



*Adam Smith College  
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SENDI - Special Education Needs and Disability Inclusion

# HANDBOOK for ASSESSORS

Part I. Using the TLM INGOTS competence assessment  
and certification platform



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## **1. About TLM and the INGOTS family of qualifications**

### ***1.1 The Learning Machine Ltd***

TLM is an awarding organisation accredited by Ofqual (The Office for Qualifications and Examinations Regulation). It was set up by Ian Lynch and Rosemary Lynch as they transitioned their business from supplying and supporting technology infrastructure to schools to supporting qualifications and web based management systems. The key aims of TLM are:

- To provide quality assurance for learning outcomes using regulated qualifications.
- To reduce direct costs in qualifications through economies of scale.
- To reduce indirect costs through the use of technology and better qualifications design.
- To support higher attainment through assessment for learning that is manageable and effective.
- To raise the professional status and competence of teachers in partnership with them.

TLM is providing the technology and manages the qualifications which are the principal focus of this European project, co-financed by the European Commission under the Lifelong Learning Programme.

### ***1.2 The INGOTS family of qualifications***

The INGOTS family of qualifications are the flagship of TLM. INGOTS stands for International Grades - Open Technologies and was created to support learning progression and formal qualifications for IT users in the UK, but the model proved so successful that it has become the source and inspiration of a number of similar qualification and assessment models in the UK, the EU, and beyond. The INGOTS cover a large range of units at levels Entry 1 to Level 3 (see 1.3 immediately below for information on qualification frameworks and levels).

### ***1.3 Qualifications frameworks***

The European Qualifications Framework (EQF) is a metaframework. It is designed for cross-referencing national frameworks across the EU. The INGOTS are based on the UK Qualifications and Credit Framework (QCF) which is one of the first national frameworks referenced to the EQF as follows:

- Entry 1 and 2 in the QCF have no corresponding EQF reference level, i.e. they are below EQF Level 1
- Entry 3 in the QCF is referenced to EQF Level 1
- Level 1 in the QCF is referenced to EQF Level 2
- Level 2 in the QCF is referenced to EQF Level 3
- Level 3 in the QCF is referenced to EQF Level 4

The UK National Curriculum is a separate framework. It is unfortunate that there are several different levelled systems but as this project is underpinned by qualifications accredited in

the UK, we have to work with these so that there is clear understanding of the value of any particular qualification in different contexts.

QCF Entry level 1 is broadly equivalent to Level 1 in the English National Curriculum

QCF Entry Level 2 is broadly equivalent to Level 2 in the English National Curriculum

QCF Entry Level 3 is broadly equivalent to Level 3 in the English National Curriculum

QCF Level 1 is broadly equivalent to Levels 4-5 in the English National Curriculum

QCF Level 2 is broadly equivalent to Levels 6-10 in the English National Curriculum and Grade B at GCSE

## **2. Assessment and certification process explained**

Here is a summary of the assessment and certification process, which takes place entirely in the online Markbook.

Learners are registered with the system, allocated to groups, and an assessor is assigned to each group.

Trained and certified assessors, which are part of a centre accredited by TLM, work with their learners using structured lesson plans of their choosing and a variety of coursework assignments.

Based on the evidence produced and provided by the learners, assessors make judgements and enter the corresponding marks in the Markbook.

Once learners have received positive marks for all criteria of a given unit, the assessor request certificates on their behalf.

The request is reviewed by a TLM moderator who may ask for access to the evidence, and makes a decision to approve the request or deny it.

The approval of any certification request is an equivalent of authorisation for printing out certificates, and the printing functionality is enabled on the system for the learners in the approved request. Assessors and School Admins (see 5.1 for explanation of this role) have access to this functionality through their accounts.

In case the reviewed evidence fails to satisfy the assessment criteria, the assessor receives feedback and the request can be re-submitted when new evidence becomes available. This process remains invisible to the learners, so that first-time assessors can work out, assisted by the moderator, a consistent approach to the assessment methodology and criteria without unnecessary pressure.

To help with understanding this process, here are a few key terms which are used throughout this Handbook and are important for the proper understanding and functioning of the system:

### **What is an INGOTS Centre?**

A Centre is an institution, organisation or a department/unit thereof, which has been accredited by TLM, and whose assessors have been trained and certified by TLM. Only accredited centres have access to the assessment and certification platform, and only centres with a valid accreditation can request certificates for their learners.

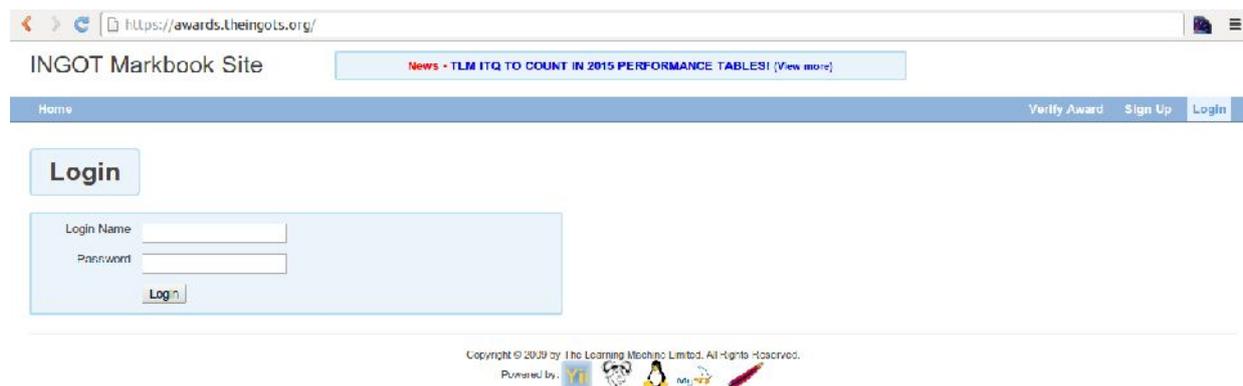
### **What is the role of the Account Manager?**

There are several Account Managers at TLM, each responsible for a number of Centres. Account Managers are responsible for the communication with the Centre and with the assessors of that Centre. Their primary goal is to make sure that quality guidelines and

assessment standards are met, that assessors' judgements are consistent across the entire TLM INGOTS system. Account Managers are responsible for checking up the evidence collected by the assessors to inform and support their assessment. This process is known as Moderation, and is further explained in 4.2.

### 3. Using the Markbook and recording assessment

The online Markbook can be accessed by any browser at <http://awards.theingots.org> using a valid login name and a password.



#### 3.1 Assessor's profile and account

Assessors' profiles on the Markbook are being created by TLM's Assessor Trainers. Only a trained assessor can have an account with the TLM certification management system. An account requires only a minimum set of information related to the assessor, such as name, e-mail address and telephone number. There is a summary tab under the My Account menu which displays the unique assessor ID in the TLM system, the ID and the name of the academy to which the assessor is associated with, name and contact details, a language selection field.

There is also a column describing the roles which have been assigned to the particular assessor. All of the newly trained assessors under this particular project will by default have the highest assessor level rights, i.e. Gold Assessor. As they will, logically, be qualified to assess at lower levels, they will also see Bronze Assessor and Silver Assessor in their list of roles. One assessor per accredited centre will have the role of a Principal Assessor, who is the principal contact point with the particular centre and has overall responsibility for maintaining the TLM standards accreditation and assessment standards within the centre. Another possible role is that of a School Admin (see 5.1 for detailed explanation) who is responsible for registering new students with the platform and managing groups and certificate printing. Other roles which are not available to assessors are also used by the system for managing access rights, but they do not need detailed explanation at this stage.

Summary	Change Profile	Change Password	Survey	Contract
<b>My Profile</b> Assessor ID: 47795 Academy ID: 369 Download my award Name: Ludmila Yordanova Email: lilo1234@abv.bg Phone: +352 2 8572003 Language: English Academy: National Training Center Ltd.	<b>My Roles</b> Bronze Assessor Gold Assessor Principal Assessor School Admin Silver Assessor	<a href="#">Online Help</a>		

Assessors can change the language of the Markbook interface at any time, and they can also edit their personal information in case it has changed. Note that personal data has been masked in the screenshot below, normally all fields are visible.

Summary	Change Profile	Change Password	Survey	Contract
Forename: Ludmila	<a href="#">View Profile History</a>			
Surname: Yordanova				
Login: ****				
Email: ****				
Phone: ****				
Gender: Female				
Language: English				
<input type="button" value="Save"/>				

The username and password for the assessor's account should not be shared, as the assessor is personally responsible for any actions or processes initiated through his or her account. As a good practice, assessors are being advised to change their passwords on their first logon to the Markbook.

Summary	Change Profile	Change Password	Survey	Contract
New password:	<input type="text"/>			
Confirm:	<input type="text"/>			
<input type="button" value="Save"/>				

### 3.2 Recording assessment

Organisation of assessment criteria into units is an administrative convenience. It does not mean that units have to be assessed discretely and/or in isolation. A project or lesson can provide evidence for more than one unit. It is simply a matter of providing convincing assessment evidence of the learning outcomes using the assessment criteria. Candidates' capability is confirmed through referencing work to the unit criteria. Exactly how that is done in terms of organisation of schemes of work or individual lesson plans in relations to units and their component criteria is flexible. From the awarding point of view, we are interested only in the outcome. Can the candidate securely demonstrate competence against the criteria? Adding units can increase breadth of study and we provide several different size qualification at each level to reflect this. a bigger qualification can be achieved by adding units to a smaller qualification again maximising the flexibility in the progression routes.

Each time the assessor decides to enter marks for learners, he/she needs to (1) select the corresponding group for which marks will be entered, (2) select the assessment category (note that additional categories may appear in this list as the system evolves and new qualifications are being added), (3) select the level at which the assessment for the learners is taking place (see 1.3 for explanation of levels and qualifications frameworks), and (4) the unit being assessed.

The screenshot shows the INGOT Markbook Site interface. At the top, there is a navigation bar with links for Assessment, Manage Assessors, School Admin, Quality Assurance, Verify Award, Request Baseline project, My Account, and Logout. A message bar indicates the user is logged in as Andrey Sloychoff, working as Ludmila Yordanova in Region: Bulgaria. The main content area is titled 'Welcome to the new Marksheet selection page' and features a table with the following columns: Groups, Categories, Levels, and Units. The 'Silver' group is selected, and the 'Silver ITQ Level 2' unit is highlighted.

Groups	Categories	Levels	Units
bronze	Centre Awards	Bronze Entry Level 1	Silver Unit 1 - Improving Productivity Using IT
C12	P Scales	Bronze Entry Level 2	Silver Unit 2 - Web site Software
gold	INGOT 2.0 IT User Skills	Bronze Entry Level 3	Silver Unit 3 - Using Collaborative Technologies
Ludmila Yordanova	National Curriculum	Silver ITQ Level 1	Silver Unit 4 - IT Security for Users
silver	OpenOffice	Gold ITQ Level 2	Silver Unit 5 - Spreadsheet Software
	Modbac	Platinum ITQ Level 3	Silver Unit 6 - Specialist Software
	Achievement Continuum		Silver Unit 7 - Word Processing
			Silver Unit 8 - Using the Internet
			Silver Unit 9 - Drawing and planning
			Silver Unit 10 - Presentation Software
			Silver Unit 11 - Database Software
			Silver Unit 12 - Desktop Publishing Software

A few important remarks before embarking on entering marks in the Markbook:

Assessment criteria are provided for each unit. The assessor must make a judgement about the learner's performance against each of the criteria statements using evidence directly from the learner's work set in realistic contexts.

All the assessment criteria start out as "N" meaning no assessment evidence.

The assessor judgement is recorded as "L", "S" or "H" against the assessment criteria when there is evidence provided by the learner.

When the learner has made some progress towards a particular criterion based on the evidence but there is insufficient evidence of full and secure competence, the assessor records "L" meaning lower than.

When there is sufficient evidence that the learner can securely meet the requirements of the particular statement, the assessor records "S" meaning "Secure" in these requirements.

If there is clear evidence that the learner is performing above and beyond the stated level, the assessor records "H" meaning "Higher".

Marks for individual learners can be changed at any time as long as certification requests have not been placed for these learners.

When all the criteria in a given unit are at "S" or "H", the learner has successfully passed the unit, and certification for this unit can be requested from TLM through the Markbook (see 4.1 for explanation of this process).

INGOT Markbook Site

Home - TLM ITQ TO COUNT IN 2015 PERFORMANCE TABLES! (View Home)

Logged in as **Ardrey Stoycheff**  
Working as **Ludmila Yordanova**  
Region: **Bulgaria**

Assessment Manage Assessors School Admins Quality Assurance Verify Award Request Baseline project My Account Logout

Markbooks Award Jobs Marksheet: Silver Unit 5 - Spreadsheet Software

Markbook for Silver Unit 5 - Spreadsheet Software for teaching group **Ludmila Yordanova**.

Selected: **Criterion 2 - I can enter and edit numerical and other data accurately.** [Online Help](#)

CSV Files:

Standard mode  One-Click edit

ID	Note	Forename	Surname	Status	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	3.4
20371		Vlasta	Ivanov	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20372		Ivaylo	Dimov	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20373		Denislav	Menov	12 - Learner needs S or H in every criterion.	N	S	S	S	N	N	N	N	N	N
20374		Antonia	Bichovski	12 - Learner needs S or H in every criterion.	N	N	N	-	N	H	N	N	N	N
20375		Aleksandra	Ivanova	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20376		Aleksandar	Doskakov	12 - Learner needs S or H in every criterion.	S	S	S	S	S	S	N	N	N	N
20377		Blagov	Todorov	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20378		Dimitar	Iordanov	12 - Learner needs S or H in every criterion.	N	H	N	-	H	H	H	N	N	N
20379		Kalin	Vasilev	12 - Learner needs S or H in every criterion.	N	N	N	S	S	S	S	N	N	N
20380		Vaska	Stoyanov	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20381		Veronica	Geranova	12 - Learner needs S or H in every criterion.	N	S	N	N	N	N	N	N	N	N
20382		Aleksandra	Stofanova	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20383		Ivana	Ivanova	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20384		Lora	Stoyanov	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20385		Izabela	Nikolova	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20386		Silvia	Toneva-Georgieva	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20389		Milena	Ivanova-Lukarova	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20390		Stela	Alkiova-Castanova	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20391		Borisa	Vladimirov-Elizaveta	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20393		Dimitar	Nikolov-Kirilov	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N
20395		Slavi	Aleksandrov-Traykov	12 - Learner needs S or H in every criterion.	N	N	N	N	N	N	N	N	N	N

The use of L, S, H is a simple means for monitoring progress and informing future planning. It should be explained to and understood by the learner to enable them to take part in the assessment for learning process. If they are willing, sharing with peers can also be a powerful means of motivating learning. The exact methods are not mandatory, the only mandatory requirement is that there is clear evidence that the learner has met the criteria.

## 4. Requesting and managing certificates

### 4.1 Requesting certificates

Certificates may be requested once there is at least one learner in the assessor's group for whom positive marks (i.e. S or H) have been entered on all criteria. When marks have been entered and saved, the Request Certificate button will parse through the list of learners and send the request to a moderator. Once this has been done, the marks row for the learners with requested certificates will freeze and will not allow any changes to the marks to be made. Changes to the marks may be made in the event a certificate is declined for a given candidate, in which case the moderator will provide feedback to the assessor, and the marks row will unfreeze to allow editing.

## SCREENSHOT

Before requesting a certificate, the assessor should make sure that there is sufficient evidence supporting his/her judgement, and that this evidence is in a format allowing quick online access by the assigned moderator.

### **4.2. Moderation and verification**

The assessors should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialog with their Account Manager from TLM, and provide their assessment records to the Account Manager through the online Markbook. They should be prepared to provide evidence as a basis for their judgements through reference to candidate e-portfolios and through signed witness statements associated with the criteria matching marks in the online mark book.

Before authorising certification, the TLM Account Manager must be satisfied that the assessors judgements are sound. Once this is done and the certificates have been authorised, the assessors will see the details of this confirmation in the Award Jobs tab in the Markbook.

Normally, moderators will start with checking-up 100% of the certification requests for any newly trained assessor. When the assessor starts building experience and track record of consistency and integrity as regards the INGOT assessment model, the sample checked by the moderator will decrease.

### **4.3. Printing the certificates**

Certificates can be downloaded and printed by assessors and school admins, and they become available at the moment the TLM Account Manager confirms a positive result from the moderation process. Assessors have access to certificates for learners and groups associated with them, while School Admins have full access to all certificates within the accredited centre. The Print Awards tab has a fully-functional search which parses the certificates database for the particular centre using user-supplied search strings.

**Print Awards**

**Advanced Search**

Forename:

Surname:

Group:

Assessor Forename:

Assessor Surname:

Requested:  to

Approved:  to

Categories: **All**

The printing function works by initiating a download of a real-time generated PDF file to the computer from which the print request has been made. When multiple certificates have been selected for printing, they still appear in a single PDF file, one certificate per page.

**Print Awards**

**Advanced Search**

Forename:

Surname:

Group:

Assessor Forename:

Assessor Surname:

Requested:  to

Approved:  to

Categories: **All**

Mark Selected As:   Paper Size: **A4**

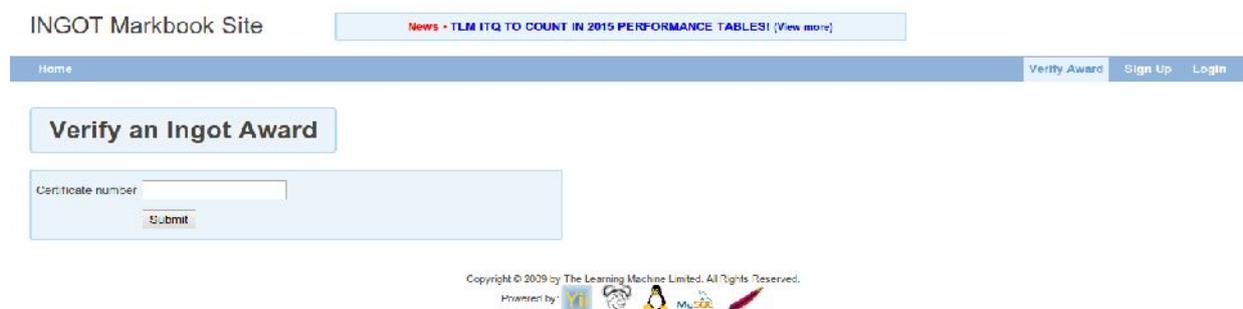
Name	Category	Award	ULN	Assessor	Group	Requested	Approved
<input type="checkbox"/> Petar Stanislavov Stanislavov	INGOT 2.0 IT User Skills	Entry Level 2 - Full Award		Miglena Milkovska	Obelasa_II	25-05-2011	30-05-2011
<input type="checkbox"/> Petar Nikolov Popov	INGOT 2.0 IT User Skills	Entry Level 2 - Full Award		Rumiana Arhandieva	Svetlas_II	25-05-2011	25-05-2011
<input type="checkbox"/> Petar Kalinov Evfimov	INGOT 2.0 IT User Skills	Entry Level 1 - Full Award		Dobrina Danova	Teclass	22-05-2011	25-05-2011
<input type="checkbox"/> Petar Stoycheff	INGOT 2.0 IT User Skills	Level 1, Unit 10		Andrey Stoycheff	IT1 - Silver	14-11-2010	14-11-2010

It is mandatory that certificates be printed on special paper provided by TLM. Each certificate bears a unique alphanumeric code, a matching QR code, and reference to the qualification level in the QCF (England and Wales) and in the EQF (European Union et al.), if any.

Certificates can be printed at any time and in as many copies as needed. Their validity and authenticity can be checked online by entering the alphanumeric code at <http://awards.theingots.org>, or by scanning the QR code with any internet-enabled device, such as smartphone or tablet.

#### **4.4. Verifying certificates' authenticity**

The validity and authenticity of any certificate can be checked online by entering the alphanumeric code at <http://awards.theingots.org>, or by scanning the QR code on the certificate with any internet-enabled device, such as smartphone or tablet. Learners should be made aware of this online tool and advised how to use it, e.g. when applying for a job, presenting competence portfolios, etc.



The screenshot shows the INGOT Markbook Site interface. At the top left, it says 'INGOT Markbook Site'. To the right, there is a navigation bar with 'Home', 'Verify Award', 'Sign Up', and 'Login'. Below the navigation bar, there is a prominent button labeled 'Verify an Ingot Award'. Underneath this button is a form with a text input field labeled 'Certificate number' and a 'Submit' button. At the bottom of the page, there is a copyright notice: 'Copyright © 2009 by The Learning Machine Limited. All Rights Reserved.' followed by logos for 'Powered by' and several icons.

### **5. Managing students and groups in the Markbook**

#### **5.1 The School Admin role and profile**

The school administrator, or School Admin, is a role attributed to some personal accounts in the online Markbook platform. A School Admin may or may not be an assessor, and usually this is decided by the accredited Centre, and the good practice dictates that it is wise to have only one School Admin per Centre, though this is not a mandatory requirement. Because the role of the School Admin is very specific, having only one account with such role assigned to in in a given Centre helps avoid duplicate entries for students and improves the groups and assessors management process.

The School Admin has access to features of the platform which assessors do not see in their accounts, e.g. creating groups, associating groups with registered assessors, register students and allocate them into groups, access to all approved certificates within the Centre.

#### **5.2 Creating groups and associating groups with assessors**

The School Admin can use the Groups tab to get a list of all existing groups within the centre, the name of the assessor for each group, and quick links to managing the groups - Edit, Print Awards, Delete.

Group	Assessor	Actions
10790U-1	Vesela Marlenova	Edit   Print Awards   Delete
15790U-10	Vanya Zaharova	Edit   Print Awards   Delete
13790U-11	Nanka Hristova	Edit   Print Awards   Delete
13790U-12	Georgi Tzandev	Edit   Print Awards   Delete
13790U-13	Irena Zaidova	Edit   Print Awards   Delete
13790U-14	Ruzhica Neminska	Edit   Print Awards   Delete
10790U-15	Ravina Rangelova	Edit   Print Awards   Delete
10790U-16	Rozha Dimova	Edit   Print Awards   Delete
15790U-17	Dimitrina Mladenova	Edit   Print Awards   Delete
13790U-18	Yvona Stoyanova	Edit   Print Awards   Delete
13790U-3	Daniela Antonova	Edit   Print Awards   Delete
13790U-5	Nina Minkova	Edit   Print Awards   Delete
13790U-7	Borika Petkova	Edit   Print Awards   Delete
13790U-8	Viktoriya Karanlakova	Edit   Print Awards   Delete
10790U-9	Ilyana Garcheva	Edit   Print Awards   Delete
01 007 - 1	Julian Kovachev	Edit   Print Awards   Delete
01 007 - 10	Julian Kovachev	Edit   Print Awards   Delete
01 007 - 2	Julian Kovachev	Edit   Print Awards   Delete

As a first step to adding learners, the School Admin should create groups and assign these groups to individual assessors. Learners only become visible - though they may be registered in the platform and have an assigned ID numbers - when they are linked to a group, and this group is linked to the respective assessor ID. Groups and the learners in these groups are visible to School Admins and to the assessor they belong to at the moment. It should be noted that groups can be moved from one assessor to another, along with all the learners therein.

INGOT Markbook Site News - TLM ITQ TO COUNT IN 2015

Assessment Manage Assessors **School Admin** Quality Assurance

Groups Add Learners Add Group Print Awards

Group:

Assessor:

### 5.3 Registering learners

Registering learners with the platform is an intuitive and straightforward process. It can be done by School Admins and learner data can be entered either manually, in a form provided by the Add Learners tab, or bulk imported to the database by uploading a CSV file. The required fields are Forename, Surname, Gender and Date of birth. The ULN field is not

mandatory and should be left blank for centres outside the UK. If a student has more names, e.g. *Jose Maria Dias Ribeiro*, then the full names should be registered, and be arbitrarily allocated across the two available fields (a name field can store more than one name - the full string for any of the two fields may contain blanks and dashes).

INGOT Markbook Site News - TLM ITQ TO COUNT IN 2015 PERFORMANCE TABLES! (View more)

Logged in as **Andrey Stoycheff**  
Working as **Ludmila Yordanova**  
Region: **Bulgaria**

Assessment   Manage Assessors   **School Admin**   Quality Assurance   Verify Award   Request Baseline project   My Account   Logout

Groups   Add Learners   Add Group   Print Awards

**How do I add learners?** You can upload a CSV file, or you can add learners manually.  
**How do I make a CSV file?** Use your favourite spreadsheet (such as MS Excel or OpenOffice Calc). Make a file like the example below and "save as" CSV. [Online Help](#)

**Insert learners manually**

Mandatory fields: Forename, Surname, Gender.

Forename	Surname	Gender	Date of birth	ULN
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				
<input type="text"/>				

[Click here to put learners into groups.](#)

In case the CSV option is preferred, there is a sample table illustrating the structure which the CSV file must have in order to be properly read by the database. A CSV (comma-separated values) file is a common file format used by all major spreadsheet software packages (go through the Save As dialog to access the various file formats). Note that ULN and UPN columns are specific to the UK only and should be left empty for centres outside the UK. In case the CSV file does not have a matching structure, the system will return an error message indicating the nature of the mismatch.

## Upload pupils with a CSV file

The CSV file must have the following format:

	A	B	C	D	E	F
1	Forename	Surname	Gender	DOB	ULN	UPN
2	William	Shakespeare	Male	26-04-1564		
3	Margaret	Thatcher	Female	13-10-1925		

### Information:

- The first row should contain the column headers.
- Columns can be placed in any order, so long as they are consistent within the file.
- At a minimum the following fields must be supplied: Forename, Surname, Gender, DOB (Date of Birth).
- The date of birth should be in the DD-MM-YYYY format.

[More Info](#)

### Upload CSV file:

1.  Няма избран файл
2.

## 5.4 Assigning learners to groups

When learners have been added to the platform and have been assigned a unique ID number, they remain idle and visible only to the School Admins. In order to allow the assessors to enter marks in the Markbook, learners must be allocated to groups.

INGOT Markbook Site

News - TLM ITQ TO COUNT IN 2015 PERFORMANCE TABLES! [View more](#)

Logged in as **Andrey Stoycheff**  
Working as **Ludmila Yordanova**  
Region: **Bulgaria**

Assessment Manage Assessors **School Admin** Quality Assurance Verify Award Request Baseline project My Account Logout

Groups

### Newly added Learners appear here.

They will wait in this list until assigned to a group.

[Online Help](#)

Learners will also appear here if they are removed from all groups at your Academy

The following learners are not in any group:

Select All

Learner-Id	Forename	Surname	MOVE
<input checked="" type="checkbox"/> 81419	Sari	Danski 6	<input type="button" value="MOVE"/>
<input type="checkbox"/> 81420	Sari	Danski 7	<input type="button" value="MOVE"/>

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Powered by:

## 5.5 Editing groups and learners

The Group Edit functions are enabled by selecting the corresponding Edit link next to the group in the Groups tab (see 5.2 for a screenshot). A new Edit tab appears.

INGOT Markbook Site

News - TLM ITQ TO COUNT IN 2016 PERFORMANCE TABLES! (View more)

Logged in as **Andrey Stoycheff**  
Working as **Ludmila Yordanova**  
Region: **Bulgaria**

Assessment Manage Assessors **School Admin** Quality Assurance Verify Award Request Baseline project My Account Logout

Groups Add Learners Add Group Print Awards **Edit: My%20group**

Group: My group Vladimir Todorov Save Online Help

Learner Id	Forename	Surname
<input type="checkbox"/> 98227	Николай	Иванов
<input type="checkbox"/> 53228	Марина	Стефанова
<input type="checkbox"/> 95229	Тявот	Хаджиовски

**Actions**

Edit learners in this group

- REMOVE learners from this group.
- COPY learners to another group.
- MOVE learners to another group.
- ADD learners to this group.

Go

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Removal of users from the group (learners are put back in the pool of unallocated learners), copying, moving and adding learners can be done by selecting at least one learner from the list and the desired action. If the action is about copying or moving learners, then an extra drop-down field is displayed to select the destination group.

INGOT Markbook Site

News - TLM ITQ TO COUNT IN 2016 PERFORMANCE TABLES! (View more)

Logged in as **Andrey Stoycheff**  
Working as **Ludmila Yordanova**  
Region: **Bulgaria**

Assessment Manage Assessors **School Admin** Quality Assurance Verify Award Request Baseline project My Account Logout

Groups Add Learners Add Group Print Awards **Edit: My%20group**

Group: My group Vladimir Todorov Save Online Help

Learner Id	Forename	Surname
<input type="checkbox"/> 98227	Николай	Иванов
<input checked="" type="checkbox"/> 58228	Марина	Стефанова
<input type="checkbox"/> 95229	Тявот	Хаджиовски

**Actions**

Edit learners in this group

- REMOVE learners from this group.
- COPY learners to another group.
- MOVE learners to another group. 137SOU-1
- ADD learners to this group.

MOVE

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The text link 'Edit learners in this group' in the Edit Group tab allows full access to all learners' fields and can be used to correct typos or other mistakes in the information supplied during the learners' registration.

Groups   Add Learners   Add Group   Print Awards   Edit: My%20group   Edit learners

Forename	Surname	Gender	Date of birth	ULN	UPN	<a href="#">Online Help</a>
Николай	Иванов	Male	1998-02-04			
Марина	Стефанова	Female	1998-05-21			
Павел	Хаджийски	Male	1998-10-12			

□

*Should you have any questions or experience difficulties when using the system, please refer to the Principal Assessor in your organisation, or to your TLM Account Manager. Please note that the system is constantly evolving with new features being tested and added.*

*Further, the TLM assessment and certification system is a community-driven system, and suggestions for improvement and new features are always welcomed and appreciated.*

□