



Level 3 National Award in  
Delivering Training (ADT)

NA Reference: NA0002

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## CENTRE GUIDE FOR THE HABC LEVEL 3 NATIONAL AWARD IN DELIVERING TRAINING (ADT)

### 1. Target Group

- 1.1 The HABC Level 3 National Award in Delivering Training (ADT) is designed for learners who train others within their own organisation.
- 1.2 It may be used by learners who wish to gain the theoretical knowledge and practical experience before progressing onto the following:
  - 1.2.1 HABC L3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF). Qualification Accreditation No: 501/0184/5.
  - 1.2.2 HABC L4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF). Qualification Accreditation No: 501/0185/7.

### 2. National Award Number

- 2.1 NA0001.

### 3. Guided Learning Hours

- 3.1 It is recommended that the course should be delivered over a minimum of 18 hours dependent on the mode of delivery.

### 4. Support for Functional Skills (English, Mathematics and ICT)

- 4.1 Centres must provide functional skills support for learners where necessary, appropriate records of this must be maintained. Any functional skill requirement should be established as early as possible. Centres must jointly agree with the learner a course of action which may include informal support or may require the learner to undertake a formal course of tuition (English/mathematics or ICT).

### 5. Guidance Document for Teachers

- 5.1 Instructions for teachers delivering the award.
- 5.2 Suitable Teaching Qualifications to deliver the award include:
  - 5.2.1 Bachelors or Masters Degree in Education
  - 5.2.2 PGCE, Cert Ed
  - 5.2.3 DTLLS, CTLLS or PTLLS
  - 5.2.4 Level 3 NVQ in Training and/or Development

- 5.2.5 HABC L3 or L4 Award in Preparing to Teach in the Lifelong Learning Sector
- 5.2.6 Or other qualification or suitable experience approved by HABC.
- 5.3 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.
- 5.4 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 of two assessments, a theory assessment and a practical assessment which can be viewed on page 6. A portfolio of evidence is to be built up for each learner which is internally verified and externally assessed, the process of which is described below.
- 5.5 Assessment 1, which is 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.
- 5.6 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.
- 5.7 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.

- 5.8 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.
- 5.9 The IQA/IV is then to verify each learners portfolio prior to certification been requested.

## 6. **The Assessments**

- 6.1 On the following page are the assessments for the HABC Level 3 National Award in Delivering Training (ADT).

## HABC LEVEL 3 NATIONAL AWARD IN DELIVERING TRAINING (ADT)

### 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.

### Course structure - Scheme of Work and Session Plans

- 6.2 The Scheme of Work and Session Plans for teachers who are delivering the award can be viewed on page 8.

**Scheme of Work** HABC Level 3 National Award in Delivering Training (ADT)

**Form 3**

**Teacher:**

**Date:**

**Location:**

**Aim of session or course:** To provide learners with an introduction to the concepts of teaching/training.

Date	Session Title and learning outcome	Required Resources and Activities	Assessment	Remarks
Day 1	<p>The teaching cycle. Upon completion of the sessions learners will be able to: Explain how ground rules establish a positive learning environment which shows appropriate behaviour and respect (<b>Assessment 1</b>). Demonstrate inclusive and positive communications with learners (<b>Assessment 2</b>). Identify and use a range of learning and teaching approaches matched to the target group (<b>Assessment 2</b>). Explain initial, formative and summative assessment (<b>Assessment 1</b>). Explain the importance of record keeping (<b>Assessment 1</b>).</p>	<p>PowerPoint presentation Day 1. Ice-breaker cards Assessments Forms Group work</p>	<p>Question and Answer  Written Assessment 1</p>	<p>Hand out assessment 1.</p>
Day 2	<p>Demonstrate session planning skills. Upon completion of the sessions learners will be able to: Plan a session which meets the needs of the target group of learners (<b>Form 4, Assessment 2</b>). Develop a Scheme of Work (<b>Form 3</b>). Develop a Lesson Plan (<b>Form 4</b>).</p>	<p>PowerPoint presentation Day 2, Forms 3 and 4, sufficient for all learners. Group work</p>	<p>Practical Assessment 2</p>	<p>Teacher to mark and assess assessment 1 and return to learner.</p>
Day 3	<p>Micro-teach delivery To allow learners to deliver a session. To allow learners to give and receive feedback (<b>Form 5, 6 and 7</b>). Explain the choice of resources selected to support the session (<b>Question and Answer</b>). Reflect and evaluate on your own delivery of the assessed session (<b>Form 5</b>). Demonstrate positive feedback (<b>Assessment 5</b>).</p>	<p>Adequate room for delivery, sufficient forms 7 and 6 for all deliveries.</p>	<p>Tutor to assess session and complete form 6.</p>	

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT)  
**Day 1** **Form 4**

**Teacher:**

**Date:**

**Duration:**

**Aim of session:** To introduce the course and discuss the learning outcomes and to introduce the learners to ice-breakers and energisers.

**Learning Outcome(s):**

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
0830-0900	Delivering the course introduction, covering ground rules and discussing the learning outcomes. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> .	PowerPoint L1, pen, paper and PTTLS made easier text book.	Question and Answers.	Question and Answers	English spoken communication and reading.
0900-0915	Delivering ice-breakers and energizers session. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> .	PowerPoint L1, pen, paper and PTTLS made easier text book.	Question and Answers.	Question and Answers	English spoken communication and reading.
0915-0930	Delivering an ice-breaker. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> .	PowerPoint L1, pen, paper and PTTLS made easier text book.	Question and Answers.	Question and Answers	English spoken communication and reading.
0930-1000	Available during break for one-to-one questions	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>

**Two-way VVC** – Two-way visual and verbal communication    **Two-way VC** – Two-way verbal communication

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT)  
**Day 1** **Form 4**

**Teacher:**

**Date:**

**Duration:**

**Aim of session:** To teach the learners the teaching cycle.

**Learning Outcome(s):** Explain how ground rules establish a positive learning environment which shows appropriate behaviour and respect.

- Demonstrate inclusive and positive communications with learners.
- Identify and use a range of learning and teaching approaches matched to the target group.
- Explain initial, formative and summative assessment.
- Explain the importance of record keeping.

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
1000-1030	Listening to learners deliver their personal ice-breaker session. Offering and receiving feedback, two way VC.	Delivering an ice-breaker, receiving feedback.		Question and Answers and group discussion.	Visual assessment and Question and Answers.	Through English spoken communication.
1030-1045	Delivering legislative requirements and codes of practice. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> .	PowerPoint L2, pen, paper and PTLLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English spoken communication.
1100-1120	Delivering concepts of adult teaching. Initiating discussion. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> and discussion.	PowerPoint L3, pen, paper and PTLLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English spoken communication.

**Two-way VVC** – Two-way visual and verbal communication      **Two-way VC** – Two-way verbal communication

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT)  
**Day 1** **Form 4**

**Teacher:** **Date:** **Duration:**

**Aim of session:** To teach the learners the teaching cycle.

**Learning Outcome(s):** Explain how ground rules establish a positive learning environment which shows appropriate behaviour and respect.

- Demonstrate inclusive and positive communications with learners.
- Identify and use a range of learning and teaching approaches matched to the target group.
- Explain initial, formative and summative assessment.
- Explain the importance of record keeping.

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
1120-1200	Delivering the teaching cycle. Initiating discussion. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> and discussion.	PowerPoint L4, pen, paper and PTLLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 1.	Through English spoken and written communication.
1200-1230	Delivering learning needs. Initiating discussion. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> and discussion.	PowerPoint L5, pen, paper and PTLLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English spoken communication.
1230-1330	Available for one to one discussion.	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>

**Two-way VVC** – Two-way visual and verbal communication      **Two-way VC** – Two-way verbal communication

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT)  
**Day 1** **Form 4**

**Teacher:**

**Date:**

**Duration:**

**Aim of session:** To teach the learners the teaching cycle.

**Learning Outcome(s):** Explain how ground rules establish a positive learning environment which shows appropriate behaviour and respect.

Demonstrate inclusive and positive communications with learners.

Identify and use a range of learning and teaching approaches matched to the target group.

Explain initial, formative and summative assessment.

Explain the importance of record keeping.

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
1330-1400	Delivering learning styles. Initiating discussion. Delivered by two-way VVC.	Listening, taking notes and being involved in two-way VC and discussion.	PowerPoint L6, pen, paper and PTLLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English spoken communication.
1400-1420	Delivering functional skills session. Initiating discussion. Delivered by two-way VVC.	Listening, taking notes and being involved in two-way VC and discussion.	PowerPoint L10, pen, paper and PTLLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English spoken communication.
1440-1500	Delivering inclusion, equality & diversity. Initiating discussion. Delivered by two-way VVC.	Listening, taking notes and being involved in two-way VC and discussion.	PowerPoint L11, pen, paper and PTLLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English spoken communication.

Two-way VVC – Two-way visual and verbal communication      Two-way VC – Two-way verbal communication

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT) **Form 4**  
**Day 1**

**Teacher:**

**Date:**

**Duration:**

**Aim of session:** To teach the learners the teaching cycle.

**Learning Outcome(s):** Explain how ground rules establish a positive learning environment which shows appropriate behaviour and respect.

- Demonstrate inclusive and positive communications with learners.
- Identify and use a range of learning and teaching approaches matched to the target group.
- Explain initial, formative and summative assessment.
- Explain the importance of record keeping.

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
1500-1520	Delivering assessment session. Initiating discussion. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> and discussion.	PowerPoint L12, pen, paper and PTLLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 1 and 2.	Through English written and spoken communication.
1530-1715	Issue of assessment 1, discussing composition. Available for consultation. Delivered by <b>two-way VVC</b> .	Listening, taking notes. Commencing assessment 1. Getting ideas from the group.	PTLLS made easier text book, learner's experience.	Question and Answers and group discussion.	Question and Answers and assessment 1 and 2.	Through English written and spoken communication.
1715-1730	Summary of day's activities, end of sessions. Available for one to one consultation.					

**Two-way VVC** – Two-way visual and verbal communication      **Two-way VC** – Two-way verbal communication

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT)  
**Day 2** **Form 4**

**Teacher:**

**Date:**

**Duration:**

**Aim of session:** To teach the learners session planning skills.

**Learning Outcome(s):** Plan a session which meets the needs of the target group of learners.  
 Develop a Scheme of Work.  
 Develop a Session Plan.

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
0830-0900	Collect assessment 1. Delivering scheme of work and session plan session. Initiating discussion. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> and discussion.	PowerPoint L7, pen, paper and PTTLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English written and spoken communication.
0900-0930	Delivering effective use of resources session. Initiating discussion. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> and discussion.	PowerPoint L9, pen, paper and PTTLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English written and spoken communication.
0945-1030	Delivering record keeping session. Initiating discussion. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> and discussion.	PowerPoint L13, pen, paper and PTTLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 1 and 2.	Through English written and spoken communication.

**Two-way VVC** – Two-way visual and verbal communication

**Two-way VC** – Two-way verbal communication

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT)  
**Day 2** **Form 4**

**Teacher:** **Date:** **Duration:**

**Aim of session:** To teach the learners session planning skills.

**Learning Outcome(s):** Plan a session which meets the needs of the target group of learners.  
 Develop a Scheme of Work.  
 Develop a Session Plan.

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
1100-1140	Delivering feedback, evaluation and professional development session. Initiating discussion. Delivered by <b>two-way VVC</b> .	Listening, taking notes and being involved in <b>two-way VC</b> and discussion.	PowerPoint L14, pen, paper and PTTLS made easier text book.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English written and spoken communication.
1150-1230	Discussing session selection. Delivered by <b>two-way VVC</b> .	Discussing session selection and deciding in consultation with the teacher what to deliver.	Sufficient Form 3 and Form 4 for all learners plus spare.	Question and Answers and group discussion.	Question and Answers and assessment 2.	Through English written and spoken communication.
1230-1330	Available for one to one discussion.	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>

**Two-way VVC** – Two-way visual and verbal communication **Two-way VC** – Two-way verbal communication

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT)  
**Day 2** **Form 4**

**Teacher:** **Date:** **Duration:**

**Aim of session:** To teach the learners session planning skills.

**Learning Outcome(s):** Plan a session which meets the needs of the target group of learners.  
 Develop a Scheme of Work.  
 Develop a Session Plan.

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
1330-1715	Assisting learners with ideas, answering questions, sourcing resources and checking the work produces.	Completing assessment 1 and compiling Form 3 and 4. The learners will put together sessions for delivery tomorrow.	Sufficient Form 3 and Form 4 for all learners plus spare. Any resources that the learners request.	Question and Answers and group work/discussion.	Question and Answers and assessment 1 and 2.	Through English written and spoken communication.
1715-1730	Summary of day's events, completion of day. Available for one to one questions at the end.					

**Two-way VVC** – Two-way visual and verbal communication      **Two-way VC** – Two-way verbal communication

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT) **Form 4**  
**Day 3**

**Teacher:**

**Date:**

**Duration:**

**Aim of session:** To allow learners to complete their micro-teach delivery.

**Learning Outcome(s):** To allow learners to deliver a session and to give and receive feedback.  
 Explain the choice of resources selected to support the session.  
 Reflect and evaluate on your own delivery of the assessed session.  
 Demonstrate positive feedback.

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
0830-1230	Collect assessment 1. Watching, assessing, giving and receiving feedback from and to learners who are delivering their micro-teach sessions.	Delivering their micro-teach session, offering and receiving feedback from their peers and teacher.	Learner's resources form 6 and 1 standby classroom.	Discussion and question and answers.	Question and Answers and assessment 2.	Through English written and spoken communication.
1230-1330	Available for one to one discussion.	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
1330-1600	Watching, assessing, giving and receiving feedback from and to learners who are delivering their micro-teach sessions.	Delivering their micro-teach session, offering and receiving feedback from their peers and teacher.	Learner's resources form 6 and 1 standby classroom.	Discussion and question and answers.	Question and Answers and assessment 2.	Through English written and spoken communication.

**Two-way VVC** – Two-way visual and verbal communication      **Two-way VC** – Two-way verbal communication

**Session Plan** HABC Level 3 National Award in Delivering Training (ADT)  
**Day 3** **Form 4**

**Teacher:**

**Date:**

**Duration:**

**Aim of session:** To allow learners to complete their micro-teach delivery.

**Learning Outcome(s):** To allow learners to deliver a session and to give and receive feedback.  
 Explain the choice of resources selected to support the session.  
 Reflect and evaluate on your own delivery of the assessed session.  
 Demonstrate positive feedback.

Timing	Trainer activities	Learner activities	Resources required	How is inclusion catered for?	Assessment methods	How are functional skills embedded?
1600-1620	Summary of course, issuing certificates and closing down the course.					

**Two-way VVC** – Two-way visual and verbal communication      **Two-way VC** – Two-way verbal communication

7. **Forms**

7.1 Forms to be used for the award can be found in the document titled 'Forms'.

8. **Internal and External Verification Instructions**

8.1 Guidance document for the Centre Manager and Internal Verifier or the person responsible for Internal Quality Assurance (IQA).

9. **Support Materials for Centres**

9.1 Suggest Textbook for Award:

9.1.1 Morley J and Wordsworth M (2010). *PTLLS made easier*.  
Highfield.co.uk Ltd

9.2 Suggested further reading:

9.2.1 Curzon, L. B. (2003) *Teaching in Further Education*. Continuum  
International Publishing Group

9.2.2 Daines, J., Daines, C., and Graham, B. (2006) *Adult Learning, Adult  
Teaching*. Welsh Academic Press.

9.2.3 Gravells, A. (2008) *Preparing to Teach in the Lifelong Learning  
Sector* Learning Matters

9.2.4 Gravells, A. (2008) *Principles and Practice of Assessment*. Learning  
Matters

9.2.5 Petty, G. (2004) (3rd Edn) *Teaching Today*. Nelson Thornes

9.2.6 Wilson, L. (2008) *Practical Teaching A Guide to PTLLS and CTLLS*  
Cengage Learning

## 10. Glossary of Terms

### Qualified Teacher – Learning and Skills Framework (QTLS)

If you are confused by the array of terminology then take a look at our glossary of terms that are commonly used within the context of the award. If there are more that you are unsure of then please contact us and we will happily clarify.

<b>Term</b>	<b>Definition</b>
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 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 will closely observe the learner(s) performance and gives 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 the theory aspects of the course or programme.
CPD	Continuous Professional Development, the continuous process of acquiring experience, skills and knowledge throughout work and life.

Term	Definition
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.
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 this is always <b>constructive</b>
Formative Assessment	This is 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	This is a joint agreed codes of behaviour set between the teacher and learners, normally agreed at the beginning of the session.
Group	A gathering of learners normally four or more
Ice Breaker	Fun and informal method of introducing learners to each other, normally completed at the beginning of a new session
IfI	Institute for Learning, this is 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.

<b>Term</b>	<b>Definition</b>
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 or standards.
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 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 enthused to learn, this can include extrinsic or external reasons or 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 that disclosed what will be learnt as a result of the teaching.
Pedagogy	Teacher centred learning

<b>Term</b>	<b>Definition</b>
PTLLS	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	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 system approach to teaching which includes five inter-linked stages these are identifying needs, plan and design learning, deliver assess and evaluate.
VACSR	An acronym for Valid, Authentic, Current, Sufficient and Reliable normally used to assess work product.
Visual Resource	Visual materials such as PowerPoint, pictures, videos, books and internet pages used to enhance a session or lesson.