



# Qualified Tutor Training Handbook

for CPD Accredited and Level 3 Training

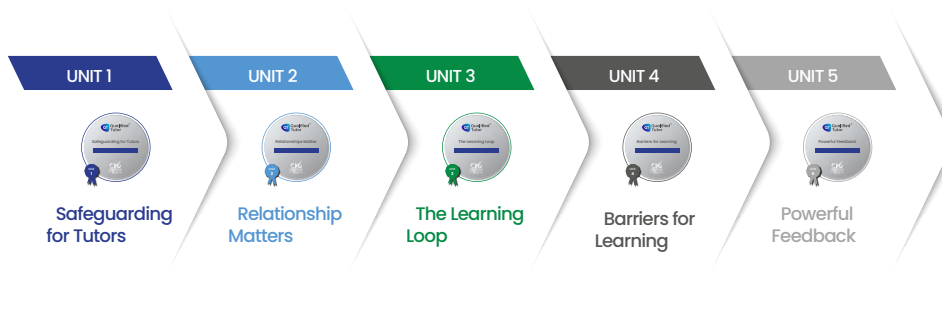
YOUR GUIDE TO HAVING THE BEST POSSIBLE TUTOR  
TRAINING EXPERIENCE WITH QUALIFIED TUTOR

# Contents

Qualified Tutor Training Model	4
Course Benefits	5
Course Structure	6
Course Expectations	7
Syllabus	8
Assessment Guidance	12

# Qualified Tutor Training Model

## CPD ACCREDITED TRAINING



## + LEVEL 3 TRAINING



## + LEVEL 2 SAFEGUARDING







# Course Benefits

---

**Transformational Training** – The Qualified Tutor learning experience is something truly special. We have combined the biggest ideas in teaching today with some really practical tutoring strategies to create a practical and powerful course for you. To get the best experience from this course, you will attend the live sessions as well as completing the self-paced work. The more you engage with the coaches and peers, the more you will benefit from what's on offer.

**Digital Credentials** – Lifelong Learning should be celebrated. We will send you a shareable, verifiable digital credential every time you complete a unit. Think of these as your 'Star of the Week' badge. But instead of putting them on the fridge, you can share them on social media.

**Raising Standards in Tutoring Together** – We know that the best way to improve outcomes for students is to develop the adults who work with them. By participating in this course, you are now a part of our big mission. Together, we can make tutoring even better.

# Course Structure

---

	Week 1	Week 2	Week 3	Week 4
Monday 11–12.30pm	UNIT 1 Safeguarding Live Workshop	UNIT 3 The Learning Loop Live Workshop	UNIT 5 Powerful Feedback Live Workshop	UNIT 7 Portfolio Support
Monday 2–3.30pm	UNIT 2 Relationships Matter Live Workshop	UNIT 4 Barriers for Learning Live Workshop	UNIT 6 Live Topic Review	

Level 3 Portfolio Submission date will be 2 weeks after your Unit 7 session. You may request an extension if required. Please email [courses@qualifiedtutor.org](mailto:courses@qualifiedtutor.org) if needed.

Level 2 Safeguarding Assessment date is at any time.

For revision and reinforcement, we will send you the recordings of each session after you've attended it. If for whatever reason, you cannot join us for one of the live workshops, but you don't want to wait until the following month to complete that unit, you can email us in advance at [courses@qualifiedtutor.org](mailto:courses@qualifiedtutor.org) and we will send you the self-paced unit.







# Course Expectations

---

**You must:**

- Complete every workshop (live or as a recording)
- Complete every task

**If you're on the Level 3 then you will also need to:**

- Deliver a fifteen minute Live Topic Review of one of the topics of the course
- Observe at least three other participants' Live Topic Review
- Complete your written assessment

**If you upgrade your CPD Safeguarding training to a Level 2 certificate, you will need to complete a written assessment.**

# SYLLABUS

---



## Unit 1: Safeguarding for Tutors

(Also available Self-Paced)

### Learning Objectives:

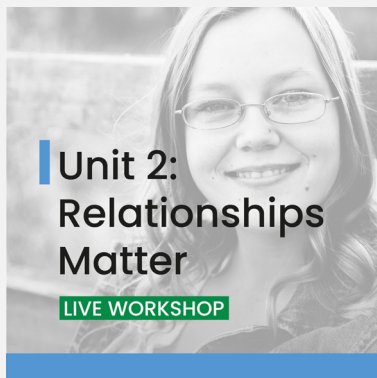
To be able to explain how professionalism keeps tutors to stay safe.

To be able to Recognise, Respond and Report safeguarding concerns.

To be able to use QT's 7 Ps of People First Professionalism as a basis for staying safe

### Please note:

You can upgrade your CPD Safeguarding training to a Level 2 Safeguarding with just one extra assessment. Contact [courses@qualifiedtutor.org](mailto:courses@qualifiedtutor.org) to find out how.



## Unit 2: Relationships Matter

(Live)

### Learning Objectives:

To be able to describe an effective culture learning

To be able to plan a fun tutoring activity

To be able to articulate how we establish reciprocally respectful relationships

To understand the importance of trust in the tutor-student relationship



## Unit 3: The Learning Loop – A Responsive Planning Tool

(Live)

### Learning Objectives:

To be able to evaluate the use of a range of assessment strategies.

To be able to identify the key elements of planning & delivering an effective tutoring session.

To learn about the importance of responsiveness in tutoring

To be able to describe the importance of professional reflection in tutoring



## Unit 4: Barriers for Learning: Special Educational Needs & Disabilities, Mental Health

(Live)

### Learning Objectives:

To be able to understand what knowledge and skills are required to establish an inclusive, limitless approach to supporting students with SEND and Mental Health.



## Unit 5: Powerful Feedback

(Live)

### Learning Objectives:

To be able to evidence how much impact feedback has on progress

To understand the key characteristics of Powerful Feedback



# LEVEL 3 AWARD IN EDUCATION AND TRAINING EXTRA UNITS

---



## Unit 6: Live Topic Review

(Live)

Find it in: Your Assessment Portfolio.

### Learning Objectives:

To Plan, Deliver and Evaluate a 15-minute 'micro-teach' session on one of the topics in the course

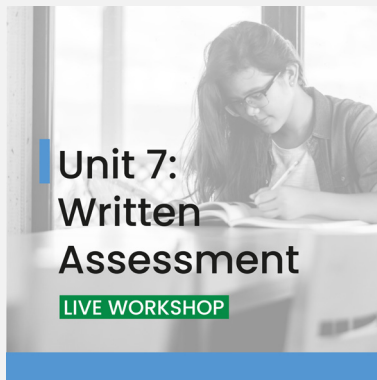
To Observe and Evaluate three other Live Topic Reviews

The Live Topic Review is a chance for you to practice your tutoring skills in a safe and supportive space. You will receive feedback from your peers and from your assessor. In addition to delivering your own fifteen-minute session, you are required to observe and give feedback on those of at least three other participants.

Please note: the Live Topic Review and Observations must be completed live. Whilst you are welcome to watch recordings of others' sessions, recordings are not admissible in your Assessment Portfolio.

### Top Tips for the Live Topic Review:

- Choose a small and self-contained idea that feels relevant to you.
- Try to engage your learners using some of the ideas in the course.
- Please don't go more than five minutes over time.
- Try to show us what kind of a tutor you really want to be.
- Don't worry about nerves – we all feel them.



## Unit 7: Written Assessment

(Live)

Find it in: Your Assessment Portfolio.

### During this session you will:

Summarise your knowledge and skills in education and training

By the end of this session you will be able to:

Pass the Level 3 in Education and Training

This is where you show us what you know. To pass you need to answer each question clearly. In most cases, one paragraph will suffice.

Please note: A1.2 and C1.1, 1.2 and 1.3 have supporting documents to help you to answer them successfully. You must refer to these documents before attempting those questions.

# Assessment Guidance

---

CPD – Units 1–5 assessments are a combination of discussion forums (we call them ‘Read and Respond’s) and end-of-unit tasks. We require you to participate in every one. There is no pass or fail in this course, you will receive your certification once you complete every activity including the feedback form.

Level 3 – Units 6 and 7 make up your Assessment Portfolio. Participants find them a helpful way to consolidate the learning that’s taken place, and a lovely takeaway from the course. We will support you every step of the way.

## Unit 6 – Live Topic Review Assessment Criteria

---

(Your observation feedback will be based on how well you achieve these criteria)

Use teaching and learning approaches, resources and assessment methods to meet individual learner needs.

Communicate with learners in ways that meet their individual needs.

Provide constructive feedback to learners to meet their individual needs.

Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs

Review the effectiveness of own delivery of inclusive teaching and learning.

Identify areas for improvement in own delivery of inclusive teaching and learning.

## Unit 7 – Written Portfolio Assessment Criteria

---

### Section A – Explain the teaching role and responsibilities in education and training

Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities.

Explain ways to promote equality and value diversity.

Explain why it is important to identify and meet individual learner needs.

Explain why it is important to promote appropriate behaviour and respect for others.

Explain how the teaching role involves working with other professionals.



Explain the boundaries between the teaching role and other professional roles.

Describe points of referral to meet the individual needs of learners (ie. how would you signpost them to your learners for further support?)

## **Section B – Understanding and using inclusive teaching and learning approaches in education and training.**

Describe features of inclusive teaching and learning.

Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs.

Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.

Explain why it is important to create an inclusive teaching and learning environment.

Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs.

Explain ways to engage and motivate learners.

Summarise ways to establish ground rules with learners.

## **Section C – Understanding assessment in education and training.**

Explain the purposes of types of assessment used in education and training.

Describe characteristics of different methods of assessment in education and training.

Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs. (use the comparison chart below)

Explain how different assessment methods can be adapted to meet individual learner needs.

Explain why it is important to involve learners and others in the assessment process

Explain the role and use of peer- and self-assessment in the assessment process.

Identify sources of information that should be made available to learners and others involved in the assessment process. (learning agreement) eg. past papers, school papers, cgp

Describe the key features of constructive feedback

C3.2 Explain how constructive feedback contributes to the assessment process

C3.3 Explain ways to give constructive feedback to learners

C4.1 Explain the need to keep records of assessment of learning.

C4.2 Summarise the requirements for keeping records of assessment in an organisation

# Level 2 Safeguarding Written Assessment Criteria

---

## Unit 1 – Understand how to safeguard and protect children, young people and practitioners in the workplace

Identify key elements of the law on safeguarding children and young people

Describe how practitioners can take steps to protect themselves from allegations and complaints within their everyday practice in a work setting

Identify ways in which concerns about children and young people can be reported

## Unit 2 – Know how to respond to evidence or concerns that a child or young person has been abused

Identify the characteristics of different types of child abuse

Describe actions to take in response to evidence that a child or young person has been abused or is at risk of being abused

Describe how to respond to a child or young person who discloses abuse

Identify those people who the information of abuse or suspected abuse may be shared with