



Centre Guidance for the Implementation of
the NVQ/Train to Gain Learning Resources

A Guide for Managers, Internal Verifiers and Assessors

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The Learning Company UK. Com Ltd

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Introduction

About The Learning Company



What we do

The Learning Company UK create, publish and supply training and learning materials for colleges, training providers, schools, employers and individuals to use to support the achievement of recognised qualifications and company specified and personal development. All of our materials are of a distance learning style in design

- ❖ **NVQ Training Materials** - Cost effective print your own full colour work books
- ❖ **Train to Gain training materials** - Cost effective print your own full colour work books
- ❖ **Annual License and Multiple Annual Licenses** - Purchase full access to your selected schemes, all NVQ's or the full library of resources- Fantastic Value for larger providers
- ❖ **Bulk Discounts** - Order all of the units in a scheme at our specially discounted rate
- ❖ **Safe Learner Series** - Meets- ENTO and LSC Requirements for Learner safety
- ❖ **Key skills test** - Complete revision guides, helps learners to understand, interpret and pass their KS Exams
- ❖ **Technical Certificates** - Cost effective print your own full colour learner work book
- ❖ **A & V units** - Cost effective delivery and achievement of A & V units
- ❖ **Food Hygiene and Safety Training** - Cost effective print your own full colour work books
- ❖ **Author Service** - Need training materials? We can write them for you.

Train to Gain Training Materials

Let The Learning Company UK .Com Ltd help you to maximise Train to Gain funding, support your LSC audit and Ofsted inspections by using our quality training materials, These materials are sold by individual unit, each unit will provide each learner with three or more hours of training and teaching. The delivery style is teach-check-assess, our materials are learner friendly and are designed to engage and keep the learner motivated throughout their course.

We have text and images with multiple choice activities to check that learners are on track, with assessments, scenarios, questions, other exercises and interesting facts to ensure the learner remains interested and focused throughout.

These work books effectively teach and evidence the underpinning knowledge for your chosen NVQ. These come in single units so you can select the units you want and need.

Our materials are of the highest quality, incorporating the very latest writing technologies such as Neuro Linguistic Programming to ensure learners are engaged from start to finish. Our materials are easy to use for learners and assessors and trials have evidenced up to 20% reduction of time on programme, number of assessor support visits and fewer cancelled/no learner work completed visits. All of our books contain additional learning, many employers are now looking for this to stretch the learner and develop them within the scope of the NVQ.

The Learning Company UK. Com Ltd offer a range of learner training materials to evidence over 15 hours of training for the NVQ courses supported by Train To Gain or core funding.

Annual Licenses

All of our materials are supplied under license for 12 months from the date of purchase. You can print as many copies as you need to support learners registered to your centre during the period of your 12 month license. We can supply our materials on disk or via e-mail.

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We will be happy to help!

Or Visit us at www.thelearningcompanyuk.com

About our Resources

The resources you are about to implement have been designed and written by occupational experts from the relevant sectors. Each author is currently a senior IV, Manager, EV or principal verifier.

Distance Learning

All resources are Distance Learning, this means that each book can be allocated to your learners to study at their leisure and in their own time, this represents the most cost effective way of training/teaching the learner whilst allowing your centre to evidence in excess of 20 hours training/teaching.

Delivery Style

The delivery style is Teach- Check- Assess, this means that the book has sections of text (Teach) that the learner reads and absorbs. There are activities (Check) throughout each book which are multiple choice, these are designed to allow the assessor to check that the learner is on track with their learning and that they are ready for their assessment. At the rear of each book there are a series of assessments, these are designed so that on successful completion your assessor can be sure that the UPK for that unit is covered as well as any identified difficult to cover performance criteria.

Blended Learning

Our resources are ideal for a blended learning delivery method. Throughout each book there are sections of training/teaching which can be extracted and used in a one to one training/teaching sessions.

PDF Format

All of our resources are supplied in PDF format for you to print in house. This approach allows us to minimise paper use and so ensure that we and our clients reduce our carbon footprint.

Stretch and Additional Learning

All of our units contain the latest industry thinking and legislation in relation to the relevant NVQ standard which allows us to provide resources which are interesting and informative; this ensures that your learners remain interested, engaged and motivated throughout their course.

We ensure that our materials cover all of the UPK but we are aware that to ensure learners stay focused we need to develop their existing knowledge and skills whilst ensuring that the training remains within the scope of the relevant NVQ standard. By implementing our materials you can be sure that our additional learning and stretch is highly valued by learners and employers.

Individual Units

The easiest way to de-motivate many learners is to issue huge books of combined resources without any support or guidance. All of our resources are supplied as individual units, this means you give your learners a choice of the units they actually want to do and you only allocate one unit at a time, ensuring a learner is never over faced.

Layout and Format

We have conducted learner research and piloted many layouts, formats and styles of materials to ensure that our materials are learner friendly, learners will enjoy using these materials over many other styles because we have listened to learners and responded by designing our materials to incorporate;

- ❖ Easy to follow guidance
- ❖ Easy to interpret language
- ❖ Easy flow layout
- ❖ Images
- ❖ Multiple colours to identify "To do Sections"
- ❖ Multiple choice Activities
- ❖ Interesting facts

A Guide for Managers

What are the benefits of using quality resources to support work based learning; NVO's and Train to Gain?

Well written, presented and formatted learning resources can improve;

- ❖ Retention
- ❖ Achievement
- ❖ Timely completion
- ❖ Learner satisfaction

By carefully implementing resources at the beginning of a course you reduce the numbers of learners who "Fail to Launch", these are the learners who enrol and have a degree of anticipation for their course, but who quickly become disengaged through;

- ❖ Lack of assessor contact
- ❖ Lack of understanding
- ❖ Not knowing what is expected of them
- ❖ Frustration
- ❖ Lack of support from their employer

Using quality resources is by no means a "cure all" but you can minimise the effect of many of the above.

Good practice

Have a strategy to introduce the resources on the first available meeting between your assessor and learner

Employers and training time

Many employers welcome the support and development provided by Train to Gain or other work based learning, however many providers and assessors find that when it comes to spending time with learners for induction/enrolment, training, assessment, feedback etc they have difficulty getting employers or the managers to allow any real amount of quality time away from the job. This is not really surprising when you consider that no employer can afford to have staff doing things which do not contribute to the output of the workplace, unfortunately this short sighted view is only too common when training and development comes around.

To assist you in ensuring that the learner does benefit from training and development our materials have been specifically designed to allow the learner and assessor to benefit from over 15 hours of training for each scheme. Because our resources are distance learning, the learner can learn when it is convenient for them and their employer, it is worth considering including this approach to training and development when discussing courses with employers as they will see this as a real plus.

Good practice

Include the style of delivery for training in your employer marketing and discussions for on the job learning.

Train to Gain funding Compliance.

Version 4 of the requirements for funding train to gain clearly sets out how training can be used to evidence 15 hours and defines the styles or learning and where this training should predominately be delivered.

Clear guidance is given that higher and lower rates will depend on the need for and evidencing of 15 hours training, this means that each learner should have a TNA and initial assessment prior to their induction. Evidence of initial assessment should clearly demonstrate whether the learner should be funded at the higher or the lower rate. If funded at the higher rate, there must be evidence of demonstrable need of at least 15 hours of eligible support/learning/training consisting of underpinning knowledge and understanding as described in the table below.

The 20 hours cannot include induction, IAG, initial assessment, time for the assessor to mark work, or assessment. Where the proportion of underpinning knowledge and training is below 15 hours, then the lower rate should apply. The activities that cannot be included as part of the 15 hours are outlined below. This table also shows which activities count towards the 2 hours of structured participation for claiming start fees.

The full LSC guidance document containing further information can be downloaded for our home page. www.thelearningcompanyuk.com

Good practice

Have a structured process for identifying and recording training need for support/learning/training of UPK

Activity	Description of activity	Included in 2 hours for start payment	Included in 15 hours for higher rate determination
Support/learning/training-underpinning knowledge and understanding	This can include blended, distance and e learning, where evidence of suitable provider input has been retained	✓	✓
Assessment and observation		✓	✗
Marking time		✗	✗
Provider feedback and instruction		✓	✓
Learner progress reviews		✗	✗
Portfolio development/production	Evidence gathering of competence	✗	✗
Completing distance learning materials where support/learning/training activity contains vocationally relevant underpinning knowledge (Completed predominately during work hours)	Evidence of provider input e.g. details on ILP giving the reason for the choosing distance learning activity, work completed shows it has been assessed/reviewed by a suitably competent person	✓	✓
Delivery of training not part of the full NVQ level 2/3 or appropriate basic skills qualifications		✗	✗

The ratio of higher rate to lower rate learners will be discussed and set out in the contracts with providers. The actual ratio will be monitored in year and payments amended according to the timetable for reconciliation specified in the contract.

Good practice

ensure your IV's and assessors are fully briefed on the process for identifying, delivering and recording contact for the support/learning/training of UPK

NVQ funding.

Table two in the [A Guide for Claiming GLH/Hours/Higher rates of T2G/NVQ Funding](#) section identifies the requirements for claiming the mid rate for NVQ level 2 delivery.

Distance learning

For distance learning, only delivery of support/learning/training consisting of underpinning knowledge and understanding will be eligible to support claims for higher rate funding. The study material must be selected by provider staff. Logs of time by individual learners need to be kept-clearly showing when the learner worked alone or received tutor support(which may include evidenced time for underpinning knowledge and contact by telephone or e mail).

It is an expectation that support/learning/training takes place predominately during the learners' normal hours of work.

Ideally you should plan to use the resources for a blended learning delivery, this will allow you and you assessors to evidence one to one support/learning/training as well as distance learning/on the job support/learning/training.

Good practice

Engage your employers and get agreement that time will be set aside to provide support/learning/training for each assessor visit

Implementation

Managers should ensure that learning resources are introduced to your IV's and assessors in a structured way, the process for the use of the materials needs to be defined and incorporated into your centres operating processes.

Managers should also review the learner induction and enrolment process to include IAG and a TNA relating to the resources.

If your centre conducts a detailed induction process (perhaps over 2 weeks) you should consider incorporating one mandatory unit into this process.

By doing this you will be able to allow your learner to begin to make progress whilst you will also be able to monitor each learner's commitment to their chosen programme, this can be used to assist you in reducing starters-non-achievers. If you decide to operate this process you must be aware that your assessor should not conduct the assessment on any evidence until the learner is registered with the awarding body.

Your assessors will need to be trained on the use and application of the resources, your Internal Verifiers can conduct this training as part of their normal role or as part of your centres consistency strategy.

Good Practice

Allow your IV's to hold a meeting to agree how they will train the assessors on the new processes and the new resources.

Encourage your IV's to examine the resources prior to the IV's training the assessors, it is never a good idea for IV's to introduce new products for delivery without having a good knowledge of the products.

Your IV's should allocate a set of resources to groups of assessors as part of their consistency strategy, the assessor groups should be asked to examine specific units and identify any Teaching/training form the content which would be suitable for use in blended learning, the assessors should complete a brief overview of how the assessors can use this activity for a 30 minute one to one training sessions with their learner.

Good practice

Get your assessors to identify teaching/training activities from the books that can be used for 30 minute one to one training sessions.

By completing this assessor activity prior to the launch of the materials, you will be getting your assessors familiar with the materials.

By carefully introducing resources you assessors and learners will have wider scope and access to evidence, make sure that IV's and assessors do not duplicate evidence gathered by using resources and other assessment opportunities.

A Guide for Internal Verifiers

Your organisation has decided to introduce a range of individual learning resources, these resources are supplied for NVQ schemes as individual units. The benefit of this is that you and your assessors will be able to offer every learner a wide choice of resources to meet their individual needs.

Awarding bodies and OFSTED are looking closely at the quality of support and the freedom of choice given to learners to choose units that are specific to them.

You as an IV should monitor or contribute to the Eight key stages of a learning programme to ensure that learners are receiving adequate and appropriate support from your assessors, you should be monitoring or contributing to;

- ❖ IAG
- ❖ Induction
- ❖ Plans for training and assessment
- ❖ On and off the job training
- ❖ Assessment
- ❖ IV
- ❖ Reviews
- ❖ Achievement and Progression

Implementation

Learners should be made aware of the materials at the IAG stage and the resources should be introduced as early as possible in the assessment process.

Good practice

Ensure that you monitor the IAG to ensure that the use of resources is explained fully. Ensure that learners are allocated resources early in the assessment process.

You will need to train the assessors in how to implement and use the resources to assist learners on their programme.

Prior to the implementation of the resources you should hold a consistency meeting with your fellow IV's to discuss the structure of the books and how you are going to train the assessors on their application and operation.

It is essential that learners are only allocated one resource pack at a time, learners can become disillusioned when faced with large amounts of work or thick books.

Good practice

Ensure that assessors only allocate one book at a time

Allocate sets of books to specialist assessors and ask them to conduct an exercise to identify the activities from within each book which could be used in a blended learning training session of 30 minutes, this session can be built into a normal assessment visit and the topic should be one that is both challenging and interesting.

Good practice

Allocate the resources to your assessors and get them to identify the activities which can be used for blended learning

Agree with your IV colleagues how you should amend your companies assessment processes to include the introduction of the resources.

Identifying and recording the training needs

It is essential that all learners receive an initial assessment and have a TNA drawn up which clearly identifies their need for support/learning/training for their scheme, this will determine their need and the level of support/learning/training and how the assessor will meet this need. Each resource book is designed to provide the assessor and learner with all of the underpinning knowledge training they will require to complete the UPK for each unit. Recording how the TNA will be met by blended learning and Distance Learning resources is essential.

Good practice

Train assessors to complete the initial assessment and TNA to include the identified training need and method of delivery.

Recording hours and claiming funding

The resources have been specifically designed for any learner requirement to support/learning/training to evidence/deliver the underpinning knowledge for a specific unit of a learners' chosen NVQ. Your employer may be using these resources to claim a higher rate of funding for Train to Gain or the mid rate for NVQ's. Assessors will need to carefully plan how they conduct the 30 minute blended learning sessions. It is also important that assessors understand that the recording of the time they spend giving this support is recorded accurately on a log, in addition the time spent by the learner completing the work based learning book will also need to be recorded and a specific distinction need to be made over these two activities.

Good practice

Ensure assessors define and clearly record-blended learning support/learning/training and learner- work based support/learning/training

Assessor and learner roles and responsibilities

Your processes should clearly identify the roles and responsibilities of the assessor and the learner. When using resources the learners' responsibility includes;

- ❖ The timely completion of each resource book allocated by the assessor
- ❖ The gathering of supplementary evidence
- ❖ Providing witness testimony
- ❖ Providing products of performance

Your assessors role includes;

- ❖ Providing IAG
- ❖ Agreeing a plan for assessment
- ❖ Issuing resource books in conjunction with the unit to be assessed
- ❖ Assessment of resource books, performance and other evidence
- ❖ Conducting reviews

Assessor and learner roles can be simply defined as;

Assessors to complete assessment of performance, professional discussion.

Learners to provide UPK evidence and other non-performance evidence.

If both parties do deliver their parts, the programme will be achieved with the minimum of disruption.

This is a rather simplistic view of the roles and processes needed to achieve the NVQ but by ensuring your assessors and learners understand these simple fundamental roles you will be able to maximise retention, achievement and progression.

Good practice

Make sure that assessors and learners understand their responsibilities.

The resources will cover all of the underpinning knowledge; however, you will need to ensure that your assessor identifies UPK from performance evidence or other diverse evidence sources.

Incorporated into many of the resource books are assessments to cover difficult to cover performance criteria. Your assessors should be aware of these and utilise them to ensure that valuable time is not wasted trying to find evidence that has already been covered.

Avoid mapping the assessments in the resource books to the UPK and PC from the standards, an assessors role is to examine evidence and to assess it against the NOS to see if it is, Valid, Authentic, Current and sufficient. Assessors are prone to use mapping as a tick list and will be tempted to not complete robust assessments on the evidence.

Poor practice

Mapping the assessments from the resource books to the NOS.

By using resources, your assessment teams will have additional sources to identify evidence, the risk is that evidence will be duplicated which can waste time or disaffect learners. When learners first begin a course the resources will be one of the main sources of evidence, as the learner progresses and other sources of evidence are used such as observation, you should encourage both assessor and learner to check the

assessments in the resource books against evidence already gathered, if a learner already has sufficient they should agree not to complete assessments in the resource books.

Good practice

Make sure that assessors and learners check what has already been achieved, this may mean not completing selected assessments in the resource books, this will save time and learners will not become disillusioned.

A Guide for Assessors

Your organisation has decided to introduce a range of individual learning resources, these resources are supplied for NVQ schemes as individual units and will evidence all of the underpinning knowledge for each unit. The benefit of this is that you and your learners will be able to access a wide choice of resources to meet each learner's individual needs.

Awarding bodies and OFSTED are looking closely at the quality of support and the freedom of choice given to learners to choose units that are specific to them.

Identifying and recording the training needs

It is essential that all learners receive an initial assessment and have a TNA drawn up which clearly identifies their need for support/learning/training for their scheme, this will determine their need and the level of support/learning/training and how you will meet this need. Each resource book is designed to provide the learner with all of the underpinning knowledge training they will require to complete the UPK for each unit. Recording how the TNA will be met by blended learning and Distance Learning resources is essential.

Good practice

It is essential that you complete the initial assessment and TNA to include the identified training need and method of delivery.

Recording hours and claiming funding

The resources have been specifically designed for any learner requirement to support/learning/training to evidence/deliver the underpinning knowledge for a specific unit of a learner's chosen NVQ. Your employer may be using these resources to claim a higher rate of funding for Train to Gain or the mid rate for NVQ's. You will need to carefully plan how they conduct the 30 minute blended learning sessions. It is also important that you understand that the recording of the time you spend giving this support is recorded accurately on a log, in addition the time spent by the learner completing the work based learning book will also need to be recorded and a specific distinction need to be made over these two activities.

Good practice

Ensure you define and clearly record-blended learning support/learning/training and learner- work based support/learning/training

About the resources

Each book contains an introduction for learners, this introduction is the same in every book and scheme, once your learner has read and understood this section they should be able to use any subsequent books without referring to this section.

Each book contains a learner details page, always make sure that all of the learner information is completed in full, this is vital for when the books are required for the IV or EV process, IV's and EV's need to be able to track which book belongs to which learner. Within this section is a learner signature box, this signature should be the learners normal signature. Make sure your learner signs this and encourage them to replicate this signature when signing sections of the books, evidence matrix or evidence.

Best practice

Ensure all of the learners details pages are filled out to ensure IV's and EV's can track files to learners.

The books contain sign off boxes for the text part of the book and for the assessments. Make sure that you and the learner signs these during the course of the programme(not all at the end)

The content of the book is Teach- check- Assess, this means you should allow the learner to complete the text and activity section of the book, you should check the multiple choice questions activity questions(MCQ) to ensure that your learner has absorbed the learning, the MCQ activities never count towards assessment, they are only there as a check for you.

The books also contain interesting fact, these appear as " **Did You Know**", they do not instruct the learner but are designed to help to keep the learner interested and motivated.

At the back of each book is a section of assessments, generally these follow the order of the UPK in the NOS, where we feel it necessary we have also included additional assessments to assist you and the learner to cover "Difficult PC" generally these take the form of scenarios or small projects.

Best practice

Look for additional assessments in the resource books that will reduce the need to look for alternative sources of evidence for difficult to cover PC

We do not signpost or map the UPK and PC from the NOS to the resource books, you as an assessor are responsible for assessing evidence generated by the learner.

Best practice

Always assess the evidence recorded by the assessor against the NOS requirements, never trust that all evidence is Valid, Authentic, Current and sufficient.

Advice and implementation

In many cases our individual units of learning include all of the units in a scheme. You can use our resources to widen the choice of units offered to your learners; our resources can also be used to assist tutors and assessors who may be unsure of delivering certain units from a scheme.

Best practice

Use the full range of resources to ensure that you offer every learner the maximum choice that meets their individual needs.

All of our individual units of learning will evidence all of the underpinning knowledge and some difficult to cover performance criteria for each unit. You will still have to identify UPK from assessments and performance evidence to ensure that you comply with awarding body criteria.

By using our individual units of learning, you clearly separate and allocate learner and assessor responsibilities for evidence gathering and assessment.

Best practice

Use the resources to identify UPK and difficult to cover PC. Don't forget to identify other UPK from diverse sources.

By using our individual units of learning you can minimise the number of learners who fail to leave the starting line or stumble at the first hurdle.

In many cases these failures are because the learners' initial enthusiasm is not maintained, learners who are not supported in the early stages of a programme quickly become disillusioned, this is especially true of work based learning where contact with tutors and assessors can be 2 to 3 weeks apart, a lack of understanding of what is expected of them will eventually lead to a lack of progress or failure.

Best practice

Clearly define the role of the individual books at the induction/enrolment phase. Identify how you will complete the performance evidence activities and how the learner will be contributing to the UPK evidence requirement by completing the resource books.

By introducing our resources in a planned and structured way at the start of your learners programme you can reduce the number of learners who fail to leave the start line or fail.

By carefully introducing our resources at assessment visit one you can instruct your learner on how the books work and how the books contribute to the learners programme. This will ensure that more of your learners leave the start line and make progress sooner in their programmes.

Best practice

Issue one book as early in the assessment process as possible. Ideally you should allocate one book on the first assessment visit.

Supporting each learner with quality individual units of learning ensures that your learner understands their role and responsibility in the NVQ process.

Your learner can see how each individual unit contributes to their overall learning objective.

You can use our individual units of learning to clearly instruct the learner where and how the learner is to contribute to THEIR programme.

Our individual units of learning ensure that your learner is not over faced with or daunted by large combined packs.

Best practice

Only allocate one resource book at a time, be careful not to over face learners, learners can become disillusioned by larger amounts of work.

If a learner is capable of completing 2 books between visits, do not slow their progress.

Our individual units of learning ensure that your learner stays engaged and focused on their programme, this is especially applicable where there are breaks between assessment visits.

Our learning resources ensure that each learner is allocated clear learning and evidence objectives between assessment visits.

Learners can clearly see and understand what is expected of them between assessment visits.

Best practice

Always sit and discuss the resource book for each unit before you allocate them to your learner, clearly explain which unit you are attempting and how this book will contribute to the completion of this unit and the programme.

Our learning resources can be used for blended learning; all of our individual units of learning contain additional learning (stretch). We incorporate many areas of industry specific training and learning into each of our units.

Tutors and assessors can use our resources to extract sections of additional learning and incorporate these into 30 minute one to one training sessions.

Best practice

Work with your fellow assessors to identify sections of the resource books for each unit that you can use for one to one 30 minute training/teaching sessions. Produce a short brief on this and share it with your colleagues.

Employers value our resources because of the additional learning; all employers want the skills of their employees developed.

Our individual units of learning include development within of the scope of the NVQ programme; some employers will state that the content of the NVQ does not provide any real learning and development for their employees.

You can use our individual units of learning to assist you in engaging employers by showing them the content, scope and additional learning contained in our resources.

By using resources, you and the learner will have additional sources to identify evidence, the risk is that evidence will be duplicated which can waste time or disaffect your learner. When learners first begin a course the resources will be one of the main sources of evidence, as the learner progresses and other sources of evidence are used such as observation, you should encourage the learner to check the assessments in the resource books against evidence already gathered, if a learner already has sufficient they should agree not to complete assessments in the resource books. Checking is quite simple, in general the UPK in the standards runs in the same order as the assessments in the resource book.

Good practice

Make sure that learners check what has already been achieved, this may mean not completing selected assessments in the resource books, this will save time and your learners will not become disillusioned.

A Guide for Claiming GLH/Hours/Higher rates of T2G/NVQ Funding

Each book states in the introduction section that it should take each learner approximately three hours to complete.

Each learner will learn at their own pace, this means that three hours is the minimum you can claim. Many of the books in a scheme will in fact take much longer than three hours, you can look at each book and anticipate the number of hours by looking at the number of pages contained in the text section.

To claim hours you can not include the introduction or assessment sections, train to Gain funding for the higher rate only refers to teaching/training and not for instruction on how to use the book or conducting assessment.

Where you have identified a complex subject from within the resource book, you can extract this and create a 30 minute training session that you can plan and deliver in the course of your normal assessment activity. You can record these 30 minute sessions as additional hours in addition to the hours you claim for the book itself.

Table one below identifies the requirements for claiming the higher rate of funding for Train to Gain when using learning resources and blended learning to evidence the delivery of underpinning knowledge and understanding through support/learning/training.

Table two identifies the requirements for claiming the mid funding rate when using resources to provide underpinning knowledge and understanding training.

Claiming the 2 hours start payment and higher rate T2G funding

Table one

Activity	Description of activity	Included in 2 hours for start payment	Included in 15 hours for higher rate determination
Support/learning/training-underpinning knowledge and understanding	This can include blended, distance and e learning, where evidence of suitable provider input has been retained	✓	✓
Assessment and observation		✓	✗
Marking time		✗	✗
Provider feedback and instruction		✓	✓
Learner progress reviews		✗	✗
Portfolio development/production	Evidence gathering of competence	✗	✗
Completing distance learning materials where support/learning/training activity contains vocationally relevant underpinning knowledge (Completed predominately during work hours)	Evidence of provider input e.g. details on ILP giving the reason for the choosing distance learning activity, work completed shows it has been assessed/reviewed by a suitably competent person	✓	✓
Delivery of training not part of the full NVQ level 2/3 or appropriate basic skills qualifications		✗	✗

Funding rates for NVQ's 2007/2008

Table two

Components delivered by provider	National base rate
Initial advice, guidance and need analysis plus support and assessment	£810
As above, plus additional underpinning knowledge and understanding or substantial skills development	£1,212
As above, plus additional underpinning knowledge and understanding and substantial skills development (Requiring at least 450GLH)	£3,052

Funding rates for Train to Gain 2007/2008

Sector Subject Area	Higher Rate	Lower Rate
Health, public services and care	£1537	£768
Agriculture, horticulture and animal care	£1537	£768
Engineering and manufacturing technologies	£1845	£922
Construction, planning and built environment	£1845	£922
Information and communication technologies(user)	£1230	£615
Information and communication technologies(practitioner)	£1537	£768
Retail and commercial enterprise	£1230	£615
Transportation	£1845	£922
Hair and beauty	£1537	£768
Hospitality	£1230	£615
Leisure, travel and tourism	£1230	£615
Business, administration and law	£1230	£615

QIA guidance on implementing Train to Gain programmes in collaboration with learning materials

Designing Train to Gain Learning Materials

Designing our learning materials; The QIA has clear advice and guidance on the design and implementation of Train to Gain learning materials, the following statements clearly outline our policy for the design of our materials.

- Our Learning materials can be adapted in line with the outcomes of individual learners' initial assessment. Differentiation is crucially important – some learners will require more and different support than others. Our materials can be used to support assessors and tutors to achieve learning objectives identified by the initial assessment.
- When using our materials It may be useful to collect case studies that demonstrate how *Skills for Life* and vocational tutors are working together. This should show how the respective learning plans for each element of the programme are in touch with each other and maximise opportunities to reinforce learning.
- Our learning materials take account of variations in the demands of their job on learners. Our materials can be adapted to provide quick reinforcement of learning during busy times and deeper studies during quieter periods.
- Managers and work based mentors are actively involved in identifying learning progress when using our learning materials.
- The periodic reviews between managers and providers should include a review of the effectiveness of the learning material.

Flexible delivery criteria for Train to Gain providers

Employers require providers to be flexible and to offer a “can do” approach. Many providers therefore need to develop more flexible delivery services to employers.

Our Train to Gain learning materials have been designed to help in this process, wherever you currently are.

All providers need to adopt a four stage strategy:

- **Assessing the starting point**
- **Understanding and using the workplace context**
- **Using learning materials**
- **Flexible delivery methods**

Assessing the starting point

This means what is currently happening with the employer through a variety of different methods, using these findings to design an appropriate and fit-for-purpose solution. The solution is both in terms of employer need and learner need.

Good Practice one; assessing the starting point

One of the first considerations for Train to Gain providers offering to support learners in the workplace is how flexible the delivery of the course needs to be to ensure that the learners and employers are able to sustain their commitment to the programme.

The business needs of the employer need to be clearly identified and a comprehensive analysis of the skills needs of the workforce carried out, both of which are used to inform the scope of the learning programme.

Clarify the expectations of the outcomes of proposed learning programme(s) and agree explicit targets as appropriate with both the employer and employees.

Training programmes are to match the agreed needs of the employer and learner(s).

Develop an individual learning plan which builds on the results of initial assessment and outlines the nature and timing of learning activity.

Understanding and using the workplace context

To build up your business in a particular sector it is essential that you understand how the sector operates as well as its workplace operations and standards.

Good Practice two; understanding and using the workplace context

The learning materials used should integrate work place learning into the learner's role and tasks. Ideally the learning will take into account the employer's business objectives, policies and practices, along with any specific information about equipment and technology. There should be scope for identifying work activities within their employment that could be incorporated into the learning programme.

Following this good practice will allow you to ensure:

1. Workplace schedules, including peak work periods, are taken into account in the planning of the learning programme(s)
2. Specific work activities, facilities and equipment are identified and incorporated into the learning programme
3. The workplace context is used wherever possible to carry out formative assessment
4. Learning episodes are created in 15-45 minute blocks to enable employee learners to use break times and short periods of down-time efficiently

Designing learning materials

The materials used are crucial in helping learners achieve what their employers require. Using relevant materials and meeting the needs of both the learner and the employer are an integral element of effective delivery and success.

Good Practice three; designing our Learning Materials

Materials need to support the learning within the individual learning plan; our materials will allow you to:

1. Meet the agreed business objectives of your employer
2. Meet the agreed learning needs of your learner
3. Ensure the opportunities for different types of learning that exist in the workplace are included in the programme, for example, one to one tutorials, projects, group activities
4. Make available learning materials for the workplace, home or elsewhere
5. Ensure natural support for learning from supervisors and other employees

Good practice four; the structure and sequencing of learning materials

The structuring and sequencing of the learning content needs to be flexibly tailored so that it meets the learner's and employer's needs.

As part of the development of our materials, each of the following factors has been considered when determining the sequence and structure of the learning materials:

1. The relevant qualification and/or broad areas in which training is required
2. The context for delivery
3. Availability of learning modules to best fit the needs of the learner and business

4. Identifying the underpinning knowledge and skills to best suit the learner's needs
5. Sequencing the course units in conjunction with our learning materials to meet the workplace requirements (for example taking into account any special timing restrictions or scheduling needed to accommodate normal work activities and use of equipment)
6. Planning and organising the learning episodes into appropriate time spans to suit the learner and workplace
7. The adoption of our learning materials to a mixed delivery mode (for example self-paced, coaching, learning groups)
8. Using our learning materials to cater to an individual learner's specific needs such as basic skills, learning difficulties and/or disabilities, and other equity considerations

Good Practice five; the content and context of learning materials

Designing our materials as an integral part of the overall design of the learning programme we considered;

- Content – the qualification aims, learners' aims and each employer's aims
- Context – the workplace environment, type of job, level of operation
- Starting point of learners – arrived at by considering the initial assessment of learners' needs and each employer's training needs

The application of our learning materials in your learning programmes will ensure:

1. The content of the learning materials has been specifically developed or can readily be adapted to meet the particular workplace context and learner's needs
2. The content of the learning programme fully meets the qualification aims, as well as those of the learner and employer
3. The structuring and sequencing of the learning content is flexibly tailored to meet the learner's and employer's needs

Flexible delivery methods

Using materials that are designed to meet the training needs, there are a number of different ways that delivery and assessment can take place. These will vary for each organisation and employee identifying different ways of offering delivery to meet these differing needs.

Good practice six; adaptable delivery methods

When using our learning materials you should adapt the delivery method to take into account all possible facilities and equipment available to support the learning programme in the workplace.

Good practice seven; flexible delivery methods

Delivery modes need to have differing degrees of flexibility for supporting the learning process; choices need to be carefully considered when deciding the most appropriate types and mix of delivery method.

1. The delivery methods take into account all possible facilities and equipment available to support the learning programme in the workplace
2. Appropriate and flexible arrangements to permit time for learning are agreed between the provider, employer and employee/ learner
3. A variety of flexible delivery methods are devised to suit the workplace context and the learner's preferred learning style. These may include:
 - one-to-one and/or small group
 - electronic learning – email
 - web-based
 - at home or work
 - self-paced
 - coaching
 - project-based
 - mentoring
 - action learning
 - observations
 - work-based assignments

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