benefited from the course?	1 2 3 4 5
Will the course help your job role?	1 2 3 4 5
Was the content about right?	1 2 3 4 5
Were you able to participate?	1 2 3 4 5
Were your questions dealt with adequately?	1 2 3 4 5
Were the trainers helpful and supportive?	1 2 3 4 5

Are there any changes you would recommend?

Please add any further comments:

Appendix 6 Record of course delivery

This form is to be completed after each course delivered.
Observation sheets, candidate training plans, multiple choice quiz responses, cover sheets, professional discussion records (if appropriate) and candidate evaluations must be retained with this form for external quality assurance purposes.

A sample of observation checklists and multiple choice quiz responses should be internally verified.

Centre name:			
Centre number:			
Dates of delivery:			
Venue of delivery:			
Delivery staff:			
Internal Verifiers			
Number in group:		Number achieved:	
Date registered:		Date certificated:	

Summary of feedback from evaluation forms:

Continue overleaf if necessary

Action required and target date:	**Date action met:**

Signed: Name:

Position: Date:

Appendix 7 Observation checklist

To be retained by the centre (two page document)

Candidate:	**Observer:**
Date:	Observer signature:
Length of session:	No of learners:

Candidates must provide a completed training plan prior to their delivery, which must include a clear aim and have a beginning, middle and end. Timing should be realistic, with examples of resources, activities and assessment to be used.

Planning and preparation

Did the trainer?	**YES/NO**	**Feedback:**
• Prepare a training plan • Prepare the area for training		

Delivery

Did the trainer?	**YES/NO**	**Feedback:**
• Deliver an introduction, main content and summary/conclusion • Establish and maintain a rapport with the learner/s • Demonstrate knowledge of their topic • Use appropriate training methods • Encourage participation • Communicate effectively (tone, manner, pace)		

Assessment

Did the trainer?	**YES/NO**	**Feedback:**
• Ask questions when appropriate to check knowledge • Give constructive feedback		

Summary of strengths:

Summary of any issues to be addressed:

Grading

Pass – all aspects must be YES

Refer – if any aspect is NO, a professional discussion can take place with the candidate at the feedback stage, to ascertain if they have the required skills and knowledge for a pass – note issues discussed on this form and the professional discussion form.

Fail – if professional discussion does not clearly reflect the required skills and knowledge for a pass. Candidate will need to re-take the full course again in the future; their registration with City & Guilds is live for three years.

A sample of observation checklists should be internally verified.

Internal Verifier name	**Title**
Signature	Date internally verified
Agree/disagree with decision	Comments

Retain this document for Internal and External Quality Assurance purposes, along with the candidate's training plan. This form **is not** to be given out to candidates. Candidates may make notes based on your feedback on the reverse side of their copy of their training plan.

Appendix 8 Professional Discussion

Candidate name: ……

Qualification: ……..……..……..……

Assessor name: ……..……

Areas to be covered within the discussion	**Reference to observation or multiple choice**

Outline record of discussion content
(continue overleaf, use additional sheets as required)

The above is an accurate record of the discussion.

Candidate signature: ……..…… Date: ……

Assessor signature: …… Date: ……

Internal Verifier signature (if sampled):…… … Date: ..…..……..

Appendix 9 Reading list

Andrew Bradbury (2006) Successful Presentation Skills (2006) Kogan Page Ltd
ISBN-10: 0749445602
ISBN-13: 978-0749445607

Ann Gravells (2007) Preparing to Teach in the Lifelong Learning Sector Learning Matters Ltd

ISBN-10: 1844451178

ISBN-13: 978-1844451173

Michael Gelb (1988) Present Yourself Jalmar Books

ISBN-13: 978-0915190515

ISBN-10: 0915190516

John Townsend (2003) The Trainer's Pocketbook (10th Edition), Management Pocketbooks

ISBN-10: 1903776163

ISBN-13: 978-1903776162

Appendix 10 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 www.cityandguilds.com or click on the links below:

Centre handbook: quality assurance standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre assessment: quality assurance standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: when and how applications need to be made to City & Guilds This 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 document library also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

Please visit the contact us section of the City & Guilds website.

City & Guilds

For almost 150 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

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