

Level 3 Certificate in Training in Systematic Instruction (TSI)



City College Norwich Qualifications (CCNQ) has been working closely with the TSI training professionals, Department for Business, Innovation and Skills, the Department of Health, the British Association of Supported Employment and others to develop existing TSI training programmes into this accredited qualification.

CCNQ would like to acknowledge the contribution to the design and development of this qualification made by Alan Morgan and Dr Mark Kilsby who have successfully delivered TSI workshops over a 22 year period.

The Level 3 Certificate in Training in Systematic Instruction will provide service providers with the skills required to provide one to one support for employees who require assistance to learn the skills of their jobs. It will provide job coaches working in supported employment and others with the skills to enable trainees to learn new tasks. This qualification will also provide a basis for recognising training that has already taken place nationally and provide a recognised standard for the training that is to take place. It will recognise the existing skills of the workforce and develop those skills and support career progression across a path of care and employability.

Qualification Summary

Learners must complete all of the 10 mandatory units to achieve the qualification.

Total credits = 19 Total guided learning hours = 38

Units

1. Values, context and definition of supported employment

(level 3, 3 guided learning hours, 2 credits)

This unit aims to place supported employment in its historical context and to define supported employment and the values that drive it.

2. Presenting information in an accessible way

(level 3, 2 guided learning hours, 1 credit)

This unit aims to define a method for assisting trainees to bridge the gaps that exist between their knowledge, experience and physical dexterity, and their abilities to adapt to their environment.

3. The role of the trainer in managing underachievement

(level 3, 2 guided learning hours, 1 credit)

This unit demonstrates that people with disability have a history of underachieving. The learner will reflect on the underachievement of people with a disability and understand the role of a trainer.

4. Analysing the task to be trained

(level 3, 6 guided learning hours, 3 credits)

This unit will enable learners to break the routines of a task into a series of teachable steps in order that areas of a task that would be a problem to complete are identified. The learner will learn how to become acquainted with a task in order to learn it and present it to a trainee in an organised and structured fashion.

5. Understand topographical and functional correctness and judgement and discreet steps in a task

(level 3, 3 guided learning hours, 1 credit)

This unit will enable learners to understand the importance of differentiating between topographical and functional correctness and the difference between discreet and judgement steps when undertaking task analysis.



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Units continued:

- 6. Identification of training and informing strategies**
(level 3, 4 guided learning hours, 2 credits)
This unit aims to provide learners with information on what type, when and how much assistance to provide in task training in order to allow trainees the maximum opportunity to demonstrate their skills and abilities.
- 7. Recording the trainee's progress**
(level 2, 3 guided learning hours, 2 credits)
This unit will enable the learner to record the progress on a practical task by using data collection and measurement of pre-set employer standards
- 8. Practice in task preparation techniques**
(level 2, 6 guided learning hours, 2 credits)
The aims of this unit is to allow practice of task preparation techniques in order to apply TSI to a specific task. This will enable the learner to demonstrate their competencies in the same way as a trainee.
- 9. Using TSI techniques for a practical activity**
(level 3, 6 guided learning hours, 2 credits)
This unit will allow practice of task training techniques.
- 10. Personal reflection for improving practice**
(level 3, 3 guided learning hours, 3 credits)
This unit provides the opportunities for the learner to reflect and review ways for improving training practice.

Assessment Method

Observation and peer review, portfolio, reflective journals, oral discussions, and practical demonstrations.

About Us

City College Norwich was the first FE college in the country to gain Awarding Organisation Status. As well as devising QCF qualifications in consultation with employers, sector skills councils and professional bodies we can also accredit high quality training provided by employers to give them nationally recognised qualifications.

For example, we have worked with financial services companies such as Aviva, Marsh, Axa, Moneyfacts, Virgin Money and the Norwich and Peterborough Building Society on the development of courses for new recruits to the sector and have worked closely with the Chartered Institute of Bankers in Scotland to accredit brand new qualifications for banking professionals.

This means that when we make the claim that we are responsive to the needs of employers and can produce tailor-made solutions – we can. Organisations wishing to develop or accredit their own qualifications will receive support from us as we work together. Employees will get nationally recognised qualifications; employers will get a more motivated, better trained, more productive workforce and working together we can address regional and national skills gaps.

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