
Learning for Living

Centre & Tutor Guide



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1. Introduction

How to use this document

This document has been produced as a guide for centre staff and tutors/ assessors running *Learning for Living*. It is important that you familiarise yourself with its contents.

It includes some FAQs (Frequently Asked Questions) and responses, flow-diagrams and other information to help you understand the processes involved in delivery and case studies based on the experience of pilot centres.

The development of this document has been supported with funding from the Royal Bank of Scotland, Princess Royal Trust for Carers Return to Work Bursary.

What is *Learning for Living*?

Learning for Living is an online learning resource with an optional qualification for carers with the aims of:

- supporting their personal development by building on their caring skills
- developing new skills that relate to learners' personal experiences
- helping learners to find opportunities and develop plans for further education, training, employment or leisure as appropriate

Who is it aimed at?

Building on the work of leading carer organisations, City & Guilds developed *Learning for Living* specifically for adult carers.

Like any other group of people, carers have different backgrounds and a range of training and skills needs. But whatever their background, they can benefit from the *Learning for Living* programme. It could help them to refresh or update their existing knowledge and skills, or to develop completely new areas.

Although the online learning resource may be of interest to other groups, for example care workers and other care professionals, it is aimed at carers. It is most relevant to, and contextualised for, people with significant experience of caring for a partner, family or friend.

Certain skills embedded within the online learning resource are not as appropriate to young carers because of their age and experience. This is not to say that they should be excluded from using the online learning resource if this is felt appropriate. However, because of the importance placed on the learner reflecting on their experience in many of the topics (and reflection often comes with maturity), it is felt that the online learning resource is most appropriate to people over the age of 18.

Although the online learning resource is closely aligned to the Qualification, The Certificate in Personal Development for Unpaid Carers, it is also intended for those who do not wish to be assessed for the Qualification. Centres interested in offering the Qualification should ask for the Scheme Handbook and Assessor's Guide.

Virtual Learning Environment

Learning for Living has its own 'Virtual Learning Environment' (VLE). As well as providing interactive learning materials for carers, the VLE provides communication tools for tutors and learners to interact. It also allows Centres to manage their learners from registration through to programme completion.

The VLE includes three online interfaces, or 'views', for each user type. After being issued with a user-name and password, you will be able to access the appropriate views. User Guides for the view (s) relevant to you can be downloaded from the web site www.learning-for-living.co.uk

Learner View: allows learners to work through the interactive learning materials (and assessments) and interact with their tutor(s)

Centre View: allows centre staff to set up programmes, register learners, and submit results if the Qualification is being offered.

Tutor View: allows tutors to communicate with their learners and provide feedback on the Tutor Marked Activities (TMA's) in each topic, as well as managing the unit assessments if your centre is offering the Qualification.

Learning for Living includes four units of online learning, each of which consists of four topics. If you are offering the Qualification, certification is available for individual units, as well as an award certificate upon successful completion of all four units.

Appendix A provides an overview of unit and topic content, learning outcomes and assessment criteria.

2. FAQs

Centre FAQs

- **What are *Learning for Living* and the Certificate in Personal Development for Unpaid Carers?**

Learning for Living is the name for City & Guilds' personal development resources for unpaid carers. These include the online learning resource which can be used to deliver both the content and assessment for the Qualification, the Certificate in Personal Development for Unpaid Carers. To maximise flexibility, the online learning resource and qualification can also be used independently of one another.

- **How is *Learning for Living*, the online learning resource, accessed?**

It is accessed through a website www.learning-for-living.co.uk

You will require a username and password to log into the non-public areas of the website which include the Centre, Tutor and Learner 'Views' within the 'Virtual Learning Environment' (VLE).

- **What is a 'Virtual Learning Environment' (VLE)?**

A VLE is a piece of computer software which integrates different aspects of the learning environment. In *Learning for Living*, these include learning content, assessment, centre-tutor (and tutor-learner) communications, progress tracking and record keeping.

- **What computer equipment is required?**

Access to an internet connected computer is necessary so that you can get online. Audio (and video in one topic) are available as options although a text only version of such material is always available as well.

The minimum computer specification to run the programme is as follows:

Pentium 2 166 MHz processor
Windows 98, 2000, XP
64 mb RAM
56k modem
Internet Explorer 5.0 or above

To run the audio and video elements, the computer will need sound and video cards and speakers.

- **How can the learning be managed?**

It is up to centres to determine how the learning is managed. Some may wish to operate as distance learning providers through the website, others may chose to include some face to face sessions, perhaps for induction or review purposes, or for wider educational and social benefits.

- **How often can we run programmes?**

As often as you like! This will depend upon local circumstances, including the demand from carers, the availability of tutors and funding. The website where the learning (and assessment) materials are accessed will be available at all times and there are no fixed entry dates as far as the assessment for the Qualification is concerned.

- **How long should a programme be?**

The recommended time for a learner to complete the Qualification is 40 hours*, requiring about five hours of online tutoring per learner on average. The registration period for both the Qualification and the online learning resource is two years thus allowing plenty of time for most learners to complete. Centres can choose their own start and finish dates within this period.

* Learners will only spend about half of this time online, the remainder of the time being used for reflecting on activities, working on assignments etc.

- **Who would make a suitable tutor?**

All learners, whether they are on the certificated programme or using the online learning resource only, will need a tutor to provide support.

Tutors/ assessors for the Qualification will need relevant qualifications and experience – the Scheme Handbook provides further details. Tutors for the online learning resource only, should have suitable expertise in the subject matter and be able to empathise with adult carers.

Experience of tutoring online learning would be useful but is not essential. More important is competence in using computers.

- **How can we communicate with tutors and learners if we do not see them?**

You can use the communication system within the 'Centre View' of the VLE which works like e-mail and enables you to contact both tutors and learners (and which City & Guilds will use to contact you).

- **Will we be subject to internal and external verification for the Qualification?**

Yes. For the time being, these processes will remain paper based.

- **Does the system provide any management information?**

A tracking and reporting facility is provided to enable you to manage your tutors and the registration and certification of learners.

- **What are City & Guilds' fees?**

There is a menu of options and fees but the cost of the whole package (qualification and online learning resource) is £100 per learner.

- **What sources of funding are available?**

As the Qualification is on the NQF it is eligible for funding by Learning & Skills Councils who are able to fund approved education and training providers for online delivery. Possible sources of funding for carers who may wish to undertake the learning but not the Qualification, include Princess Royal Trust bursaries and Carer's Grants monies.

- **What do we need to do to get started?**

Your organisation will need to be approved by City & Guilds if it wishes to offer the Qualification. No approval is required to use the online learning resource but all centres will need to be set up on the system and provided with a user name and password. Once this has happened, programmes can be set up, tutor and learner details entered and learning (and assessment) can begin.

- **How do we register and certificate learners?**

Registration and certification of learners is carried out online using the 'Centre View'. City & Guilds provides you with a username and password to use this administration tool. Unlike other City & Guilds qualifications, existing City & Guilds centres should not use the 'Walled Garden' or 'FORM S' for this purpose. The Centre View User Guide can be downloaded from the website at www.learning-for-living.co.uk

- **What options are available for carer organisations?**

Carer organisations may choose to offer the online learning resource only and not the assessment for the Qualification. If so, they need to establish a direct debit arrangement with City & Guilds and will then be set up to use *Learning for Living*. Such organisations could also work in partnership with a college or training provider to help meet the needs of local carers, or advise individuals to register through organisations who are acting as national providers.

- **What support is available to us?**

Set up training, printed documentation, online help notes and dedicated product and technical help lines are available.

- **How can I obtain further information?**

Contact carers@city-and-guilds.co.uk

Tel 0207 294 8217

www.learning-for-living.co.uk

Tutor FAQs

- **What do I require to be a tutor?**

If you are a tutor/ assessor for the Certificate in Personal Development for Unpaid Carers you will need relevant qualifications and experience – see the Scheme Handbook for further details.

Tutoring arrangements for the online learning resource only do not require City & Guilds approval but it is recommended that those acting as tutors have suitable expertise in the subject matter and, most importantly, are able to empathise with adult carers.

- **What IT skills do I need?**

Although experience of tutoring or facilitating online learning would be useful, it is not essential. More important is confidence and competence with using computers, including e-mail, the internet and word processing. Training in the use of the 'Virtual Learning Environment' (see below) will be provided. Tutors will not be required to manage online discussion forums or collaborative group work at this stage.

- **How much time will online tutoring require?**

It is estimated that the amount of online tutoring for a complete certificated programme will be about five hours per learner, on average, although this will vary depending upon the support needs and competence of individual learners. This will include regular communications with learners, setting up a tutor group, providing feedback on learning activities and marking assignments.

- **I understand that *Learning for Living* makes use of a 'Virtual Learning Environment (VLE)'. What does this mean?**

A VLE is a piece of computer software that integrates different aspects of the learning environment. In *Learning for Living*, these include learning content, assessment, tutor-learner communications, progress tracking and record keeping.

- **How do I access the 'Tutor view' in the VLE?**

You will be provided with a user name and password.

- **Does *Learning for Living* provide all the learning materials needed to deliver the Qualification (Certificate for Personal Development for Unpaid Carers)?**

All of the required learning content for the Qualification is provided. The content has been mapped comprehensively to the learning outcomes and assessment criteria for the Qualification (see Appendix A for further details). Each topic also has a resources section, which includes recommended books and websites, for additional information. Tutors may wish also to develop

other resources and ideas for face-to-face sessions which are 'blended' with the online learning.

- **How can I see the online learning resource?**

Tutors can access the online learning resource for the topics through the Tutor View.

- **How do I communicate with my learners?**

You can use 'Contact my Learners' within the Tutor View which works like e-mail.

As many of your learners are likely to be returning to learning for the first time and this will be their first experience of online learning, it would be a good idea if you introduced yourself and sent them a welcome message as soon as possible. The sooner that you and your learners become confident in using the online communication tools, the better.

If appropriate, you could, of course, use the telephone as well.

- **When should I contact my learners?**

Regular and speedy communication with learners is important to provide encouragement and to help reduce feelings of isolation. You should try to reply within 24 hours of receipt to any questions that require clarification, for example, about an activity or assignment or if the learner's progress is being delayed by a technical problem. If a question needs more consideration, then acknowledge the e-mail and tell the learner that you will get back to them as soon as possible.

It is also a good idea to have review points with learners to discuss their progress towards learning outcomes or any personal learning goals.

- **Is there any assessment?**

For the award of the certificate, learners must meet the assessment criteria for the four unit assignments to the pass standard. You can use the Tutor View to schedule the availability of the assignments to learners within a one month 'window' for each assignment (although you may extend this timescale if appropriate).

- **What feedback should be provided?**

Each topic includes some tutor marked activities ('TMAs') for purposes of providing feedback to learners about their knowledge and understanding and to facilitate the progress of those taking the Qualification, prior to assessment. Learners may also send a draft of their unit assignments to check that it is on the right lines before submitting for formal assessment.

You should try to respond to learners' work (both TMAs and unit assignments) with detailed constructive feedback (say within one week). Think carefully about what you will say as there will be no accompanying

tone, facial expression or body language! Be positive whilst being honest about the standards required. Please see Appendix C for sample TMAs.

- **Is the assessment online?**

The four unit assignments are available online to both learners and tutors from within the VLE. Learners complete the assignments by typing their responses into the onscreen text boxes and click a button to send them automatically to their tutors. Tutors provide feedback to their learners in a similar way.

- **Does the VLE remove the need for paper based record keeping altogether?**

Some aspects of the assessment and verification processes required for certification will remain paper based (at least for the time being). These include the completion of the Learner Assessment Record and the Summary of Achievement Form (contained in the Assessor Guide).

- **Is help available with record keeping?**

You will be able to produce and print off, for example, learner registration and certification details and information to help you monitor learner activity and progress.

- **What support is available to tutors?**

Set up training, printed documentation, online help notes and a dedicated product help desk are available to support tutors. See section 16 of this document 'Customer Support' for further details.

- **What if there are technical problems?**

There is a help line **0870 055 4290**. Available to both tutors and learners.

- **How can I obtain further information?**

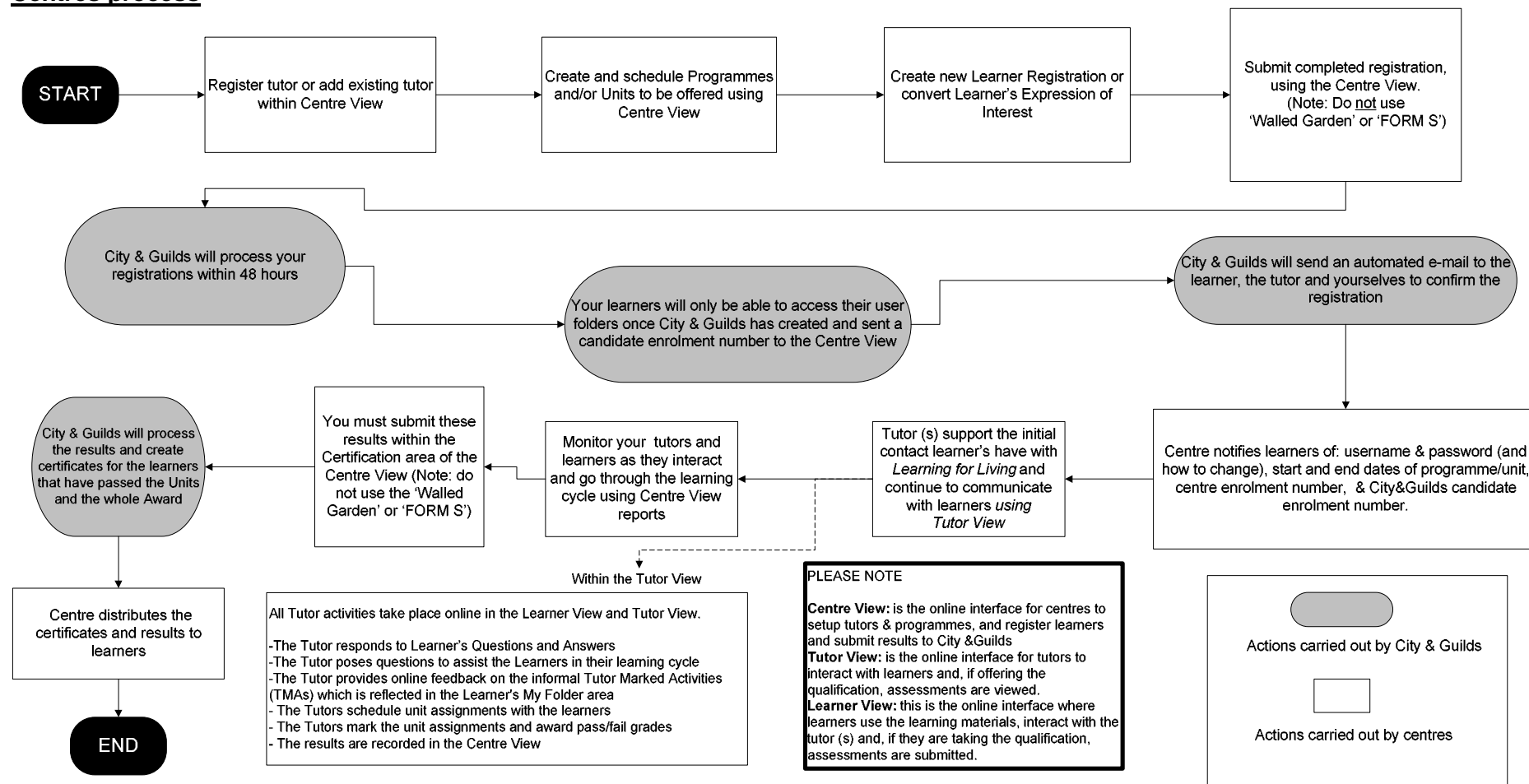
Contact carers@city-and-guilds.co.uk

Tel 0207 294 8217

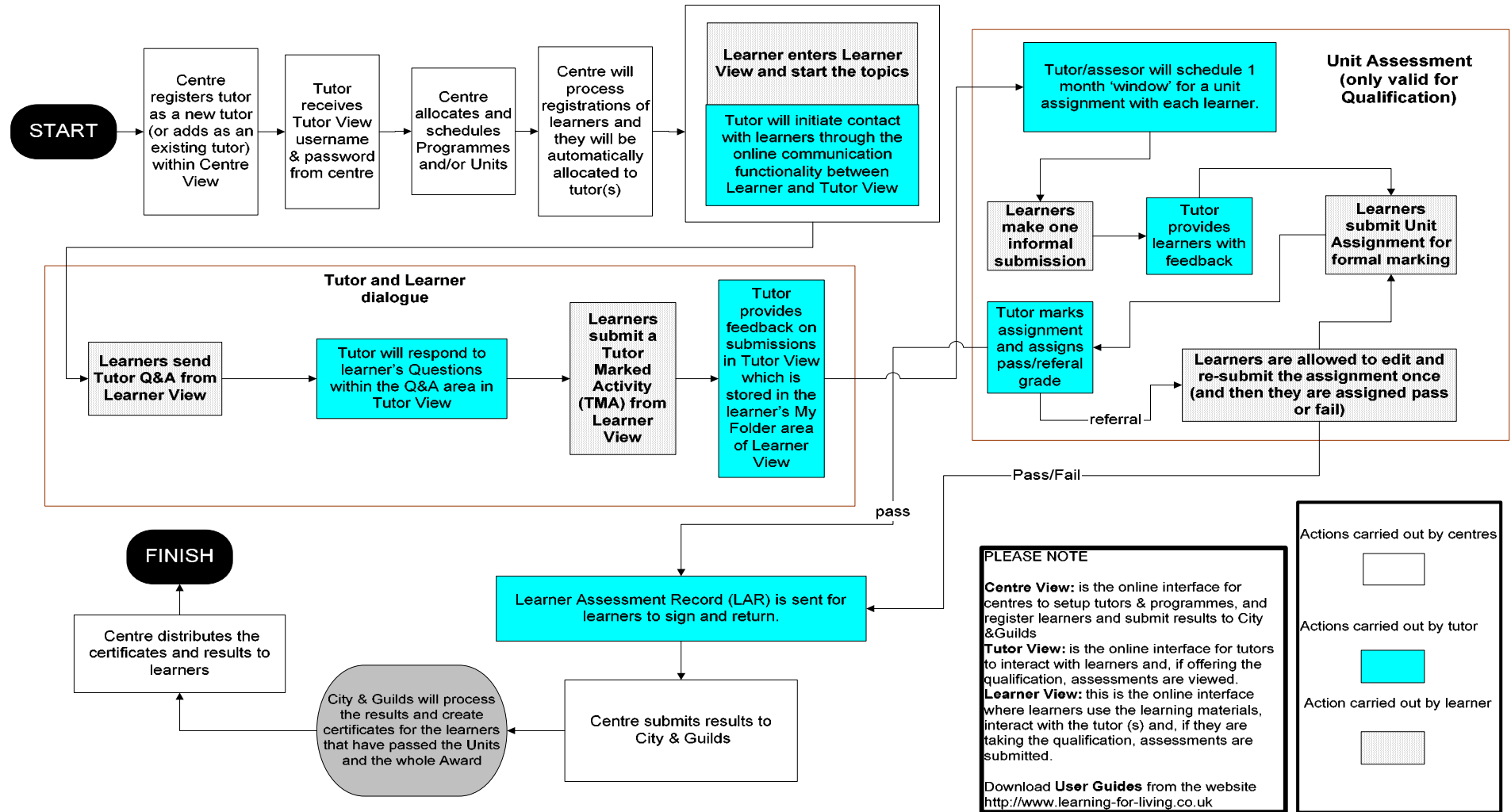
www.learning-for-living.co.uk

3. Process Overview

Centres process



Tutors process



4. General background in e-tutoring developments

E-tutoring can be defined as teaching, support, management and assessment of students on programmes of study that involve a significant use of online technologies (TechLearn, 2000).

Tutoring online involves more than just using a computer. It requires new skills from both tutors and learners, who find themselves interacting through a medium which lacks the richness of a classroom situation. On-line interaction is mostly text-based, so body language, eye contact and facial gestures (all essential components in face-to-face communication) are completely absent. Also, the asynchronous nature of on-line discussions, and the possibility to intervene anytime from very distant locations, requires different forms of guidance and encouragement.

“The approach that has been most widely adopted to date in e-learning starts with learning needs, defines those needs in terms of learning objectives and then designs resources to meet those objectives. These digital resources (sometimes supplemented with printed materials) are normally used sequentially, very often culminating in some form of summative assessment. The intention is that these resources will be used by most learners in a 'self-learning' mode. It is an approach that has grown out of good practice within the continuum of developments in open and distance learning. However, over the years, experience has shown that most learners find self-learning very difficult and there has been a growth in expectations for additional support to be provided where needed; this is usually provided in the form of remote tutor support.

Within this approach, common practices include setting out the learning objectives, providing learning materials, automated self assessment to check the information has been correctly understood and some practice activity. Additionally, some e-learning programmes offer some form of help or communication to support learners having difficulties or who have questions. Further learner support may be offered by a tutor who can remotely view formative assessment exercises and give feedback and guidance. At a further stage, which stretches the approach even further, the remote tutor may engage the learners collectively in some additional activities.” (ICCA Health and Social Care Pilot Evaluation Report (2004), published at www.iccaonline.co.uk)

The following case studies illustrate the context of two of the pilot sites for *Learning for Living*

Case Study 1

Home Farm Trust

There were six learners who took part in the initial Home Farm Trust (HFT) pilot (see www.hftcentre.org.uk). They ranged in age from 23 to 75 with the majority of people in their forties. They all had vast experience as unpaid carers. For some, their role had changed over time as the people they cared for (sons/daughters or siblings) now live in residential care (within HFT). The 23 year old was a full time unpaid carer at the beginning of the pilot study who left the pilot to take up paid employment.

All the learners felt that they had the relevant experience and maturity to use a reflective approach to respond to the activities within the online learning resource.

Case Study 2

Ealing Contact a Family

Twenty carers were involved in a *Learning for Living* course run at a newly opened computer centre in Acton. The participants reflected the cultural and social diversity of the community and ranged from ESOL and lifeskills learners to graduates. All were parents who had at least one child with a disability.

Despite their caring responsibilities, all were committed to the course and very much enjoyed using computers and gaining valuable IT skills.

The Training and Development Officer of the local branch of Contact a Family undertook the tutoring. She found that both face to face and distance learning worked equally well, although those who were able to attend the group sessions found the mutual support and opportunities for socialising which they provided, invaluable.

5. Study time and place

Each of the 16 topics takes about 2½ hours to complete. It is anticipated that the learner will spend roughly half of this time online: reading through the materials on screen, completing activities, and e-mailing their tutor. The rest of the time will be spent offline: doing some written activities, research or further reading.

The learner works at their own pace. Some will work alone on a computer at home, or in a community centre or Internet café. Others will work as part of an organised group at a college, carer or adult education centre and who will meet and talk about the programme and share their experiences as carers.

6. Overview of the content

Structure of content

The online learning resource is divided into four units. These are further divided into four self-contained topics of learning and activities. Each unit and topic of the programme encourage learners to meet some specific 'learning outcomes'. Each topic has a series of activities which:

- Are relevant to a wide range of carers' interests and needs.
- Provide opportunities for learners to apply their experience.
- Encourage communication with a tutor who will provide feedback and support
- Enable learners to record their responses in an online folder.

Unit and topic list

A list of the units and topics is shown below.

Unit 1 Moving forward

- Topic 1 - Return to learn – improving your learning skills
- Topic 2 - Tuning in – communicating well
- Topic 3 - Standing firm – developing assertiveness
- Topic 4 - Shaping your future – putting your skills to use

Unit 2 Taking care

- Topic 1 - Keeping healthy – caring for yourself
- Topic 2 - Managing life's ups and downs – coping with stress
- Topic 3 - You in the caring role – sharing responsibilities
- Topic 4 - Enjoying life – living positively

Unit 3 Living with others

- Topic 1 - Welcoming difference – exploring diversity
- Topic 2 - Understanding relationships – getting on well with others
- Topic 3 - Why do we do the things we do? - understanding behaviour
- Topic 4 - Living with loss – exploring grief and loss

Unit 4 Managing as a carer

- Topic 1 - Safety matters – good practice in the home
- Topic 2 - Managing money – effective personal finance
- Topic 3 - Understanding & influencing care services
- Topic 4 - What next? – taking the next step

For more detail of each topic see the document in Appendix A which summarises the content of the online learning resource and the relationship to the Qualification. Although each topic is self contained, cross references are made to the content of other topics where relevant.

What does a topic look like?

Whilst there is a variety of presentation styles and activities in each topic, there are some common features which will help learners to become familiar with the content and layout. Topics start with an explanation of what will be learned. Much of the learning is interactive, with a variety of activities for the learner to engage in, and sometimes includes audio or video options. Each topic also includes one or two informal tutor marked activities (TMAs) which gives the learner a chance to check their understanding. Each topic ends with a summary of the key points learned.

How will learners choose units?

If a learner intends to complete the whole *Learning for Living* online learning resource, or the Certificate in Personal Development & Learning for Unpaid Carers, it is recommended that the units are followed in numbered order. Whilst the four units, and the topics within a unit, may be taken in any order, as there is a logical structure to them it is anticipated that most learners will take a linear progression through them

If a learner wishes to complete only one or two of the units, they may choose whichever is of most relevance and interest.

If a learner is registered for the whole award, they will need to complete all four units.

7. Progression

The online learning resource itself suggests four possible options for progression:

- Further education/training courses
- Voluntary work
- Paid employment
- Self employment

Experience from pilot projects shows that numbers of learners develop a particular interest in gaining qualifications in IT, the increased interest and confidence in using IT resulting from *Learning for Living*.

8. Delivery

What is being delivered?

The learner has the option to complete the whole online learning resource/ qualification or one or more units. It is not possible to gain certification for less than one unit (i.e. certification is at unit level and not at topic level).

Learning for Living could be offered in its own right or within a wider programme, combined with other training or social and leisure activities, as illustrated in the following case study. For some learners it may also be appropriate to provide additional basic skills or ESL support.

Case Study 3

Hillcroft College

Hillcroft College is a college in Surrey which offers a range of adult education programmes to women. The college has run heavily subsidised, short residential courses for carers for a number of years, attracting participants from across the country.

The courses include a mix of educational, social and recreational activities. The college has a well equipped IT suite and training in basic computer skills is provided. The internet, for example, is used to find out about nearby Hampton Court, with a visit taking place there later on in the course. Opportunities for using *Learning for Living* were built into the programme and usefully complemented sessions in assertiveness training, relaxation therapy and creative skills.

Delivery models

Although designed as an online learning resource, there are several options for delivery. There is flexibility depending on the needs of learners and the type of organisation tutors are supporting their learners through. They may provide support:

- Face-to-face in a classroom
- remotely through the web
- through a 'blended' approach, combining the two methods.

The following case study illustrates the delivery method used at one of the pilot sites.

Case study 4

Home Farm Trust

The venue for the Home Farm Trust's pilot was ideal for blended delivery of the learning as it has 12 multi-media computers all connected to the Internet and the benefit of an interactive whiteboard and data projector. There is also a small restaurant on-site.

It was decided to invite learners for a four hour session starting at 10am and finishing at 2pm. This would allow for a break for lunch in the restaurant and still give sufficient time for learners to tackle the majority of the first topic of unit 1. It was felt that by offering lunch, learners would get to know each other in a less intimidating, more relaxed environment.

The programme for the session (which was sent in advance to learners) was:

9.45 to 10am	Coffee on arrival
10am	Introduction of staff (and observers from City & Guilds and Aurion)

	Learners to introduce themselves and say a little about what they expect from the day
10.15 am	Presentation (PowerPoint) about <i>Learning for Living</i> and setting the scene for the rest of the day and future sessions.
10.45 am	Learners are supported by tutor to register on the course and to work through Unit 1 Topic 1 until they reach the first tutor marked activity (TMA)
11.15 am	TMA 1 – “Learning curve and learning styles”: Group discussion
11.45 am	Learners complete TMA 1 and continue with the topic
12.30 pm	Lunch
12.45 pm	TMA 2 – “Improve your learning and remembering”: Group work
1.15 pm	Learners complete TMA 2 and remainder of topic (or as far as they can)
1.45 pm	Evaluation of the session and what happens next.

The format worked well as the tutor was able to support all six learners when using the computers. The tutor showed the steps for registering on the course and accessing the online learning resource on the whiteboard and learners followed these steps sequentially. One learner had never used a computer before and needed a great deal of support to access the online learning resource. Some learners were very computer literate and offered support to the learners seated next to them.

The group came together when most of them had reached the first TMA about the learning curve and learning styles and the tutor led an activity based on it. The whiteboard was used to record the responses of learners when the tutor asked questions to test or reinforce their understanding of the topic. This worked well with most learners participating; the tutor was aware of those learners who were slightly hesitant or reticent to participate verbally and ensured that they were included.

In subsequent sessions, a variety of activities were included to cater for the different learning styles of this group of learners, including role play, learner led presentations of ideas, small group discussion etc.

9. Induction of learners

Experience has shown that induction of learners is a critical component in the engagement process that provides the 'scaffolding' that learners require in building confidence – especially those new to or renewing their experience of learning and those at risk or marginalized from mainstream systems. (ICCA Health and Social Care Pilot Evaluation Report (2004), published at www.ICCAonline.co.uk).

Organisations delivering *Learning for Living* will need to determine how they will handle induction of learners. This will need to fit within their existing procedures but may include face to face, telephone or e-mail induction.

One important factor which was made clear during the pilot studies is that clear guidance about, and support concerning, language and literacy requirements and

ICT skills needs to be considered at this stage. These could include the use of diagnostic measures as part of the pre-course induction process.

10. Online communication

The VLE allows for online communication between:

Tutor ↔ learner

and

Tutor → group

A suggestion for getting learners to use the system is to ask them to introduce themselves to the group (through the tutor) and to say why they have registered on the course. This will help to create a group identity as well as making learners feel more comfortable in their new environment. The tutor should introduce him/ herself, explain their role and give clear information about contact and support details. It is essential that the tutor uses the online communication pro-actively to try and maintain the engagement of their learners and to help reduce feelings of isolation amongst learners.

Although there is no learner ↔ learner group communication facility within the VLE at present, City & Guilds is looking at the possibility of including an online discussion forum in the future. If this happens, it will be the tutor's responsibility to acknowledge postings and provide feedback when required. Replying to postings is a good way of encouraging further contributions.

11. Feedback to learners

Feedback is given to each learner individually by the tutor on each tutor marked activity ('TMA'). There are one or two TMA's per topic. These activities help with the reinforcement of learning and monitoring of progress although their completion is not a requirement for the Qualification (the formal assessment requirements for certification are the unit assignments – see Assessor's Guide for more information). Learners may re-submit TMA's but this is at their discretion. (see sample TMAs in Appendix C)

Where delivery of the programme is totally online, some aspects of communication may be more difficult than in a face to face situation. Wording of feedback needs careful consideration as the written word has a 'permanency' and is delivered without the benefit of tone of voice, body language, or eye contact.

The case study below illustrates how tutor support was provided in one situation.

Case study 5

Tutor support

The TMA responses from one learner in a pilot study became more and more effusive as she completed each topic. Whilst most learners submitted concise answers, hers became long and very complex. The tutor struggled to respond to one particular answer which clearly demonstrated that the learner had had a difficult

relationship with the person she had cared for. The tutor asked for support from a colleague with a great deal of experience in providing appropriate feedback. As other e-tutors may find themselves in a similar situation, it was felt that the guidance given to the tutor in question is worth reiterating here.

“She (the learner) has wrestled with the complex emotions which she has towards (the person she cared for) and in responding as she has, has endeavoured to make sense of the relationship which she experienced as a very negative one. I think that in itself is an accomplishment. She has also sought to find and provide a balance to this by identifying a positive relationship, and what it was about that relationship that she appreciated so much. So in responding, you (the tutor) can recognise the disappointment and pain that she experienced in her relationship with.. (the person she cared for) and commend her ability to look at what was good in that with ...(the second person named by the learner).”

12. Tutor response times

On-line communication has raised people’s expectations of speed of response. However, this should never be exercised at the expense of ill considered responses by the tutor. It is good practice for the delivering organisation to set expectations of tutor response times with learners. This is particularly important when communications between tutors and learners are totally online. ‘Ground rules’ regarding both tutor response times and the commitment expected from learners should be established at the induction stage.

13. Scheduled assessment for the Qualification

It will be the role of the tutor to advise learners when they are ready for the unit assignments. The tutor will then negotiate with individual learners a start date for the one month ‘window’, within which time the assignment will need to be completed and submitted.

14. Authenticity of evidence

Tutors/ assessors will need to be satisfied that all work submitted for assessment for the Qualification is that of the learner. This can be more easily ascertained by the tutor when delivery is through face to face or blended sessions but is more difficult when it is totally online and the tutor may not have met the learner. In these circumstances, some contact by telephone by the tutor may help and the organisation could require learners to sign a statement that the work submitted for assessment is their own work.

15. Tutor skills required

Case study

The case study outlined below illustrates some of the skills required by tutors and the guidelines which were arrived at through the pilot study.

Case study 6

Lewisham pilot study

This pilot study differed from others in that learners were formally enrolled with a local FE college (Lewisham). The college provided the normal student services (including guidance for other skills development and future pathways). The tutor was contracted by the FE college and subject to their normal contractual obligations and codes of practice. A good practice guide for *Learning for Living* tutors was drafted to create a baseline for tutor development (see below).

Eight carers known to the Lewisham Carers' Centre tutor were recruited to participate in the pilot. This was planned around weekly onsite attendance and facilitation in the ICT suite at the carers' centre together with remote usage for those with home-based internet access. All learner assignments were completed online and responses from the tutor were also provided online. Each week, at an agreed time, the learners assembled for 2-3 hours at the centre and began a new unit. The previous unit was completed by learners prior to commencing the next unit. Learners wishing to use the centre outside agreed meeting times were provided with a timetable detailing availability of facilities and giving the tutor's availability if required, either remotely or in the centre.

At the end of the pilot, an evaluation was undertaken. The main findings were as follows:

The content and general approach were highly appreciated and led to important outcomes for learners. The learners welcomed the accessibility and flexibility of being able to learn when and where convenient. For some of them, committing to a fixed time and place to learn was difficult; half of them accessed *Learning for Living* from home as well as in the carers' centre.

'Moving Forward', the unit undertaken by learners, was praised for its relevance and for providing a sense of the value of their role as carers, the range and complexity of the tasks and the high level of responsibility it involved. All stated that it made them realise what and how much they did in their role as carers.

Most importantly, it helped them reflect on the transferable skills they had developed as carers and enabled them to articulate these in a way that they would not previously have considered. This not only provided an important boost to confidence, leading in most cases to a strengthening of self belief that they could progress to more formal learning courses, but also provided those considering returning to employment, a way of describing their skills and competencies to potential employers. It gave them a 'language' for describing their transferable skills.

The pilot also showed that the fact that the tutor was familiar with the world of carers made a significant difference to engaging learners from the start.

Good practice guide for tutors

Skills profile

- Ability to empathise with carers
- Adult teaching or training qualification
- Understanding of different learning styles
- IT literate and confident in the use of the Internet
- Good communication skills
- Good organisational skills
- Excellent motivational skills
- Capable of creating additional learning resources
- Pro-active in delivering tutor support
- Understanding the rules and 'netiquette' for online communication
- Flexibility in approach

Tutor responsibilities and standard of tutor support

- Thorough working knowledge of the course content
- Pro-actively motivate learners and encourage them to complete the course
- Respond promptly to learner queries
- Mark work within a reasonable timescale
- Evaluate and continuously improve e-tutoring support
- Seek feedback from learners to improve course provision
- Provide advice regarding suitability of course and additional learning support available

Practice guide (tutor duties)

- Conduct an initial assessment of learners' skills, including use of IT
- Identify and address any potential barriers to learning
- Assess learners' work
- Provide supportive, detailed feedback to learners
- Use e-mail, telephone etc to communicate with learners
- Encourage students to use appropriate online discussion groups and highlight the benefits
- Guide students in setting achievable goals
- Create a study programme that enhances the online course by providing advice on self study, how to use the internet as a resource and group activities
- Establish a supportive relationship with the learners
- Provide activities or an introduction to familiarise the learner with the VLE
- Advise learners of the progression pathways available
- Keep records of learner progress through the course
- Evaluate the course

16. Customer Support

If learners have any questions about content within the online learning resource, they should contact their tutor using Tutor Q&A within the Learner View.

If a learner, tutor or centre has a technical problems they may contact our technical support line **0870 055 4290**.

If tutors or centres have any queries regarding setting up user accesses or any product specific queries please contact our Product Support Team at carers@city-and-guilds.co.uk or telephone **0207 294 8217**.

17 .Accessibility options

Learning for Living has been designed to incorporate the accessibility features of the W3C level 1. Specific examples are listed below:

- All audio pieces have a link to a text only HTML version - for someone who either cannot hear well or does not have the correct hardware.
- All video pieces have a clickable text equivalent - for someone who either cannot hear well or does not have the correct hardware/ software.
- Text can be enlarged by changing the settings in the browser (both Internet Explorer and Netscape) - for someone who cannot see well.
- Vertical scrolling is kept to a minimum, there is no horizontal scrolling (at the recommended resolution of 800x600 and above) and there are no timed interactions - for someone who does not have the strength to move quickly or easily.
- All images/ applets have appropriate alternative text which will be read aloud with a screen reader, along with the actual textual content of the page, to ensure the user does not lose any functionality if they cannot see the screen - for someone who does not see/ read well.

There are many accessibility options that are freely available in later versions of Microsoft Windows. Tutors should familiarise themselves with these in order to be able to give additional support where needed by learners. There are alternative or supplementary accessibility options available for free download from the Internet.

For further information on web content accessibility see the guidelines on www.w3.org

The following case study illustrates some of the accessibility issues and how they were overcome at one of the pilot sites.

Case study 7

Accessibility options

In a session held at the Home Farm Trust, one learner for whom English was not his first language, struggled to read large blocks of text from the screen. The tutor suggested that a text reader was downloaded from the Internet. This was done and the learner could then highlight the text and have it read to him. He wore headphones so that it did not interfere with other learners. This was very successful and the information was passed to other pilot sites which also used the text reader successfully.

There is a range of text readers available but the one used in this instance was a free download from <http://www.readplease.com>

For another learner, being able to read text on the screen was a problem because of failing sight. Microsoft Windows operating system has a 'magnifier' option but this proved difficult to use without a great deal of practice. The tutor knew of a more user-friendly magnifier which is also freely downloadable from the Internet and this was much more beneficial to the learner.

The magnifier used on this occasion was a virtual magnifying glass from <http://magnifier.sourceforge.net> (note: no www in the address)

Appendix A Content of qualification and online learning resource

This section maps the relationship between the online learning resource (*Learning for Living*) and the Qualification (*The Certificate In Personal Development for Unpaid Carers*)

The titles in brackets are the titles/ learning outcomes used in the Qualification as opposed to the online learning resource.

Unit 1 Moving forward (Personal development planning for carers)	Content	Learning outcomes	Assessment criteria
<p>Topic 1: Return to Learn – improving your learning skills</p> <p>(Understand and apply knowledge of the learning process to his/ her own life)</p>	<ul style="list-style-type: none"> • Learning curve • Learning styles • Learning experiences: positive & negative • Factors affecting learning • Time planning • Remembering: factors affecting • Techniques for remembering: rote learning, note-taking, spider diagrams, visuals 	<ul style="list-style-type: none"> • Recognising what affects successful learning and remembering • Identifying your learning and remembering styles • Develop and practice learning and remembering skills and applying them to your daily life. 	<ul style="list-style-type: none"> • Describe how the following can affect learning: past experiences, motivation, age and physical factors • Identify own learning style and outline two ways to improve learning and remembering • Identify three interests or skills s/he wishes to improve and develop a plan for doing so.
<p>Topic 2: Tuning In – communicating well</p> <p>(Understand the principles of effective communication)</p>	<ul style="list-style-type: none"> • Reasons for communicating • Confidence in communicating • Ways of communicating • Influences on communicating and barriers • Verbal communication • Non-verbal communication: touch, eye-contact, gestures, facial expression • Listening skills and techniques: matching, mirroring and 	<ul style="list-style-type: none"> • Understand the reasons for communicating • Recognise the ways in which people communicate • Develop and strengthen your communication skills in ways that are relevant to your everyday life. 	<ul style="list-style-type: none"> • Define the purpose of communication • Identify the skills required for effective communication

	<ul style="list-style-type: none"> pausing Written communication skills 		
<p>Topic 3: Standing firm – developing assertiveness</p> <p>(Understand the characteristics and value of assertive behaviour)</p>	<ul style="list-style-type: none"> Types of behaviour i.e. assertive/aggressive/passive and associated characteristics Asserting your rights Assertiveness techniques: broken record, negotiation, positive expression Building self-confidence Appreciating your skills 	<ul style="list-style-type: none"> Define assertiveness and distinguish it from other ways of behaving. Identify the value of communicating assertively. Understand your own behaviour in everyday situations. Develop some skills in being more confident and assertive. 	<ul style="list-style-type: none"> Define the concept of assertiveness. Identify the key features of assertive behaviour. Select one form of assertive behaviour and describe its usefulness in his/her life.
<p>Topic 4: Shaping your future – putting your skills to use</p> <p>(Recognise his/ her skills and identify how these can be used. Understand and apply planning skills)</p>	<ul style="list-style-type: none"> Thinking about the future and timescales for change Burnout Achieving a work-life balance Creating time and space for you Transferable skills Identifying choices Developing internet search skills Making choices: motivation and impact on relationships Planning for change Setting goals 	<ul style="list-style-type: none"> Identify the main factors in achieving a work-life balance. Recognise your transferable skills and how these can be used in new ways Explore ways of making realistic choices in different areas of your life. Recognise the importance of planning and set achievable goals. 	<ul style="list-style-type: none"> Identify his/her skills in four of the following categories: organisational, financial, technical, interpersonal, practical caring, hobbies/interests. Identify how these can be used in two of the following categories: employment, training, volunteering activity, hobby / personal interest Identify three techniques to assist with developing and setting goals. Identify two work-life balance issues and describe how time management strategies may be applied to help resolve them.

Unit 2 Taking care (The needs of the carer)	Content	Learning outcomes	Assessment criteria
<p>Topic 1: Keeping healthy – caring for yourself</p> <p>(Understand the requirements for his/ her health and well-being)</p>	<ul style="list-style-type: none"> • How are you? • What you eat and drink • Watching your weight • Exercise • Bad habits? • Sexual health • Sleep & rest • Maintaining health • Feeling low • Look after yourself 	<ul style="list-style-type: none"> • Identify the key factors that promote general health and well-being • Understand the main risks to health and ways in which they can be prevented • Explore ideas for improving health and relevant sources of support 	<ul style="list-style-type: none"> • Outline the essential requirements for healthy living in each of the following categories: physical, social, emotional and spiritual. • Describe the impact of two of the following lifestyle choices: alcohol use, smoking, drug-taking, sexual activity. • Identify two sources of assistance for personal health care management. • Describe two approaches to improving the quality of life and evaluate their relevance to his /her own life.
<p>Topic 2: Managing life's up's and down's – coping with stress</p> <p>(Recognise the sources of stress and identify strategies to manage this)</p>	<ul style="list-style-type: none"> • Types of stress • Responses to stress • Negative and positive reactions • Warning signs • Managing demands • Stress and abuse • Antidotes to stress • Your environment 	<ul style="list-style-type: none"> • Recognise stress factors in your life • Identify the nature of stress and its positive and negative effects • Identify appropriate techniques for managing stressful situations 	<ul style="list-style-type: none"> • Define stress and outline its positive and negative effects. • Identify three sources of stress and describe possible reactions to them • Select four stress management techniques and describe their possible use in his / her own life situation.
<p>Topic 3: You in the caring role – sharing responsibilities</p>	<ul style="list-style-type: none"> • Impact of caring role on the carer as an individual • Differences in perceptions of 	<ul style="list-style-type: none"> • Identify the possible tensions in the caring role • Consider the rights and 	<ul style="list-style-type: none"> • Identify four main features of the role of the unpaid carer and its potential impact on the

<p>(Understand the impact of caring on carers)</p>	<p>those involved</p> <ul style="list-style-type: none"> • Possible tensions within the caring role: role reversal, changed expectations, over-dependency, use and abuse of power • Rights and responsibilities of those involved • Maintaining self-identity of the carer and the cared-for person • Managing the needs of those involved 	<p>responsibilities of those involved</p> <ul style="list-style-type: none"> • Manage the needs of those involved 	<p>individual.</p> <ul style="list-style-type: none"> • Outline three areas of possible tension for the carer in the caring role. • Identify the rights and responsibilities of the carer and the cared-for-person. • Identify two sources of support for the carer and outline how these may be used and accessed.
<p>Topic 4: Enjoying life – living positively</p>	<ul style="list-style-type: none"> • Difficult situations • A positive approach • Rewarding yourself • Expressing creativity • How you see the world • What is spirituality? • Rituals 	<ul style="list-style-type: none"> • Recognise the benefits of being positive about yourself and your life • Explore ways of expressing yourself positively • Recognise and build on ways in which you find meaning in life 	

Unit 3 Living with others (Influences on and impact of the caring role)	<i>Content</i>	Learning outcomes	Assessment criteria
Topic 1: Welcoming difference – exploring diversity (Develop an awareness of diversity within society)	<ul style="list-style-type: none"> • Meaning of ‘differences’ • Influences on identity • Race • Gender influences • Religion and beliefs • Cultural influences • Ability & disability • Prejudice and discrimination • Rights 	<ul style="list-style-type: none"> • Identify how we are influenced by our experiences and their contribution to the differences between us • Outline relevant legal rights and principles • Identify aspects of social diversity and their impact on the role of the unpaid carer 	<ul style="list-style-type: none"> • Identify four aspects of social diversity and describe their impact on the caring role. • Outline how Human Rights are defined and protected within society.
Topic 2: Understanding relationships – getting on well with others (Understand how relationships are affected by social and personal circumstances)	<ul style="list-style-type: none"> • Influence of family on emotional development • Personal relationships and self-esteem • Family structure • Roles and relationships • Influences on family life and personal relationships • Ways in which the caring role changes relationships • Coping with relationships 	<ul style="list-style-type: none"> • Explain the concepts of family and personal relationships • Identify social and cultural influences on personal relationships and family life • Manage the challenges of ‘caring’ relationships 	<ul style="list-style-type: none"> • Explain the terms: <ul style="list-style-type: none"> ○ ‘personal relationships’ ○ ‘families’ • Identify the major social and cultural influences on: <ul style="list-style-type: none"> ○ family life ○ significant personal relationships • Outline two ways in which the caring role impacts on relationships with others and how these can be managed
Topic 3: Why do we do the things we do? – understanding behaviour (Understand interpersonal behaviour)	<ul style="list-style-type: none"> • What shapes our behaviour • Behaviour and needs • Boundaries • Promoting ‘good’ behaviour • Unacceptable behaviour • The components of behaviour • Causes of challenging 	<ul style="list-style-type: none"> • Understand some of the influences which shape behaviour • Identify and understand the differences between acceptable and unacceptable behaviour • Understand how behaviour may be managed or changed 	<ul style="list-style-type: none"> • Define behaviour and explain the role of learning in it. • Outline what factors determine acceptable and unacceptable behaviour. • Outline two ways in which behaviour can be changed

	behaviour <ul style="list-style-type: none"> • Managing challenging behaviour • Involving professionals • Behaviour management 		
Topic 4: Living with loss – exploring grief and loss (Understand the significance of loss in caring relationships)	<ul style="list-style-type: none"> • Significance of loss and grief • Impact of loss • Caring and loss • Reactions to loss & bereavement • Stages of grief • When you need help • Building a new life 	<ul style="list-style-type: none"> • Explain the significance and types of loss • Identify the range of reactions to loss • Outline social and cultural influences on grief and loss • Describe strategies for managing loss 	<ul style="list-style-type: none"> • Define grief and identify the range of reactions to loss. • Outline the reasons for recognising loss and describe social and cultural influences on grief and loss. • Describe factors which may help in living with loss and resolving grief.

Unit 4 Managing as a carer (The carer as manager)	Content	Learning outcomes	Assessment criteria
<p>Topic 1: Safety matters –good practice in the home</p> <p>(Understand health and safety practice in the domestic care setting)</p>	<ul style="list-style-type: none"> • <i>Prevention is better than cure</i> • Safety in the home • Falls • Risk factors • Moving and handling • Back care • Personal hygiene • Food hygiene 	<ul style="list-style-type: none"> • <i>Understand health & safety practice in the home</i> • Identify risks to health & safety in the home and ways of preventing or reducing them • Recognise ways in which you can improve your own safety as a carer 	<ul style="list-style-type: none"> • Outline how the carer can prevent accidents in the home. • Describe the key elements and importance of food hygiene. • Recognise how guidance in respect of safe personal care applies to his/her caring role.
<p>Topic 2: Managing Money – effective personal finance</p> <p>(Develop an understanding of personal money management)</p>	<ul style="list-style-type: none"> • Financial planning • Budgeting • Benefits & other financial help • Managing debts • Spending wisely • Pensions • Handling someone else’s money • Future care plans 	<ul style="list-style-type: none"> • Understand the main principles of effective personal money management • Identify the main benefits and other sources of financial help • Recognise the importance and ways of making financial provision for the future 	<ul style="list-style-type: none"> • Identify the main welfare and tax benefits available to carers and the cared-for-person. • Outline the key features of three major schemes which facilitate financial security and budgeting.
<p>Topic 3: Understanding & influencing care services</p> <p>(Understand how care & related services are planned and delivered)</p> <p>(Understand how care</p>	<ul style="list-style-type: none"> • Service users • Carer’s assessment • Care service tour • How to obtain services • Access to health and social care • Family support plan • Working with decision makers • Rationing services • Making a compliant 	<ul style="list-style-type: none"> • Outline the range of care services • Explain how to obtain services • Identify and develop skills to influence services 	<ul style="list-style-type: none"> • Identify three types of service provision and outline how at a local level these are planned, run and funded. • Describe the rights of the carer during the assessment for and ongoing review of two services. • Outline how decisions are made at local and national level in respect

<p>& related service decisions are made and how the process may be influenced)</p>	<ul style="list-style-type: none"> • Ways of influencing service provision • Negotiation skills • Concept & skill of advocacy & lobbying 		<p>of the availability of one service</p> <ul style="list-style-type: none"> • Identify and describe three ways of influencing the provision of services
<p>Topic 4: What next? – taking the next step</p>	<ul style="list-style-type: none"> • Skills and interests • Learning opportunities • Volunteering • Paid employment • Self-employment • Employer support • Job search skills • Interviews • Alternative care services 	<ul style="list-style-type: none"> • Identify transferable skills • Explore options for learning, volunteering, paid employment • Develop some key job search skills 	

Appendix B Summary of online assessment & verification processes

See section 3 'Process Overview' in this document for process flow charts. Also ask for Assessor's Guide document.

Learner	Tutor/ assessor	Lead tutor/ assessor	Independent assessor	Internal verifier	External verifier
		Setup Programme Offering in 'Centre View'			
Expression of Interest form		Register learner with City & Guilds using 'Centre View'			
Induction	Induction	Induction			
Commence learning topics in 'Learner View'	Support & guidance in 'Tutor View'				
Complete <i>Learning for Living</i> topic TMA's* in 'Learner View'	Provide feedback in 'Tutor View'				
Work on unit assignments 1-4	Timetable assignments using 'Tutor View' (one month 'windows') Support & guidance				
Submit assignments within agreed timescale	Tutor may receive one informal and up to two formal submissions per assignment		For Unit assignment 1 only , follow the same assessment process.	Devise IV strategy & plan in accordance with centre policy & procedures. Circulate to tutors/ assessors	Sample assignments, assessor & IV records.
Receive tutor feedback	Detailed feedback in line with assessment criteria				
Receive LAR** through post, sign & return to tutor as required	Complete a paper copy of the LAR for each assignment indicating if Pass or Fail. Provide detailed feedback in line with assessment criteria. Post to candidate and keep a copy for own records.				
			Return LAR to lead assessor for filing with centre records	Carry out IV & provide detailed feedback to assessors/ independent assessor using centre devised documentation.	

	File with centre records on return from candidate				
Receive certificate	Complete paper copy of Summary of Achievement Form**. Submit assessment requirements to IV as requested.	Submit results in 'Centre View' to City & Guilds (unit and whole award after 4 units)	Submit assessment requirements to IV as requested.	Sign & date LAR's and Summary of Achievement Form as required following sampling	Sign & date Summary of Achievement Form Provide report findings. Recommendat regarding certification

Notes

Please refer to the online 'Notes' and instructions in the Tutor and Centre Views for further guidance. You can also download the Centre View and Tutor View User Guides from the website at www.learning-for-living.co.uk

* TMAs are the tutor marked activities in the *Learning for Living* topics. They are for the purpose of facilitating learner progress but are not part of the assessment requirements for the Qualification.

**LAR's (Learner Assessment Records) & the Summary of Achievement Form are paper based documents contained in the Assessor Guide.

Appendix C Sample Tutor Marked Activities (TMAs)

Unit: Return to learn – improving your learning skills

TMA: Recent Learning

Suggested time: 15 minutes. 100 words maximum on whole question

Identify one task which you have learned during the last year, which may or may not be related to caring, and answer the following questions:

1 What was the task or activity and which of the different learning styles did you use?

Learner needs to describe the task or activity and refer to the different learning styles described in the unit (e.g. 'trial and error', 'hands-on', 'think-over', 'in the head') and how it was applied.

2 Which aspects of learning the task did you enjoy most? Why was this?

Description of which aspects of learning the task were most enjoyed and why.

No particular knowledge required here, rather a matter of describing their experience and feelings in a positive way.

3 How long did it take you to learn all you needed to know or are you still learning about it?

Learner should state whether all the necessary learning has taken place and how long it took to achieve this, or if there is still more to learn/learn to do the task better.

TMA: Applying learning: 15 minutes. 100 words

1 Identify three interests or skills where you would like to improve your learning and remembering

The learner should identify three areas or skills where they would like to improve their learning and remembering. These can be drawn from any current aspect of their lives or plans for the future. One example might be: 'I would like to learn how to use a mobile phone for sending text messages and remember how to use the keys for different symbols'.

2 How will you do this over the next month?

Put time aside for reading the instructions, making notes about them, and getting the kids to show me and practising on them.

Some reference could be made to ways of remembering mentioned in the topic e.g. rote learning, note-taking, spider diagrams, visuals

3 How will you know that you have improved?

Sent text messages successfully and quickly

Unit: Tuning in - communicating well

TMA: Reading gestures

Suggested time: 15 minutes

100 words maximum on whole question

What do the gestures in the videos or photos communicate? How is the communication different when there are no gestures?

Learner could state examples of what the gestures indicate e.g. Geraldine's hands-on-hips, pointing, folded arms indicating anger/ blame/ frustration

Learner needs to recognise that absence of gestures can make the communication less emotional and less dramatic without necessarily compromising the message.

TMA: Applying learning

Suggested time: 15 mins

100 words max on whole question

Choose an example of the use of communication skills (making a complaint, explaining your needs, filling in forms, talking with professionals) to answer the following questions:

1 Who will you communicate with and what will be the aim of the communication?

Short description of who the communication is with and its aim e.g. completing a benefit claim form; making a complaint about a faulty product; talking with a doctor.

2 What communication methods and techniques will you use?

Mention of an appropriate method of communication and the technique adopted: verbal (verbal signals - tone, pitch etc); non-verbal (written; facial; gestures; eye contact; touch); listening (matching, mirroring, pausing)

3 How will you practise the communication beforehand?

e.g. completing a form in rough; rehearsing a complaint; noting some questions to ask the doctor.

4 How will you know if you have communicated successfully?

The learner should indicate that they will know if they have been successful if the aims of the communication are achieved e.g. form is completed correctly; complaint is made effectively; discussion with doctor is helpful. In general terms, that messages are received and understood.

Appendix C: Checklist

The following questions will help you to think about you and your organisation's readiness to implement *Learning for Living*.

Who would you market *Learning for Living* to?

How would you market it?

Would you offer the online learning resource only or the qualification as well?

Who else might you need to work with to deliver it?

Who could undertake the tutoring/ assessing?

What skills and expertise would they require?

How would the programme be delivered - distance, face to face or both?

Will access to the necessary equipment be available?

Will help be available with funding?

Will management support be forthcoming?

Who would be responsible for managing the work?

Will you need any additional resources?

Will implementation require any training and development needs within your organisation?