Tutor Handbook

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Lead: QUeST
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Contents

1. Introduction

This handbook has been written to explain how BfN training works, the relevant policies, how it fits within credit-based learning, the regulatory bodies which set the standards, and the Open College Network (OCN). The handbook will then explain assessment and internal moderation.

BfN is a Recognised Centre with Open College Network London, a national not-for-profit organisation working with a variety of training providers, including the voluntary sector, to offer credit-based qualifications that help transform people's lives through learning.

1.1 BfN policies relevant to tutoring

All policies are on the Governance section of the website and these are of particular relevance

- Information Governance, including data protection for trainees details
- Health and Safety, particularly home working plus tutor and trainee welfare.
- Equality and diversity includes recruiting fairly, ensuring premises are suitable and taking account of individual learning needs.
- Malpractice policy, which applies to learners and tutors. Malpractice includes a wide range of things that can go wrong such as plagiarism for learners and not fulfilling training or supervision contracts for tutors. Link to Malpractice policy here
- Code of Conduct explains our shared values – available here
- DBS/recruitment policy

1.2 Background – why OCN London?

OCN London qualifications are based on a flexible approach to the delivery and assessment of qualifications. Their quality assurance is both supportive and rigorous.

OCN is regulated by the Qualifications and Credit Framework (QCF).

Phyll Buchanan is the Approved Internal Moderator and the Quality Assurance contact. Pat Little is the Lead Internal Moderation Officer. A team of tutors work as part of this team as internal moderators.   Internal Moderation is the process by which BfN quality assures its training by regularly and systematically sampling and evaluating its assessment practices and decisions, and acting on the findings to ensure consistency and fairness throughout the training cycle from recruiting trainees to awarding certificates.

1.3 Direct Claims Status

BfN have Direct Claims Status (DCS). A centre with direct claims status is judged to have an appropriately skilled and knowledgeable internal moderator (Approved Internal Moderator) and robust quality systems. These enable the centre to make the right decisions about awards to learners, without constant checks by the awarding body. The status is therefore built on trust and confidence. The standing of the centre is enhanced. The trust and confidence implicit in DCS signals to others (including funders) that the centre is well-regarded and takes quality seriously.

2. Understanding the terms: units, credits and levels of achievement

OCN units are defined as a 'coherent sets of learning outcomes' i.e. a description of those things that a learner is expected to know, understand or be able to do on completion of a process of learning. See Annex 1 for further details.

OCN units also have:

- **A title** that reflects a summary of the learning – to inform the learner and the employer what can be/has been achieved.

- **Learning outcomes** which have a set of assessment criteria that enable a judgement to be made about whether or not a learner has achieved that learning outcome. For example describe the knowledge, skills and understanding learners should be able to demonstrate on completion of the unit. [The learner will …]

- **Assessment criteria** relating to a specific learning outcome. They provide sufficient detail to make it clear to the reader exactly what is expected of the learner to achieve the learning outcome at the level of the unit. **[The learner can…]**

This means each unit focuses on specific topics so that it is clear what the learner will achieve by completing the unit. Units are building blocks or chunks of learning.

A unit contains what trainees are expected to learn and to be assessed on during the course rather than everything that is taught; it is a course outline for the training.

Responding to the recommendation from the members' survey, all BfN training aims to be externally accredited and modular. The content, level and credit value of each unit have been reviewed and confirmed through comparison with other similar units, by subject experts within OCN who are independent of the development process.

As tutors your role in proving a positive learning experience for trainees is critical, this starts with advertising and enrolment and continues through to evaluating the course and presenting the certificates.

Helpers' Course – assessed at L2

Skills to Support the Breastfeeding Mother PS3/2/LN/010: 3 credits
Peer Support for Breastfeeding Mothers PS3/2/LN/008: 3 credits

BfN Helpers' training at Level 2 acknowledges that trainees should be able to apply these skills in activities where there is direct supervision. Learning time to complete the training will vary between trainees; it is the achievement of the learning outcomes that is constant. Learners will only be awarded credits for the successful completion of whole units.

Supporters' Course – assessed at L3

Module 1. Helpline unit: Providing Emotional Support for Breastfeeding Mothers PS3/3/LR/004: 6 credits
Module 2. Influences unit: Understanding the influence of society and research on infant feeding choices PS3/3/LR/005: 3 credits
Module 3. Assignments on groups and self-knowledge are not accredited.
BfN Supporter training at L3 acknowledges that Supporters work independently with autonomy.

3. Why assessing matters

Assessment is a way of finding out what a person has learned. It provides evidence of progress and achievement. It allows learners to understand the learning process and monitor their progress. It enables tutors to review the effectiveness of their learning programmes.

The assessment criteria should be transparent, embedded in the learning process, to ensure it continues throughout the training. The level of evidence required in the assignments should be clear and fit the unit, the level, the learning and the needs of the learners. Learners should

understand why they are being assessed in this way. The assessment should be fair, both inclusive and equitable, so allowing all learners to achieve regardless of their history, differences, or additional learning needs.

There are three stages of assessment

- Pre-course – initial (person specification, entry requirements, questionnaire)
- Formative; during the course, when assessment is for learning: by checking learning and giving constructive feedback, the trainee builds skills.
- Summative; usually at the end of the course, such as the face to face role play in Helpers or the recorded role play for the Helpline module on emotional support.

Evidence submitted needs to meet the assessment criteria and learning outcomes, it can be in a variety of formats such as written short questions and answers, audio recordings or tutor assessment.

Assessment evidence: is proof that the learner has achieved or is working towards the achievement of assessment criteria. Satisfactory evidence for all assessment criteria enables the Internal and External Moderators to confirm the award of credit.

Assessment evidence must be:
- Valid: Directly related to the learning outcomes and assessment criteria
- Sufficient: Enough to enable an assessor to make consistent and reliable judgment about achievement
- Authentic: as a result of the learners own work
- Current: Up-to-date within curriculum area and must demonstrate that the learner is still competent

3.1 Assessing Helpers' Learner assessment logs

It is really important for you, as the tutor, to mark the workbooks. This means spending time going through every single page of each learner's workbook to assess their learning. In practice, this means taking in the learners' workbooks at various points during the course and assessing

the work done so far. As part of the assessment process you are checking that all workbook pages are named and dated.

While you will, no doubt give verbal feedback to learners, it is important that feedback is also recorded in writing. Responses are usually be written onto the sheets and handed back to the trainees. Additional pages may be used to prevent overcrowding, if necessary. It is particularly important where evidence is by tutor observation i.e. active listening and PPAA role-play that feedback should address the assessment criteria. Feedback should be brief and constructive, for example, 'well done' plus 'I like the way you gently reminded the mother not to hold the baby's head.' If additional work is required feedback should be SMART; specific, measurable, achievable and timed. While it is important to be honest, it should be given sensitively and without giving the answers.

Where additional work is required from the learner, it must be clear what has been added, by dating it or using a different colour pen, avoiding red as it is perceived more harshly, or as shouting.

Purpose of assessing, marking and giving feedback
• Assessing learners' work gives you an insight into how they are progressing.
• Marking enables the learner to see what they have achieved and what they have yet to achieve.
• Giving feedback provides the learner with an opportunity to meet any criteria that is not yet met within the time constraints of the course.
• Provides evidence for the internal moderator that the learners work has been assessed by the tutor.

3.2 Assessing Supporter assignments
Supporter level assignments are assessed using the grid at the end of the assignments with the essential criteria to be met in bold.

You **will** meet the assessment criteria if you:	Met		Not met
	Strengths (criteria consistently met):	Points for development	Additional work needed to complete assignment due to no evidence of criterion or safety issue or inaccuracy

Have used your application forms and personal diary to answer this assignment			

Criteria met covers assessment criteria consistently met within the assignment.

The box should be dated and brief comments added. Longer comments should be set out in the Feedback section under the table.

Points for Development cover an assessment criterion, which is mainly consistently met, and when it has not been met, the trainee's understanding of the topic is safe.

Additional work needed to complete assignment covers an assessment criterion which has not been met or her understanding of the topic is not safe.

For example it is helpful to cut and paste the relevant criteria under the heading so that the trainee is really clear about what the tutor is referring to.

Points for Development
1.2 demonstrate skills in P&A

You have shown that you can explain and support a mum around …. but your explanation around ….. was missing …..

Please consider how you can develop this explanation and talk to your supervisor about it.

It is expected that Points for Development are for the trainee to work on, with support from you as the tutor or from her supervisor. It should not result in additional work which the tutor has to look at. If the tutor needs evidence of something being done by the trainee, it should be under the heading of Additional work needed instead and recorded as Not Met with the date in the grid, when the extra work is submitted and completed, the grid is amended with the new date.

In the boxes underneath the assessment grid

Tutor Feedback:
Tutor comments here
Name:

Date:

Additional work required to meet this assignment by date: (brief instructions from tutor) These instructions can be bullet points and a completion date should be given. Trainee to write additional work in this box.

Trainee's reflections on the assignment after tutor's assessment has been received (this is optional): This section is optional, though should be encouraged for most assignments during the module. The idea is that the trainee should always have the final word on the assignment and this should be reflections on the task rather than further comments about the work.   Trainee's name: Date:

4. Understanding Internal Moderation

Internal moderation (IM) involves two processes – moderation (4.1) and standardisation (4.2) to ensure that the standard of assessment that takes place meets OCN London's quality requirements.

4.1 Moderation
Internal moderators sample trainees' portfolios ensuring that:

- Assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against learners with disabilities;

- Tutors receive ongoing help and support, for example on designing assessment activities;
- Learners are clear about assessment requirements and are given opportunities to achieve against the assessment criteria;
- Learners' work is presented in a manner that supports the moderation process;
- Evidence of learner achievement is mapped to the assessment criteria;
- The award of credit is valid, reliable and consistent.

All assessment decisions and practices are internally moderated and standardised to make sure they reach OCN London quality requirements before scrutiny by the OCN London external quality reviewer.

Helpers' L2 Course
Portfolios are paper-based Learner Assessment Logs (LALs).

Sampling procedure
All courses must be ready for moderation within three months of their completion. Most tutors register their readiness before the deadline. There are usually 12 participants on each Helpers Course. A third of the LALs are selected for internal moderation. The minimum sample size is 10% or 5 portfolios whichever is the greater. Once a tutor has had a course moderated, subsequent courses have fewer LALs sampled, usually 3 out of 12. Three LALs are identified by the IM lead from each course. For courses with fewer than 7 participants 2 LALs may be selected. For larger courses of 14 learners, then 4 are selected. When an experienced tutor had 2 running in the same term two from each are selected.

If a designated LAL is not ready, the process is expedited by a further LAL being selected by the Internal Moderator, on the understanding that the first LAL has been completed and assessed before achievement is claimed for this trainee. Courses are usually moderated within a week of receipt by the Internal Moderator, and results submitted to OCN London promptly. Direct claims status, awarded to BfN in 2014, has further enabled BfN to claim achievement of learners in a timely manner. Delays in submission are caused by the need for additional evidence,

usually as a result of omission of assessed evidence. Additionally borderline workbooks should be included in the sampling.

The sampling strategy takes into account training in a range of venues across the UK. Tutors deliver the same units, at the same level and credit value in every setting. Tutors should send in borderline cases for consideration. Each year a sample of workbooks are requested by the OCN London Quality Reviewer.

All assessment criteria for a unit have to be met before the credit can be awarded. Credits from a unit cannot be split and awarded separately.

Supporters' L3 Course

Supporter courses can be run either completely online using the Moodle platform or blended with face to face learning. Some courses are still being run face to face. See annex 3 for the link to the timeline of the course and also the individual module guides for further details.

When you have a set of learners completing a module, assessed and ready for internal moderation contact Pat Little pat.little@breastfeedingnetwork.org.uk who will arrange for this to happen.

- All portfolios are now shared electronically
- See instructions in the annex if you need to send one by post.

When portfolios are sent for internal moderation, learner's work from a new tutor is internally moderated by an experienced tutor or experienced internal moderator and vice versa. This is important as all training is delivered in separate locations which means there is little opportunity to check work with another tutor regularly.

Learners' portfolios are electronic and are uploaded and stored on SharePoint, a cloud storage system, with each portfolio accessible to the tutor/ assessor, the allocated person carrying out the internal moderation plus the lead internal moderator and key staff who manage SharePoint. SharePoint has made a significant difference to achieving a unified set of systems and procedures and for the first time there is a secure email account.

Sampling procedure

QUeST have agreed that a sampling system for the L3 modules.   The first modules from a new tutor will be fully sampled. The sample will be reduced, once the quality of the assessment process has been established.

- Safeguards to maintain the integrity of the course include:
- Choosing assignments once they are uploaded onto SharePoint.
- Sampling all learners, and all assignments, from all modules.

Sampling will take place when a tutor has demonstrated consistency in assessing.
Interim sampling after assignments 1-4 allows the learner to develop while actively participating in the course.

This modular approach is helping trainees both in skill development and in enabling them to complete the units promptly. Trainees currently complete the first unit - Providing Emotional Support for Breastfeeding Mothers - within six months, and have started taking calls on the helpline, so are continuing to develop their skills. This is a significant improvement over the existing course. The modular training also has the advantage in that several portfolios are ready for internal moderation about the same time.

Supporter courses can be run either completely online or blended with face to face learning.

Moderation of achievement – recording internal moderation
The IM process is recorded in the following ways –

- A written report for OCN London and feedback to the tutor, which captures comments from the sampling exercise.
- Internal Moderation Feedback to Assessors, which is a synopsis of the OCN London IM report identifying the tutor's strengths and points for development. It has been adapted from OCN London's IM4.
- The internal moderation process is tracked on a spreadsheet. The annual report summarises findings from the IM process and recommendations used to develop the courses.

Giving feedback to the tutor on moderation activities

Feedback on moderation activities is given by via written reports. General findings and new ideas generated by the sampling exercise are fed back to the tutor body at regional study days and reported at the regular meetings of the Quality, Standards and Training Group (QUeST). Other options for feedback are face-to-face or via phone. Feedback has led to improvements in the enrolment form and the development of an equal opportunities sheet which is returned anonymously to the training coordinator.

4.2 Standardisation

The process of standardisation is a dynamic process and will be done during teleconferences of the QUeST Group, or face to face at tutor CPD days. We need to improve how we communicate this back to tutors as not all can attend these events.

As the organisation grows, it is important that we are confident that we are all delivering a consistent training package. Through internal moderation changes can be tested and developed, to ensure that training standards will be maintained. Benchmarking for learning outcomes takes place at tutors' study days and provides opportunities for reaching consensus and standardisation as part of an annual cycle of improvements to the training.

5. Evaluations

Both learner and tutor evaluations are an important part of every training course. Learning should be a positive experience for trainees. Tutor feedback is also valuable in helping us learn and develop the courses. We can't do it without you. Please show your trainees the link to Survey Monkey in the learning materials and in annex 3 and encourage them to complete the evaluation. They can complete the evaluation on their mobile phones in the last session. These evaluations are also important evidence for commissioners and as part of our annual report to OCN.

6. Training material and timelines for Courses

All documents are in SharePoint. There is one notification form used throughout Helpers training called **Notification Registration & Qualification. Please read the tutors timeline for Helpers courses**.

```
┌──────────────────────────────────────────────────────────────────┐
│  Tutor completes course Notification form and sends to Notifications │
└──────────────────────────────────────────────────────────────────┘
        │                          │                          │
        ▼                          ▼                          ▼
┌─────────────────┐    ┌─────────────────────┐    ┌─────────────────┐
│ Course added to │    │ Notification form   │    │ Database        │
│ Training course │    │ uploaded to         │    │ updated for     │
│ diary (IE)      │    │ SharePoint and      │    │ new trainees &  │
│                 │    │ shared with Tutor   │    │ registered with │
│                 │    │ (IE)                │    │ OCN (IE)        │
└─────────────────┘    └─────────────────────┘    └─────────────────┘
```

┌──┐
│ Tutor emails Notifications when Helpers finish course i.e. workbooks   │
│ complete, DBS checked, 2 references received, CoC sent to Paisley   │
└──┘

┌─────────────────────────────┐   ┌─────────────────────────────┐
│ IE registers Helpers & sends │   │ Pat Little asks for 3 workbooks │
│ badges to Tutor   │   │ for Internal Verification, all │
│   │   │ evaluations & OCN notified   │
│   │   │ with RAC   │
└─────────────────────────────┘   └─────────────────────────────┘

┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────────┐
│ Notification │ │ Training   │ │ Database   │ │ OCN certificates │
│ form   │ │ course diary │ │   │ │ sent to Tutor   │
└──────────────┘ └──────────────┘ └──────────────┘ └──────────────────┘

7. Registration requirements – DBS

Before registering Helpers need to have:

- Two satisfactory references
- Signed the Code of Conduct
- An enhanced DBS/ CRBS/PVS cleared to work with children and adults

The DBS certificate needs to be updated every three years. Further details are in the DBS/ recruitment policy.

References

Flood A. & Murray W. (2009) Authenticity: a guide for teachers
http://www.plagiarismadvice.org/resources/teaching-resources/item/plagiarism-teachers
(accessed 19/06/2015)

BfN Grievance procedure
https://www.breastfeedingnetwork.org.uk/wp-content/pdfs/governance/volunteers/BfN_Grievance_Procedure.pdf (accessed 19/06/2015)

BfN Malpractice Policy
Guidelines for dealing with suspected malpractice with reference to BfN and OCN London Qualifications
https://www.breastfeedingnetwork.org.uk/wp-content/pdfs/governance/BfN-Malpractice-april-14.pdf (accessed 19/06/2015)

Ollin, R & Tucker, J. (2012) The Vocational Assessor Handbook: Including a guide to the QCF units for assessment and internal quality assurance (IQA). 5th Edition, Koganpage, London.

Appeals Procedure OCN London Qualifications, Units
http://www.ocnlondon.org.uk/centres/centre-area/policies-and-procedures/appeals-procedure-ocn-london-qualifications-units-.aspx (accessed 19/06/2015)

OCN London (2014) Operations Handbook Version 1.2
http://www.ocnlondon.org.uk/Portals/0/2015/OCNLR%20Operations%20Handbook/OCNLR_Operations_Handbook_2015_Revised.pdf (accessed 18/06/2015)

Annex 1: Credits and levels of achievements

OCN credits: each OCN unit is made up of credits, these are a 'best estimate' of the volume of learning time required to achieve the learning outcomes in the unit. This is a way of measuring and valuing learning and allows comparison of achievement. The credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes.

Credit value is calculated in terms of total learning time and can be made up of contact and self study time. 1 credit = 10 notional hours of learning. The majority of OCN units are 3 credits. The expected word count for a L3 course with 3 credits is approximately 3,000 words

Levels of achievement: OCN units are assessed at levels to allow learners to progress through these levels as they gain qualifications. A unit is assigned a level, which reflects the range and depth of learning required to achieve the unit. A unit will only be assigned one level. Units with the same title may be written at different levels in some subject areas, using the same learning outcomes (with some variation where appropriate) but with different assessment criteria to reflect the different levels.

Level descriptors: these are a set of statements that enable achievements to be located at a particular level in the framework - levels can progress from Entry Level to Level 3.

The learning outcomes and assessment criteria of a unit are crucial to communicating the level of that unit. It is the achievement expressed within learning outcomes and assessment criteria that determines the level so language used within a unit needs to reflect the level of the unit.

Level Two

Apply knowledge in some areas and employ a broad range of well-developed practical skills within a variety of contexts, some of which may be complex or non-routine; and undertake direct activities – with limited autonomy.

Level Three

Apply knowledge and skills in a broad range of complex activities with relevant theoretical understanding; independently access and present information; make informed judgements,

selecting from a considerable choice of procedures, in familiar and un-familiar contexts; ability to direct own activities, with some responsibility the output of others.

Annex 2: Posting portfolios for internal moderation

Posting the Helpers LAL's

When sending Helpers Learner Assessment Logs, please make sure there are no loose pages. Reflective diaries should be firmly attached to the appropriate LAL and as should any photographs or additional work.

If paper evaluations are used include **all** of them with the LALs. They can be anonymous. This is a requirement of OCN (the awarding body) as they are interested in whether the course was a positive learning experience. It also informs our future training developments.

The individual LALs should include the second part of the Helpers' reflective diary (with their permission.) This is also a prerequisite for the IM as OCN require evidence that Learners can demonstrate that they recognize skills that they have developed during the course and areas in which they need to work.

The LAL's should be posted by Special Delivery (not signed for as these are not tracked). To keep costs down please ensure that the envelope is strong enough but not unduly large or padded. The Post Office supply plastic envelopes which should be suitable. 3 LALs should weigh less than 500g.

Posting Supporters' portfolios

Any paper portfolios should be sent by special delivery directly to the internal moderator. Check which address to use as it can be inconvenient to pick-up from post office and a work address may be better.

Annex 3: Finding documents on SharePoint

Document	SharePoint location
Annual report for OCN	https://thebreastfeedingnetwork.sharepoint.com/Training/Shared%20Documents/BfN%20Internal%20verification%20in%20practice%202015_Final.pdf
Helper Registration form	https://thebreastfeedingnetwork.sharepoint.com/Training/Shared%20Documents/Helper%20training/Forms,%20LAL%20and%20handbook
Helper Enrolment form	
Letter for potential trainees	
Helper Learner Assessment Log – tutor and learner versions	
Helper Lesson plans	https://thebreastfeedingnetwork.sharepoint.com/Training/Shared%20Documents/Helper%20training/current%20Helper%20training%20course%202010
Trainee sign-up to membership & Code of Conduct	https://www.breastfeedingnetwork.org.uk/shop/membershipsubscription/
Trainee - Helper course evaluation	https://www.surveymonkey.com/r/BfNHelpersevaluations
Tutor – end of course evaluation	https://www.surveymonkey.co.uk/r/Tutorendofcourse
Supervision	https://thebreastfeedingnetwork.sharepoint.com/Training/Shared%20Documents/SUPERVISION
Supporter modules	https://thebreastfeedingnetwork.sharepoint.com/Training/Shared%20Documents/Supporter%20training%20modules
Supporter training forms	https://thebreastfeedingnetwork.sharepoint.com/Training/Shared%20Documents/Supporter%20training%20modules/Supporter%20training%20forms%20&%20LAL
Timeline	
Learner Assessment Log	
Trainee - Supporter course evaluation	https://www.surveymonkey.co.uk/r/supporters2
Tutor - end of course evaluation	https://www.surveymonkey.co.uk/r/Tutorendofcourse
DBS	https://thebreastfeedingnetwork.sharepoint.com/Training/Shared%20Documents/DBS%20info
Essential training documents including IG	https://thebreastfeedingnetwork.sharepoint.com/Training/Shared%20Documents/Essential%20Training%20files%20(IG)