



**Highfield**

*awarding body for compliance*

## Qualification Specification

### Level 3 National Award in Delivering Training

Highfield Place  
Unit 15 Shaw Wood  
Business Park  
Shaw Wood Way  
Wheatley Hills  
Doncaster  
South Yorkshire  
DN2 5TB  
United Kingdom

Tel +44 08452260350  
Tel +44 01302363277  
Fax +44 08452260360

Info@highfieldabc.com  
www.highfieldabc.com

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## HABC Level 3 National Award in Delivering Training

### Introduction

This Qualification Specification document is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your account manager.

### Qualification Details

The HABC Level 3 National Award in Delivering Training is a National Award written and accredited by HABC.

This qualification is outside of the QCF, however, it could be used as prior knowledge to enrol onto a QCF qualification in the future.

### Key facts

- **QAN** This is a non-accredited qualification
- **Guided learning hours (GLH)** 18
- **Assessment Method** Portfolio of evidence

### Qualification Overview

The HABC Level 3 National Award in Delivering Training (ADT) is designed for learners who train others within their own organisation.

It may be used by learners who wish to gain the theoretical knowledge and practical experience before progressing onto PTLLS qualifications.

### Entry Guidance

Learners should have relevant qualifications within their own area of expertise.

Learners must be aged 16+ to undertake this qualification.

Centres are responsible for ensuring that learners can meet the necessary standards of English, Mathematics and Information Communication Technology skills required to undertake this qualification and that this is captured as required from the initial assessment. This can be captured via application form and/or telephone interview.

### Special Needs

HABC have measures in place for delegates with special needs. Please see the Reasonable Adjustments Policy, Annex 17 of the HABC Core Manual.

### Qualification Structure

This qualification is made up of one mandatory unit, the details of which are included at the end of this document.

The Level 3 National Award in Delivering Training (ADT) is a three day course that is flexible in its classroom based delivery. The award may be delivered over 3 consecutive days or if training is to be delivered by shorter sessions the award must be delivered in a maximum 6 week period with a minimum of 3 hours per week.

Candidates must demonstrate achievement of all learning outcomes in assessments as well as in the micro-teach session(s). This qualification is graded **pass** or **refer**.

The qualification can be taken as a free standing qualification or as part of a wider programme of training.

## How to complete the Award

The Scheme of Work and Session Plans break down the three days. The session plans show what is required to be delivered at any given point. The award comprises two assessments, a theory assessment and a practical assessment. A portfolio of evidence is to be built up for each learner which is internally quality assured, the process of which is described below.

Assessment 1, the written assessment, is to be given to the learners upon completion of day 1; learners must have this assessment task completed by the end of day 3. The assessment decision and feedback is to be recorded on Form 2 assessment 1, the learner must place their comments on Form 2 and also sign and date it. Form 2, along with the learners written assessment is then to be placed into the learner's portfolio.

On day 2 of the award the learner, with guidance from the teacher, will produce a Scheme of Work and a Session Plan for their 30 minute delivery on day 3. Form 3 is to be used for the Scheme of Work. Four sessions require placing onto each learners Scheme of Work, to achieve this learners are to be placed into groups of 4 and are to place their session, and that of their peer group, onto their Scheme of Work. Form 4 is to be used for the Session Plan; each learner must complete the lesson plan as previously taught with details of the session that they are going to deliver on day 3. Once completed Form 3 and Form 4 are to be placed into the learners portfolio.

On day 3 which is the practical assessment day the teacher must observe each learner delivering their 30 minute session and complete Form 6, the Tutor Observation Report. The minimum cohort for the micro-teaching session is 4 individuals. The learner must be given feedback immediately; upon receipt of the teacher's feedback the learner is to complete Form 5, Self Evaluation and Reflection of Micro-teach Delivery. Concurrently the peer group is to complete Form 7, Peer Observation and Feedback; all of these Forms are to be collated in the learner's portfolio. This is to be repeated for each and every learner who is undergoing the award. Form 2 assessment 2 is then completed by both the teacher and learner and again placed into the learner's portfolio.

Upon conclusion of the course the teacher is to complete Form 1, Record of Completion and discuss the outcome with the learner. The learner is to place their comments on the Form and sign it; finally the Form is to be placed into the learner portfolio at the front.

The IQA/IV is then to verify each learner's portfolio prior to certification being requested.

## Progression

Progression and further learning routes include:

- Level 3/4 PTLLS
- Level 3/4 CTLLS
- Level 5 DTLLS

## Centre Requirements

HABC require that Nominated Tutors have teaching experience and hold a qualification in the relevant subject area.

### ***Nominated Tutors***

Suitable teaching qualifications to deliver the Award include:

- Bachelors or Masters Degree in Education
- PGCE, Cert Ed
- DTLLS, CTLLS or PTLLS
- Level 3 NVQ in Training and/or Development

- HABC L3 or L4 Award in Preparing to Teach in the Lifelong Learning Sector
- Or other qualification or suitable experience approved by HABC.

**Internal Quality Assurance**

Staff must be D34/V1/IQA qualified, possess a relevant teaching qualification and be occupationally competent within the area that they are verifying.

Nominated Tutors should also be able to demonstrate relevant experience and knowledge in a work context and provide evidence of engagement with the subject field and continuing professional development.

**Support for Functional Skills**

Centres must provide functional skills support for learners where necessary, and appropriate records of this must be maintained. Any functional skill requirement should be established from the initial assessment.

Centres must jointly agree with the learner a course of action, which may include informal support or require the learner to undertake a formal course of tuition (English, Mathematics or ICT).

**Useful Websites**

- <http://www.standardsverificationuk.org/3600.htm>
- [www.ifl.ac.uk](http://www.ifl.ac.uk) - The Institute for Learning
- [www.lluk.org.uk](http://www.lluk.org.uk) – Lifelong learning UK
- [www.svuk.org.uk](http://www.svuk.org.uk) – Standards and Verification UK
- [www.niace.org.uk](http://www.niace.org.uk) National Institute of Adult Continuing Education (England and Wales)
- [www.ofqual.gov.uk](http://www.ofqual.gov.uk) – The Office of the Qualifications and Examinations Regulator
- <http://www.qcda.gov.uk/> – The Qualifications and Curriculum Development Agency
- <http://www.bis.gov.uk/> - Department for Business, Innovation and Skills

**Recommended Training Materials**

- Morley J. & Wordsworth M. *PTLLS made Easier*. Highfield.co.uk Ltd
- Curzon, L. B. (2003) *Teaching in Further Education*. Continuum International Publishing Group
- Daines, J., Daines, C., and Graham, B. (2006) *Adult Learning, Adult Teaching*. Welsh Academic Press.
- Gravells, A. (2008) *Preparing to Teach in the Lifelong Learning Sector*. Learning Matters
- Gravells, A. (2008) *Principles and Practice of Assessment*. Learning Matters
- Petty, G. (2004) (3rd Edn) *Teaching Today*. Nelson Thornes
- Wilson, L. (2008) *Practical Teaching A Guide to PTLLS and CTLLS* Cengage Learning

## The Assessments

### Assessment 1

Candidates should submit a written assessment that meets the following assessment criteria:

- Describe how ground rules underpin appropriate behaviour and respect for others.
- Explain the three main types of assessments used and fully explain how you conduct, or could conduct, an initial assessment of learners.
- Explain how you utilise assessment methods.
- Explain the importance and the requirements of keeping records, including those relating to assessment.

### Assessment 2

Candidates should prepare, deliver and participate in micro-teaching. The essential requirements of this assessment are to:

- Produce a Scheme of Work for a minimum of four sessions.
- Produce a Session Plan for your 30 minute micro-teach session.
- Use a range of teaching and learning approaches which engage and motivate the learners effectively.
- Demonstrate effective communication with learners.
- Observe a micro-teach session delivered by a member of your cohort and provide positive feedback.



**Individual Assessment Record**

**Form 2**

<b>Learner</b>
<b>Teacher</b>

<b>Level 3 National Award in Delivering Training (ADT)</b>
<b>Location</b>

Assessment		Feedback
1	P/R	
2	P/R	

		<i>Further Action Required:</i>
Valid?	<b>Y/N</b>	
Authentic?	<b>Y/N</b>	
Current?	<b>Y/N</b>	
Sufficient?	<b>Y/N</b>	
Reliable?	<b>Y/N</b>	
		<b>Action completed on:</b>

**Learner's comments Assessment 1:**

*Assessment decision referred to IV / IQA - Y/N*

**Learner's comments Assessment 2:**

*Assessment decision referred to IV / IQA - Y/N*

**Learner's signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Teacher's signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**IQA/IV signature (if sampled):** \_\_\_\_\_ **Date** \_\_\_\_\_

**Scheme of Work**

**Form 3**

**Teacher:**

**Date:**

**Location:**

**Aim of session or course:**

Date	Session Title and learning outcome	Required Resources and Activities	Assessment	Remarks

**Session Plan**

**Form 4**

**Teacher:**

**Date:**

**Duration:**

**Aim of session:**

**Learning Outcome(s):**

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?

**Session Plan**

**Form 4**

**Teacher:**

**Date:**

**Duration:**

**Aim of session:**

**Learning Outcome(s):**

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?

**Self Evaluation and Reflection of Micro-teach Delivery****Form 5**

Date, time and length of delivery:	
Aim of session and learning outcomes: <i>(How were the learning outcomes met?)</i>	
Summary of teacher feedback:	
Summary of peer feedback:	
Self-evaluation: <i>(strengths, limitations)</i>	
Action and improvements required: <i>(How will you do this?)</i>	

Learner's Name: \_\_\_\_\_ Learner's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Tutor Observation Report**

**Form 6**

**Name of learner:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Name of teacher:** \_\_\_\_\_

**Session Title:** \_\_\_\_\_

<b>Did the learner?</b>	<b>Yes/No</b>	<b>Examples</b>
prepare an adequate session plan?		
introduce themselves and create a rapport with their learners?		
where the learning outcomes SMART?		
prepare adequately e.g. equipment/resources/handouts?		
communicate clearly (verbal and non-verbal)?		
involve and include everyone during the session and give positive feedback?		
demonstrate their subject knowledge?		
use a range of teaching and learning approaches appropriate to the group?		
take into account: health and safety; equality and diversity?		
ensure learning took place through assessment?		
Which assessment methods were used?		
summarise their session and refer to the learning outcomes?		

Strengths	
Areas for development	
Action required	

**Teacher's Name:** \_\_\_\_\_ **Teacher's Signature:** \_\_\_\_\_

**Learner's Name:** \_\_\_\_\_ **Learner's Signature:** \_\_\_\_\_

**Peer Observation and Feedback**

**Form 7**

**Name of Learner:**

**Date:**

**Name of observer:**

**Session Title:**

<b>Did the learner:</b>	<b>Yes/No</b>	<b>Examples</b>
introduce themselves and create a rapport with the learners?		
state the learning outcomes?		
prepare adequately e.g. equipment/resources/handouts?		
communicate clearly?		
appear confident and professional?		
involve and include everyone during the session and give positive feedback?		
demonstrate their subject knowledge?		
use a range of teaching and learning approaches?		
take into account: health and safety; equality and diversity?		
check that learning took place through assessment?		
Which assessment methods were used?		
summarise their session and refer to the learning outcomes?		

Strengths	
Areas for development	

**Name (Non-Mandatory):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Glossary of Terms

Term	Definition
Action Plan	This is a formal agreement between the teacher and the learner, stating what will be achieved and when it will be achieved by.
Aim	A statement of what the teacher wishes to achieve by the conclusion of the session, course or programme.
APL	Accreditation of Prior Learning.
Assessment	A process of measuring the achievement of learners.
Assessment Methods	A chosen method to assess a specified outcome. For example, written test, observation, skills test, reports and questioning (recorded).
Assessment Records	Documents used to record the outcome of an element or the full outcome of an assessment.
Assessor	The person making the decision with regards to the learners competence.
Associate Teacher	Please refer to the guidance given by LLUK <a href="http://www.lluk.org.uk">www.lluk.org.uk</a>
Coaching	This is normally a one-to-one or small group activity. The teacher of the learner(s) will closely observe the performance and give advice and guidance along the way.
Communication	The transfer of information from one person to another with the intention of bringing about a response.
Competence	The ability to complete a task to a set agreed standard; competency is declared by an assessor or teacher.
Contact Hours	The number of hours allocated for the formal programme delivery. This includes group tutorials and the delivery of theory aspects of the course or programme.
CPD	Continuous Professional Development - The continuous process of acquiring experience, skills and knowledge throughout work and life.
CTLLS	The acronym for the Certificate in Teaching in the Lifelong Learning Sector.
Diagnostic Assessment	The method of assessment to discover a learner's strengths or deficits within their work and to assist in determining a future course of action.

Term	Definition
Demonstration	Showing learners an example of best practice to undertake a task or to develop a skill by illustrating how it is done through actual performance.
DTLLS	The acronym for the Diploma in Teaching in the Lifelong Learning Sector.
E-Learning	Electronic learning - learning that is enhanced or supported through information and communication technology such as computers and websites.
Energiser	A method of energising a group, normally delivered when lethargy is displayed due to various circumstances. This can take the form of a break or a group activity catering for full inclusion.
Evaluation	Gathering information to judge the effectiveness of the teaching or training that has been delivered
External Verifier	Appointed by HABC to ensure that all assessments undertaken through Centres are fair, valid, consistent and meet the requirements of the standards
Feedback	Written or verbal information relayed to learners regarding their progress, which should always be <b>constructive</b> .
Formative Assessment	Ongoing assessment carried out throughout the lesson, session course or programme.
Full Teacher	Please refer to LLUK guidance <a href="http://www.lluk.org.uk">www.lluk.org.uk</a>
Ground Rules	Jointly agreed codes of behaviour set by the teacher and learners, normally agreed at the beginning of the session.
Group	A gathering of learners, normally numbering four or more.
Ice Breaker	Fun and informal method of introducing learners to each other, normally completed at the beginning of a new session.
ifl	Institute for Learning-The professional body for teachers in the Learning and Skills Sector <a href="http://www.ifl.org.uk">www.ifl.org.uk</a>
ILP	Individual Learning Plan-A plan that has been designed to map the learner's course of action.

Term	Definition
Initial Assessment	A form of assessment used to disclose learners strengths, learning deficits and areas for development prior to commencement of tuition. Also a means of measuring a learner's ability, for example basic skills check (assessment).
Internal Verifier	Appointed by the Centre to ensure that all the assessments conducted are valid, authentic, current, sufficient, reliable and meet the requirements of the awarding body.
Intranet	An organisations own computer network system
ICT	Information Communication Technology. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form, for example, personal computers, digital television, digital radios and email.
Learning Sessions	Lessons or sessions delivered by a teacher using a variety of methods and catering for inclusion.
Learning Programme	A scheme of work – a concise document which lists the sessions or lessons to be conducted.
Learning Style	The way in which a learner prefers to learn, e.g. visual, auditory and kinaesthetic.
LLUK	This is the Sector Skills Council (SSC) for lifelong learning within the UK.
Mentor	A person who gives a learner one-to-one support.
Methods of Assessment	There are three main categories: initial, formative and summative assessment. These can be conducted through observations, witness testimony, questions, simulations, work product, professional discussion and assignments, to name but a few.
Microteaching	A delivered session to peers within a learning environment.
Motivation	How a learner is encouraged to learn. This can include extrinsic, external, intrinsic or internal reasons for learning.
Non-verbal communication	Communication that does not involve spoken word, for example, body language or facial expression(s).
Objective	A statement of what will be learnt as a result of the teaching.

Term	Definition
Pedagogy	Teacher-centred learning.
PTLLS	The acronym for the Award in Preparing to Teach in the Lifelong Learning Sector
QTLS Framework	Qualified Teacher Learning and Skills Framework
Quality Assurance	Internal and external means of checking learning provisions through policy and internal and external verification.
Session Plan	A written plan produced by the teacher prior to the delivery of the teaching lesson or session.
SMART	An acronym for objectives (see Objective) that are Specific, Measurable, Achievable, Realistic and Time-bound.
Summative Assessment	An assessment conducted at the end of teaching to determine the final level of achievement. This is often done by means of a written assessment.
Teaching/Training Cycle	A systematic approach to teaching which includes five inter-linked stages. These are identifying needs, planning and designing learning, delivery, assessment and evaluation.
VACSR	An acronym for Valid, Authentic, Current, Sufficient and Reliable, normally used to assess work product.
Visual Resource	Visual materials used to enhance a session or lesson, such as PowerPoint™ presentations, pictures, videos, books and internet pages.