

**ADVANCED DIPLOMA LEVEL 3 IN TEACHING,
TRAINING AND ASSESSING LEARNING (IVQ 1106-21)**

In collaboration with

CITY & GUILDS UK

Coordinate by:

THINKPLUS Consulting Sdn. Bhd

2015

1. BACKGROUND

The City & Guilds Advanced Diploma in Teaching, Training and Assessing Learning (TeTrA) 1106-21 is a **flexible award based on international standards**.

The qualification **offers participants:**

- **Progression**
- **Portability**
- **Aspirations**
- **Recognition**
- **Employability.**

Apart from this, the Advanced Diploma offers a **broad introduction to the practical and theoretical side of training**, while reflecting City & Guilds **values** of:

- **Striving for excellence**
- **Engaging with others**
- **Acting with integrity**
- **Being innovative**
- **Achieving fulfillment.**

For **TeTrA**, participants go through a **customised learning process** with experienced tutors. This leads to a 90-minute multiple-choice examination, training practice and portfolio production. Candidates are recommended 100 study hours to help prepare them for the **practical assessment and examination**. Throughout the programme, they receive **individual learning support**, as well.

On the programme, participants also receive **constructive feedback on their strengths as a trainer and educator, and receive pointers for self-analysis**.

Those who need to plan, prepare, deliver and evaluate structured training sessions for given groups of trainees will find this course highly relevant. Candidates are required to show mastery of **skills based on world-class standards set by industry**. This requires a particular approach to the training.

This course provides a **sustainable learning solution** to help candidates acquire:

- **Certification**

Advanced Diploma in Teaching, Training and Assessing Learning (TeTrA) by providing a customised bridging programme for candidates, linking prior work experience and qualifications with C&G TeTrA requirements.

- **Capacity**

Intensive TeTrA training programme emphasising the practical, and linking it to both the client's goals and participants' work roles. We are primarily concerned with **creating a team of trainers who can function in an occupational context effectively**.

Developing knowledge, skills and attitudes will be central themes, under the following components:

- **Identifying learners' needs**
- **Plan and prepare learning**
- **Delivering learning**
- **Assess outcomes**
- **Evaluation.**

It is assumed that there will be follow-up, with further **practical, job-related, sustainable learning** for those who attend the course. Details of the proposed programmes are set out in the attachments.

2. THE PROGRAMME

2.1 Aim

The aim of the qualification is to cover the knowledge and skills needed to enable the participants to **show competence in training, coaching, assessing and assuring quality.**

2.2 Objective

The overall objective of the programme is to **train to become professional trainers, assessors and verifiers.** It is also to equip candidates with the skills and knowledge **to succeed in the respective assessments.**

TeTrA -

- **Practical activities for each unit**
- **Portfolio including holistic report and training practice**
- **Summative multiple-choice examination.**

2.3 Benefits

Among the benefits of the **TeTrA** course are:

- **Diagnosis** of areas of strength and areas requiring improvement
- **Strategies** for enhancing learning effectiveness
- **Tools** for training and assessing in relevant subjects
- **Perspectives** regarding challenges facing teachers/trainers and learners
- **Development** of training competencies in line with company mission
- **Insights** to pass on to team
- **Framework** for developing learning materials
- **Personal action plan.**

2.4 Course Preparation

A series of **dialogues** will take place. Key considerations are:

- **Customised course structure and content**
- **Practical assignments and portfolio**
- **Fast-track, functional learning schedule.**

In line with these, we can **devise the programme in line with the candidates' needs**.

To prepare for the programme, prior to the Induction session, we recommend participants:

- **Reflect** on their current learning beliefs and practices
- **Consider** how they might improve their learners' learning experience
- **Prepare questions** that they want to ask, and receive answers for, on the Course.

On-line learning support can begin before the face-to-face learning experience. The tutor will reserve time to dedicate to participants' on-line enquiries.

2.5 Methodology

Throughout the programme, **a large variety of methods** will be used:

- **Facilitator-led** - video and oral presentations, mind maps, examples
- **Participant interactions** - pair, group, cross-group
- **Participant activities** - case studies, discussions, brainstorming, mini-projects, quizzes, role play.

Participants also devise an **action plan relating to their work**. From this we can identify areas for further **personalised feedback and coaching**.

Informal micro-teaching **tasks** are carried out before the formal training assessments. These are followed by immediate **analysis and feedback**.

We draw on participants' own perceptions and experience in their **current working context to inform the process of 'learning by doing'**.

Participants are expected to **discuss and ask questions** about how the main themes relate to their work. From this we can identify areas for further development.

Video is used to review teaching and training performance, roles and concerns.

2.6 Assessment and Evaluation

Formal course assessment will be done via:

- **Multiple-choice question examination/quiz**
- **Personal portfolio, including assessed training sessions.**

Additionally, **continuous assessment** will be carried out to ensure that participants are on track for success in the examination, teaching practice and portfolio.

We obtain feedback from participants' **evaluation questionnaires**. These will tell us the extent to which participants find the training relevant and applicable to their current needs.

It is assumed there will be **further follow-up, giving candidates the opportunity to relate tasks to their jobs.**

The **examination**, of course, will tell us the extent to which participants have been successful in their tasks. It will also enable us to further review and reflect on course delivery and management.

2.7 Course Outline

TEACHING, TRAINING and ASSESSING LEARNING (TeTrA)

<i>Unit</i>	<i>Key Areas</i>
1. Identifying Learners' Needs	• Teaching/training cycle • Learning styles • Principles of learning • Initial assessment • Identifying learning needs • Diagnostic meeting • Managing a diagnostic meeting • Identifying learning, training and development needs • Action planning • Completing records and pro forma • Ensuring correct storage and conformity with protection of personal information and any data protection legislation • Identifying relevant sources • Making recommendations • Interviewing and questioning techniques • Evaluating information acquired by interviewer • Resources to provide learning
2. Plan and Prepare Learning	• Writing aims and objectives for a learning programme and session plans • Identifying and selecting appropriate teaching and learning methods • Identifying and selecting relevant resources and materials • Adapting resources and materials • Obtaining resources within the organisation • Preparing a learning programme • Preparing structured plans from a learning programme • Planning and preparing for the evaluation of a lesson

3. Delivering Learning	• Creating and adapting a suitable location complying with all local health and safety regulations • Introducing aims and objectives • Using techniques to put learners at ease • Presenting information in a logical and timed sequence • Delivering and presenting information appropriately • Using appropriate resources effectively • Encouraging learners to participate in the session • Organising group activities • Using different techniques to clarify understanding and modify the session as appropriate • Identifying barriers to learning and communication • Communicating effectively to learners in an appropriate manner • Minimising distractions and interruptions • Giving support to learners • Giving constructive feedback to learners • Summarising and concluding each session • Self-review
4 Assess Outcomes	• Principles of assessment • Identifying learning objectives/outcomes • Selecting appropriate assessment methods and types • Selecting naturally occurring work activities • Taking account of special requirements • Briefing, agreeing and completing an assessment plan where required

	• Conducting assessment using chosen method, conforming to any specific assessment requirements • Minimising distractions and interruptions • Giving constructive feedback • Completing, passing on and storing records, pro forma and checklists • Collating records and other information made since last assessment
5 Evaluation	• Learners and session • Methods of evaluation • Analysing information • SMART objectives • Evaluating sessions and learning programmes • Self-evaluation • Action planning for personal development • Identifying barriers to self-achievement • Awareness of relevant trends

3. PRACTICAL ARRANGEMENTS

3.1 Agreeing Arrangements

The candidates and Trainers will **discuss and agree the most appropriate ways** for making assessments and other practical matters.

3.2 Staffing

Brian Cracknell - Tutor/ Internal Verifier

Nita Bardhan - Assessor

Vanajah Shanmugam – Coordinator

3.3 Tentative Schedule

Advanced Diploma in Teaching, Training and Assessing Learning (TeTrA)

Customised bridging programme:

1.1 FOUNDATION

Friday : 9.00 am - 4.00 pm.

- **Induction**
- **Identifying Learners' Needs**
- **Plan and Prepare Learning**

Saturday: 9.00 am - 4.00 pm

- **Delivering Learning : Training Practice**

Sunday: 9.00 am - 4.00 pm

- **Delivering Learning : Training Practice**
- **Assess Outcomes**
- **Examination Preparation**
- **Evaluation**

1. 2: TRAINING PRACTICE

To be confirmed - times to be arranged

- **Introduction**
- **Practical Training Sessions**
- **Lesson Observation**
- **Assessment.**

1.3: PORTFOLIO SUBMISSION

To be confirmed - times to be arranged

- **Portfolio**
- **Summative Evidence Record**
- **Holistic Report**
- **Evaluation**

1.4: MULTIPLE-CHOICE EXAMINATION

To be confirmed - times to be arranged

3.4 Number of participants

A total of 5 participants are expected to be involved in the learning programme.

They are also interested in studying for the Assessment Specialist Unit after successfully completing the TeTrA.