Pearson Edexcel Level 3 Certificate in Learning and Development

Pearson Edexcel Level 4 Diploma in Learning and Development

Specification

Professional and Specialist Qualifications

First teaching September 2011

Issue 3

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 3. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

These qualifications were previously known as:

Edexcel Level 3 Award in Understanding the Principles and Practices of Learning and Development (QCF)

Edexcel Level 3 Award in Facilitating Learning and Development (QCF)

Edexcel Level 3 Certificate in Learning and Development (QCF)

Edexcel Level 4 Award in Learning and Development (QCF)

Edexcel Level 4 Diploma in Learning and Development (QCF)

The QNs remain the same.

Summary of specification Issue 3 changes for:
Pearson Edexcel Level 3 Certificate in Learning and Development
Pearson Edexcel Level 4 Diploma in Learning and Development

Summary of changes made between previous Issue 2 and this current Issue 3	Page/section number
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
GLH range removed and replaced with lowest GLH value for the shortest route through the qualification	Section 2
Reference to credit transfer within the QCF removed	Section 6
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Purpose of this specification

The purpose of this specification is to provide details of the rules of combination and details of all units accredited by Pearson for use in the delivery of the Level 3 and Level 4 qualifications in Learning and Development.

This specification sets out:

- the qualification's objective to meet the requirements for those learning and development practitioners who are involved in developing and assessing the skills, knowledge and competence of learners primarily in the workplace or in work-related programmes of learning.

- any other qualification which a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- units which a learner must have completed before the qualification will be awarded and any optional routes

- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)

- the method of any assessment and any associated requirements relating to it

- the criteria against which learners' level of attainment will be measured (such as assessment criteria)

- any specimen materials

- any specified levels of attainment.

1 Introducing Pearson Specialist and Professional qualifications

What are Pearson Specialist qualifications?

Pearson Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

Pearson Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)

- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

What are Pearson Professional qualifications?

Pearson Professional qualifications are qualifications at Level 4 to Level 8 that are designed to provide professional work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

On successful completion of a Pearson Professional qualification, learners can progress to or within employment and/or continue their study in the same or related vocational area.

Sizes of Professional qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

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Pearson Professional qualifications are generally available in the following sizes:

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- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)

- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Other size references, such as Extended Diploma, may be used in a suite of qualifications depending on the specific needs of different sectors.

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Certificate in Learning and Development
Qualification Number (QN)	600/2407/0
Date registrations can be made	01/09/2011
Age range that the qualification is approved for	16-18 19+
Credit value	30
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	300
Guided learning hours	120
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements see below. Centres must also follow the Pearson *Access and Recruitment* policy (see section 11, *Access and Recruitment*)

Qualification title	Pearson Edexcel Level 4 Diploma in Learning and Development
Qualification Number (QN)	600/2654/6
Date registrations can be made	01/09/2011
Age range that the qualification is approved for	16-18 19+
Credit value	45
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	450
Guided learning hours	190
Grading information	The qualification and units are at pass grade.
Entry requirements	For details of entry requirements see below. Centres must also follow the Pearson *Access and Recruitment* policy (see section 11, *Access and Recruitment*)

Qualification title and Qualification Number

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual,* available on our website, qualifications.pearson.com

Objective of the qualifications

The Pearson Edexcel Level 3 Certificate in Learning and Development and the Pearson Edexcel Level 4 Diploma in Learning and Development are designed to meet the initial and continuing professional development needs of learning and development practitioners who are involved in developing and assessing the skills, knowledge and competence of learners primarily in the workplace or in work-related programmes of learning.

They give learners the opportunity to:

- develop knowledge and skills in delivering effective learning and development provision and/ or carrying out assessment and assessment- related quality assurance activities for an organisation.

- learn about developing and assessing the skills, knowledge and competence of learners primarily in the workplace or in work-related programmes of learning

- achieve a nationally-recognised Level 3 or 4 qualification

- develop their own personal growth and engagement in learning.

These qualifications are for learners aged 18 and above who are capable of reaching the required standards in a learning and development delivery or assessment context.

Centres should be aware that for the level 3 qualification, learners will be required to meet the demands of a mandatory level 4 unit, ie *Unit 12: Reflect on and Improve Own Practice in Learning and Development (Level 4)*. Centres are advised to consider the support and guidance they give to their learners to meet the demands of level 4 during delivery and assessment of this unit.

These qualifications correspond to the following job roles where the main purpose is the delivery of learning and development activities:

- in-house trainers and training managers

- external trainers, managers and consultants

- assessors

- verifiers.

In addition, the qualifications apply to staff who have a learning and development function as part of their job role, for example:

- workplace managers and supervisors
- experienced staff with responsibility for the learning and development of colleagues who have less experience, skills and knowledge
- assessors
- verifiers.

Individual qualifications in this specification document are particularly suitable for the following groups of learners:

The *Pearson Edexcel Level 3 Certificate in Learning and Development*: for Learning and Development practitioners who have Learning and Development as a significant part of their role.

The *Pearson Edexcel Level 4 Diploma in Learning and Development*: for advanced practitioners and/or managers with responsibility for Learning and Development activity.

Relationship with previous qualifications

The Learning and Development qualification titles referred to above, replace the following qualifications from August 2011:

Qualification title	Qualification Number (QN)	Accreditation start date	Accreditation end date
Level 3 NVQ in Learning and Development	100/2285/5	1 June 2002	31 August 2011
Level 3 NVQ in Direct Training and Support	100/2286/7	1 June 2002	31 August 2011
Level 4 NVQ in Learning and Development	100/2287/9	1 June 2002	31 August 2011
Level 4 NVQ in Management of Learning and Development	100/2288/0	1 June 2002	31 August 2011
Level 4 NVQ in Co-ordination of Learning and Development	100/2289/2	1 June 2002	31 August 2011

Related qualifications in the teaching, training and education suite

Which qualification is most appropriate for which role?

ROLE	QUALIFICATION
Assessor or Internal Quality Assurer	Training, Assessment and Quality Assurance (TAQA)
Trainer	Learning and Development (L&D)
New to teaching or training	Preparing to Teach in the Lifelong Learning Sector (PTLLS)
Associate or part time teacher	Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
Full time teacher	Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Inter-relationships between teaching, training and education qualifications

All of the teaching and learning qualifications contain some common units increasing both the transferability between the qualifications, and the choice of units available to centres and learners.

Centres should select units that best reflect the needs of learner groups. These may include: training, assessing, quality assurance, part- and full-time teaching.

- We encourage centres to make the most of the wide range of units now available from Pearson and recommend they use the qualification structure documents to design programmes that best suit learners.

- Centres should ensure they have the right resources and level of approval to offer these units and qualifications, and be aware of the specific delivery sequence for the Diploma in Teaching in the Lifelong Learning Sector, (*further details in Section 10, Programme Delivery*).

Diploma in Teaching in the Lifelong Learning Sector

Certificate in Teaching in the Lifelong Learning Sector

Preparing to Teach in the Lifelong Learning Sector

Learning and Development

Training, Assessment and Quality Assurance
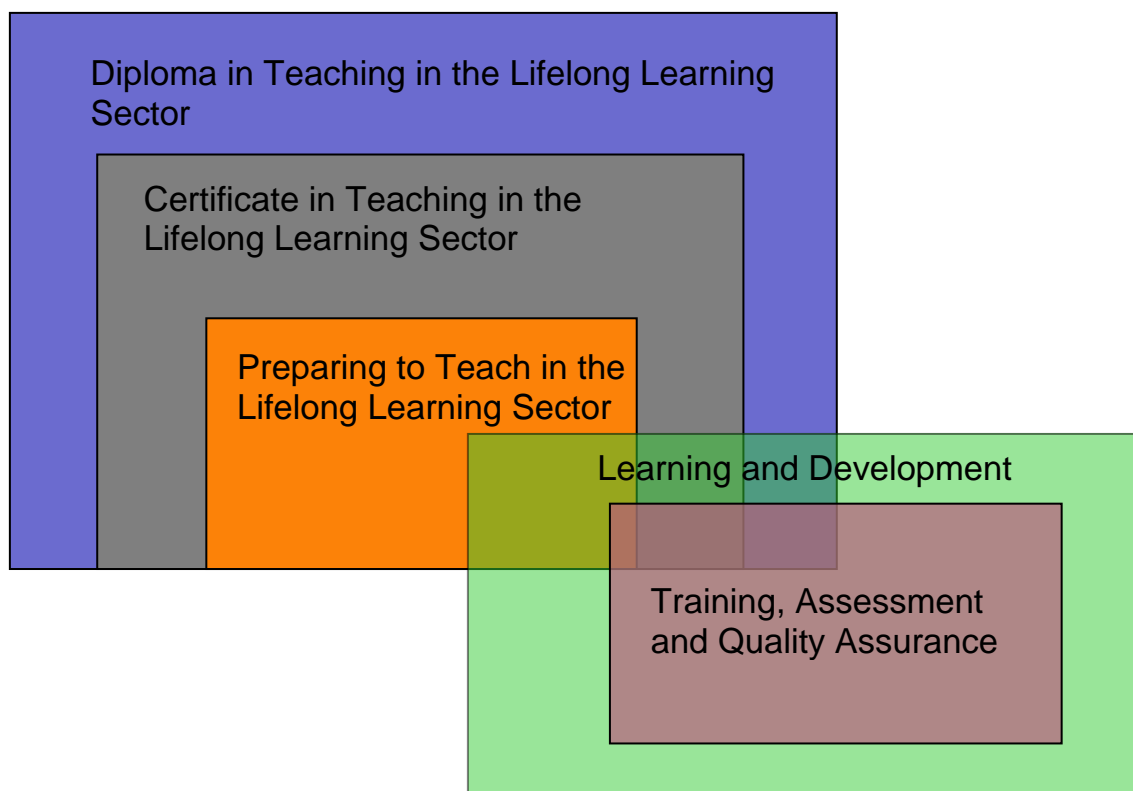
Progression opportunities through Pearson qualifications

Learners who achieve these qualifications have a wide range of qualification progression opportunities. For example, the Level 3 or Level 4 Award in Preparing to Teach in the Lifelong Learning Sector which in turn can lead to progression to the Pearson Edexcel Level 3 or Level 4 Certificate in Teaching in the Lifelong Learning Sector or the Pearson Edexcel Level 5 Diploma in Teaching in the Lifelong Learning Sector. It should be noted that the units in the Pearson Edexcel Level 3 and Level 4 Award in Preparing to Teach in the Lifelong Learning Sector will also form part of the Certificate and Diploma qualifications for teaching in the lifelong learning sector.

See *Annexe A* for further information.

Industry Support and recognition

These qualifications are supported by the Learning and Skills Improvement Service (LSIS), the Standards Setting Body for teaching and learning.

Relationship with National Occupational Standards

These qualifications relate to the Professional Standards in Teaching in the Lifelong Learning Sector. The standards are available on the Learning and Skills Improvement Service Excellence Gateway. www.excellencegateway.org.uk. Further information is available from the Information and Advice Service at lluk.advice@lsis.org.uk.

3 Centre resource requirements

As part of the approval process, centres must make sure that the resources requirements below are in place before offering the qualification.

General resource requirements

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.

- Staff involved in the assessment process must have relevant expertise and occupational experience.

- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.

- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.

- Centres must deliver the qualifications in accordance with current equality legislation.

Specific resource requirements

As well as the general requirements above, centres must meet any specific resource requirements outlined in Annexe B: Assessment Strategy. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

4 Qualification structures

Pearson Edexcel Level 3 Certificate in Learning and Development

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	30
Minimum number of credits that must be achieved at level 3 or above	30
Number of mandatory credits that must be achieved	12
Number of optional credits that must be achieved	18

Unit name	Unit no	Unit Ref No	Level	Credit	GLH
Mandatory Units: 12 credits must be achieved from this group					
Understanding the Principles and Practices of Learning and Development	1	Y/502/9541	3	6	25
Reflect on and Improve Own Practice in Learning and Development	12	J/502/9552	4	6	25
Optional Unit Group A: 6 credits must be achieved from optional group A or B*					
Facilitate Learning and Development in Groups	8	F/502/9548	3	6	25
Optional Unit Group B: 6 credits must be achieved from optional group A or B*					
Facilitate Learning and Development for Individuals	9	J/502/9549	3	6	25
Optional Unit Groups C: Learners must achieve the remaining credits from Optional groups C1, C2 or C3					
Optional Group C1: Learners who choose optional group C1 must achieve both units in C1 for a total of 9 credits					
Understanding the Principles and Practices of Assessment	14	D/601/5313	3	3	24
Assess Occupational Competence in the Work Environment	15	H/601/5314	3	6	30

Unit name	Unit no	Unit Ref No	Level	Credit	GLH
Optional Group C2: Learners who choose optional group C2 must achieve both units in C2 for a total of 9 credits					
Understanding the Principles and Practices of Assessment	14	D/601/5313	3	3	24
Assess Vocational Skills, Knowledge and Understanding	16	F/601/5319	3	6	30
Optional Group C3: Learners must achieve a minimum of 3 credits from this group					
Identify Individual Learning and Development Needs	4	K/502/9544	3	3	24
Plan and Prepare Specific Learning and Development Opportunities	6	T/502/9546	3	6	20
Develop and Prepare Resources for Learning and Development	7	A/502/9547	4	6	25
Engage Learners in the Learning and Development Process	11	F/502/9551	3	6	30
Evaluate and Improve Learning and Development Provision	13	L/502/9553	4	6	25
Understanding the Principles and Practices of Assessment	14	D/601/5313	3	3	24
Provide Information and Advice to Learners and Employers	19	R/502/9554	3	3	20
Engage with Employers to Develop and Support Learning Provision	20	Y/502/9555	3	6	25
Understanding the Employing Organisation	21	R/600/1764	3	3	23

*The learner must achieve a minimum of 6 credits from either Optional Group A or Optional Group B. Alternatively, the learner may choose to complete both Optional Group A and Optional Group B and achieve the remaining credits from Optional Group C.

Pearson Edexcel Level 4 Diploma in Learning and Development

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	45
Minimum number of credits that must be achieved at level 4 or above	23
Number of mandatory credits that must be achieved	12
Number of optional credits that must be achieved	33

Unit name	Unit no	Unit Ref No	Level	Credit	GLH
Mandatory Units: 12 credits must be achieved from this group					
Principles, Theories and Practices of Learning and Development	2	D/502/9542	4	6	25
Reflect on and Improve own Practice in Learning and Development	12	J/502/9552	4	6	25
Optional Unit Group A — Learning and Development Units 33 credits must be achieved from optional group A or B Note: Learners who take unit 15 or unit 16 must also take unit 14. However, unit 14 can be taken on its own from optional unit group A. Note: Unit 18 must be taken in conjunction with unit 17. However, unit 17 can be taken on its own from optional unit group A.					
Identify the Learning Needs of Organisations	3	H/502/9543	4	6	30
Identify Individual Learning and Development Needs	4	K/502/9544	3	3	24
Develop learning and Development Programmes	5	M/502/9545	4	6	30
Plan and Prepare Specific Learning and Development Opportunities	6	T/502/9546	3	6	20
Develop and Prepare Resources for Learning and Development	7	A/502/9547	4	6	25
Facilitate Learning and Development in Groups	8	F/502/9548	3	6	25
Facilitate Learning and Development for Individuals	9	J/502/9549	3	6	25

Unit name	Unit no	Unit Ref No	Level	Credit	GLH
Manage Learning and Development in Groups	10	A/502/9550	4	6	30
Engage Learners in the Learning and Development Process	11	F/502/9551	3	6	30
Evaluate and Improve Learning and Development Provision	13	L/502/9553	4	6	25
Understanding the Principles and Practices of Assessment	14	D/601/5313	3	3	24
Assess Occupational Competence in the Work Environment	15	H/601/5314	3	6	30
Assess Vocational Skills, Knowledge and Understanding	16	F/601/5319	3	6	30
Understanding the Principles and Practice of Internally Assuring the Quality of Assessment	17	T/601/5320	4	6	45
Internally Assure the Quality of Assessment	18	A/601/5321	4	6	45
Provide Information and Advice to Learners and Employers	19	R/502/9554	3	3	20
Engage with Employers to Develop and Support Learning Provision	20	Y/502/9555	3	6	25
Engage with Employers to Facilitate Workforce Development	22	D/502/9556	4	6	30

Unit name	Unit no	Unit Ref No	Level	Credit	GLH
Optional Unit Group B — Management Units 33 credits must be achieved from optional group A or B Note: a minimum of 18 credits must be achieved from Optional Unit Group B in order to achieve the endorsement (Management)					
Develop and Evaluate Operational Plans for Own Area of Responsibility	23	Y/600/9588	5	6	25
Provide Leadership and Direction for Own Area of Responsibility	24	T/600/9601	4	5	30
Manage Equality of Opportunity, Diversity and Inclusion in Own Area of Responsibility	25	M/600/9628	3	4	20
Work Productively with Colleagues and Stakeholders	26	M/600/9662	5	6	30
Plan, Allocate and Monitor Work in Own Area of Responsibility	27	H/600/9674	4	5	25
Set Objectives and Provide Support for Team Members	28	M/600/9600	3	5	35
Developing Collaborative Relationships with other Organisations	29	T/600/9694	5	7	30
Manage a Budget for Own Area of Activity or Work	30	A/600/9695	5	7	30
Manage the Achievement of Customer Satisfaction	31	A/600/9793	4	5	25

5 Assessment

The table below gives a summary of the assessment methods used in the qualifications

Units	Assessment method
All units	Centre-devised assessment

Centre-devised assessment (internal assessment)

Each unit has specified learning outcomes and assessment criteria. To pass an internally assessed unit, learners must meet all the learning outcomes. Centres may find it helpful if learners index and reference their evidence to the relevant learning outcomes and assessment criteria.

A number of the assessment criteria in this specification document require the learner to produce evidence whereby the learner's competence can be assessed.

Where appropriate, centres need to write assignment briefs for the learners to show what evidence is required. Assignment briefs should indicate clearly which assessment criteria are being targeted and what evidence is required. There should be evidence in the course file that assignments have been internally reviewed and moderated.

Assignment briefs and evidence produced by learners must also meet any additional requirements in the *Assessment Requirements* section of the unit.

Unless otherwise indicated within the *Assessment Requirements* section of the unit, the centre can decide what form assessment evidence will take (eg performance observation, presentations, projects, tests, extended writing) as long as the methods chosen allow learners to produce valid, sufficient and reliable evidence of meeting the assessment criteria.

Centres are encouraged to provide learners with realistic scenarios and maximise the use of practical activities in delivery and assessment.

To avoid over assessment, centres are encouraged to link delivery and assessment across units.

When writing assignments, centres should ensure that guidance is given for

- date of issue and date for submission

- word count (where appropriate for depth or range required)

- sources/types of appropriate evidence

- any specific support for learners in generating appropriate evidence — including cross-referencing where a single piece of evidence relates to more than one unit, for example scheme of work/session plans/observation reports

- the use of Harvard referencing for all research materials.

There is more guidance about internal assessment on our website. See also *Section 14 Further information and useful publications.*

Assessment strategy

The overall grade for each qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

These Learning and Development qualifications are designed to be assessed:

* in the workplace or

* (where permitted in the assessment strategy), in conditions resembling the workplace, as specified in the assessment requirements/strategy for the sector, or

* (where appropriate), as part of a training programme.

There is no requirement for each unit in these Learning and Development qualifications to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

The assessment strategy for these qualifications has been included in Annexe B. It has been developed by the Learning and Skills Improvement Service (LSIS) in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment strategy includes details on:

* criteria for defining realistic working environments

* roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers

* quality assurance of assessment

Evidence of competence may come from:

* current practice where evidence is generated from a current job role

* a programme of development where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace

* the Recognition of Prior Learning (RPL) where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification

* a combination of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment strategy in Annexe B)

To successfully achieve a unit, the learner must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.

Evidence can take a variety of different forms, including the examples below. Centres should refer to the assessment strategy for information about which of the following are permissible:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q and A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment strategy (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Pearson standards verifier. A range of recording documents is available on the Pearson website qualifications.pearson.com. Alternatively, centres may develop their own.

6 Recognising prior learning and achievement

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in the policy document *Recognition of Prior Learning Policy*, which is on the Pearson website.

There is also a tariff, devised by Standards Verification UK, mapping coverage of legacy teaching qualifications to the new standards. The tariff can help learners and centres identify where to start their teacher training to meet regulatory, and/or contractual, obligations.

The tariff includes qualifications held by teachers/trainers/tutors in all further education environments including further education colleges, work based learning providers, adult and community learning services and Third Sector organisations. The tariff can be found on the web at http://tariff.svuk.eu/.

Please note: tariffs for qualifications mapped after September 2011 (release of revised generic FE qualifications by LSIS) can be found on the New Tariff of ITT Qualifications (2011).

7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson qualifications is given on our website, qualifications.pearson.com

Approvals agreement

All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson BTEC qualifications. Centres must use internal quality assurance processes to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson uses external quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice. For further information on quality assurance please refer to the **BTEC Quality Assurance Handbook** which can be found at www.btec.co.uk/keydocuments

Standards Verification quality assurance models

The Standards Verification quality assurance model is in place for all the Learning and Development qualifications as they have embedded competence units.

What is Standards Verification?

Standards Verification is the way in which we check that centres are operating quality assurance and assessing to the right standards.

Standards Verifiers will provide advice and information and support you in demonstrating that you are working to the standards and addressing areas of weakness.

It ensures that you have accurate assessment records and are assessing candidates appropriately, consistently and fairly.

There will normally be two visits each year for programmes in a sector.

How do we do it?

We allocate a Standards Verifier:

- to those centres that have registered learners and we notify your Quality Nominee, who acts as our point of contact
- to those specific programmes that they are occupationally competent to verify.

Which qualifications does Standards Verification cover?

- Pearson Edexcel Level 3 Certificate in Learning and Development
- Pearson Edexcel Level 4 Diploma in Learning and Development

For further information please refer to chapter 6b of the BTEC Quality Assurance Handbook which can be found at: www.btec.co.uk/keydocuments.

9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs

- accessing and using non-confidential data and documents from learners' workplaces

- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector

- giving learners the opportunity to apply their learning in practical activities

- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment

- making full use of the variety of experience of work and life that learners bring to the programme.

Where legislation is referred to in a unit, centres must ensure that current legislation is taught.

10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to Pearson specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in Section 12, *Access to qualifications for learners with disabilities or specific needs*.

11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Details on how to make adjustments for learners with protected characteristics are given in the policy documents *Application of Reasonable Adjustment for BTEC and Pearson Edexcel NVQ Qualifications* and *Application for Special Consideration: BTEC and Pearson Edexcel NVQ Qualifications*.

The documents are on our website at qualifications.pearson.com

12 Units

Units in this specification have the following sections:

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

This gives a summary of what the unit aims to do.

Assessment requirements

This section lists any specialist assessment requirements, in line with SSB guidance and assessment strategies, needed to deliver the unit. The centre will be asked to make sure that these are in place when it seeks approval from Pearson to offer the qualification.

Learning outcomes

The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

Assessment criteria

The assessment criteria specify the standard required by the learner to achieve the learning outcome.

Unit amplification

This section gives further clarification on what a learner needs to know to achieve a learning outcome. Information in brackets gives exemplification for specific areas of knowledge.

For the purposes of this suite of qualifications, the following terms are used:

Tutor — the person carrying out the teacher education

Learner – the person taking the qualification

Student — the person being taught or assessed by the learners

Practitioner – anyone with a learning and development responsibility as the whole or a part of their role.

Note: Learning and Development units which are also offered as optional units in the Certificate in Teaching in the Lifelong Learning Sector Qualifications and the Diploma in Teaching in the Lifelong Learning Sector qualifications have the following additional unit section:

- Target Groups (a recommendation for whom the unit is best suited).

Unit 1: Understand the Principles and Practices of Learning and Development

Unit reference number: Y/502/9541

Level: 3

Credit value: 6

Guided learning hours: 25

Unit aim

This unit assesses the knowledge and understanding a learning and development practitioner requires to underpin their practice.

Assessment requirements

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the purpose and context of learning and development	1.1	Analyse the objectives of learning and development for learners and for organisations	□ Learners, eg qualification, advancement, occupational or professional requirement, self-development, new skills, motivation. □ Organisations, eg workforce developments, teams, individuals, Continuing Professional Development, managing change.
		1.2	Explain the contexts and environments in which learning and development takes place	□ Contexts, eg on/off job training, change eg organisational structure, need for multi-skilling, technological developments. □ Environments, eg dedicated training location, private training organisation, colleges, universities, community learning locations, workplace eg hospitals, military installations, prisons, local authority.
2	Understand the learning and development cycle	2.1	Explain the learning and development cycle and each of its constituent parts	□ Stages, eg identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes; research and analyse needs eg learning needs analysis, training needs analysis, programme review, questionnaire, employer contact. □ Plan and prepare, eg learning opportunities, course development; facilitate and assess learner achievement eg learning programme, assessment of achievement; evaluate and improve eg programme evaluation, reflection, CPD.
		2.2	Explain how the learning and development cycle is used to enhance learner experience	□ Enhancement, eg researched, structured learning and development, regular appraisal, established goals, specific outcomes, learner driven.

Learning outcomes		Assessment criteria		Unit amplification
3	Understand the needs of learners in relation to learning and development	3.1	Summarise why it is necessary to understand learner needs and motivations for learning and development	□ Stimulating learning, eg varied approaches, learner-centred, inclusive, learning styles. □ Equality of opportunity, eg enhancement of skills and knowledge; enhancement of career opportunities accessibility, differentiation; learning preferences eg place of learning, time of learning, preferred ways of learning.
		3.2	Explain how to adapt learning and development to meet the needs and preferences of learners	□ Ways, eg assessment of current knowledge and skills eg verbal questioning, pre-learning questionnaire, learning needs analysis, training needs analysis, appraisal records, individual learning plans.
		3.3	Outline the factors that can lead to the improvement and maintenance of learner engagement and motivation.	□ Factors, eg monitoring engagement eg learner engagement, learner responsibility, setting targets, review and evaluation of learner progress, learner retention rates; adaptations to meet emerging learning needs and preferences.
4	Understand the roles and responsibilities of the learning and development practitioner	4.1	Explain own role and responsibilities in relation to learning and development	□ Role, eg training, coach, mentor, assessor; responsibilities eg to learner, to employing organisation; boundaries eg expertise, subject knowledge, contractual.
		4.2	Explain the points of referral available to help meet the needs of learners	□ Organisation, eg human resources, training department, learner's line management, mentor, learning support; external eg employers, training providers, professional organisations, careers advice, Acas employment-related advice, disability advice organisations.
		4.3	Explain the practitioner role in the development of learners' in the learning and development process	□ Development, eg design and delivery of appropriate learning experiences, review of learning, advice and support, providing constructive feedback, mentoring, referral, evaluation and improvement.
		4.4	Explain the practitioner's role in the quality improvement of learning and development	□ Quality assurance, eg setting tasks, learner performance, assessment; review of learning eg design, delivery, assessment and evaluation; identification of new learning and development needs.

Learning outcomes		Assessment criteria		Unit amplification
		4.5	Summarise the practitioner's role in managing risks to and safeguarding learners.	☐ Checks, eg legislative requirements, current health and safety legislation, employment legislation; safeguarding eg organisation policies on bullying, equal opportunities, ethics.
5	Understand legislative and organisational requirements in relation to learning and development	5.1	Explain learner's rights in relation to equality, diversity and inclusion	☐ Current equality and diversity, eg the Equality Act 2010, Public Sector Equality Duty; organisation policies.
		5.2	Explain the practitioner's and the organisation's responsibility for the safety and security of learners	☐ Practitioner, eg safe learning environment, promote appropriate behaviour, delivering legislative requirements; organisation eg health and safety, safeguarding, security of self and learners.
		5.3	Summarise the purpose and limits of confidentiality in relation to learners and the organisation	☐ Current legislative requirements, eg data protection for organisation and learner information and records, codes of practice, need to know, sharing only with those with legitimate interest.
		5.4	Explain requirements for record keeping in relation to learning and development	☐ Types, eg attendance, initial assessment, action plans, target setting, progress reviews, updating of learning plans; external eg awarding organisation, certification, quality assurance, inspection.

Unit 2: Principles, Theories and Practices of Learning and Development

Unit reference number: D/502/9542

Level: 4

Credit value: 6

Guided learning hours: 25

Unit aim

This unit assesses the knowledge and understanding an advanced learning and development practitioner requires to underpin their core practice.

Assessment requirements

This unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles, purpose and context of learning and development	1.1	Evaluate learning and development principles and strategies used with individual learners and learners in groups	☐ Principles, eg skills, knowledge and understanding, learning cycle, differentiation, inclusion, individual needs, group dynamics; learning styles eg visual, auditory, kinaesthetic, peer working, peer teaching.
		1.2	Evaluate the objectives and benefits of learning and development for learners and organisations	☐ Learners, eg qualification achievement, advancement, new skills, self-development, increased motivation, employability; organisational eg enhanced capability, progression, retention, employee motivation, statutory or professional qualification requirements; supporting change eg cultural, technological, productivity, competitiveness.
		1.3	Critically evaluate different environments for learning and development in relation to different learner and organisational needs	☐ Workplace, eg companies, charities, hospitals, military installations, prisons, local authority. ☐ Learning facility, eg private training organisation, college, university, community learning location.
		1.4	Explain why learning and development programmes and activities must be managed to meet learner needs.	☐ Organisational, eg learner rights, health and safety, equality, diversity and inclusion, use of internal/ external providers, trainer responsibilities, evidence of achievement; learner needs eg learning needs analysis/training needs analysis, objective setting, assessment opportunities, monitoring and recording eg of cost, resource availability, learner satisfaction, progression, impact of learning on workplace performance.

Learning outcomes		Assessment criteria		Unit amplification
2	Understand the learning and development cycle	2.1	Evaluate the role and importance of each phase of the learning and development cycle	□ Phases, eg identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes; research and analyse needs eg initial assessment, learning needs analysis/training needs analysis, employer needs, qualification requirements, workplace opportunities; prepare and plan eg session plans, individual learning plan, workplace learning and assessment, simulation. □ Evaluate and improve, eg learner feedback, written evaluation, course evaluation, employer/assessor/trainer feedback, self-assessment review, programme review.
		2.2	Analyse how different phases of the learning and development cycle are used to enhance the learner experience.	□ Enhancement, eg research, eg RPL (recognition of prior learning), learner ownership, individual learning plan, identification of qualification outcomes; plan eg structured input, sequenced experiences, opportunities to repeat and reinforce, integrated assessment opportunities, alternatives to live practice. □ Evaluate, eg responsive to learner needs, negotiation of goals.
3	Understand how people learn	3.1	Evaluate different theories of learning in relation to own practice and context.	□ Theories, eg Skinner's conditioning theory, Down's memorising, understanding and doing taxonomy, Kolb's learning styles and experiential learning eg activist, reflector, theorist, pragmatist or planning; learning styles eg visual, auditory, kinaesthetic, Multiple Intelligences, domains of learning for skills. □ Knowledge and attitude practices, eg varied learning, experiential learning, learner activities, opportunities for reflection, required outcomes, assessment requirements; context eg workplace, one-to-one, groupwork, simulation.

Learning outcomes		Assessment criteria		Unit amplification
4	Understand the needs of learners in relation to learning and development	4.1	Evaluate the needs of different types of learners	□ Differentiation, eg learning needs, learning styles, accommodation of disabilities; types of learners eg 14-19, adult; motivation eg interest, aspirations, career development, qualification achievement; how to identify needs eg discussion, questioning, occupational skill scan, competency assessment, appraisal, learning styles questionnaire, LNA/TNA.
		4.2	Evaluate the advantages and disadvantages of adapting learning and development activities to meet the needs and preferences of learners	□ Advantages, eg learner achievement, progression, employer satisfaction, improving workforce, quality assurance, inspection performance. □ Disadvantages, eg financial cost, staffing and resources, experience and expertise, opportunities for work placement, management burden, individual assessment burden, learner lack of interest or commitment.
		4.3	Explain the importance of engaging learners in planning, managing and reviewing their own learning.	□ Engagement, eg motivation, participation, to self-assess needs, identify learning opportunities, identify learning transfer opportunities to the workplace, promote reflective learning □ Identify support needs, eg during learning, learning transfer, review
5	Understand the roles and responsibilities of the learning and development practitioner	5.1	Analyse own roles and responsibilities in relation to learning and development	□ Role, eg training, coach, mentor, assessor; responsibilities eg qualification requirements, professional standards, learner's, employing organisation. □ Boundaries, eg expertise, experience, contractual, cost or time involved, other commitments.
		5.2	Evaluate points of referral available to meet the potential needs of learners	□ Referral points: organisation, eg HR, training department, line management, mentor. □ External, eg education or training establishment, local employment centre, professional organisations, careers service, Acas employment related advice, disability advice organisations.

Learning outcomes	Assessment criteria		Unit amplification
	5.3	Analyse the practitioner's role in the quality improvement of learning and development.	□ Quality improvement: role, eg identification of information sources, information collection, recording, collation, working with others in the organisation. □ Standardisation, eg verification of assessment activities and process; improvement eg identifying individual training needs, feedback of evaluation to quality assurance team, communicating quality improvement need and solutions.
6 Understand legislative and organisational requirements in relation to learning and development	6.1	Examine learner's rights in relation to equality, diversity and inclusion	□ Legislation, eg current equality, diversity and equality of opportunity requirements. □ Accessibility, eg physical, social, intellectual, gender; organisational eg policies and practice, codes of practice, professional standards.
	6.2	Evaluate responsibility for the safety and security of learners from the perspective of the • organisation • practitioner.	□ Organisational responsibility, eg risk assessment, health and safety policies. □ Practitioner responsibility, eg implementing legislation and policies, responding to bullying, creating a safe and secure learning environment and facilities, limits of responsibility.
	6.3	Explain the purpose and limits of confidentiality in relation to learners and the organisation	□ Purpose, eg data protection; organisational policies eg data protection, security of records. □ Limits, eg practitioner, between staff members, working within teams, employer liaison, between staff and learners, learner agreements.
	6.4	Explain requirements for record keeping in relation to learning and development	□ Requirements, eg external organisation, internal verification and quality assurance, organisation reporting and funding, support needs, progress check, diagnostic, record of achievement, organisation audit, reporting, employer requirements, course review.

Unit 3: Identify the Learning Needs of Organisations

Unit reference number: H/502/9543

Level: 4

Credit value: 6

Guided learning hours: 30

Unit aim

The aim of this unit is to assess a learning and development practitioner's competence in carrying out a learning or training needs analysis for an organisation. 'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation.

Target groups

This unit is suitable for those involved in learning needs analysis and implementation in an organisational context.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

This unit requires performance evidence of the learner working with real students or staff and customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles and practices of learning needs analysis for organisations	1.1	Explain the principles and practice of learning needs analysis for organisations	□ Analysis of need, eg current, future; levels eg whole organisation, department, team; types of analysis eg functional, job, task, use of National Occupational Standards. □ Needs, eg knowledge, behaviours, skills, occupational or professional requirements, new skills, maintaining performance, continuing personal and professional development, future capability; goal setting eg owned, specific, realistic, timely.
		1.2	Analyse the factors that can influence the identification of organisational learning needs	□ Organisational, eg PESTLE analysis (ie political, economic, social, technological, legal, environmental), SWOT analysis (ie strengths, weaknesses, opportunities, threats). □ Change, eg working practice, productivity, legislation, team skill mix, occupational and professional requirements, management systems, organisation change, new products or services introduction, skill shortage
		1.3	Explain why it is important to gain the support and commitment of relevant people	□ External, eg shareholders, trustees, government departments, funding sponsor business; internal, eg directorate, senior management. □ Importance, eg financial investment, resource allocation, collaborative environment.

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Review the methodologies required for a learning needs analysis	☐ Quantitative, eg performance data, productivity, quality or delivery of products or services, financial record, staff retention, PESTLE analysis (political, economic, social, technological, legal, environmental), SWOT analysis (strengths, weaknesses, opportunities and threats), skills matrix, inspection reporting, benchmarking against other organisations. ☐ Qualitative, eg interviewing, observation, staff satisfaction, staff appraisal records.
2 Be able to conduct learning needs analysis for the organisation	2.1	Confirm the purpose and aims of learning needs analysis with relevant people	☐ Individual staff, eg recognition of prior learning, current level of skills, knowledge or understanding, strengths, learning needs, opportunities, goals. ☐ Organisation, eg strengths and weaknesses, developing and emerging development needs, external influences such as government departments and funding.
	2.2	Select the organisational learning needs analysis methodology	☐ Selection, eg Boydell and Leary Levels of Performance and Need, PESTLE analysis (ie political, economic, social, technological, legal, environmental), SWOT analysis (ie strengths, weaknesses, opportunities and threats), staff retention and continuing professional development opportunities, self-assessment, skills matrix, competency assessment, interviewing, observation, financial performance, inspection evidence, benchmarking against other organisations, appraisal records.
	2.3	Apply the organisational learning needs analysis methodology	☐ Scope, eg whole organisation, occupational or professional group, team. ☐ Ways, eg performance data eg performance level, productivity, strengths and development opportunities, threats such as funding, position in relation to league tables, organisation and individual development needs.

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Analyse the learning needs of the organisation	□ Organisational needs, eg professional standards, performance gaps. □ Level of need, eg whole organisation, occupational or professional group, individual. □ Investment, eg priority, timescales, resources, technology, change.
	2.5	Review methods of communicating findings from learning needs analysis to relevant people in organisations	□ Methods, eg individual discussion, group discussion, presentation; report; data presentation methods eg cause and effect diagrams, tables, charts eg Pareto, flow, bar, pie, line. □ Relevant people, eg directorate, senior management, HR, government departments, funding sponsor, trustees.
3 Be able to agree organisational learning and development plans with relevant people	3.1	Present recommendations for learning and development to relevant people	□ Recommendations, eg learning needs analysis, report, self-assessment review, formal presentation to select groups or whole organisation, discussions with focus groups or teams. □ Relevant people, eg board, trustees, senior management, HR, line mangers, employees.
	3.2	Review and revise priorities with relevant people	□ Priorities, eg business benefits of training and development, return on investment, likely success, evaluating risks, urgency, timescales, scope, learning and development activity options; relevant people eg board, trustees, senior management, HR; influencing skills eg Gary Yukl model of influencing tactics; negotiation skills.

Unit 4: Identify Individual Learning and Development Needs

Unit reference number: K/502/9544

Level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

The aim of this unit is to assess a learning and development practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual.

Assessment requirements

This unit assesses occupational competence and requires learners to undertake practice with individual students in a work environment.

Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles and practices of learning needs analysis for individuals	1.1	Explain the principles and practices of learning needs analysis for individuals	☐ Analysis of need, eg current, future; types of analysis, eg functional, job, task, use of national occupational standards; identification of need eg knowledge, behaviours, skills, occupational or professional requirements, new skills, maintenance of performance, continuous personal and professional development, future capability, target setting, prioritising, short, medium or long term goals.
		1.2	Analyse the factors that influence individual learning needs, preferences and styles	☐ Needs, eg new skills, knowledge or understanding, new technology, change in work practice, legislation, occupational and professional requirements. ☐ Preferences: timing, location, workload, accessibility, opportunities for naturally occurring evidence. ☐ Individual needs, eg disabilities, previous learning experiences, learning style, specific learning difficulties, age, gender.
		1.3	Compare methods used to assess individual learning needs.	☐ Methods, eg initial assessment, recognising prior learning, skills matrix, competency assessment, manual skills analysis, critical incident technique, job learning analysis, assessment centres, appraisal, interviewing questioning and listening, self-assessment, 360° feedback, feedback from others.
2	Be able to conduct learning needs analysis for individuals	2.1	Agree the purpose, aims and methodology of the learning needs analysis with individuals	☐ Individual, eg determining needs, occupational or professional requirements, self-assessment, current level of skills, knowledge and understanding, prior learning or experience, agreeing targets, negotiating timing and location of learning, agreeing intended outcomes, negotiating methods to suit preferred learning styles.

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Apply learning needs analysis methodology to assess the individual's current level of achievement and potential	□ Achievements, eg RPL, current achievement, occupational or professional needs; potential eg career enhancement, personal development, professional development.
			□ Logging and tracking assessment, eg competency, skills, critical incident technique, job learning analysis, observation, individual record of achievement, completion of action plans, setting new targets.
	2.3	Analyse learning needs and communicate to the learner	□ Ways to communicate, eg one-to-one feedback, question and answer, professional discussion, written feedback, self-assessment, student feedback, peer assessment feedback.
			□ Communication with, eg individual, trainer, employer — only as appropriate; findings eg strengths, areas for further development; directed eg specific, factual, non-judgemental, focused.
3 Be able to agree individual learning and development needs	3.1	Agree and prioritise individual learning and development needs	□ Individual needs, eg areas for development, opportunities for further training, areas for additional research, referral, identifying and negotiating new targets, prioritising new goals and timescale; recording agreement eg notes, action plan, training plan; dissemination of findings as agreed eg individual, trainer, line management, HR, others.
	3.2	Advise individuals about learning and development options to meet: learner priorities learning preferences learning styles	□ Progression opportunities, eg new learning, alternative routes towards new skills, knowledge or understanding, strategies to suit learning style preference, choice of options for on job training, off job training, self-directed learning, planned experience, work shadowing, coaching, interactive computer-based learning, course attendance; factors affecting options available eg acceptability, location, access, internal and external resource availability, cost.

Unit 5: Develop Learning and Development Programmes

Unit reference number: M/502/9545

Level: 4

Credit value: 6

Guided learning hours: 30

Unit aim

The aim of this unit is to assess a learning and development practitioner's competence in developing learning and development programmes. It does not include the detailed preparation or implementation of the programme.

Target groups

This is a valuable unit for all trainers and teachers of vocational subjects that involve assessment of occupational competence in a work environment.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed for this learning outcome. This unit requires performance evidence of the learner working with real students, staff or customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work. Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Centres need to have Learning and Development approval to offer this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles underpinning the development of learning and development programmes	1.1	Explain the objectives of learning and development programmes	□ Identification of current position, eg levels of knowledge, understanding, required standards, competency or performance; negotiating outcomes eg objective setting eg SMART, contribution to needs eg business, individual; planning actions to achieve goals; agreeing timescales eg short, medium, long term.
		1.2	Evaluate the factors of learning and development programmes that impact on • development • delivery • assessment and accreditation	□ Development requirements, eg group, individual, number of times to be delivered. □ Resources, eg physical, trainers, assessors, time, finance; delivery options eg on job training, self-directed learning, work shadowing, coaching, interactive computer-based package, course attendance; assessment eg qualification requirements, initial, formative, summative, skills or knowledge assessment, standardisation, external or internal accreditation.
		1.3	Explain the importance of learner involvement when developing learning and development programmes	□ Importance, eg engagement in learning, participation, meeting their needs, achievement of desired outcomes; how to involve eg questioning, discussion, self-assessment, action planning, group work, individual activity; student needs eg identifying learning preferences and styles, prior learning, negotiating their learning, targets, agreeing location, timescales, timing of reviews, method of feedback, identification of assessment opportunities.

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Evaluate the risks that need to be managed when developing learning and development programmes	☐ Risk minimisation, eg learning environment, health and safety, risk assessment, engaging with and securing the participation of senior management and line managers, timing of activities to avoid overloading students, selecting approaches to encourage achievement, supporting students.
		1.5	Compare methodologies to monitor and evaluate learning and development programmes.	☐ Models, eg Kirkpatrick's Levels of Evaluation, Jack Phillips Return on Investment; methods eg question and answer, interview, questionnaire, one-to-one feedback, group forum, observation of practice, spot checks, sampling, online, course or programme review, self-assessment report, team review, employer satisfaction survey.
2	Be able to develop learning and development programmes	2.1	Identify the learning outcomes required for learning and development programmes	☐ Individual outcomes, eg new skills, performance enhancement, development of knowledge and understanding, improved employability, personal development, occupational or professional development requirements; organisation outcomes eg business needs, organisational objectives and priorities, workforce culture, behaviour or skills change, productivity improvement, enhancement of team skill mix, reducing skill gaps, legislation, technological advances; timescales eg short, medium, long term.
		2.2	Develop a plan for a learning and development programme	☐ Planning features, eg consider different objectives such as organisational, individual, personnel, coverage, knowledge and skills required, timescales, resource requirements, activities, delivery methods, evaluation methods, review frequency, cost. ☐ Delivery, eg addressing student needs and preferred learning styles, on job training, self-directed learning, work shadowing, coaching, IT-based learning package, course attendance.
		2.3	Plan the assessment approaches to meet the learning outcomes of learning and development programmes	☐ Assessment types, eg initial, interim, summative assessment. ☐ Approaches, eg self-assessment, practitioner monitoring of learning activities, test, observation of performance in workplace, witness testimony, examination of products, professional discussion.

Learning outcomes	Assessment criteria		Unit amplification
	2.4	Produce resources for learning and development programmes	☐ Secure physical resources, eg location, workplace, equipment, tools, materials; secure people resources eg trainer, coach, supervisor, expert, assessor, witness; resource factors eg availability, expertise required, location access, time, cost, reliability, current industry standard; production of resources eg off the shelf, adaptation, new resource development.
3 Be able to review learning and development programmes	3.1	Evaluate the learning outcomes of a learning and development programme	☐ Information sources, eg student feedback, self-assessment report, SWOT analysis (ie strengths, weaknesses, opportunities and threats), team review and action plan, standardisation report, external verification recommendations, student success and how to build on this, issues identified and how to minimise during future programme planning, design, delivery and assessment.
			☐ Evaluation models, eg Kirkpatrick's Levels of Evaluation, Warr, Bird and Rackham's CIRO model ie content, input, reaction and output; Jack Phillips Return on Investment.
	3.2	Evaluate the delivery and assessment of a learning and development programme	☐ Evaluation opportunities, eg on programme evaluation, periodic monitoring of student progress and achievements, end of programme evaluation, workplace performance, appraisal.
			☐ Advantages, eg quick response to feedback, changes to programme before full implementation, improved workplace practice, student involvement.
			☐ Information sources, eg student feedback, self-assessment report, SWOT analysis (ie strengths, weaknesses opportunities and threats), team review and action plan, standardisation report, external verification recommendations, student success and how to build on this, issues identified and how to minimise during future programme planning, design, delivery and assessment.

Learning outcomes	Assessment criteria		Unit amplification
	3.3	Identify areas for improvement for learning and development programmes	☐ Programme development, eg new requirements, content, delivery method eg selection, use, location, timing, phasing, transfer of learning; reporting eg to management, recommendations for employers.

Unit 6: Plan and Prepare Specific Learning and Development Opportunities

Unit reference number: T/502/9546

Level: 3

Credit value: 6

Guided learning hours: 20

Unit aim

The aim of this unit is to assess a learning and development practitioner's competence in planning and preparing learning and development eg, formal training sessions or informal experiences such as periods in the workplace. Preparations include allocating resources and establishing systems and arrangements. 'Delivery' means all forms of formal and informal facilitation of learning. 'Session' means all forms of learning and development event or activity within any context.

Assessment requirements

This unit assesses occupational competence. Evidence for the learning outcomes must come from performance in the work environment. Simulations are not allowed for this unit.

This unit requires performance evidence of the practitioner working with real learners a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan learning and development opportunities	1.1	Agree the purpose and outcomes of learning and development to meet learner needs	□ Agree learner needs, eg new learning, skills practice, competent performance, performance enhancement; agree objectives of learning eg knowledge, behaviours, skills to be demonstrated as a result of learning activities, outcome of learning measurement.
		1.2	Plan the delivery of specific learning and development opportunities to meet needs	□ Learning needs, eg development of motor skills, knowledge and understanding, attitude change; methods eg e-learning, assignment, project, case study, in tray exercise, role play, simulation, game, field visit, demonstration, mentoring, coaching, workshop, lecture, micro-teaching, seminar, action learning set, study, discussion.
		1.3	Secure resources required to deliver specific learning and development opportunities	□ Location, eg dedicated training room, training workshop, workplace, specialised commercial or industrial standard facility.
				□ People, eg trainer, facilitator, observer, assessor, technician support; equipment eg computer, internet access, projection equipment, display facilities, flipchart, pens, copying materials, paper-based resources, tools, specialist equipment.
		1.4	Identify organisational structures, systems and processes supporting learning and development opportunities	□ Organisation structures, eg dedicated training team, line management role in development activity.
				□ Organisational systems and procedures, eg training policy, Investors in People achievement, administration, learning support, learner services, specific learning needs provision, appeals procedures, trainer responsibilities, financial support.

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Assess risks to learners and their learning and development when planning specific opportunities.	☐ Environment, eg learning and workplace risk assessment, health and safety, safety equipment and safety training requirements, secure training context, organisational policy; learner learning and development risks eg individual responsibility, competency, skills level, acceptability of challenge, change resistant, 'sent' on training, focus on task, physical limitations.
2	Be able to prepare specific learning and development opportunities to meet learner needs	2.1	Prepare learning and development sessions to meet learner needs	☐ Content, eg course title, session title, aims of session, date, session duration, target audience, prior knowledge required, learner pre-course preparation, learning objectives, learning content, timing and sequence of activities, methods, materials, equipment; monitoring eg individual, group, feedback opportunities, session evaluation, post session activities, role of each trainer where more than one trainer is delivering training.
		2.2	Identify resources and technologies required to deliver specific learning and development sessions	☐ Accommodation, eg training room, workshop, workplace area, break out facilities, workplace relevant equipment; people eg trainers, facilitators, technical support, assessor; technology eg facilities eg projection, display, computing and software, internet access, equipment; other resources eg flipchart, pens, learner materials, tools; resource sufficiency.
		2.3	Communicate specific learning and development aims, objectives, delivery and assessment arrangements to learners	☐ Communication methods, eg verbal, telephone, internal or external post, email, intranet; pre-session communication eg location, map, date, timing, refreshment arrangements, aims and objectives of session, programme, pre-course activity, assessment; post-course arrangements eg workplace implementation, impact assessment, formal assessment.

Unit 7:   Develop and Prepare Resources for Learning and Development

Unit reference number: A/502/9547

Level: 4

Credit value: 6

Guided learning hours: 25

Unit aim

The aim of this unit is to assess a learning and development practitioner's competence in developing and preparing resources to support learning and development. 'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also covers the preparation of the learning environment, learning materials and equipment used to support learning. Examples of resources include: technical equipment, IT-based learning, handouts, workbooks and visits to places of interest.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

This unit requires performance evidence of the practitioner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

There must be valid, authentic and sufficient evidence for all the assessment criteria in this unit. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Practice should be in the appropriate context – either with groups of learners or with individual learners. Simulation is not acceptable for this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand principles underpinning development and preparation of resources for learning and development	1.1	Explain principles underpinning resource selection for learning and development	□ Principles, eg cost, coverage of learning needs eg developing skills, knowledge and understanding, attitude change, purposeful, up to date, adaptation required, stimulating, impact eg maximising action and interaction, suitability for individual(s), appropriate language and imagery, provision of choice, contributes towards achievement.
		1.2	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies	□ Resources, eg time available, cost of development, expertise available, meeting student requirements, contribution towards learning objectives, reflecting the real work context, suitability for individual use or group size, restrictions on use, currency, copyright, validity of internet information and resources, meeting legal requirements for equality, diversity and non-discriminatory practice.
		1.3	Evaluate the contribution of technology to the development of learning and development resources.	□ Contribution to resource development, eg ease of adaptability and customisation, range of presentation options, virtual learning environment, use for individual research, e-learning, flexible or blended learning.
				□ Integration of materials, eg text, audio, graphics, animation, video clips; online assessment eg self-assessment, progress tracking system; improving accessibility eg learning on demand, supporting access for students with disabilities.

Learning outcomes			Assessment criteria		Unit amplification
2	Be able to develop resources to meet learning and development needs	2.1		Agree needs of learners for whom resources are being developed	□ Delivery of resources in ways that meet relevant needs, eg individual, group work, tutor presentation, student owned, meeting student disability requirements.
					□ Purpose, eg specific learning needs, content, language, images; context eg workplace, teaching, research, fieldwork; type eg equipment, tools, models, materials, paper based, technology based, virtual learning environment, computers.
					□ Variety requirements, eg pace, individual and group activity, balance of theory and practice, promoting active involvement, self-assessment, feedback, opportunities to apply to real work situations, accommodating needs eg differentiation, learning style preferences, further reading.
					□ Constraints, eg budget, time, breadth of expertise, equipment availability, suitability for training facility; agreement with eg HR, managers, other personnel, student.
		2.2		Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met	□ Legislative and organisational requirements, eg safety, information sensitivity and confidentiality, equality, diversity, inclusive, accessible.
					□ Meeting specific needs, eg design considerations eg clear, simple and readable information, using colour and graphics to add interest and clarity; highlighting information to emphasise key features, technology adjustment, use of accessibility options in software, preparing large print materials, background and print colour adjustments to improve readability.
					□ Customising resources, eg to group size, highlighting different aspects, use of familiar terminology and situations, specific case study, personalising simulation, role play or in-tray exercise, modifying a game to specific learning needs.

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Plan adaptations to and use of technology within resources to meet learning and development needs	□ Technology use and adaptations, eg online teaching resources, developing local intranet or virtual learning environment, information access limitation requirements, technology access and adjustments required for training purposes. □ Customising resources, eg incorporation of organisation information, reference to and inclusion of organisation policies, use of familiar terminology, situations, imagery.
	2.4	Prepare existing resources for the delivery of learning and development	□ Guidance for practitioners, facilitators, students. □ Guidance, eg resource purpose, use, approximate time required, alternative delivery suggestions, key learning points, learning progress check opportunities, suggested adaptations.
	2.5	Evaluate the suitability of resources for learning and development	□ Evaluation, eg coverage of learning requirements, resource set-up time, ability to meet varying student needs, flexibility in use, variety, visual attractiveness, appropriate use of imagery, inclusive, time required to complete, student response to resource.

Unit 8: Facilitate Learning and Development in Groups

Unit reference number: F/502/9548

Level: 3

Credit value: 6

Guided learning hours: 25

Unit aim

The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. Learners are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small-group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations or experiential learning.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects and assignments are not allowed.

This unit requires learners to undertake practice in a real work environment with groups of students.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, discussion, witness testimony and looking at practitioner statements.

There is no requirement for this unit to be assessed separately. Assessors should adopt a holistic approach and, where possible, use one activity as evidence for learning outcomes and assessment criteria for two or more units.

There must be valid, authentic and sufficient evidence for all the assessment criteria in this unit. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand principles and practices of learning and development in groups	1.1	Explain purposes of group learning and development	□ Economies, eg cost, multi use of learning materials, common programme; student benefits eg common messaging, social interaction, exchange of ideas, exchange of experience, team development, development of interpersonal relationships, peer assessment and peer teaching, working with others, collaborative approaches, shared problem solving.
		1.2	Explain why delivery of learning and development must reflect group dynamics	□ Theories, eg Tuckman's model, Belbin's team roles; group formation and dynamics eg dependence on trainer, contribution frequency and pattern, group hierarchy, group size, inclusion, control, affection, interaction between members, individual dominance, shared ownership.
				□ Impact on delivery, eg role of the practitioner eg encouraging student participation, supporting student's learning, adjusting group dynamic, role of the student eg own participation, supporting others, self and group assessment.
		1.3	Evaluate methods for facilitating learning and development to meet the needs of groups	□ Method evaluation, eg small or large group activities, discussion, skills practice, role play, case studies, teamwork.
				□ Capability to meet group needs, eg group size, mix of skills and experience, willingness to take on new ideas.
				□ Considerations, eg creating a positive learning environment, establishing shared purpose and goals, common boundaries, valuing of member contributions.

Learning outcomes	Assessment criteria		Unit amplification
	1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups	□ Environment, eg health and safety, risk assessment; safeguarding eg application of legislation, organisational policy. □ Group context, eg agreement of acceptable group and individual behaviours, positive use of authority, group contracts, action against discrimination, student forum.
	1.5	Explain how to overcome barriers to learning in groups	□ Barriers, eg previous experience, specific learning needs, underpinning knowledge, threat, fear of change, lack of differentiation, conflict between group members, physical environment, access needs. □ Motivation, eg Maslow's Theory of Basic Needs, Herzberg's Motivational Theory.
	1.6	Explain how to monitor individual learner progress within group learning and development activities	□ Techniques, eg observation, contribution to group activities, completion of tasks, short test, examination, self-assessment, peer or group assessment, individual learning plan, tracking and logging of assessment, individual record of achievement.
	1.7	Explain how to adapt delivery based on feedback from learners in groups.	□ Methods to capture feedback, eg own observations, student feedback, session evaluations, evaluation of effect on work performance; adaptation considerations eg learning requirements, student ownership of changes, cost-benefits analysis, expertise, time, implementation of appropriate change.
2 Be able to facilitate learning and development in groups	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives	□ Trainer facilitation, eg management of small and large group activities, discussion, skills practice, role play, case studies, simulations; trainer role eg managing group learning, enforcing group contract, providing appropriate levels of support when delivering training, establishing and maintaining positive group interaction, ensuring individual contribution. □ Student contributions, eg collaborative working, accepting roles in group activities, peer assessment and teaching, peer mentoring, group forum, positive feedback to peers.

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Implement learning and development activities to meet learning objectives	□ Activities, eg discussion, skills practice, role play, case studies, simulations. □ Managing group learning, eg establishing and agreeing learning objectives, enforcing group contract, providing appropriate levels of support delivering training, establishing and maintaining positive group interaction, ensuring individual contribution; supporting student contributions eg collaborative working, accepting roles in group activities, peer assessment and teaching, peer mentoring, group forum, positive feedback to peers.
	2.3	Manage risks to group and individual learning and development.	□ Environment, eg health and safety, risk assessment, appropriate to group size and needs. □ Safeguarding, eg equality, diversity and discrimination, identifying and responding to inappropriate behaviours, taking action to remove or minimise impact, empowerment of students.
3 Be able to assist groups to apply new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts	□ Opportunities, eg practical exercise, case studies, simulations, role play, identifying application and transfer in real work, use of reflective accounts. □ Support required from others, eg practitioner, group members, manager, mentor, colleagues, and specialist.
	3.2	Provide group feedback to improve the application of learning	□ Group, eg group self-assessment, tutor feedback from observation, constructive feedback, feedback sandwich or PCP (praise, criticism, praise), specific to task or context, identifying individual and group achievements, goal orientated, timing, confirmation of learning and next steps.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assist learners to reflect on their learning and development undertaken in groups	4.1	Support self-evaluation by learners	☐ Identification of opportunities for student self-evaluation. ☐ Student self-monitoring, eg skills for individual reflective practice, purpose of reflection, self-assessment, SWOT analysis (strengths, weaknesses/limitations, opportunities and threats), personal needs, reflecting on practice, tutorial to support individual reflection, learning from reflection, identifying further learning needs.
		4.2	Review individual responses to learning and development in groups	☐ Practitioner role, eg listening, communication tone, content, student questioning, response to student requests. ☐ Recording, eg individual learning plan, individual record of achievement, individual and group assessment tracking and logging.
		4.3	Assist learners to identify their future learning and development needs	☐ Review of learning, eg individual, group. ☐ Action planning, eg further learning requirements, new learning, opportunities for learning transfer, opportunities for mastery of skills, support of others required eg practitioner, line manager, mentor, colleagues, HR.

Unit 9: Facilitate Learning and Development for Individuals

Unit reference number: J/502/9549

Level: 3

Credit value: 6

Guided learning hours: 25

Unit aim

The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. The practitioner could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes.

This unit requires learners to undertake practice in a work environment with individual students.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, discussion, witness testimony and looking at practitioner statements.

There is no requirement for this unit to be assessed separately. Assessors should, where possible, use one activity as evidence for learning outcomes and assessment criteria for two or more units.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand principles and practices of one-to-one learning and development	1.1	Explain purposes of one-to-one learning and development	□ Individualised learning, eg personal skills matrix to identify specific needs, specialist learning, personalised approaches, skills enhancement, new skills, recognising individual experiences and needs, appropriate level and context, empowering individuals, owned targets and goals, one-to-one action planning; individual roles eg coach, mentor, learner.
		1.2	Explain factors to be considered when facilitating learning and development to meet individual needs	□ Identification of individual needs, eg initial assessment, LNA/TNA (learning or training needs analysis), recognising previous learning. □ Access, eg location, timing, resource; personalisation of learning eg learning styles, student motivation, barriers, facilities, equipment, learning materials.
		1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals	□ Skills development, eg demonstration, coaching, discussion, skills practice; imparting knowledge and understanding eg case study, simulation, project, e-learning. □ Changing attitudes, eg tutorial, discussion, research; location eg workplace, off the job, online.
		1.4	Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development	□ Types of risk, eg physical, chemical, biological; trainer management eg risk assessment, enforcement of health and safety, risk management, safeguarding. □ Identifying sources of potential stress, eg physical, emotional, agreement of acceptable behaviour with students, positive use of authority.

Learning outcomes	Assessment criteria		Unit amplification
	1.5	Explain how to overcome individual barriers to learning	☐ Managing strategies, eg respect and valuing individual, positive feedback, guidance and support, student ownership, behaviour agreement, student involvement and choice, student role in their own learning, choice of learning approaches and resources to meet student needs, learning to learn skill development.
			☐ Motivational theories, eg Maslow's Theory of Basic Needs, Herzberg's Motivational Theory.
	1.6	Explain how to monitor individual learner progress	☐ Formative techniques, eg observation of performance, completion of tasks, self-assessment, practitioner questioning, short test, achievement of learning requirements, accreditation achievement.
			☐ Assessment, eg initial, interim, summative; practitioner interventions eg recognition of progress, recording, correction of errors, stimulating new considerations.
	1.7	Explain how to adapt delivery to meet individual learner needs.	☐ Adaptations, eg different location or change of context, facilities, timing, learning style, methods or approaches, providing mentoring, alternative personnel, additional learning support, additional time, additional opportunities to achieve.
			☐ Equipment and media changes, eg equipment adjustments, materials, online, content level, language; adaptation limitation factors eg cost, time, expertise, personnel.
2 Be able to facilitate one-to-one learning and development	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives	☐ Strategies, eg student involvement, discussion of methods and capability to provide student requirements, negotiation of intended outcomes and time constraints, resource availability and constraints.
			☐ Delivery methods and options, eg explanation, demonstration, coaching, discussion, skills practice, case study, simulation, project, access to other experts; location eg workplace, off the job, online.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Implement activities to meet learning and/or development objectives	□ Types, eg presentation, explanation, discussion, demonstration, coaching, skills practice, case study, simulation, project, access to other experts.
		2.3	Manage risks and safeguard learners participating in one-to-one learning and/or development.	□ Identifying responsibilities, eg student, trainer, organisation, work provider. □ Application of legislation requirements, eg health and safety, employment regulations, environmental hazards, equipment risks, hazardous materials. □ Safeguarding, eg organisation policies and procedures, equal opportunity requirements, positive action against bullying or threat to individual students, 14-19, vulnerable adults.
3	Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical context	□ Skills, eg real work, work experience, work shadowing, training activity, simulation; knowledge and understanding eg case study, project, online research. □ Attitudes, eg discussion, group forum, research. □ Involvement of others, eg specialist practitioner, employer, workplace assessor, line manager, colleagues.
		3.2	Explain benefits to individuals of applying new knowledge and skills.	□ Learning transfer, eg to real work situations, mastery of work tasks. □ Personal, eg autonomy, confidence, achievement.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals	□ Empowerment, eg recognising own achievement, identification of further learning needs or progression, assessment of future requirements. □ Involving techniques, eg skills required for self-assessment, opportunities for reflection and how to structure this for identifying goals and action planning, one-to-one questioning, individual recording of activity completion and record of achievement, tracking and logging of learning outcomes; assessment results eg formative and summative assessment feedback, reports.
		4.2	Review individual responses to one-to-one learning and/or development	□ Practitioner strategies, eg listening, observation of student, discussion, questioning, supporting student self-evaluation. □ Review, eg outcome of self-evaluation, performance outcomes, achievements, confidence level, motivation, requests for further support, new learning needs.
		4.3	Assist individual learners to identify their future learning and/or development needs.	□ Feedback characteristics, eg supportive and constructive, ie feedback sandwich (praise, criticism, praise), directed to intended outcomes, relevant to student, valid, specific to activities undertaken, owned by the student; empowering student eg recognising achievements, fault rectification requirements, identification of further learning needs or progression, assessment of future requirements, questioning, assessment tools, support requirements.

Unit 10: Manage Learning and Development in Groups

Unit reference number: A/502/9550

Level: 4

Credit value: 6

Guided learning hours: 30

Unit aim

The aim of this unit is to assess a learning and development practitioner's management of learning and development in groups. The practitioner is expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. The practitioner is also expected to involve learners within groups in the learning and development process.

Assessment requirements

This unit assesses occupational competence and requires learners to undertake practice in a work environment with groups of students, staff or customers.

Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, witness testimony and looking at practitioner statements.

There is no requirement for this unit to be assessed separately. Pearson recommends that assessors adopt a holistic approach and, where possible, use one activity as evidence for learning outcomes and assessment criteria for two or more units.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development	□ Physical environments, eg employer site, off site, specialist workshop, outdoor activity centre, classroom; group characteristics eg size, composition, level, experience, occupational or professional group, goals or agendas, personalities, preferred learning styles.
		1.2	Evaluate strategies to manage group behaviour and dynamics	□ Theories, eg Tuckman's forming, storming, norming and performing model, Belbin's team roles, Evans and Dion's cohesive groups, Irving Janis's groupthink, E Berne's transactional analysis.
				□ Practitioner strategies, eg balance of learning style accommodation, goal setting, use of group activities to promote experiential learning, identifying optimal group size for activity, inclusive learning experiences, mixing skills and abilities.
		1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups	□ Monitoring group dynamics, eg analysis of behaviour, contribution frequency, pattern of contribution, directional contribution, hierarchy development.
				□ Practitioner management, eg learning style accommodation, goal setting, promoting experiential learning, creating optimal group size for activity, confronting conflict, supporting inclusion, control, mixing skills and abilities, shared or variety of experiences, opportunities for working with others, peer teaching, supportive, nurturing.
		1.4	Analyse ways to involve learners in the management of their own learning and development in groups	□ Encouraging self-management, eg individual and group behaviour contract setting, agreement of participation requirements, roles and responsibilities during activities, encouraging discussion and feedback, group forum, creating teams, self-assessment of learning, action planning, peer assessment and teaching.

Learning outcomes		Assessment criteria		Unit amplification
		1.5	Analyse risks to be considered when managing learning and development in groups	□ Environmental risks, eg breakout group supervision, equipment, hazardous materials, physical demands of activity. □ Management of emotional wellbeing, eg safeguarding, conflict management and resolution, encouraging individual engagement, confidence building, accommodating varying levels of previous experience and skills, language skills.
		1.6	Explain how to manage barriers to individual learning in groups	□ Emotional needs, eg nurturing student self-confidence, challenging threats, valuing inputs, promoting appropriate beliefs, minimising risk of stress, exploring previous negative learning experiences to promote positive learning, challenging conflict with group member(s), addressing verbal abuse, varied learning styles and activity choices, appropriate use of authority, providing support and direction. □ Environmental management, eg temperature, humidity, furnishing comfort, hazards, taking action to resolve detrimental effect of environmental factors.
2	Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members	□ Communication, eg verbal, non-verbal, presentation skills from both facilitator and group members, communication with and between group members, listening. □ Encouraging and supporting group collaboration, eg dealing with unresponsiveness, varying delivery style, identifying and resolving factors affecting participation opportunities for small and large group activities; theories eg Evans and Dion's cohesive groups, Irving Janis's groupthink, E Berne's transactional analysis.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Use motivational methods to engage the group and its individual members in the learning and development process	☐ Methods, eg positive feedback, rewarding group as well as individual achievements, encouraging enthusiasm, match of learning objectives to student expectations and needs, opportunities for team working, group debate or discussions, online forums, empathy, empowerment, valuing individual and group contributions, opportunities for groups to self-assess and manage own activities and roles, student target setting.
		2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes	☐ Physical, eg health and safety, risk assessment and action to mitigate risk, applying organisational policy in the learning environment, group size, area layout, workplace safety. ☐ Group issues, eg mitigation of stress, implementing group behavioural agreement, rewarding group achievements, addressing equality and diversity issues promptly, positive use of authority, supporting group self-management.
		2.4	Manage the risks associated with group learning and development	☐ Keeping records, eg individual student achievement, feedback to students, tracking and logging group assessment outcomes, achievement across a programme, achievement in the workplace, witness statements, observation reports, record of professional discussion.
3	Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning and development objectives	☐ Methods, eg pre-course questionnaire, introductions, group member expectations and requirements for the session, explanation of session learning objectives and coverage of group member requirements, discussion and agreement of changes to meet requirements, group and individual learning agreements, negotiating goals and timescales, agreed collaborative outcomes, liaising roles and responsibilities, agreeing appropriate assessment strategies and opportunities.

Learning outcomes	Assessment criteria		Unit amplification
	3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group	☐ Adaptation, eg varying learning style and approach, more or less small or whole-group activities, allocating roles within groups or allowing self-selection, use of peer teaching, use of e-learning or blended learning approaches, alternative context for learning, alternative learning environment, visits, external speakers.
	3.3	Manage group learning strategies and delivery methods to reflect changing requirements	☐ Negotiating and agreeing adaptation, eg listening, questioning, providing individual advice. ☐ Adapting to changing requirements, eg timing, depth, breadth, range of styles, varying roles and responsibilities within group, varying learning activities, varying size of groups, increasing directed study, increased use of technology, identifying further learning requirements.
	3.4	Provide individual advice to learners to assist their decision-making about future learning needs.	☐ Identification of needs, eg monitoring of individual progress during group activities, individual discussion, self-analysis questionnaire. ☐ Individual advice, eg identification of further learning needs, potential sources of further advice and learning, referral to other learning professionals, referral to external agencies for vocational advice and guidance, target setting and action planning.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to manage learning and development in groups to comply with legal and organisational requirements	4.1	Support learners' rights in relation to equality, diversity and inclusion	□ Legislative, eg legal and organisational policies and procedures, inclusive approaches, opportunities to address differentiation needs, physical access to courses, disability awareness, staff training for disabilities, awareness of mental health issues, collecting and responding to information on students' specific needs, health and safety, employee rights and responsibilities.
		4.2	Minimise risks to safety, health, wellbeing and security of learners	□ Safety, health, wellbeing and security, eg safeguarding of young students and vulnerable adults, implementing organisational policies and practice, risk assessment and adjustment, inclusive practice, employee training and development, enforcement of bullying and harassment policies, recognising special educational needs, referral for professional support needs.
		4.3	Manage confidentiality in relation to learners and the organisation	□ Legislative requirements, eg data protection, organisational requirements, awarding organisation requirements for secure storage. □ Recording sensitive information, eg employee development activity, specific individual needs, personal information, requirements for non-disclosure of information. □ Information to be shared only with those with a legitimate interest, eg employer, training practitioner, student, others; security of sensitive commercial information.
		4.4	Maintain learning and development records in accordance with organisational procedures	□ Records, eg individual student achievement, feedback to students, tracking and logging group assessment outcomes, achievement across a programme, achievement in the workplace, witness statements, observation reports, record of professional discussion.

Unit 11: Engage Learners in the Learning and Development Process

Unit reference number: F/502/9951

Level: 3

Credit value: 6

Guided learning hours: 30

Unit aim

The aim of this unit is to assess a learning and development practitioner's competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring, but does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress.

Target groups

This unit is suitable for teachers or trainers focusing on enabling their students to take responsibility for their own learning. It highlights the need to provide advice and guidance by focusing more on the student's responsibility and less on the learning and development process.

Assessment requirements

This unit requires learners to undertake practice in a work environment. Practice should be in the appropriate context — either with individuals or with groups of students. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not allowed in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand principles and purpose of engaging learners in learning and development	1.1	Explain principles of learner engagement in the learning and development process	□ Integral to learning, eg individual responsibility, self-assessment, promoting reflective practice, student centred, ownership of learning, addressing preferred learning style, motivation, minimising learning barriers; student-owned outcomes eg based on existing knowledge or skills, personal goal setting, realistic action planning, value added, raising expectations.
		1.2	Evaluate the processes and activities used to engage learners in learning and development	□ Theories, eg Sylvia Downs memorising-understanding-doing taxonomy, Kolb's experiential learning cycle, Honey and Mumford's learning styles questionnaire.
				□ Techniques, eg one-to-one discussion, self-analysis, learning needs analysis/training needs analysis, Petty's medal and mission, individual learning plans.
		1.3	Explain information and advice learners need for learning and development	□ Information, eg pre-course advice and guidance, resulting from initial assessment, course materials, handbook, assignment/activity briefs; needs eg support to determine career aspirations and opportunities, identification of learning needs, individual learning preferences and styles, learning options, qualifications, financial support available, information technology use in learning delivery eg online learning, virtual learning environment.
		1.4	Analyse learner motivation for learning and development	□ Motivation, eg achievement, new knowledge, achieving personal goals, self-confidence, improvement in standards or status.
				□ Enhancing, eg employability, progression, career development, skills acquisition, extending experience, continuing professional development requirements, qualification achievement.

Learning outcomes	Assessment criteria		Unit amplification
	1.5	Analyse ways to overcome barriers to learning and development faced by learners	☐ Addressing issues, eg previous poor experience of learning, lack of recent engagement in learning activities, fear of failure, lack of confidence, level of knowledge or skills.
			☐ Methods to overcome barriers, eg target setting, individual learning plan, ownership, negotiating timescales, providing appropriate support eg positive feedback, tutorial, mentoring, counselling, learning support, financial.
	1.6	Explain methods of engaging learners in their own progress review of learning.	☐ Methods, eg questioning, individual learning plan, self-assessment questionnaire, competency-based review, evidence based with student gathering progress evidence from others such as observation reports, witness statements, record of professional discussion, report; success factors eg frequency, timing, choice of environment for review activities.
2 Understand the role of mentoring in facilitating learning	2.1	Explain how mentoring can engage and motivate learners	☐ Principles, eg developmental, reflective, change facilitation, flexible, personalisation of learning, sharing of knowledge, supporting development of skills and experience, identifying personal learning needs and finding own solutions, student paced, encouraging learning from success and errors, development of strengths, identification of accomplishments and progress; functions of mentoring, eg KE Kram, vocational, psychosocial.
	2.2	Summarise the role and characteristics of a mentor	☐ Who, eg internal, external, line manager, peer, specialist mentor; characteristics eg formal, informal, paid, unpaid; role eg understanding of skills required, awareness of needs and the issues impacting on the individual student.
			☐ Personal and professional qualities, eg sensitive, non-judgemental, timely and empathic manner, appreciation of own limitations and when to refer, where appropriate.

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Analyse mentoring relationships that engage and motivate learners	☐ Relationships, eg adviser, counsellor, confidant, listener, role model, experienced practitioner, specialist; relationship characteristics, reflecting student needs, flexible. ☐ Characteristics, eg supporting, protecting, challenging, facilitating, positive tone, caring; choice of mentor, eg organisation, own.
3 Be able to assist and engage the learner in the learning and development process	3.1	Demonstrate working relationships with learners to motivate learning	☐ Role and responsibilities agreement, eg ground rules, relationship expectations, contact requirements, monitoring and review arrangements, student, mutual respect, appropriate environment; motivating factors, eg involvement in mentor or tutor choice, practitioner valid experience to match student needs, personalisation, determining own needs, responsive to needs, negotiation of intended outcomes, non-prescriptive advice and guidance, encouraging problem-solving approaches, supporting student decision-making processes, choosing methods to meet needs, facilitating access to people and resources, ownership of achievements, confidence building, supporting increased transferability of skills.
	3.2	Provide assistance to learners to encourage them to take responsibility for their own learning and development	☐ Techniques, eg giving student ownership, non-prescriptive advice and guidance, encouraging problem-solving approaches, supporting student decision-making processes, encouraging the determination of own needs, choosing methods to meet needs, facilitating access to people and resources, ownership of achievements.
	3.3	Provide learners with the information and advice to engage in learning and development that meets their needs	☐ Informal advice, eg personal, examples from experience, generic, based on other anonymous student's experiences, information gained from employment experience; formal sources eg in-house learning support, careers advisers, external expertise, employment providers, local government, literature, web resources.

Learning outcomes	Assessment criteria	Unit amplification
4 Be able to assist learners in reviewing their own progress	4.1 Establish opportunities to review progress with learners	□ Opportunities, eg recognition of prior learning, learning needs analysis, training needs analysis, individual learning agreement, at stages during learning, summative, intervention; agreement eg frequency, timing, environment, role of others. □ Outcomes of learning, eg determining learning achievements, recognition of achievement, promoting learning from errors, new target setting.
	4.2 Provide learners with constructive feedback on their learning and development	□ Characteristics, eg supportive and constructive ie 'feedback sandwich' (praise, criticism, praise), directed to intended outcomes, relevant to student, valid, specific to activities undertaken, owned by the student; empowering student, eg recognising achievements, fault rectification requirements, identification of further learning needs or progression, assessment of future requirements, questioning, assessment tools, support requirements.
	4.3 Enable learners to give feedback on their learning experience	□ Features, eg student led, evidence led, encouraging, timely; techniques eg discussion of student report, reflective practice, questioning, individual learning plan; formal or informal evaluation and feedback activities eg course/ programme review, feedback section on written assessment feedback. □ Scope, eg agreed objectives of mentoring relationship, learning targets.
	4.4 Analyse progress and achievement with learners	□ Features, eg student led, evidence led, encouraging, timely: techniques eg discussion, reflective practice, questioning; formal or informal evaluation and feedback activities eg achievement of learning targets, impact on performance, accredited achievements.

Learning outcomes	Assessment criteria		Unit amplification
	4.5	Assist learners in adapting learning and development plans to reflect future learning needs	☐ Determining need, eg supporting reflective activity, discussion, recognising strengths and development needs (ie strengths, weaknesses, opportunities and threats), identifying skills, knowledge or experiences to be addressed, objective setting, action planning, negotiating timing, suitability of mentoring to meet needs, use with other solutions, resources required, progress review arrangements, arranging development opportunities.

Unit 12: Reflect on and Improve own Practice in Learning and Development

Unit reference number: J/502/9552

Level: 4

Credit value: 6

Guided learning hours: 25

Unit aim

The aim of this unit is to assess the competence of a practitioner to reflect on, evaluate and improve their learning and development practice.

Where the learner is taking this level 4 unit within a level 3 qualification, centres are advised to consider the learner's support and guidance needs to meet the demands of level 4 during delivery and assessment.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from the work environment. Simulations are not allowed for these learning outcomes.

This unit requires performance evidence of the practitioner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand approaches to and processes associated with reflective practice and continuing professional development	1.1	Evaluate approaches to reflective practice	□ Theories and concepts of reflective practice, eg Honey and Mumford learning styles, Donald Schon's reflection-in-action/reflection-on-action, Murphy's new situation awareness, analysing, evaluating relevance, identifying learning to apply to new experience; methods eg reflective journal, self-assessment, evaluating learning and development activity, skills audit, training needs analysis, appraisal, SWOT analysis ie strengths, weaknesses, opportunities, threats, formal course/programme review, organisation questionnaire on attitudes and practice; opportunities eg before or at start of new experience, ongoing, 'Eureka' moments, when things go wrong, at end of experience, when required to do so.
		1.2	Critically evaluate why learning and development practitioners must engage in reflective practice and continuing professional development	□ Purpose, eg review existing individual knowledge, evaluating personal experiences, identifying need to update skills and knowledge eg requirements of professional bodies and organisation, employment or contractual requirement, CPE ie continuing professional education, CPPD ie continuing personal and professional development, new information, guiding choices, identifying the abilities and skills required for progression.
		1.3	Analyse own values, beliefs and attitudes and their impact on practice	□ Values, eg honesty, justice, equality, truth, ideals, personal and professional standards, ethics.
				□ Beliefs, eg status, stereotyping, different perspectives, social, cultural or religious beliefs.
				□ Attitudes, eg emotional maturity, self-confidence, experience, safety, cooperation, tolerance, commitment.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to reflect on own performance as a learning and development practitioner	2.1	Analyse own skills, knowledge and practice as a learning and development practitioner	□ Own skills, eg current performance, SWOT analysis, review of feedback from observation of practice, feedback from own learners, evaluation of own learner performance, training needs analysis, appraisal, skills audit against national occupational standards. □ Involving others, eg line management assessment, peer assessment, client feedback, group discussion, learners.
		2.2	Assess how own practice promotes inclusion, equality and diversity	□ Own practice, eg impact of own values, beliefs, attitudes on behaviour and practice, awareness of social and cultural issues that influence practice, ethical behaviours, relationships with learners, colleagues, employers and others; other influencing factors eg organisation codes of practice, professional standards; how eg self-assessment, audit against organisational policy and practice, views of others eg peers, line management, learners, clients.
		3.2	Evaluate where own skills, knowledge and practice need updating or further development	□ Identify and evaluate needs, eg skills, knowledge, practice, behaviours, professional CPD; change stimulation factors, eg addressing skill and knowledge weakness, behaviour change needs, technology, legislation, organisational, new business development and opportunities. □ Identify corrective actions required, eg self, support needs, prioritisation of actions; training to raise awareness of specific and severe learning difficulties eg hearing or visual impairment, dyslexia, attention deficit hyperactivity disorder, Asperger syndrome, autism.
3	Be able to improve own learning and development practice	3.1	Prioritise areas for own development as a practitioner	□ Prioritisation of development requirements, eg awareness of own limitations, views of others, performance gap risks, technology change; legislative driven requirements eg health and safety, employment law, equality and diversity, safeguarding, industry specific legislation, occupational group specific needs; organisational requirements eg training and development policy, performance needs, organisational change, new business development and opportunities, technology change.

Learning outcomes	Assessment criteria		Unit amplification
	3.2	Review and update personal action plans to improve practice based on outcomes of reflection	☐ Reviewing and updating, eg completion and reflection on the outcomes of development activity, identification of achievements, recording of development activities undertaken, recording of qualifications achieved, opportunities to cascade new learning to peers, items to continue developing, new learning and development requirements.
	3.3	Identify learning and development opportunities to address priority actions in accordance with current legislative and organisational requirements	☐ Learning opportunities, eg work shadowing, mentoring, coaching, course attendance, self-directed reading, computer-based learning, blended learning.
	3.4	Use technologies and resources to keep own knowledge, understanding, skills and practice up to date	☐ Access factors, eg computer hardware and software capability, interactive display facilities, virtual learning environment, new learning and delivery technology, fast web access; sources of information eg government departments and agencies, regulatory bodies, trade or professional organisations, journals, professional internet groups, forums and chat room facilities.
	3.5	Review outcomes of development activities on own practice.	☐ Outcomes: reviewing, eg reflecting on development activities and recoding outcomes, recognising progress and achievement towards objectives, identification of further learning needs, further action planning; formal opportunities, eg self assessment review, appraisal, programme review, continuing professional development planning requirement.

Unit 13: Evaluate and Improve Learning and Development Provision

Unit reference number: L/502/9553

Level: 4

Credit value: 6

Guided learning hours: 25

Unit aim

The aim of this unit is to assess the competence of the learning and development practitioner to evaluate and improve the learning and development for which they are responsible on an ongoing basis.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

This unit requires performance evidence of the practitioner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony)and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand contexts for evaluation and quality improvement of learning and development	1.1	Analyse the principles of quality improvement in learning and development provision	☐ Quality review, eg effectiveness of the learning programme, measurement of objectives against outcomes, learner achievement, value-added performance, addressing local and national standards and benchmarking; quality enhancement, eg using findings to determine future strategic policy, meet legislative requirements, develop services and provision.
		1.2	Explain current legislative and organisational quality improvement requirements for learning and development provision	☐ External requirements, eg industry specific, professional or occupational standards, Investors in People, government, regulatory bodies, Sector Skills Councils, trade organisations, professional bodies; organisational eg supporting change, technological change, skills shortage or enhancement, CPD, retention of staff.
		1.3	Evaluate industry-recognised standards for learning and development	☐ Standards, eg Sector Skills Councils, professional bodies, national occupational standards, qualifications and awarding organisations responses, industry specific requirements, continuing professional development, Investors in People, improving standards, professional updating of skills, continuing research and development, technological improvements.
		1.4	Discuss methods to evaluate learning and development provision	☐ Functions of evaluation, eg pragmatic, ethical, intellectual, social and business, personal; models eg D Kirkpatrick's Training Evaluation Model, J Philips return on investment, Warr, Bird and Rackham CIRO ie content, input, reaction, outcome; methods eg action research, questionnaires, learner satisfaction survey, quality audit, collection of data.

Learning outcomes	Assessment criteria		Unit amplification
	1.5	Analyse processes to raise standards in own area of learning and development practice	□ Organisational, eg training and development policy, internal standardisation and moderation policy, learner feedback, course or programme team review, appropriate documentation, internal quality improvement team, identified roles and responsibilities for quality improvement, identifying workforce development needs methods.
	1.6	Explain the role of learner involvement in evaluating and improving learning and development provision.	□ Methods, eg questioning, evaluation forms, report, focus group; learner feedback to improve provision, eg what worked well and why, objectives and match to their perceived learning needs, actual match of objectives to their learning needs, impact on their skills and achievements, improvement suggestions.
2 Understand evaluation of learning and development	2.1	Evaluate the scope of evaluation for own area of learning and development	□ Evaluation plan, eg scope, aims and objectives, level of evaluation required, cost-benefit consideration, clearly identified purpose, all appropriate individuals involved; level of evaluation models, eg D Kirkpatrick's Training Evaluation Model, J Philips Return on Investment, Warr, Bird and Rackham CIRO ie Content, Input, Reaction, Outcome.
	2.2	Identify performance indicators that apply to own area of learning and development	□ Requirements, eg organisational, own, awarding organisation, industry, government; learner indicators, eg qualification achievement, skills improvement, performance improvement, confidence.
			□ Organisational, eg learner satisfaction, reduction in skill gaps, achievement of desired behavioural change, improved work climate, time saving, return on investment, improved productivity, quality, customer service.
	2.3	Discuss information and other evidence requirements including strengths and weaknesses of information available to evaluate learning and development	□ Sources, eg views of learners, managers, HR; data, eg achievement of qualifications, attendance, value-added data, progression statistics, staff absence records, health and safety incidents, outcomes of risk assessment, production or service data, customer satisfaction, financial information, transfer of learning to the workplace evidence.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to evaluate learning and development in accordance with organisational requirements	3.1	Follow organisational procedures for recording and reporting evaluation outcomes	□ Procedures and processes, eg tracking and logging of assessment evidence, learner reports, records of achievement, course or programme evaluation, documentation, records of team meetings, records of internal standardisation and moderation from writing of assessment activities to outcomes, appraisal records, evidence collection requirements, forms, annual review.
		3.2	Analyse evidence of learning and development against organisational requirements	□ Organisational requirements, eg matching evidence to evaluation criteria, completeness of information to provide valid evidence, reliability of evidence, currency of evidence, relative value of various information sources, fit for purpose.
		3.3	Assess own contribution and that of colleagues to the evaluation of learning and development	□ Own and colleagues, eg self-assessment review, staff appraisal, line manager or peer observation, team meetings, standardisation meetings, coverage of evaluation needs, quality and quantity of information provided, value to assist future performance enhancement planning.
		3.4	Recommend quality improvements for learning and development	□ Changes, eg to development needs identification, objectives, content, delivery style, timing, location of development activities, evaluation methods, standardisation and moderation activities, team working, quality improvement management, role of others in supporting learning transfer to the workplace.
4	Be able to improve learning and development ensuring regulatory and organisational requirements are met	4.1	Prioritise and plan improvements to provision based on evaluation of learning and development	□ Improvements, eg supporting business objective needs, achieve external requirements, allocation of funding and resources, schedule of timing; plan, eg programme for quality improvement, agreement with colleagues and stakeholders, dissemination of agreed improvements, staff training, team working strategies.
		4.2	Identify ways to monitor the impact of planned improvements to learning and development on an ongoing basis	□ Methods, eg questionnaires, discussion, evaluation forms, ongoing reviews, focus groups, collection of business data; frequency and timing of improvement impact, record of staff training, team appraisals.

Unit 14: Understanding the Principles and Practices of Assessment

Unit reference number: D/601/5313

Level: 3

Credit value: 3

Guided learning hours: 24

Unit aim

The aim of this unit is to assess a learning and development practitioner's knowledge and understanding of the principles and practices of assessment.

Assessment requirements

There is no requirement to undertake practice for this unit. However, Pearson recommends that this unit be assessed in the workplace.

The unit should be assessed using methods appropriate to the assessment of knowledge and understanding.

There is no requirement for this unit to be assessed separately. Pearson recommends that assessors adopt a holistic approach and, where possible, use one activity as evidence for learning outcomes and assessment criteria for two or more units.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development	☐ Function, eg measurement and recording of achievement, identification of individual student needs, formative or summative assessment, fit for purpose, assessment against standards and performance/assessment criteria, monitoring development, evidence for performance review/targets/benchmarking, contributing to quality assurance, development of best practice.
		1.2	Define the key concepts and principles of assessment	☐ Purpose, eg who is it for — learner, trainer, assessor, organisation, employer?; assessment as part of the learning or training cycle, eg to recognise prior learning, to identify specific assessment requirements; assessment of specific learning domains eg Bandler and Grinder's psychomotor/cognitive/affective — skills, knowledge or understanding.
		1.3	Explain the responsibilities of the assessor	☐ Range of responsibilities, eg to the student, the employer, the organisation, occupational standards, awarding organisation; practical responsibilities, eg planning, managing and delivering assessment; maintaining the integrity of the qualification; student-centred assessment.
		1.4	Identify the regulations and requirements relevant to assessment in own area of practice	☐ Regulatory bodies of standards, eg Ofqual, Sector Skills Councils, awarding organisations, Institute for Learning; other regulations, eg health and safety, equality and diversity/disability act, data protection, safeguarding students during assessment; recording/tracking and logging assessment decisions, communicating decisions with students, standardisation, moderation and quality assurance of assessment.

Learning outcomes		Assessment criteria		Unit amplification
2	Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners	☐ Range of assessment methods for performance-based assessment of skills or knowledge-based assessment of understanding, individual or group assessment; fit for purpose, eg student needs, context; measures of achievement eg performance criteria, assessment criteria, levels standards; practical limitations, eg numbers involved, range, opportunity, reliability, time constraints, resources, staffing.
3	Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment	☐ Formal, eg addressing regulations or standards, student, employer, business needs; timing of assessment, eg initial/pre-course, formative, summative, recognising prior learning; range of methods/activities to meet student needs, eg observation, performance evidence, discussion, witness/ student statement, tests, multiple-choice questions, written activity, reflective journal, verbal questioning; naturally occurring evidence; specific needs.
		3.2	Evaluate the benefits of using a holistic approach to assessment	☐ Benefits, eg cost and time effectiveness, motivational for students, eg promoting student responsibility and student involvement, use of naturally occurring evidence, experiential learning, linking different aspects of learning through assessment, transference of skills, work-based opportunities, rationalising collection of assessment evidence, meeting number of learning outcomes/ assessment criteria, linked knowledge-based and performance-based assessment opportunities.
		3.3	Explain how to plan a holistic approach to assessment	☐ Range of assessment requirements and opportunities, eg comprehensive approach, logical progression and sequencing, related to specific context, student needs, preferences, workplace; opportunities to use linkages particularly between knowledge and understanding to skills requirements, naturally occurring evidence, appropriate assessment opportunities, evidence appropriate to number of learning outcomes/assessment criteria.

Learning outcomes		Assessment criteria		Unit amplification
		3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility	☐ Organisational risks, eg organisational culture, appropriate opportunities for assessment, staff occupational or assessment experience; practical risks, eg health and safety, equality and diversity, data protection, specific occupational risks; student-based risks, eg occupational competence, responsibility, motivation; assessment risks, eg timing, range, sufficiency, bias, fairness.
		3.5	Explain how to minimise risks through the planning process	☐ Clear criteria for assessment, eg identifying/addressing specific requirements, standardisation of planning, negotiating with student; selecting appropriate range of assessment methods appropriate to context to generate the required evidence; safeguarding students, eg planning for health and safety, equality and diversity, negotiating with students, appropriate timing of assessment; clear recording, tracking, logging of assessment decisions.
4	Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process	☐ Recognising needs, eg initial assessment, learning/training needs analysis, recognising current level of knowledge, understanding, skills and experiences; negotiating learning, eg targets, goals, objectives for assessment, self-assessment, 'bite-size chunks', meaningful, relevant, motivation, engagement, involvement, individual responsibility; involvement with others, eg organisation, colleagues, employers, peers, witnesses.
		4.2	Summarise types of information that should be made available to learners and others involved in the assessment process	☐ Standards and criteria against which they will be assessed, eg awarding organisation requirements, occupational standards, other specific requirements; assessment plan, eg specific criteria they will be assessed against, timing, venue, methods, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the student, eg preparation, specific needs, activity, evidence required; assessment decisions.

Learning outcomes	Assessment criteria		Unit amplification
	4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning	☐ Peer feedback, eg formal or informal, witness statements, peer observations, feedback, working collaboratively, sharing goals, targets, giving and receiving feedback, awareness of risks of appearing challenging or confrontational; formal or informal self-assessment eg SAR (self-assessment review), initial assessment, current knowledge, understanding, skills, occupational competence, SWOT (strengths, weaknesses, opportunities and threats), reflection, identifying targets, target setting, action planning.
	4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners	☐ Negotiating assessment needs with individual students, eg identifying specific learning/assessment needs, range of assessment methods, activities to meet different student/context/needs, alternative assessment activities where appropriate, repeating assessment to provide opportunity for experiential learning, use of alternative assessor, learning support, discussion to supplement primary evidence; recording evidence of assessment to suit student needs eg digital recording, audio/visual, scribe.
5 Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: • sufficient • authentic • current	☐ Understanding rules of evidence, eg meeting outcomes and objectives identified in assessment plan, evidence is coherent, accessible, realistic, relevant, attributable, achieved within time constraints; credible and compatible with learning programme and required assessment outcomes, context, adhering to organisation, industry, awarding body and government requirements and standards.

Learning outcomes	Assessment criteria		Unit amplification
	5.2	Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair.	☐ Range of evidence, eg clearly identified, current, appropriate criteria, valid currency, level, attributable; reliable and can be repeated or learning transferred; assessment decisions are fair eg without bias and relate to the identified criteria, complying with organisation and/or industry, awarding body and government requirements, addressing specific student needs.
6 Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process	☐ Ensuring organisation, occupational, awarding organisation and government requirements are meeting standardisation, quality assurance of practice, consistency across learners, assessors, contexts, units; comprehensive approach to assessment at all stages — preparation, planning process, assessment outcomes ie product; benchmarking and measures of achievement; identifying development and continuing professional development needs for quality improvement.
	6.2	Summarise quality assurance and standardisation procedures in own area of practice	☐ Organisation assessment policies and procedures, eg complying with Sector Skills Council, National Occupational Standards requirements; team, assessor standardisation, eg observations of practice, standardisation meetings, sharing good practice, observation of peers, work shadowing, feedback, comparisons of process and product; internal/external quality assurance reviews, evaluation procedures.
	6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice	☐ Organisation policies and procedures, eg clearly written appeals and grievance procedures, accessible systems for appeals eg documents for appeals, appropriate staffing for management of appeals, confidentiality, non-discriminatory policy, application in practice, recording of outcomes, clear paper trail.

Learning outcomes		Assessment criteria		Unit amplification
7	Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment	☐ Policies for management of assessment evidence, eg portfolios, assessment records, observation records, physical evidence, student and witness statements; management of assessment records eg storage and retrieval, confidentiality, data protection, use of technology; sharing information with relevant parties, eg students, other assessors, employer, colleagues, organisation; regulations covering sharing information eg Ofqual, awarding organisation, Sector Skills Council, data protection.
		7.2	Explain how feedback and questioning contribute to the assessment process	☐ Supporting range of evidence; confirming learning, eg knowledge, understanding, skills, reward, motivation, linking learning of product and process, transferability of learning, identifying further learning requirements, target setting and action planning, recording distance travelled, value-added, progression; corroboration of assessor decision-making process, judgement; identifying specific needs or need for support.
8	Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare	☐ Organisation policies and procedures, eg associated with Ofqual, awarding organisation requirements, Sector Skills Council/National Occupational Standards, specific requirements, eg confidentiality; health, safety and welfare; inclusion, equality and diversity; staff development needs eg standardisation, sharing good practice, work shadowing, peer observation, in-service training, cascading training, continuing professional development.
		8.2	Explain the contribution that technology can make to the assessment process	☐ Appropriate technology, eg initial assessments, online testing, recording of evidence including audio or visual, submission of assignments electronically, electronic feedback to learners, emailing feedback, discussion forums, web-based learning including distance or blended learning, issues of authenticity; technology for recording and storing assessment evidence eg software, awarding organisation online provision, students managing own electronic records; security.

Learning outcomes	Assessment criteria		Unit amplification
	8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment	□ Forms of inequality and discrimination and their impact on individuals, the relevant legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity, eg visual/ auditory impairment, physical disability, bilingualism; flexibility in approach to planning of assessment and quality assurance, eg negotiating timing, context, providing additional resources where appropriate, recognising additional support needs, alternative approaches, evidence.
	8.4	Explain the value of reflective practice and continuing professional development in the assessment process	□ Reflective practice, eg self-assessment, SWOT analysis (strengths, weaknesses, opportunities, threats or barriers), realistic targets for own development, using feedback from students, colleagues, managers, external evaluators, other individuals and professionals, self and team reviews, observation reports, outcome from appraisal, monitoring and modifications, updating knowledge, occupational expertise, skills and self-confidence, modifications to assessment plans, developing technologies to extend and enhance assessment process, contributing to curriculum development.

Unit 15: Assess Occupational Competence in the Work Environment

Unit reference number: H/601/5314

Level: 3

Credit value: 6

Guided learning hours: 30

Unit aim

The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment.

Target groups

This is a valuable unit for all trainers and teachers of vocational subjects that involve assessment of occupational competence in a work environment.

Assessment requirements

Evidence for all learning outcomes must come from carrying out assessments in a work environment. Simulations are not allowed.

As a minimum, there must be performance evidence for the following assessment methods: observation of performance in the work environment, examining products of work and questioning the learner.

Other forms of evidence will be acceptable for the remaining assessment methods: discussing with the learner, use of others (witness testimony, looking at learner statements, recognising prior learning.

There must be evidence of the learner carrying out a minimum of two assessments of occupational competence with at least two of their own students (ie four assessments in total). This occupational competence must not be in assessment itself, ie evidence from this unit must not come from assessing another candidate assessor who is in turn assessing someone else. There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Centres need to have Learning and Development approval to offer this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning	☐ Assessment standards, eg awarding organisation, Sector Skills Council requirements, employer needs, performance requirements, transferability of skills; range of methods to include observation of performance in the work environment, examining products of work, questioning the learner, discussing with the learner, use of others ie witness testimony, looking at learner statements, recognising prior learning.
		1.2	Communicate the purpose, requirements and processes of assessing occupational competence to the learner	☐ Requirements, eg standards/criteria against which they will be assessed, awarding organisation requirements, occupational standards, other specific requirements. ☐ Assessment plan, eg specific criteria they will be assessed against, timing, venue, methods, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure; requirements of the student eg preparation, specific needs, activity, evidence required.

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Plan the assessment of occupational competence to address learner needs and current achievements	☐ Initial assessment of students' needs, eg initial assessment, learning, training needs analysis, recognising current level of knowledge, understanding, skills and experiences, performance indicators, skills tests, employer review.
			☐ Negotiating learning, eg targets, goals, objectives for assessment, self-assessment, bite-size chunks, assessment that is meaningful and relevant; motivation, engagement, involvement, individual responsibility; involvement with others eg organisation, colleagues, employers, peers, witnesses.
	1.4	Identify opportunities for holistic assessment	☐ Opportunities, eg logical progression and sequencing as related to specific context, student needs; opportunities to use linkages particularly between knowledge and understanding to skills requirements; opportunities to incorporate naturally occurring evidence and appropriate assessment opportunities.
2 Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: Use valid, fair and reliable assessment methods including: • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning	☐ Assessment methods, eg observation, performance evidence, discussion, witness or student statement; fit for purpose, eg student needs, context, measures of achievement ie performance criteria, assessment criteria; practical limitations eg numbers involved, range, opportunity, time constraints, resources, staffing.

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Make assessment decisions of occupational competence against specified criteria	□ Assessment decisions, eg credibility and compatibility with learning programme and required assessment outcomes, context, adhering to organisation, industry, awarding body and government requirements and standards.
			□ Appropriate standards, eg understanding rules of evidence, meeting outcomes and objectives identified in assessment plan; evidence is coherent, accessible, realistic, relevant, can be identified as attributed to the student, achieved within time constraints.
	2.3	Follow standardisation procedures	□ Policies and procedures, eg complying with awarding body, occupational standards requirements.
			□ Standardisation, eg observations of practice, performance evidence, discussion, witness or student statement, standardisation meetings, sharing good practice, observation of peers, work shadowing, feedback, comparisons of process and product; evaluation procedures.
	2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression.	□ Feedback, eg timing and location for feedback negotiated with student, linked to assessment opportunities, using the range of available evidence, providing opportunity for students to give feedback, focusing on identified criteria and standards, involving the student actively in the feedback, avoiding personal issues or bias, use of feedback, PCP (praise, criticism, praise).
3 Be able to provide required information following the assessment of occupational competence	3.1	Maintain records of the assessment of occupational competence, its outcomes and learner progress	□ Records, eg naturally occurring evidence, observation, interview, discussion records, eg written records, video, audio, student and witness statement.
			□ Record of product, eg tracking and logging documents, action plans, assessment pro forma, examples, samples; record of questioning, regular progress checks, goals, checking targets at appropriate intervals.

Learning outcomes	Assessment criteria		Unit amplification
	3.2	Make assessment information available to authorised colleagues	☐ Identifying appropriate colleagues, eg recording evidence in a way that can be shared with appropriate access, use of technology, electronic formats, team meetings, assessment or standardisation meetings, cross-programmes, assignments, organisation, employers, holistic approaches.
	3.3	Follow procedures to maintain the confidentiality of assessment information.	☐ Secure environment for providing feedback and safeguarding recording and storage of information, eg organisational procedures, data protection, security and safety of paper-based records, electronic formats for recording and storage and electronic safeguards; identifying those with legitimate access and limiting access.
4 Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare	☐ Current regulatory bodies of standards, eg Ofqual, Sector Skills Councils, awarding organisations, Institute for Learning; other regulations, eg health and safety, equality and diversity including bilingualism where appropriate, data protection. ☐ Organisational policies and procedures, eg safeguarding students during assessment, standardisation/ moderation of assessment; qualifications and occupational competence of assessors, professional updating, CPD requirements.
	4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence	☐ Requirements, eg equality and diversity, inequality and discrimination and their impact on individuals, legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity, eg visual auditory impairment, physical disability, bilingualism. ☐ Flexibility in approach to planning of assessment and quality assurance, eg negotiating timing, context, providing additional resources where appropriate, recognising additional support needs, alternative approaches.

Learning outcomes	Assessment criteria		Unit amplification
	4.3	Evaluate own work in carrying out assessments of occupational competence	□ Own work, eg self-assessment, evaluation of planning and carrying out of assessment, SAR (Self Assessment Review), understanding of current occupational and awarding organisation standards, students' achievements, evaluation/feedback from students, teachers, managers, external quality assessors, other individuals and professionals, observation reports, outcome from appraisal, milestones, monitoring and modifications, updating knowledge and occupational expertise, skills and self-confidence, developing technologies.
	4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence.	□ Maintaining currency, eg using review of competence, eg identifying constraints and opportunities, action planning, establishing realistic goals and targets for own occupational competence, updating occupational expertise, skills and self-confidence, modifications to assessment plans, exploring alternative approaches to assessment, changes in policies, procedures or regulations relating to assessment, technologies to develop and improve own assessing, CPD, awarding organisation provision for professional updating, monitoring Sector Skills Council websites.

Unit 16: Assess Vocational Skills, Knowledge and Understanding

Unit reference number: F/601/5319

Level: 3

Credit value: 6

Guided learning hours: 30

Unit aim

The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. Assessment methods include: assessments of the learner in simulated environments, skills tests, oral and written questions, assignments, projects, case studies, recognising prior learning.

The unit does not require the design of assessments.

Assessment requirements

Evidence for all learning outcomes must come from performance in the work environment. Practice should be in the appropriate context — either with groups or with individuals. Simulation is not permitted.

There must be evidence of the learner carrying out at least two assessments of two students' skills, knowledge and understanding (ie four assessments in total).

There must be evidence to cover all of the assessment methods listed in the unit. There must be performance evidence for at least three of the following assessment methods: assessments of the student in simulated environments skills tests, oral and written questions, assignments, projects, case studies and recognising prior learning. Other forms of evidence will be acceptable for the remaining assessment methods.

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes	Assessment criteria	Unit amplification
1 Be able to prepare assessments of vocational skills, knowledge and understanding	1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning	□ Addressing your students' needs, eg recognising prior learning, current level of skills, knowledge, understanding, specific learning, assessment needs. □ Meeting assessment requirements, eg organisation, awarding organisation, employers, vocational standards, fit for purpose, individual or group assessment, simulated environments, skills tests, oral and written questions or discussions, assignments, projects, case studies.
	1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding	□ Environment, eg workplace, rooming, laboratory, simulated environment, virtual learning environment. □ Materials, eg materials necessary for skills test, paper-based or online tests, assignment brief, practical outline, materials required for projects, case studies. □ Conditions, eg timing, staffing, access to ICT; learner preparation eg support for specific students as required.

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.	▫ Standards, criteria against which they will be assessed, eg awarding organisation requirements, vocational skills, knowledge, understanding standards.
			▫ Other specific requirements, eg deadlines, venue, methods, testing procedures, format for evidence, expected outcomes, opportunities for feedback, benefits of assessment, appeals procedure.
			▫ Requirements of the student, eg preparation, specific needs, activity, evidence required.
2 Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements	▫ Organisation policies and procedures, eg initial assessment, assessment methods, range of appropriate evidence to meet specified and identified criteria, requirements of awarding organisation, regulatory bodies, National Occupational Standards, Sector Skills Council, standardisation procedures, roles and responsibilities.
			▫ Appropriate assessment opportunities, eg timing and conducting of assessments, naturally occurring evidence, individuals or groups.
	2.2	Provide support to learners within agreed limitations	▫ Appropriate levels of support, eg initial assessment, clarification of assessment activities, negotiating deadlines, adopting alternative approaches/timing.
			▫ Identifying specific support needs, eg language, literacy, visual, auditory, physical.
			▫ Availability of support, eg specialist support for visual, auditory impairments, translator for second, alternative language, practical or electronic equipment.

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Analyse evidence of learner achievement	☐ Sufficiency, eg employ range of evidence, student work, performance evidence, test results, responses to questioning, results, achievement records, authenticity, recording observation evidence.
			☐ Comparing evidence against assessment criteria, standards, individual or group contributions, eg valid, coherent, reliable, fair, realistic, relevant.
			☐ Compatibility with assessment, learning programme, eg vocational and awarding organisation standards and required learning outcomes, adhere to college and/or industry, awarding body and government requirements.
	2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria	☐ Evidence that is appropriate, eg range of evidence clearly identified against assessment criteria, decisions based on evidence that is valid, sufficient and authentic, reliable and can be repeated or learning transferred; decisions are fair, without bias and relate to the identified criteria, complying with organisation and/or industry, awarding body and government requirements.
	2.5	Follow standardisation procedures	☐ Organisation assessment policies and procedures, eg complying with awarding body, national occupational standards requirements.
			☐ Team, assessor standardisation, eg across qualifications, units, modules, assessment criteria, learners, assessors, observations of practice, standardisation meetings, sharing good practice, observation of peers, work shadowing, feedback, comparisons of process and product; evaluation procedures.

Learning outcomes		Assessment criteria		Unit amplification
		2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression.	☐ Appropriate approaches to feedback, eg timing and location for feedback negotiated with student, linked to assessment opportunities, using the range of available evidence, providing opportunity for students to give feedback, focusing on identified criteria and standards, involving the student actively in the feedback, avoiding personal issues or bias, use of feedback sandwich; identifying opportunities for progression, setting realistic goals.
3	Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress	☐ Reflects appropriate range of activities, record of appropriate naturally occurring evidence, observation, interview, discussion records eg written records, video, audio; learner and witness statement; record of product, eg tracking and logging documents, action plans, assessment pro forma, examples; record of questioning, regular progress checks, targets checked at appropriate intervals.
		3.2	Make assessment information available to authorised colleagues as required	☐ Identifying appropriate colleagues, eg recording evidence in a way that can be shared with appropriate access, use of technology, electronic formats, team meetings, assessment or standardisation meetings, cross-programmes, assignments, organisation, employers, holistic approaches, distance travelled, value added.
		3.3	Follow procedures to maintain the confidentiality of assessment information	☐ Secure environment for providing feedback, safeguarding recording and storage of information, eg organisational procedures, data protection, security and safety of paper-based records, electronic formats for recording and storage and electronic safeguards; identifying those with legitimate access and limiting access

Learning outcomes	Assessment criteria	Unit amplification
4 Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare	□ Regulatory bodies of standards, eg Ofqual, Sector Skills Councils, awarding organisations, Institute for Learning. □ Other regulations, eg health and safety, equality and diversity, data protection. □ Organisational policies and procedures, eg safeguarding learners during assessment, standardisation, moderation of assessment; qualifications and occupational competence of assessors, professional updating, continuing professional development requirements.
	4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism	□ Legislation, employment regulations and policies and codes of practice relevant to the promotion of equality and valuing of diversity, eg visual auditory impairment, physical disability, bilingualism; flexibility in approach to planning of assessment and quality assurance, eg negotiating timing, context, providing additional resources where appropriate, recognising additional support needs, alternative approaches.
	4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding	□ Review of own competence, eg self-assessment, evaluation of planning and carrying out of assessment, Self Assessment Review (SAR), understanding of current occupational and awarding organisation expectations, student's achievements, evaluation/feedback from students, teachers, managers, external quality assessors, other individuals and professionals, observation reports, outcome from appraisal, milestones, monitoring and modifications, updating knowledge and occupational expertise, skills and self-confidence, developing technologies to extend and enhance assessment process.

Learning outcomes	Assessment criteria		Unit amplification
	4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding	☐ Using review of competence, eg identifying constraints and opportunities, action planning, establishing realistic goals and targets for own occupational competence, updating occupational expertise, skills and self-confidence, modifications to assessment plans, explore alternative approaches to assessment, changes in policies, procedures or regulations relating to assessment, technologies to develop and improvement of own assessing, CPD, awarding organisation provision for professional updating.

Unit 17: Understanding the Principles and Practices of Internally Assuring the Quality of Assessment

Unit reference number: T/601/5320

Level: 4

Credit value: 6

Guided learning hours: 45

Unit aim

The aim of this unit is to assess the knowledge and understanding a learning and development practitioner requires for the internal quality assurance of assessment.

Target groups

This unit is suitable for anyone wishing to gain knowledge about internal quality assurance. For example, teachers, tutors, trainers, programme managers, course leaders or staff working in quality departments both in private training organisations and colleges of further education.

Assessment requirements

This unit must be assessed using methods appropriate to the assessment of knowledge and understanding. There is no requirement for practice in this unit. In achieving the assessment criteria, learners must use reflective practice to identify possible continuing professional development needs in relation to internal quality assurance.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the context and principles of internal quality assurance	1.1	Explain the functions of internal quality assurance in learning and development	☐ Quality assurance in assessment of product and process eg linking assessment to the learning cycle, standardisation, moderation of assessment to assessment criteria and standards, between students, between assessors, between programmes, between qualifications, between employers; checking organisation standards and national standards, eg requirement of awarding organisation, occupational, vocational standards, integrity of programmes, accountability, measure of achievement, benchmarking, identifying continuing professional development needs.
		1.2	Explain the key concepts and principles of the internal quality assurance of assessment	☐ Planning cycle, eg timing of quality assurance at different stages — at planning stage, ongoing/interim or final, per unit, term, annual; quality assurance of process and product, eg standardisation between assessment methods, assessors, use of diverse evidence, standardisation across, desk-based, online or live, work-based; quality improvement, eg INSET, continuing professional development, professional, occupational updating.

Learning outcomes	Assessment criteria		Unit amplification
	1.3	Explain the roles of practitioners involved in the internal and external quality assurance process	□ Role allocation, eg assessors, tutors, mentors, peers, employers, quality assurance team, quality assurance manager.
			□ Roles of practitioners, eg assessor tasks are plan, deliver, judge, record, communicate assessment outcomes.
			□ Internal quality assurance tasks, eg plan, monitor, review, intervene, organise meetings and develop standards.
			□ External quality assurance tasks, eg plan, monitor, review, advise, report decisions; quality manager tasks are overseeing processes rather than products.
	1.4	Explain the regulations and requirements for internal quality assurance in own area of practice	□ Organisation policies and procedures, eg health and safety, equal opportunities, recording and reporting, quality assurance strategy, contribution to internal reviewing processes/self-assessment review.
			□ Regulatory bodies, eg standards, levels, performance/ assessment criteria, skills, knowledge, understanding, awarding organisation, SSC, Ofqual, Ofsted, employer, measure of accountability, benchmarking.
2 Understand how to plan the internal quality assurance of assessment	2.1	Evaluate the importance of planning and preparing internal quality assurance activities	□ Identifying what and for whom, eg qualification, module, unit, assignment, performance, assessment criteria, standards, product versus process, involvement of students, assessors, trainers, teachers, tutors, employers, others; timing frequency and context eg planning, formative, summative, intervention; quality assurance of process and product, recording and sharing outcomes; feedback, support, advice.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Explain what an internal quality assurance plan should contain	□ Should include coverage of a range of aspects of assessment, eg every student, assessor, location, unit of assessment, assessment method, examination of products of work.
				□ Standardisation meetings, eg current and new standards, completing documentation, standardising approaches.
				□ Flexibility to take account of emerging needs, timings, frequency, intervention (ie traffic-light system flags up those at risk), monitoring of practice, observation of practice, interviews, feedback from students, peers, employers, sharing good practice, work shadowing; product and process checks.
		2.3	Summarise the preparations that need to be made for internal quality assurance, including: • information collection • communications • administrative arrangements • resources	□ Planning appropriate approaches to information collection; analysis of data collected; communicating and negotiating with students, assessors, colleagues, employers.
				□ Administrative arrangements, eg timing, venue, agenda, continuing professional development activities to prepare participants; resources eg assessor records, assessment plans, sampling, organisation documentation, templates for recording outcomes, technology.
3	Understand techniques and criteria for monitoring the quality of assessment internally	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology	□ Sampling of product and process, eg on-site, desktop, remotely using technology, online sampling portfolio evidence ie hard copy or electronic, sampling across learners in workplace.
				□ Methods of sampling product evidence, eg random, banded, targeted, representational, percentage coverage, across units for single unit, observation, questioning, professional discussion, witness testimony.

Learning outcomes	Assessment criteria		Unit amplification
	3.2	Explain the appropriate criteria to use for judging the quality of the assessment process	☐ Organisation standards, eg health and safety, equality and diversity, evidence trail, meeting targets, student satisfaction, improvement, progression.
			☐ Awarding organisation standards, eg performance criteria, levels, performance indicators, checklists, logging and tracking documents, portfolios; Sector Skills Council, occupational, vocational standards, National Occupational Standards; government regulatory body standards eg Ofqual/ Ofsted.
4 Understand how to internally maintain and improve the quality of assessment	4.1	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment	☐ Feedback, eg one-to-one, written and verbal, formal and informal, online, team meetings, self-assessment report; forms of support eg from colleagues, mentor, line manager, quality manager, specific subject or additional needs support ie functional skills, staff development team to provide continuing professional development, in service education and training; awarding organisation/Sector Skills Council helplines.
	4.2	Explain standardisation requirements in relation to assessment	☐ Standardisation requirements, eg awarding organisation, Sector Skills Council, regulatory bodies, employers, standards to meet external bodies; standardisation of assessment practice eg assessment is against specific and current criteria, standards, reliable, fair, safe, consistent, uniformly applied and judged without bias, robust and can be replicated, shared with students.
	4.3	Explain relevant procedures regarding disputes about the quality of assessment	☐ Organisation policies and procedures — shared with students in keeping with external requirements, eg awarding organisation policies and procedures, Sector Skills Council, Ofqual.
			☐ Clear procedures and chain for addressing disputes, eg made accessible to all students, assessor, tutor, arbitrator, peer support.

Learning outcomes		Assessment criteria		Unit amplification
5	Understand how to manage information relevant to the internal quality assurance of assessment	5.1	Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment	☐ Information management, eg recording, logging, tracking documentation, outcomes shared with students, safeguarding recording and storage of information, eg organisational procedures, data protection, security and safety of paper-based records, electronic formats for recording and storage and electronic safeguards; secure environment for providing feedback to student. ☐ Identifying those with legitimate access and limiting access, eg recording evidence in a way that can be shared with appropriate access, team meetings, assessment or standardisation meetings.
6	Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1	Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare	☐ Regulatory bodies of standards, eg Ofqual, Sector Skills Councils, awarding organisations, Institute for Learning; other regulations eg health and safety, equality and diversity – including bilingualism where appropriate, data protection. ☐ Organisational policies and procedures for quality assurance, eg safeguarding students during assessment, standardisation, moderation and verification of assessment; qualifications and occupational competence of assessors, professional updating, continuing professional development requirements.
		6.2	Evaluate different ways in which technology can contribute to the internal quality assurance of assessment	☐ Use of technology, eg storage, retrieval of evidence from initial assessments, online testing, recording of evidence including audio or visual, assignments submitted electronically, electronic feedback to students, emailing feedback; technology for recording and storing assessment evidence eg software, awarding organisation's online provision, students managing own electronic records, security, issues of authenticity.

Learning outcomes	Assessment criteria		Unit amplification
	6.3	Explain the value of reflective practice and continuing professional development in relation to internal quality assurance	☐ Reflective practice, eg self-assessment, evaluation, SWOT analysis (ie strengths, weaknesses, opportunities, threats), realistic goals and targets for own development in relation to quality assurance, use of feedback from students, colleagues, managers, external evaluators, other individuals and professionals, self and quality assurance team reviews, formal and informal evaluation procedures, observation reports, outcome from appraisal, milestones, monitoring and modifications, updating knowledge, occupational expertise, modifications to assessment plans, developing technologies to extend and enhance assessment process, contributing to curriculum development.
	6.4	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment	☐ Range, eg inequality, discrimination and impact on individuals, relevant legislation, employment regulations, policies, codes of practice relevant to the promotion of equality and valuing of diversity eg visual auditory impairment, physical disability, bilingualism.
			☐ Flexibility in approach to planning of assessment and quality assurance, eg negotiating timing, context, providing additional resources where appropriate, recognising additional support needs, alternative approaches, evidence.

Unit 18: Internally Assure the Quality of Assessment

Unit reference number: A/601/5321

Level: 4

Credit value: 6

Guided learning hours: 45

Unit aim

The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.

Target groups

This unit is suitable for those who have responsibility for the internal quality assurance of assessment. It would be helpful for any teacher, trainer or course leader, to aid understanding of internal quality assurance processes.

Assessment requirements

This unit is assessed in the workplace and evidence for all learning outcomes for this unit must come from performance in the work environment. Simulations are not allowed. All learning outcomes in this unit must be assessed using methods appropriate to the learner's IQA performance. As a minimum, the assessment of this unit must include monitoring of at least two assessors – each with a minimum of two candidates of their own. The range of direct evidence must include: observation of practice, examination of products of work and questioning of the learner.

These can be supplemented, where necessary, with professional discussion, reflective accounts or witness statements. One piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Supporting evidence for this unit can potentially include any of the following:

- quality assurance policy, documents, data protection, summaries of key documentation eg awarding organisation documentation, organisation procedures and legal requirements eg review/self assessment review policies/documentation

- organisation management structure – indicating roles/responsibilities for internal quality assurance and planning, eg annual planner, visits of external quality assurance bodies

- samples of assessment tracking/logging pro forma, evaluation pro forma

- quality assurance plan indicating eg how is involved, the timing, information required, administrative arrangements

- records of formal/informal assessment according to organisational and/or awarding body requirements for standardisation external quality assurance planning documents

- minutes of team meetings associated with standardisation/quality assurance.

Understanding of the significance of supporting evidence should be checked (this may be done through discussion or in writing).

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role	☐ Monitoring activities, eg standards, product versus process, for students, assessors, trainers, teachers, tutors, employers and others; timing and context, eg per assessment, at planning stage, ongoing/interim or final, per module, term, annual, intervention; range of methods, eg observation, examination of product, questioning, witness statements, self-assessment; information collection, interrogation/analysis of data collected.
		1.2	Make arrangements for internal monitoring activities to assure quality.	☐ Monitoring approaches, eg every student, assessor, location, unit of assessment, assessment method; standardisation meetings eg current and new standards, completing documentation, standardising approaches; timings, frequency, risk, ie traffic light system flags up those at risk; reviewing and monitoring of practice, observation of practice, interviews, feedback from students/peers/ employers, sharing good practice, work shadowing; product and process checks.
2	Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements	☐ Internal monitoring activities, eg every student, assessor, location, unit of assessment, assessment method; standardisation meetings eg examination of product evidence, completing documentation; flexibility to take account of emerging needs, timings, observation of practice, interviews, feedback from students/peers/ employers, sharing good practice, work shadowing.

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Evaluate assessor expertise and competence in relation to the requirements of their role	□ Evaluate staff records, eg CV, continuing professional development, updating of qualifications, self-assessment report, student achievement records, progress checks, currency of occupational experience/expertise; knowledge of regulatory bodies of standards, eg Ofqual, Sector Skills Councils, Awarding Organisations, Institute for Learning; other regulations eg health and safety, equality and diversity, safeguarding students during assessment; standardisation, moderation and verification of assessment.
	2.3	Evaluate the planning and preparation of assessment processes	□ Planning and preparation of assessment processes, eg standards, product versus process, involvement of students, assessors, trainers, teachers, tutors, employers, others; timing and context eg formative, summative, work-based, skills, knowledge, understanding; range of methods, eg observation, examination of product evidence, questioning, witness statements, professional discussion; quality assurance of process and product; recording and sharing outcomes.
	2.4	Determine whether assessment methods are safe, fair, valid and reliable	□ Assessment methods, eg observation, performance evidence, discussion, witness or student statement; assessment of knowledge or understanding, eg tests, multiple-choice questions, written assignment task, reflective journal, verbal questioning, discussions; fit for purpose eg students' needs, context, measures of achievement ie performance criteria, assessment criteria; practical limitations, eg numbers involved, range, opportunity, time constraints, resources, staffing, observation of performance, examining products of work, questioning the student, discussing with student, use of others ie witness testimony, student statements, recognising prior learning.

Learning outcomes	Assessment criteria		Unit amplification
	2.5	Determine whether assessment decisions are made using the specified criteria	□ Assessment decisions, eg meeting outcomes and objectives identified in assessment plan, evidence is coherent, accessible, realistic, relevant, can be identified as attributed to the student, achieved within time constraints; credible and compatible with learning programme and required assessment outcomes, eg context, adhering to organisation, industry, awarding body and government requirements and standards.
	2.6	Compare assessor decisions to ensure they are consistent.	□ Decisions addressing quality standards, eg awarding organisation, Sector Skills Council, regulatory bodies, employers, standards to meet external bodies; standardisation of assessment practice, eg assessment is reliable, fair, safe, consistent across assessors and students; context eg appropriate to range of evidence, reflecting nature, level of qualification; uniformly applied and judged without bias, robust and can be replicated.
3 Be able to internally maintain and improve the quality of assessment	3.1	Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment	□ Feedback eg one-to-one, written and verbal, formal and informal, online, team meetings, staff review ie SAR; forms of support, eg from colleagues, mentor, line manager, quality manager, specific subject or additional needs support ie functional skills, continuing professional development.
	3.2	Apply procedures to standardise assessment practices and outcomes.	□ Procedures, eg complying with awarding body, National Occupational Standards requirements; team, assessor standardisation, eg observations of practice, standardisation meetings, sharing good practice, observation of peers, work shadowing, feedback, comparisons of process and product; evaluation procedures with students, colleagues, managers, employers.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to manage information relevant to the internal quality assurance of assessment	4.1	Apply procedures for recording, storing and reporting information relating to internal quality assurance	☐ Procedures to maintain records, eg observation and interview, discussion records, written records, video, audio; student and witness statement; record of product eg quality assurance tracking and logging documents, assessor action plans; recording evidence in a way that can be shared eg use of technology, team meetings, assessment or standardisation meetings.
		4.2	Follow procedures to maintain confidentiality of internal quality assurance information	☐ Maintaining confidentiality, eg secure environment for providing feedback to student; safeguarding recording and storage of information eg organisational procedures, data protection, security and safety of paper-based records, electronic formats for recording and storage and electronic safeguards; identifying those with legitimate access and limiting access.
5	Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	5.1	Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare	☐ Policies, procedures and legislation, eg Ofqual, Sector Skills Councils, awarding organisations, Institute for Learning; other regulations, eg health and safety, equality and diversity including bilingualism where appropriate, eg Welsh speakers or those for whom English is not their first language, data protection; organisational policies and procedures for quality assurance, eg safeguarding students during assessment, standardisation, moderation and verification of assessment; qualifications and occupational competence of assessors, professional updating, CPD requirements.
		5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance	☐ Equality and diversity, eg visual auditory impairment, physical disability, bilingualism; flexibility in approach to planning of assessment and quality assurance, eg negotiating timing/context, providing additional resources where appropriate, recognising additional support needs, alternative approaches/evidence.

Learning outcomes	Assessment criteria		Unit amplification
	5.3	Critically reflect on own practice in internally assuring the quality of assessment	☐ Reflective practice, eg self-assessment, evaluation, SWOT analysis (ie strengths, weaknesses, opportunities, threats), realistic goals and targets for own development in relation to quality assurance, using feedback from students, colleagues, managers, external evaluators, other individuals and professionals, self and quality team reviews, formal and informal evaluation procedures, observation reports, outcome from appraisal, milestones, monitoring and modifications, updating knowledge, occupational expertise, skills and self-confidence, modifications to assessment plans, developing technologies to extend and enhance assessment process, contributing to curriculum development.
	5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment.	☐ Currency using review of competence, eg identifying constraints and opportunities, action planning, establishing realistic goals and targets for own occupational competence, updating occupational expertise, skills and self-confidence, modifications to assessment plans, exploring alternative approaches to assessment, changes in policies, procedures or regulations relating to assessment, technologies to develop and improve own assessing, continuing professional development, awarding organisation provision for professional updating, monitoring Sector Skills Council websites.

Unit 19: Provide Information and Advice to Learners and Employers

Unit reference number: R/502/9554

Level: 3

Credit value: 3

Guided learning hours: 20

Unit aim

The aim of this unit is to assess the competence of a learning and development practitioner in providing information and advice to learners and employers. Information and advice could cover: learning and development opportunities, assessment and qualifications, careers and progression routes, funding sources or professional support.

Target groups

The unit is suitable for those who have a role in a training needs analysis, advising both employers and learners. It would also be helpful for those in a tutoring or careers advisory capacity in a college or training establishment, or those who are looking to move into this area.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

This unit requires performance evidence of the practitioner working with real learners, staff or customers in a real organisational context. Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence for these units may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand information and advice available for learners and employers	1.1	Analyse information and advice needs of • individual learners • employers	☐ Learners, eg careers and progression routes, apprenticeships, learning and development opportunities, qualification options, financial support; employers, eg employee development opportunities, employer responsibilities, qualification options, professional recognition of qualifications, employee development support and sources, apprenticeships, local business/industry trends and impact on workforce needs.
		1.2	Evaluate sources of information and advice available to meet the needs of • individual learners • employers	☐ General sources, eg careers services, government departments and agencies, national and local media, websites; specialist sources, eg professional and trade organisations, awarding organisations, Jobcentre, further education establishments, training providers, higher education establishments.
2	Understand own boundaries and limitations in relation to providing information and advice	2.1	Explain own boundaries for the provision of information and advice to • individual learners • employers	☐ Expertise level, eg qualifications type and level, relevant expertise, experience, specialist knowledge, personal factors; limitations, eg contract scope, time, accessibility, availability of up-to-date and accurate information, conflicting information from different sources.
		2.2	Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for • individual learners • employers	☐ Accessing information internally, eg expert colleagues, organisational marketing materials and/or information, intranet; external sources, eg trade and professional organisations, government department and agencies, websites.

Learning outcomes	Assessment criteria		Unit amplification
	2.3	Evaluate impact of providing incorrect or misleading information and advice to • individual learners • employers	☐ Information quality, eg out of date, inaccurate, unreliable; on learner, eg failure to achieve required qualifications and/or employment, motivation decrease, loss of confidence; on practitioner's employer, eg financial, loss of time, reputation, loss of potential customer, risk of legal action; employers, eg resource waste, lack of return on investment, employee dissatisfaction, employee performance issues, loss of potential competitive advantage.
3 Be able to provide information and advice to learners and employers	3.1	Identify information and advice needs of • individual learners • employers	☐ Needs, eg identifying requirements, sharing of changes in legislation, workforce skills gap analysis, how the offer can support needs, further information requirements; identification process with students, eg identifying aspirations, preferences, how development opportunities can meet requirements, identifying employer requirements, determining and agreeing solution; ways eg discussion, questioning, written communications.
	3.2	Provide information and advice to • individual learners • employers	☐ Employers, eg in person verbally through telephone or interview, written communications; employer personnel, eg key employer contact, organisation marketing personnel, those responsible for organisation intranet information, generic advice and guidance team, referral to other sources; for students, eg in person verbally through telephone or interview, written communications, via employer personnel.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assist learners and employers in accessing information and advice	4.1	Identify sources of information and advice to meet the needs of • individual learners • employers	☐ General sources, eg careers services, government departments and agencies; specialist sources, eg professional and trade organisations, awarding organisations, job centre, further education establishments, training providers, higher education establishments.
		4.2	Identify barriers to accessing information and advice for • individual learners • employers	☐ Access barriers, eg up to date, relevant to new information sources, changes to existing information, changes to national government, local or professional body initiatives; practical, eg cost, time, ease of access, conflicting information from different sources, funding changes, fit to meet needs.
		4.3	Assist with overcoming barriers to accessing information and advice	☐ Overcoming barriers, eg interpretation, simplification of information, imparting information clearly and concisely; providing authoritative information, eg researching accuracy within conflicting information sources, regular update of information; objection handling, eg overcoming negative experiences, benefits of participation.

Unit 20: Engage with Employers to Develop and Support Learning Provision

Unit reference number: Y/502/9555

Level: 3

Credit value: 6

Guided learning hours: 25

Unit aim

The aim of this unit is to assess a learning and development practitioner's competence in working with employers to provide learning and development opportunities. Opportunities might include, for example: work experience placements, apprenticeship programmes and mentoring.

Target groups

This unit is suitable for teachers and trainers whose students are either employees or reliant on an employer to provide work placements or opportunities in their workplace. This is reflected in the unit aim of enabling the teacher or trainer to establish and build a relationship with employers.

Assessment requirements

This unit assesses understanding and occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Practice should be in the appropriate context, ie with employers required to develop and support learning provision. Simulations, projects or assignments are not allowed for these learning outcomes.

All learning outcomes in this unit must be assessed using methods appropriate to the learner's performance. These must include: observation of performance in a work environment and examining products of work.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, questioning, looking at practitioner statements and witness testimony.

Centres will need to have Learning and Development approval in order to deliver this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand information relating to employers developing provision for learners	1.1	Analyse information sources about individual employers and employment sectors, locally and nationally	☐ Information sources, eg government department and agencies, Sector Skills Councils, trade organisations, professional organisations, education and training providers, specialist disability advice organisations, company websites; local or regional eg education and training providers, Jobcentre, local government, employer or business groups, Chamber of Commerce; information, eg internships, work placement, mentoring, volunteering, government initiatives, apprenticeships; funding available, eg European, national, regional and local funding, private, charitable; meeting specific needs eg disability requirements support; media, eg electronic, paper eg trade journals, professional journals, local and national press.
		1.2	Summarise learning provision available to an employer	☐ Summarise provision, eg one-to-one discussion, presentation, written report; learning provision available, eg internal expertise available, education and training organisation offers; choices eg internal provision development, use of external expertise, workplace delivery, provider premises, conference facilities, online learning, timing and phasing of employee development, funding sources.
		1.3	Summarise legal requirements that apply to employers developing and supporting provision for learners	☐ Legal requirements, eg health and safety, contractual requirements, observing working hours directive, minimum holiday entitlement, equality, meeting disability and access requirements, data protection, environmental protection, meeting financial obligations, performance or outcome requirements.

Learning outcomes		Assessment criteria		Unit amplification
2	Understand how to engage with employers for the benefit of learners	2.1	Explain how to prepare for first contact with employers to discuss learning provision	☐ Engagement preparation, eg organisational websites, local Chamber of Commerce, business directories, obtaining contact name(s) and job role information; information to prepare eg nature of opportunities, identification of rival offers, examples of similar employers benefiting from provision, employer engagement plan; strategies eg cold calling, letter, marketing materials.
		2.2	Assess employers' level of interest in providing learning opportunities for learners	☐ Employer interest, eg tone of voice, request for more information, previous participation, observation of body language, language use, response to contact, involvement in employer groups, level of activity in local employer groups, level of marketing, profile in local press, level and speed of response to enquiries.
		2.3	Evaluate strategies that help employers overcome concerns about offering learning opportunities	☐ Overcoming concerns, strategies, eg proactive marketing to anticipate needs and demonstrate awareness of employer needs, anticipating possible concerns, solutions to mitigate or overcome concerns, examples of business benefits experienced by similar employers, providing reassurance; offering package to suit employer; identifying the benefits eg solution to skill shortages, improving productivity, improving capacity for change, employee multi-skilling.
		2.4	Explain why employers might need support to provide learning for learners	☐ Funding related support, eg complexity of European, national and local funding programme requirements, selling business benefits to other decision makers, paperwork and reporting requirements; overcoming negative student stereotypes eg ageism, long-term unemployed, disabled, ex-offenders; uncertain of legislation requirements eg safeguarding, responsibility for health and safety, long-term commitment in uncertain economic environment.
		2.5	Explain the importance of clear channels of communication with employers as delivery partners	☐ Employer communication needs, eg single point of contact, frequency, two-way communication to support employer and gain feedback, consistent, opportunities to develop further working opportunities; range eg organisation point of contact, specific liaison, reliable contact.

Learning outcomes	Assessment criteria		Unit amplification
3 Be able to engage with employers for the benefit of learners	3.1	Provide employers with clear information and advice about learning requirements for learners	☐ Information, eg student requirements eg on/off the job training, learning and assessment opportunity access, attendance, minimum wage, hours of work, roles, eg mentor, trainer, assessor; student rights and responsibilities, health and safety, safeguarding for young and vulnerable students.
	3.2	Provide advice and assistance to employers delivering learning opportunities	☐ Advice, specific student development requirements, eg current strengths and areas for development, any special requirements, sources of special requirement support, feedback from student as appropriate, additional on-job mentoring, repeat learning opportunities to reinforce if required, exploring alternative opportunities.
	3.3	Establish channels of communication for feedback from employers on the progress of learners	☐ Communication methods, eg face to face, telephone, email, informal reporting, formal written reporting eg templates, forms, report; strategies to secure the involvement of the employer; regular meetings, planning the gathering of feedback, identifying and agreeing mutual feedback needs, timing eg frequency, formal or informal progress checks, student-prompted, agreed timing; purpose eg achievement, concerns, regular updating, information gathering, student progression, identification of potential further employer needs; promoting achievements and benefits eg success case studies, newsletters, websites.
4 Be able to evaluate the effect of employer provision on the learner and partner organisation	4.1	Assess the impact of employer provision on learners' learning outcomes	☐ Benefits, eg achievements, confidence, motivation, opportunities for progression, level of skills, increased knowledge or understanding, experience, expertise, responsibility, level of desire to continue with the employer or within sector, improved employability.
	4.2	Review the impact of employer provision on partner organisations	☐ Impact on partners, eg opportunities for work experience or work shadowing, opportunity to increase range and quality of provision, increased opportunities for training organisation, increasing capacity within other employer divisions, raising profile of employer and partner, marketing of provision, response to change and potential for future needs.

Unit 21: Understanding the Employing Organisation

Unit reference number: R/600/1764

Level: 3

Credit value: 3

Guided learning hours: 23

Unit aim

This unit covers the knowledge and understanding that employees require concerning:

- the aims, objectives and structure of their organisation
- the contribution they can make to the organisation's objectives
- opportunities for professional and career development in the organisation.

Assessment requirements

This unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace or in conditions resembling the workplace.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the structure of their organisation	1.1	Describe the main functions in their organisation	□ theories of business organisation; the six key business functions (human resources, sales and marketing, research and development, design and production, finance, administration); key roles of each function; influence of Peter Drucker on business management systems.
		1.2	Describe how the main functions in their organisation are staffed and organised	□ structures, eg functional, matrix style, flat structure, hierarchy; roles and responsibilities; contribution of roles and functions to organisational success.
		1.3	Describe the communication channels in their organisation	□ internal communication; external communication, eg to customers, potential customers, stakeholders, auditors; centralised or decentralised systems; networks, eg chain, circle, wheel or Y networks; formal meetings; minutes; informal communication; grapevines; media used.
		1.4	Describe the lines of control and accountability in their organisation.	□ reporting structures within learner's organisation; level of responsibility for task/project/money/product, eg mentor, line manager, team working roles and responsibilities, administrative personnel, human resources.
2	Understand the key aims and objectives of their organisation	2.1	Explain the importance of an organisation having a business plan	□ short-and long-term goal-setting; sources of finance for the business; budgets; definition of the business, eg product, market, customers, projections; allocation of resources eg skills requirements, staff training needs.
		2.2	Describe their organisation's key aims and objectives (for example, mission, core aims and values)	□ mission statement, eg process, product, development, market share; core aims eg quality assurance, customer satisfaction; values eg ethical, moral, job satisfaction; equality and diversity.

Learning outcomes		Assessment criteria		Unit amplification
		2.3	Describe how their organisation measures the achievement of key aims and objectives	□ profit and loss statement; successes, eg market share, quality of output, effectiveness of management, organisation skills profile, staff expertise and reputation, formal and informal feedback from staff, surveys of customer/shareholder satisfaction.
		2.4	Identify their organisation's key performance indicators.	□ how to decide what to measure; financial performance; benchmark against other organisations; customer indicators, eg sales data, secret shopper information, complaints, comment cards; staff indicators, eg meetings, appraisals, qualitative data, quantitative data.
3	Understand their own contribution to their organisation's key aims and objectives	3.1	Evaluate the importance of an organisation managing the performance of its staff	□ Importance of managing performance, eg selection to suit needs, induction to establish expectations, sharing organisation aims and objectives, appraisal for ongoing development, identifying training needs, individual and team motivation, sharing in quality improvement.
		3.2	Describe the objectives of their job role	□ key objectives, eg management and achievement of daily/weekly/monthly tasks, individual and team roles, responsibilities, working with others, communication, reporting structure.
		3.3	Explain how the objectives of their job role contribute to the organisation's key aims and objectives	□ contribution of role, eg good customer service, creation of quality product, sales successes, expertise; personal, eg confidentiality, promoting organisation, awareness of reputation and own actions reflecting on organisation.
		3.4	Explain how their own performance is evaluated and developed	□ performance evaluation, eg on-job assessment or performance indicators, regular meetings with supervisor, formal appraisal process, assessment of training needs, provision of training or referral for higher level qualifications.

Learning outcomes		Assessment criteria		Unit amplification
		3.5	Analyse the contribution they can make to the evaluation and development of their performance	□ personal responsibility, eg for completion of work, identification of work to be carried out, self-assessment, seeking advice from peers, working with others collaboratively, using feedback from others to review own performance, personal action planning, contributing to team or organisation reviews, application for further help or training.
4	Understand the opportunities for entry, professional development and progression within their organisation	4.1	Explain the importance of continuing professional development	□ enhancement of skills; diversification of skills; maintenance of up-to-date skills; motivation; increase in knowledge and understanding of role and ways to contribute to the organisation; ability to work independently, increased responsibility, progression planning.
		4.2	Evaluate the organisation's processes for recruitment	□ advertisement of job opportunities, eg in-house, local or national press, online; selection procedures, eg application form, CV, making a shortlist, group tasks, skills tests, one-to-one interviews, references, contracts, probationary periods.
		4.3	Evaluate the organisation's processes for induction	□ induction to place of work, eg meeting with manager/supervisor, tour of premises, health and safety procedures, key staff, payroll, administrative procedures; induction to job role, eg demonstration of work, work shadowing, video introduction to task.
		4.4	Evaluate the organisation's processes for training and development	□ identification of training needs, eg on-job performance indicators, appraisal interview, training needs analysis, self-assessment; forward planning/progression planning; training provision, eg internal on-job training, work shadowing, work experience, external training provision through training provider, college or higher education establishment.
		4.5	Evaluate the opportunities and requirements for career progression for staff within their organisation	□ opportunities within the business, eg future expansion/diversification plans, imminent staff retirement/departure from the business, management progression planning, advertisement of internal vacancies, re-training opportunities.

Unit 22: Engage with Employers to Facilitate Workforce Development

Unit reference number: D/502/9556

Level: 4

Credit value: 6

Guided learning hours: 30

Unit aim

The aim of this unit is to assess a practitioner's competence in designing and delivering learning and development solutions to businesses.

Target groups

This unit is for teachers and trainers whose students are either employees or reliant on an employer to provide work placements or opportunities in their workplace. This is reflected in the unit aim of enabling the teacher or trainer to establish and build a relationship with employers.

Assessment requirements

This unit assesses occupational competence. Evidence for learning outcomes 5 and 6 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes. There must be valid, authentic and sufficient evidence for all the assessment criteria.

Primary assessment methods must include observation of performance in a work environment and examining products of work.

Supplementary evidence for these units may be gathered by questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome. Centres will need to have Learning and Development approval in order to deliver this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand the opportunities available for workforce development	1.1	Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements	☐ Requirements, national drivers, eg current government priorities, economic climate, globalisation, evolving and priority sectors, changing workforce demographics, migration and immigration; current legislation and socio-economic information sources eg national and devolved governments with responsibility for economic, business and skills development websites, European government legislation.
		1.2	Explain what constitutes workforce development in a business context	☐ Business context, eg skill shortages, up skilling, diversification of workforce, new technologies, new services or products, competitiveness, improving productivity, changing markets, meeting legislation requirements; workforce development eg developing new skills, enhancing skills, multi-skilling, response to change, eg technology, new service or product requirements.
		1.3	Explain the funding opportunities available for workforce development	☐ Funding opportunities, eg local, regional, national and European sources, private, charitable or public sector funding, sponsorship, special initiatives.
2	Understand how to engage with employers to promote workforce development	2.1	Analyse information about individual employers and employment sectors, locally and nationally	☐ Information sources, eg local and national press, financial press, stock market reports, research papers; websites eg national and devolved government, market analysis, company, company annual reports; representative bodies eg Confederation of British Industry, Chambers of Commerce, specialist trade and industry bodies, professional membership bodies, Sector Skills Councils, trade unions.

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Explain how to gauge employers' level of interest in workforce development opportunities	☐ Level of interest when face to face, eg observation of body language, language use, questioning, requests for further information, monitoring audience knowledge of understanding of opportunities and adjusting communications to meet their needs; generic, eg response to contact, involvement in employer groups, level of activity in local employer groups, level of marketing, level and speed of response to enquiries.
	2.3	Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development	☐ Employer workforce development engagement, preparation, eg motivation, sector/company knowledge, awareness of current challenges, funding opportunities to support development, identifying business benefits; providing information eg case studies, examples, anticipating concerns and preparation of mitigation responses; engagement strategy, eg cold calling, direct marketing, presentations.
3 Understand how to design learning and development opportunities in the workplace	3.1	Analyse what motivates employees to undertake learning and development in the workplace	☐ Motivation theory, eg Maslow, Herzberg; individual motivation eg increased confidence, increased level of performance, skills diversification, improved status, promotion opportunities, potential financial gain, improved employability; constraints eg employee contribution to own development eg own time, financial contribution; access, eg timing, location.
	3.2	Explain the key factors to be considered when designing learning and development solutions for employers and employees	☐ Identifying needs, eg changing employee skill needs, skill shortages, succession planning, workforce diversification, need for competitive advantage, increasing workforce productivity, improving quality, career development; design principles eg aims and objectives, facilities, student support and learning transfer arrangements, cohort size, identification and provision for students with special requirements, context, measurement of learning achievement.

Learning outcomes	Assessment criteria		Unit amplification
	3.3	Critically compare learning and development programmes which already exist with newly developed opportunities	☐ Existing programmes, eg in-house, external provider programme, provision leading to national or professional specific qualification, economies of scale, newly developed opportunities, eg targeted to meet own business needs, flexibility to meet specific employer and employee needs, time required to develop, development cost, control over location and timing, potential lack of economies of scale with small employee numbers, narrow outlook with less transfer to wider business contexts, lack of opportunities to share experiences with others, only employer specific recognition of achievement.
4 Understand how to facilitate learning and development opportunities in the workplace	4.1	Identify the sources of support and resources that are available from stakeholders	☐ Funding, eg internal workforce development budget, national government, devolved and/or local government business and workforce initiatives, European initiatives; workplace support eg line manager, experienced colleague, mentor, work shadowing; external support, eg educational institutions or training organisations, tutor or assessor, online resources, online support, specialist support agency.
	4.2	Explain how employees might overcome obstacles when engaging with learning and development	☐ Obstacles, eg time, resources, attitudes, behaviours, working outside comfort zone, impact on workflow, number of staff requiring opportunities, specialist skills for learning and development, accreditation of learning.
			☐ Mitigation, eg benefits of up skilling, development of transferable skills, increased promotion potential, increased business efficiency; identifying solutions, eg partnership with other employers, outsourcing provision, local education or training providers.
	4.3	Explain how to select, support and monitor staff delivering learning and development solutions	☐ Staff selection, eg expertise, reputation, recommendation, availability, understanding of specific business environment, interception on basis of identified need, relevant qualification; support, eg workplace mentoring, human resources, peer support, local education establishment or training provider, tutor or assessor; monitoring, eg student performance, student views, performance and views of staff supporting learning.

Learning outcomes		Assessment criteria		Unit amplification
		4.4	Evaluate the impact of workforce development opportunities on: • employees • businesses.	□ Monitoring techniques, eg practitioner review and report of programme, review, eg programme objectives and actual achievements, activities, materials, student engagement, student progress, student achievement; student feedback, eg verbal report, session evaluation forms; programme evaluation report; workplace impact evaluation, eg line manager report, appraisal, impact on bottom line, productivity, changed working practice, quality improvement; employee impact, eg motivation, confidence, performance improvement, work enrichment, potential career development opportunities, qualification achievement.
5	Be able to engage with employers on workforce development issues	5.1	Research information about the business needs of employers in relation to productivity and performance	□ Business needs, external information, eg sector performance norms, competitor performance, business or government targets, markets; internal information, eg business indicators, productivity, meeting of business objectives, future business development plans and needs, response to changing technology, employee skills requirements, development solutions to meet employer needs; analysis tools, eg SWOT, PESTLE.
		5.2	Report to employers employee development needs in a professional manner.	□ Reporting style, eg avoiding jargon, focus on employer needs, delivery of key messages; reflecting awareness of employer context, eg sector and market, technology changes, legislation change impact on the employer, potential of workforce development, offering qualifications to meet the needs of employer, awareness of sector busy periods; approach, eg face-to-face meeting, telephone discussion, presentations, written communication.
6	Be able to work with employers to facilitate workforce development solutions	6.1	Prepare information and advice for the employer on solutions relevant to their business	□ Information, eg potential funding sources, workforce development solution options, provider options, availability; advice eg how to review needs, define overarching development strategy needs, preparation of development planning and budgeting, development model options, implementation practice, evaluation of workforce development progress, suitability of external providers, support opportunities.

Learning outcomes	Assessment criteria		Unit amplification
	6.2	Review employer workforce development needs using methods relevant to the nature of the business and its employees	☐ Development needs identification, eg business objectives and priorities to be supported by workforce development activities, methods to identify needs, scope and level of need, eg organisational, job or occupational, individual; methods, eg interviewing, business data and information, current and future business skill needs audit, employee skills audit, appraisal outcomes, benchmarking; analysis, eg training needs, critical incident, using competences; presentation of findings to key influencers, eg written report, presentation, discussion.
	6.3	Propose solutions that recognise the needs of the workforce	☐ Solutions, factors, eg employer determination of workforce development priorities in relation to business needs, making resources available including expertise and skills, timing of development, establishing clear management responsibility, workforce development budget; solution types, eg on-job training, work shadowing, external provider, computer-based learning, coaching or mentoring, internal or external courses, directed reading.
	6.4	Implement processes to develop and support the workforce within a business partnership with the employer	☐ Roles and responsibilities, eg management, HR, internal and/or external training and development practitioners, workforce members, implementation and monitoring of workforce development plans, self-assessment review, formal appraisal to allow for setting of targets and identifying needs, supporting and responding to feedback.

Learning outcomes	Assessment criteria		Unit amplification
	6.5	Provide ongoing evaluation of workforce development for the purposes of quality improvement	□ Evaluation for quality improvement, eg training and development practitioner, line manager, student, those with quality improvement responsibility, organisation; information for evaluation, eg pre-course skill levels, development progress, end of programme outcomes, evaluation feedback. □ Communication of evaluation outcomes, eg one-to-one, group discussion, presentation, report; theory and tools, eg Whitelaw and Hamblin training measurement techniques, Kirkpatrick's training evaluation model, Rae and Chapman's 3 test behavioural assessment.
	6.6	Work with the employer to measure the impact of workforce development on their business.	□ Assessing outcome of evaluation techniques eg training measurement techniques, training evaluation model, behavioural assessment. □ Measuring impact on business performance, eg productivity, quality standards, waste or fault reduction, increased profit, employee confidence, competence, career progression, improvements in staff retention, motivation, satisfaction.

Unit 23: Develop and Evaluate Operational Plans for Own Area of Responsibility

Unit reference number: Y/600/9588

Level: 5

Credit value: 6

Guided learning hours: 25

Unit aim

This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

Assessment requirements

To pass the unit, learners must meet all of the assessment criteria.

This unit requires performance evidence of the learner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony)and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to align the objectives of own area of responsibility with those of the organisation	1.1	Identify operational objectives within own area of responsibility	☐ Operational objectives: short-to-medium-term planning, eg agree aims and objective prioritisation, delegate responsibilities, agree timescales, short-term planning resource intervention to correct deviations from plan, medium-term planning, eg financial, operations, resources, contingencies.
				☐ Factors shaping objectives, eg business ethics, mission, aims, organisational culture, competitors' strategies and plans, partners' strategies and plans, economic and/or social environment.
		1.2	Analyse objectives of own area of responsibility in relation to those of the organisation.	☐ Analysis methods, eg SMART ie specific, measurable, achievable, realistic, time bound), qualitative research.
				☐ Relating own area of responsibility to organisational objectives, eg environmental, cultural, market developments, planning work activities to meet objectives, promoting good practice, role modelling, managing diversity.
2	Be able to implement operational plans in own area of responsibility	2.1	Assess risks associated with operational plans and include contingency arrangements	☐ Risks and contingency arrangements requirements, eg legal, organisational.
				☐ Risk analysis and management, eg threat identification, eg human, financial, operational, risk impact assessment, decision tree use, risk reduction action planning, contingency planning, estimate likelihood of alternative outcomes of situations.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Identify support from relevant stakeholders	☐ Stakeholders, eg external customers, suppliers, internal staff, senior management, finance, human resources, customer support, IT support.
				☐ Support required, eg market information, expertise, staff, physical resources, influence; identifying potential stakeholders support eg their needs and expectations, relationship with, ability to provide support needs.
		2.3	Implement operational plan in own area of responsibility	☐ Implementation: meeting requirements, eg product and service specifications, objectives, eg quality, quantity, time, cost, aligning resources with objectives eg financial, human resources, marketing, operations.
				☐ Operational plan communication, eg raising awareness, securing commitment, establishing communication flows; management skills, eg delegation, time management, working within organisational constraints, limitations.
3	Be able to monitor and evaluate operational plans in own area of responsibility	3.1	Monitor procedures within the operational plan	☐ Monitoring methods and techniques, eg PERT charts ie programme evaluation review technique, critical path analysis, Gantt charts; sources of information, eg project plan, progress meetings; work flow, eg prioritising workloads, monitoring.
		3.2	Evaluate operational plans and implement any necessary actions	☐ Evaluation methods, eg observation, feedback from others, primary and secondary data, measuring against success criteria, cost-benefit analysis; requirements, eg problem analysis, decision making, effect on stakeholders; reporting, eg organisational procedures, dissemination, cascading processes, strengths, weaknesses, success, improvements required.
				☐ Actions, eg making recommendations, how to implement.

Unit 24: Provide Leadership and Direction for Own Area of Responsibility

Unit reference number: T/600/9601

Level: 4

Credit value: 5

Guided learning hours: 30

Unit aim

This unit helps learners to provide leadership and direction for their area of responsibility.

Assessment requirements

To pass the unit, learners must meet all of the assessment criteria.

This unit requires performance evidence of the practitioner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony)and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to lead in own area of responsibility	1.1	Identify own strengths and ability to lead in a leadership role	□ Identify, eg self-assessment, appraisal, personal SWOT analysis. □ Leadership models, eg functional, transactional, transformational, situational; strengths and abilities, eg communicating, empathy, influencing, leading by example, motivating, planning, coaching, valuing and supporting others, managing conflict, feedback, team working.
		1.2	Evaluate strengths within own area of responsibility	□ Strengths, eg experience, expertise, understanding of current initiatives, support of management, employment knowledge, respect of peers, respects of employers, taking responsibility, cooperation, encouragement and support, fairness and consistency, encouraging creativity, needs and motivations of others, flexible and responsive approach.
2	Be able to provide direction and set objectives in own area of responsibility	2.1	Outline direction for own area of responsibility	□ Knowledge of area, eg vision and objectives for organisation, understand how area of responsibility contributes, statutory, legal and other frameworks and codes of practice, organisational quality improvement targets; local knowledge, eg strengths, limitations and potential of team. □ Set vision, objectives, culture and operational plans, resources and funding available, timescales.

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Implement objectives with colleagues that align with those of the organisation	□ Objectives, eg identifying, setting with team or individual, linking to organisational objectives, agreeing objectives, agree a manageable number of objectives, individuals and team action plans.
			□ Sharing benefits, eg clear targets, structured timescales, individual roles and responsibilities, working to strengths within team, collaborative problem solving, encourage prioritising of activities, provide direction.
3 Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1	Communicate the agreed direction to individuals within own area of responsibility	□ Communication approach, eg 1x1 with key individuals and delegate, with whole team through discussion or formal presentation, with appropriate specialist to cascade, small-group.
			□ Ways of communicating, eg articulating a vision, discussion followed by listen and act on issues and concerns raised by others, formal presentation, small-group presentation, collaborative activity, written report, electronic.
	3.2	Collect feedback to inform improvement	□ Ways of collecting feedback, eg formal questionnaire, suggestion box, formal team meeting, informal discussion, reviews, observation of practice.
			□ Requirements, eg develop culture of trust and support so people feel able to provide honest feedback, encourage staff to draw on their expertise to provide feedback and suggestions for improvement, creating feedback culture by providing helpful and constructive feedback to others, discourage a 'blame culture', use of 360° feedback.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to assess own leadership performance	4.1	Assess feedback on own leadership performance	□ Sources of feedback, eg management, teams, individuals, employers, others. □ Ways of assessing feedback, eg reflection, consider motivations and viewpoint of individual providing feedback, seek clarification or amplification, triangulate feedback from different sources, own role and responsibilities, achievement of objectives, success within timescales, compliance with relevant policies, standards and legal requirements.
		4.2	Evaluate own leadership performance	□ Ways of evaluating, eg evaluate own performance (achievements, strengths and weaknesses), using organisation benchmarks, Tannenbaum and Schmidt Continuum, extent to which objectives have been met, explore and understand reasons for any shortfall, identify areas for future improvement or development, effectiveness of team working, team satisfaction, achievement of individual and collective goals.

Unit 25: Manage Equality of Opportunity, Diversity and Inclusion in Own Area of Responsibility

Unit reference number:	M/600/9628
Level:	3
Credit value:	4
Guided learning hours:	20

Unit aim

This unit helps learners understand how to manage or support equality, diversity and inclusion in own area of responsibility.

Assessment requirements

To pass the unit, learners must meet all of the assessment criteria.

This unit requires performance evidence of the learner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony)and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies	1.1	Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies	□ Legislation, eg Equality Act 2010 and subsequent updates , Employment Act 2008 and subsequent updates. □ Government reports, eg Tomlinson, Moser, Higginson, Kennedy. □ Guidance, eg disability awareness, deaf awareness, visual awareness, Sector Skills Council standards, specific industry requirements. □ Industry and organisational, eg policies and procedures, accessibility, physical environment, health and safety, rights of the individual, staffing policies, staff training, increased flexibility programmes ie IFP, Criminal Records Bureau procedures, staffing ratios, inclusive resources, quality assurance or improvement procedures range of diversity, eg learner needs, learning styles, skills, experiences, background, race, culture, religion, language, gender, age, opportunity, employment progression, glass ceiling.
		1.2	Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility	□ Consideration in planning: reflecting legal, industry and organisation requirements; reflecting range eg existing workforce skills, experiences, capabilities, opportunities, employment, language acquisition needs, background, objectives or desired outcomes.

Learning outcomes		Assessment criteria		Unit amplification
				□ Inclusive approaches, eg varied, active, building on experience, appropriate level of challenge, resources provided or adapted to meet identified needs, location or venue to suit needs, appropriate language, promoting integration, individuals responsibility for own actions and those of others, recognising and celebrating successes, opportunities for encouraging self assessment and peer assessment, addressing practice leading to exclusion, recognising the need for boundaries.
2	Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility	2.1	Outline an organisation's written equality, diversity and inclusion policy and procedures	□ Policy and procedures: promoting open access, eg through marketing and promotion of courses, content of organisation policies, staff and learner charters, continuing professional development for staff, specific support for individuals, increased staff ratios, sharing good practice, availability of inclusive resources including teaching or workplace areas; investment policy to supporting required change.
				□ Specialised training, eg deaf and visual awareness, equality and diversity legislation updating, employer partnerships, liaising with community groups or disability organisations, legislative and industry requirement updating.
				□ Physical aspects of the environment, eg stairs, lifts, ramps, visual signposting, space, risk free, health and safety checked.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to monitor equality, diversity and inclusion within own area of responsibility	3.1	Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation	☐ Monitoring: quality assurance, eg regular or annual review, spot checks, intervention, observation of practice, individual self assessment review, formal and informal feedback from individuals or groups, questionnaires, specific report, appraisals, reporting of incidents, staff record of challenging discrimination and following through with the full force of the law, consistent approach to equality and diversity application, engaging learners in own management or policing, learner forum, even handed in dealing with issues, checks for level of awareness of and dissemination of relevant organisation policies and procedures.

☐ Individual reviewing: own competence in differentiation of resource design and use, eg SWOT ie strengths, weaknesses, opportunities and threats analysis in relation to inclusive practice, reflection and self-evaluation, team working with colleagues for consistency of approach, sharing good practice. |

Unit 26: Work Productively with Colleagues and Stakeholders

Unit reference number: M/600/9662

Level: 5

Credit value: 6

Guided learning hours: 30

Unit aim

This unit will help learners to maintain, monitor, review and improve working relationships with colleagues and stakeholders.

Assessment requirements

To pass the unit, learners must meet all of the assessment criteria.

This unit requires performance evidence of the learner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony)and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to provide colleagues and stakeholders with information	1.1	Identify information to be communicated to selected colleagues and stakeholders	□ Information types, eg external sources, internal sources; validating information; purpose of information, eg to inform, for comment, for action, for implementation. □ Colleagues, eg line manager, senior mangers, peers, staff managed in the line; functional departments eg human resources, finance; stakeholders eg owners, directors, customers, clients, suppliers, banks, government agencies, eg local, regional, national, partners, pressure groups, trade associations, consultants, advisers.
		1.2	Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders	□ Promoting understanding: interested parties, eg stakeholders, colleagues, functional departments, consultants, advisers; agreeing protocols for communication, eg identifying points of contact; agreeing information channels and flows, confidentiality. □ Identifying needs of the parties in communications, eg range of information to be accessed; adaptations, eg technical, non-technical language, jargon, abbreviations, tone, communication conventions, eg writing speaking including conduct of formal meetings, electronic communication conventions; information completeness, echo checking.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to consult with colleagues and stakeholders in relation to decisions or activities	2.1	Communicate with colleagues and stakeholders regarding any decisions or activities	□ Communicate: with, eg colleagues, functional departments, consultants, advisers, stakeholders; audiences, eg internal, external. □ Information, eg qualitative, quantitative; elicit information, eg seek views, expressions of interest, guidance, advice; offer information, eg viewpoints, expressions of interest, guidance, advice. □ Communication style, eg formal, informal; written communication, eg report, briefing paper, briefing note, minutes, bids, proposals, plans, press release, tenders, questionnaires; verbal communication, eg formal meetings, informal meetings, working groups, buzz groups, one-to-one; medium, eg written, spoken, electronic, social media; required message, eg outcome, pitch for business, decisions, action, favourable interpretation of information, public relations, reputation management.
3	Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders	3.1	Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled	□ Benefits of fulfilment: meeting obligations, eg contractual, non-contractual, goodwill; reputation development, eg trustworthiness, reliability, integrity, honesty, cost effectiveness, trusted partner; opportunity development, eg approved supplier, follow up work, development of growth opportunities; productive working relationships; agreements with colleagues, stakeholders.
		3.2	Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders	□ Negative impact on individuals and organisations: failure to meet contractual obligations, eg financial penalties, restitution, regulatory sanctions, legal action: organisational failure, eg administration/receivership, taken over, re-branding; failure to meet non-contractual obligations, eg reputation damage, reduction in growth opportunities, negativity, loss of eg goodwill, face; business credibility, trusted partner status, approved supplier status, follow up work, trust; agreements with colleagues, stakeholders.

Learning outcomes		Assessment criteria		Unit amplification
4	Understand how to manage potential conflicts of interest	4.1	Explain how to identify and manage potential conflicts of interest	□ Conflicts of interest: identification, eg recognising conflicts of interest; handling conflicts of interest, due diligence, eg organisational procedures, rules, disclosure, reporting structure.
				□ Managing, eg declarations of conflict/interest, register of interests, seeking approval to progress work, independent review of work, transparency, openness, 'Chinese Walls', scrutiny, avoid incentivising behaviours that cause potential conflicts, developing an ethical business culture, duty of care; standards of behaviour, eg public, organisational, professional, ethical; personal attributes eg honesty; trustworthiness, confidentiality.
5	Understand how to be able to monitor working relationships	5.1	Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders	□ Importance, eg quality, effectiveness, costs, benefits; identify eg problems, action required, improvements.
		5.2	Explain how to monitor changes in the working environment	□ Principles, eg organisational policy, organisational practices; sources of information eg colleagues, stakeholders, interested parties.
				□ Formal feedback, eg discussion, questionnaire, survey, data requests; informal feedback eg discussion, commentary, written, adhoc, systematic, anecdotal.
6	Be able to review and improve the effectiveness of working relationships	6.1	Analyse feedback on working relationships from colleagues and stakeholders	□ Feedback process, eg gathering, organising responses, summarising responses.
				□ Analysis, eg quantitative/qualitative analysis, weighting factors, eg relative importance, experience of stakeholders and colleagues, business context, impact of external factors, eg new/amended legislation, changes in technology, changes in levels of business activity; making judgements against agreed criteria, performance indicators, eg internal, external, benchmarks, best practice; drawing conclusions, eg good practice, success, problems.

Learning outcomes	Assessment criteria		Unit amplification
	6.2	Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness	☐ Evaluation factors, eg frequency of working together, influence, usefulness; relationship timescale required eg short, medium, long term.
	6.3	Identify and implement improvements to working relationships	☐ Improvements: identification of, eg benefits, costs, recommendations: action, eg points, priorities, corrective, alternative courses of action. ☐ Implementation, eg building on good practice, action planning with specific, measurable, achievable, realistic, time constrained (SMART) targets, milestones, responsibilities, progress against targets; amendments, eg to policies, procedures and practices, priorities for action.

Unit 27: Plan, Allocate and Monitor Work in Own Area of Responsibility

Unit reference number: H/600/9674

Level: 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit helps learners to plan, allocate and monitor work in their own area of responsibility, and make any necessary changes to original work plans.

Assessment requirements

To pass the unit, learners must meet all of the assessment criteria.

This unit requires performance evidence of the practitioner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony)and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to produce a work plan for own area of responsibility	1.1	Explain the context in which work is to be undertaken	□ Area of work, eg organisation policies, procedures, management structure, regulations, awarding organisations, occupational/vocational standards.
				□ Legal requirements, eg health and safety, equality and diversity, data protection; skills, knowledge and understanding requirements, eg individual or team working, timescales, resource requirements, funding, required outcomes, monitoring of process and product.
		1.2	Identify the skills base and the resources available	□ Number and range of staff, eg individual or team working, vocational/occupational competence, currency of qualifications, experience, expertise, skills, knowledge and understanding, competence, roles and responsibilities, flexibility and adaptability.
				□ Resources, eg administrative support, tools and equipment, location, materials, paper based or documentation, technology, eg hardware, software.
		1.3	Examine priorities and success criteria needed for the team	□ Priorities and success criteria for team: external, eg requirements and regulations of awarding organisations, occupational, vocational standards, regulatory bodies ie Ofsted/Ofqual, benchmarking, target setting; internal, eg organisation objectives, job descriptions, training needs analysis, individual evaluation, achievement, performance indicators, staff reviews, quality improvement targets.

Learning outcomes		Assessment criteria		Unit amplification
		1.4	Produce a work plan for own area of responsibility	□ Planning specific outcomes, eg assessment programme, team targets, SMART targets, identification of staff most in need of support/guidance; shared responsibilities, eg use of staff with specific skills or expertise, team working, delegation. □ Monitoring, eg organisation of programme information, assessment and evaluation pro forma, timetabling.
2	Be able to allocate and agree responsibilities with team members	2.1	Identify team members' responsibilities for identified work activities	□ Responsibilities: working in teams, eg models of team working eg Belbin, Tuckman, working with others, communication, individual roles and responsibilities, experience and expertise, individual targets, negotiating responsibilities, sharing best practice, individual skills, knowledge and understanding, peer support, work shadowing, mentoring, use of expertise in technology.
		2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.	□ Responsibilities and SMART objectives: managing teams, eg meeting outcomes and objectives, achieved within time constraints; credible and compatible with work plan and required outcomes, eg adhering to organisation, industry, awarding body and government requirements and standards; negotiated discussion, focus on positive outcomes, identifies opportunities for progression, setting realistic goals/targets; offering advice/recommendations, eg new initiatives, alternative approaches to assessment or internal quality assurance processes, updating currency of regulations, recommending improvements to existing procedures, opportunities for professional development.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1	Identify ways to monitor progress and quality of work	□ Formal ways of monitoring, eg periodic, regular or annual appraisal, staff reviews, regular feedback schedules, individual or team responsible for quality assurance and improvement, monitoring outcomes, quality checks, observation of practice, report; informal ways eg one-to-one feedback, discussion, self-assessment.
				□ Approaches to monitoring, eg regular reviewing of outcomes, interview, discussion, observation of practice, performance evidence, tracking documentation review, staff or witness statements; standardisation across range of assessors, use of quality assurance teams, collection of evidence.
				□ Feedback, eg supportive feedback, recommendations, identifying problems and areas of good practice, views of staff on measures to enhance provision for action planning.
		3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members	□ External standards, eg awarding organisation, occupational, vocational standards, employer needs, local and national benchmarking; internal standards, eg organisation policies and procedures, legal issues.
				□ Feedback to team members, eg discussing progress, staff reviews, team meetings, one-to-one feedback, measuring outcomes against agreed targets, specific feedback, against agreed objectives, realistic outcomes, time-managed.
4	Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1	Review and amend work plan where changes are needed	□ Reviewing, eg feedback from others, observation of practice, training needs analysis, outcomes of team meetings and reviews, quality reviews, learner and employers evaluations, self-appraisal against targets, report, management review.
				□ Amend work plan, eg objectives, targets, priorities, roles and responsibilities, use of technology, sharing good practice, work shadowing; adapting to changing demands, flagging system for priority areas.

Learning outcomes	Assessment criteria		Unit amplification
	4.2	Communicate changes to team members	☐ Regulations, policies and procedures relating to changes, eg national occupational standards, awarding organisation changes, employer needs, rationale for changes.
			☐ Communication with teams, eg justifying need for change through meeting one-to-one, team meetings, cross organisation, electronic, during performance review, external, internal quality assurance feedback, negotiation.

Unit 28: Set Objectives and Provide Support for Team Members

Unit reference number: M/600/9600

Level: 3

Credit value: 5

Guided learning hours: 35

Unit aim

This unit will ensure the learner is able to identify the requirements of a team based on its objectives, develop a team to fulfil those objectives, support team development and manage a team through a project. It also ensures that the learner understands how to disband a team.

Assessment requirements

To pass the unit, learners must meet all of the assessment criteria.

This unit requires performance evidence of the learner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony)and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to communicate a team's purpose and objectives to team members	1.1	Describe the purpose of a team	□ Purpose, eg project management, organisation functional grouping, specialist, task orientated, change driver, sharing good practice; sharing, eg range of skills and expertise, ideas, coordination, mutual support, sources of information, understanding of business activities and processes, decision making and problem solving, consistent messages communicated to customers and stakeholders, Belbin team roles.
		1.2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)	□ Types of objectives, eg process, impact, outcome, importance of setting team objectives that link with organisational objectives, allowing team members to contribute to objective setting to ensure engagement and buy-in.
				□ Agree a manageable number of objectives, encourages prioritising of activities, sharing roles and responsibilities, specific targets, measurable outcomes, timescale.
		1.3	Communicate the team's purpose and objectives to its members	□ Know and use different communication methods depending on the context eg team briefings, regular team meetings, one-to-one meetings with team members, email updates, informal discussions, encourage team members to ask questions or suggest solutions; sharing purpose and objectives eg justifying targets, negotiating roles and responsibilities, agreeing outcomes and timescales.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to develop a plan with team members showing how tea objectives will be met	2.1	Discuss with team members how team objectives will be met	☐ Ways of discussing, eg recognising and negotiating individual roles and responsibilities, identifying individual strengths and experience, encourage ownership of individual objectives within the limits of team member's knowledge and skills, empower, develop and motivate team, listen to team members' ideas and act on them where appropriate, encourage creativity and innovation, acknowledge difficulties and challenges and discuss how these will be resolved, negotiate and follow appropriate timescale and method of monitoring.
		2.2	Ensure team members participate in the planning process and think creatively	☐ Approaches, eg allocation of specific roles and responsibilities within team, make effective use of individual strengths, share problem solving activities, get team members to present their ideas and listen to what they say, brainstorming to involve all team members, use of fishbone diagrams and other tools for further analysis and identifying underlying issues, model and encourage respectful working relationships, recognise and manage conflict and competition in the team sensitively.
		2.3	Develop plans to meet team objectives	☐ Ways of developing plans, eg identifying specific objectives, negotiate roles and responsibilities, agree resources, agree appropriate working methods, work backwards from overall aim and objectives, agree stages and timelines for these, agree day-to-day responsibility for each stage, decide reporting and monitoring processes, negotiate milestones, agree on quality measures and assurance, agree frequency and structure of team meetings and review points and recording progress and outcomes.

Learning outcomes		Assessment criteria		Unit amplification
		2.4	Set SMART personal work objectives with team members	□ Identify desired outcome and timescale, agree individual roles and responsibilities, negotiate responsibility to other team members, set objectives jointly with team member to ensure understanding and commitment, agree manageable number, ensure team member understands how success will be measured, agree any development needed to enable team member to succeed, know role of objectives within performance management systems used in organisations, identify personal and professional benefits.
3	Be able to support team members identifying opportunities and providing support	4.1	Identify opportunities and difficulties faced by team members	□ Opportunities, eg hold regular meetings where individuals can express concerns and ideas, working with others, shared responsibilities, range of experience, collaborative working, working to strengths, specialist knowledge.
				□ Difficulties, eg challenges that can impact on the work of team members, potential for conflict at work including individual and group conflict, lack of confidence, unclear on individual roles and responsibilities, dominant team member(s), poor communication skills, inexperienced, no shared objective.
		3.2	Discuss identified opportunities and difficulties with team members	□ Opportunities, eg working to strengths, personal and professional development, working with others, problem solving, gaining experience.
				□ Difficulties, eg flagging up potential difficulties, frequent and constructive feedback, ensure privacy when discussing sensitive issues, praise achievement and effort, share and celebrate success with whole team, have staff suggest improvements in ways of working, get team members to take the lead where they have relevant knowledge and expertise.

Learning outcomes	Assessment criteria		Unit amplification
	3.3	Provide advice and support to team members to overcome identified difficulties and challenges	□ When and how to use coaching and mentoring techniques, eg Humphrey and Stokes' Pinnacle Performance Model for Effective Leadership, use of questioning to identify solutions and actions, encourage commitment to actions identified, avoid blame and recriminations, recognise where challenges are also opportunities, refer difficulties to others when appropriate, encourage others to provide support.
			□ Know when to be directive, eg when team member lacks the skills or knowledge to identify solutions, when prompt action is required, when health, safety, legality or policy may be compromised.
	3.4	Provide advice and support to team members to make the most of identified opportunities	□ Know when and how to use coaching and mentoring techniques, eg identifying opportunities, advantages to the individual, supporting the team member to set appropriate goals and assess progress, use listening and questioning techniques to help team member take ownership of their own development and recognise opportunities, be aware of development opportunities inside and outside the organisation and evaluate these, encourage autonomy within sphere of competence, use praise and encouragement to develop confidence, link opportunities to career progression where appropriate.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to monitor and evaluate progress and recognise individual and team achievement	4.1	Monitor and evaluate individual and team activities and progress	□ Ways of monitoring, eg establish and agree review points with team members, ensure that individual responsibilities are clear and team members know when and how to report, ensure reporting systems are not overly complex or time consuming, use project management techniques, set success criteria at the outset so that impact can be measured, ensure team members contribute to evaluation, agree and disseminate lessons learnt.
		4.2	Provide recognition when individual and team objectives have been achieved	□ Ways of providing recognition, eg Medal and Mission, praise, recognise individual and team achievements and progress, reward for targets achieved, record achievements, use regular team meetings for team members to report on achievements, communicate exceptional achievements to others including senior staff, use formal means for notable achievements, use performance management/appraisals to note success and achievements, celebrate team successes.

Unit 29: Developing Collaborative Relationships with Other Organisations

Unit reference number: T/600/9694

Level: 5

Credit value: 7

Guided learning hours: 30

Unit aim

This unit will ensure that learners are able to identify, set up, maintain, review and evaluate collaborative relationships between their own and other organisations.

Assessment requirements

To pass the unit, learners must meet all of the assessment criteria.

This unit requires performance evidence of the learner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony) and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to identify potential collaborative opportunities with other organisations	1.1	Identify organisations that share common or complementary objectives to own organisation	▢ Common or complementary objectives, eg aims, values, working practices, professional codes, customers, products, services, image, organisational requirements; sharing, eg knowledge, skills, resources.
		1.2	Evaluate the feasibility of collaboration with identified organisations	▢ Feasibility, eg own organisation's strategic objectives, compatibility of potential partner's aims, values and working practices, identifying risks.
				▢ Analytical tools, eg SWOT analysis ie strengths, weaknesses, opportunities, threats, PESTLE ie political, economic, social, technical, legal, environmental, Porter's Five Forces, value chains, stakeholder analysis.
		1.3	Evaluate the potential benefits of collaboration	▢ Benefits: business improvement, eg competitiveness, performance, developing value through repeatability, integration of processes and procedures; interchange, eg personnel, skills and knowledge; identifying benefits to each party, eg action planning, benchmarking.
		1.4	Develop a business case for collaboration with identified organisations	▢ Business case: content, eg partner identification, complementary objectives, evaluation of mutual net potential benefits, compatibility of the organisations, benefits and costs to each party of working together, joint risks, management of risks.
2	Be able to agree the strategic aims and objectives of collaboration	2.1	Agree the strategic aims and objectives of collaboration internally and with other organisations	▢ Collaboration agreement, eg aims and objectives, mission, values, working practices, vision, climate, culture of the organisation/partnership.
				▢ Reaching agreement methods, eg memorandum of cooperation, shared strategic plans/objectives.

Learning outcomes		Assessment criteria		Unit amplification
		2.2	Agree the benefits each organisation expects to receive from collaboration	☐ Benefits for each organisation: improvements, eg competitiveness, performance, developing value through repeatability, integration of processes and procedures; exchange of personnel, skills and knowledge; efficiencies, eg time, money, resources, sharing investment costs.
3	Be able to agree methods and expected outcomes of collaboration	3.1	Agree the actions each organisation will take and when	☐ Action: agree best practice, eg BSI Standard BS1100 as best practice for developing collaborative business relationship management systems, respecting others' views and actions; compliance with eg legal requirements, industry regulations; professional codes, organisational policies. ☐ Agreement, eg organisation responsibilities, individual responsibilities, allocation of actions required, dependencies, timescales.
		3.2	Agree the expected outcomes of collaboration	☐ Outcome types, eg efficiency savings, improved customer/client satisfaction, shared expertise, increased business reach; agreement of expectations, eg relationship, required outcomes of collaboration.
		3.3	Agree arrangements for communication	☐ Communicating, eg purpose, importance, personnel required, frequency, timing, method, eg face to face, telephone, teleconferencing, written reports; importance of communication arrangements, eg relationship confidence building, partnership building, monitoring progress, outcomes, success identification, corrective action requirements.
		3.4	Agree process of collaboration review	☐ Process: eg how reviews will be conducted, purpose, personnel required, role of personnel in the review, frequency required, when, timing; capability of and importance of review, eg identifying the effectiveness of collaboration, outcomes, success identification, corrective action, new actions.

Learning outcomes		Assessment criteria		Unit amplification
4	Be able to instigate and sustain a collaborative relationship with another organisation	4.1	Implement agreed actions at agreed times	□ Implementation requirements, eg resource sufficiency, supportive structures, supportive systems, adequacy of policies and procedures, appropriateness of mission and culture. □ Project management, eg leadership, action ownership, actions required, action deadlines, timely communication, identifying problems and providing solutions, corrective actions.
		4.2	Maintain communication and provide support to other organisations	□ Inter-organisation methods of communication, eg one-to-one, group, face-to-face, teleconferencing, email, intranet, written reports; internal organisation methods, eg one-to-one, presentations, newsletters, emails, intranet; purpose, eg share plans, developments, reporting, exchange of information between partners, identifying success, continuous improvement, managing change. □ Support, eg expertise, resources, providing constructive feedback to partners, encouragement, reinforcement of commitment; maintaining, eg enthusiasm, momentum.
5	Be able to review and evaluate the collaboration with another organisation	5.1	Review and evaluate the extent to which the aims and objectives of collaboration have been achieved	□ Information gathering for review, eg views of key organisational personnel, eg face-to-face interviews, focus groups, questionnaire, customer satisfaction analysis, financial information analysis, cost-benefit analysis, compliance with data protection legislation. □ Evaluate outcomes, eg self-evaluation, effectiveness of the collaboration, deviation from agreed actions, success, failures and mistakes, added value, market position; business improvements, how well collaborate expectations have been met.

Learning outcomes	Assessment criteria		Unit amplification
	5.2	Make a decision on whether to continue with the collaboration in the future	☐ Information required for decision making, eg evidence, collaboration agreement requirements, successes, reasons for failures or mistakes, feasible improvements, value of continued collaboration, organisational implications of ending collaboration.
			☐ Decision makers, eg director, senior management, stakeholders; collaboration decision, eg continue, extend, discontinue, seek further collaborative partners.
	5.3	Determine any changes to be made to the collaboration if it were to continue	☐ Changes: future improvements, eg cost reduction, increased collaboration, collaboration refocus, system changes, redefinition of benefits, measure to minimise failures or mistakes, extension of collaborative partners; investment requirements, eg people, time, finance, equipment.

Unit 30: Manage a Budget for Own Area or Activity of Work

Unit reference number:	**A/600/9695**
Level:	**5**
Credit value:	**7**
Guided learning hours:	**30**

Unit aim

This unit helps learners to prepare a budget, address variance, and monitor and review a budget for own area or activity of work.

Assessment requirements

To pass the unit, learners must meet all of the assessment criteria.

This unit requires performance evidence of the learner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony)and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to prepare a budget for own area of responsibility	1.1	Evaluate information on resource requirements for own area or activity of work	□ Scope of own area or work activity; resource delivery factors, eg service delivery plans, customer requirements, analysis of previous years requirements, internal expertise availability, service demand, legislative requirements or change. □ Requirements, eg specialist and support staff, accommodation, fixed utility costs, materials, specialist tools and equipment, books or paper based, web based.
		1.2	Produce a draft budget	□ Budgeting approach, eg incremental, zero based, programme based; content, eg time period, revenue estimation, margin requirements, monitoring and review dates and reporting requirements. □ Fixed costs, eg people, rent, utility fixed charges, depreciation, interest payments, marketing, advertising, administrative; variable costs eg usage depreciation, materials, utility consumption, investment requirements.
		1.3	Communicate final budget to colleagues in own area of responsibility	□ People, eg individual colleagues, specialist staff, support staff, team, management, financial or business personnel, customer, suppliers. □ Communication methods, eg report, presentation, discussion with interested parties or team, budget document circulation.

Learning outcomes		Assessment criteria		Unit amplification
2	Be able to manage a budget	2.1	Analyse variances between planned and actual expenditure	□ Variance between planned and actual: availability of planned resources, eg identified staff, venue, equipment, materials; variance impact eg adverse, favourable, short term, long term.
				□ Variance diagnosis, eg inflation, supplier charges, cost effectiveness, staff loss and recruitment costs, demand change, staff retraining, changes in legal or regulatory requirements.
		2.2	Provide information on performance to relevant stakeholders	□ Stakeholders, eg external customers, suppliers, internal staff, management, financial personnel.
				□ Method, eg presentation, one-to-one discussion, group discussion, written document, website, electronic.
				□ Content, eg budget position, proposals to build on favourable variance, celebration of success, service expansion, proposals to mitigate adverse impact.
		2.3	Explain how to take corrective action within the limits of own authority, in response to budget variances and developments	□ Action, eg reprioritising goals, timescale adjustment, target priorities, modify resource requirements, adaptation of existing resources, staff reduction, organisation structure change, change staff skill requirements, increased use web-based solutions, customer to provide own resources or contribute to costs.
		2.4	Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority	□ Revisions, eg time required to identify or develop alternative resources, new service development, cheaper internal provision, reduce numbers, use of cheaper and less experienced or non-specialist staff, change delivery timing to avoid overtime, reduce travel costs, web-based delivery, eg venue cost reduction, increase geographical spread, potential increase take-up, increase range of provision, reduce staffing, responsibility on learner or customer.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to review budget management performance	3.1	Review performance against budget	☐ Review timescale, eg monthly, periodically, yearly, critical phase intervention. ☐ Variance type, eg adverse, favourable, short term, long term. ☐ Costs, eg staff, resources, cost of venue, timings, effectiveness of corrective action, outcomes of action. ☐ Involvement, eg individual, team, management, customer.
		3.2	Assess improvements for future budget planning and management	☐ Improvements: budgeting information, eg availability, source reliability, sufficiency, range of content, accuracy, fit for purpose, monitoring, frequency, data format, electronic; involvement, eg point of delivery, support, management, quality improvement, administration, finance, customer, suppliers.
		3.3	Monitor budget performance and implement changes within the limits of own authority or obtain agreement	☐ Financial performance, eg outlay, return, profit and loss account, cost determination, return on investment, value for money; process capability, eg desired outcomes, flexibility and adaptability, re-useable or one-off, meeting market needs, customer satisfaction, staff skill requirements. ☐ Monitoring for informing decision making, action requirements, identify need for change implementation, change to management structures.

Unit 31: Manage the Achievement of Customer Satisfaction

Unit reference number: A/600/9793

Level: 4

Credit value: 5

Guided learning hours: 25

Unit aim

This unit helps learners to understand the importance of monitoring customer service satisfaction levels to manage the achievement of customer satisfaction.

Assessment requirements

To pass the unit, learners must meet all of the assessment criteria.

This unit requires performance evidence of the practitioner working with real learners/staff/customers in a real organisational context.

Primary assessment methods must include: observation of performance in a work environment and examining products of work.

Supplementary evidence may be gathered by: questioning, professional discussion, use of others (witness testimony)and looking at practitioner statements.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

This unit is assessed in the workplace. Simulation is not permitted in this unit.

Learning outcomes, assessment criteria and unit amplification

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Unit amplification
1	Be able to understand customer service standards required in own organisation	1.1	Explain customer service standards within own organisation	□ Organisational standards: definition, eg customer and business criticality focus, staff behaviours, dress code, confidentiality of information, ethics, customer service promise, environmental policy and practice, quality service, accuracy and appropriateness of information, up to date.
				□ Access, eg physical access to facilities, services adaptations, call back times, dedicated contacts or helpline, complaints handling, charging policy.
		1.2	Describe customer service best practice in own sector using research techniques	□ Sector best practice: research, eg customer expectations survey, web-search, research publications, journals, professional organisations, regulatory authorities, code of practice BS8477, competitor policies.
				□ Regulated requirements, eg health and care, education, finance, rail, power; current legalisation, eg equality and diversity, data protection, health and safety, trade description, supply of goods and services.
2	Be able to implement sustainable processes for customer satisfaction	2.1	Define sustainable processes taking into account environmental issues	□ Sustaining satisfaction, eg regular contact with customers, dedicated helpline, web-based resources, active and proactive support provision, seeking customer feedback, responsive to needs, quality improvement policy and procedures, establishing good reputation.
				□ Environmental issues, eg use of electronic communications, ethical provision, waste reduction, recycling.

Learning outcomes	Assessment criteria		Unit amplification
	2.2	Identify sustainable processes to support customer service standards	□ Supporting customer services standards internally, eg dedicated staff, promotional literature, clear and accurate communications, prompt response, eg telephone, email or intranet site, complaints handling, charging policy, resource support.
			□ External support, eg liaising with professional bodies, regulatory and government agencies, sources of financial support, specialist support.
	2.3	Produce a plan for implementation	□ Features of plan, eg scope, application, relationship to business plans and objectives, need for change, priority, customer service requirements, resource requirements, implementation and target setting, timescales, customer service personnel authority, customer service roles and responsibilities, customer service reward scheme, monitoring and review arrangements, measurement of success indicators, continual improvement process requirements, communication and reporting.
	2.4	State customer service standards with relevant key stakeholders	□ Statement with stakeholders: promotion, eg clear statement of organisation policies and procedures, visit, press release, internal or customer newsletter, organisational website announcement, customer email, promotional event, presentation.
			□ Stakeholders, eg regulatory and trade organisations, customers, senior management, employees, contract staff, trainers and consultants.
	2.5	Ensure resources are provided to deliver agreed standards of customer service	□ Personnel resources, eg marketing and publicity, customer services, administration, helpline, specialist contact, admissions, finance, support, industrial sector contacts.
			□ Physical resources, eg adequate provision of phone lines, appropriate venue, provision of time, marketing and promotional materials, case studies of satisfied customers, website, local or national media recognition.

Learning outcomes		Assessment criteria		Unit amplification
3	Be able to support colleagues in delivering customer service standards	3.1	Communicate customer service roles and responsibilities with employees in own organisation	□ Communication to different groups, eg across organisation, senior management, line manager, customer facing staff, employees, trainers, consultants. □ Internal communication, eg internal newsletter, organisational website, email, promotional launch event, presentation, customer service reward scheme. □ Roles and responsibilities, eg changes to job descriptions, behaviours expectations, changes to appraisal objectives, monitoring and reporting requirements.
4	Be able to manage and develop a culture in own organisation to deliver customer service standards	4.1	Evaluate the culture in own organisation	□ Culture requirements, eg staff attitudes, management structure or hierarchies, current culture, approach to work, roles and responsibilities, initiative and accountability, developing and managing change, identifying resistance to change and taking action, identifying and celebrating success. □ Evaluation methods, eg management styles eg McGregor's Theory X Authoritarian Management Style and Theory Y Participative Management Style, B Reddin 3-D Theory.
		4.2	Identify techniques for improving motivation amongst employees	□ Theories on improving motivation, eg B F Skinner's Behavioural Theory, Maslow's hierarchy of needs, F Herzberg's hygiene factors, V Vroom expectancy theory, E A Locke's goal setting theory, Hackman and Oldham's job enrichment model. □ Employees, eg identify needs and expectations, clear personal and professional targets, links to progression or promotion, enhanced role and responsibility, recognising and using individual strengths and experiences, supporting team working.

Learning outcomes		Assessment criteria		Unit amplification
		4.3	Describe motivational strategies for improving customer service standards	□ Motivational: techniques, eg active listening to and involving staff, clear policies and procedures, sharing goals, performance linked rewards, promotional materials. □ Motivational strategies, eg staff customer service training, communication of requirements and practice, led from and demonstrated at all levels, identification of key change agents, positive reinforcement of good customer service, sharing of customer service achievement information.
5	Be able to monitor customer service levels for continuous improvement	5.1	Describe methods of measuring customer satisfaction	□ Satisfaction measurement: data sources, eg repeat and new business, enquiry levels, time taken from initial enquiry to service delivery completion, achievement of customer outcomes requirements. □ Feedback, eg customer or stakeholder satisfaction, value for money, organisational staff feedback, identified need for improvements in customer service, cost-benefit analysis, complaints and reason for complaint, local or national media.
		5.2	Develop processes for monitoring customer satisfaction, including customer feedback mechanisms	□ Methods for monitoring satisfaction, eg service evaluation feedback questionnaires, telephone survey, focus groups, mystery shoppers, internal employee feedback, quality improvement provision. □ Business data, eg repeat business levels, gain or loss of market share, benchmarking against competition. □ Sources of information, eg management, employees, customers, competitors, regulatory authorities.

Learning outcomes	Assessment criteria		Unit amplification
	5.3	Review employee performance to ensure customer service standards and organisational values are met	□ Review methods, eg self-assessment, peer assessment, line management appraisal, customer feedback. □ Performance assessment, eg demonstration of required customer service behaviours against agree criteria, organisational values and standards, delivery of customer expectations, observation of practice, performance outcomes in meeting goals, record of achievements.
	5.4	Analyse and monitor customer service	□ Information for analysis and monitoring, eg qualitative, quantitative, business data, customer feedback information, team and individual employee feedback; customer relationship auditing eg organisational SWOT, PESTLE analysis. □ Proposing improvements, eg customer relationship management policy, customer management relationship procedures, techniques, services; presenting outcomes eg presentation, discussion, organisational communication channels, identifying areas for change.

13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html

- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))

- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)

- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)

- *Equality Policy* (Pearson)

- *Recognition of Prior Learning Policy and Process* (Pearson)

- *UK Information Manual* (Pearson)

- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- Subject Advisors: find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- Ask the Expert: submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

Progression opportunities

These are examples of progression opportunities to other Pearson qualifications within the Learning and Development sector.

Level	General qualifications (GCSEs, GCEs)	Pearson Firsts/Nationals/ Higher Nationals	Pearson Specialist/ Professional qualifications	NVQ/competence-based qualifications
8				
7			Diploma in Assessment Management	
6				
5			Diploma in Teaching in the Lifelong Learning Sector	
4			Award in Preparing to Teach in the Lifelong Learning Sector Certificate in Teaching in the Lifelong Learning Sector Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice Award in the Internal Quality Assurance of Assessment Processes and Practice Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice	Award in Learning and Development Diploma in Learning and Development

Level	General qualifications (GCSEs, GCEs)	Pearson Firsts/Nationals/ Higher Nationals	Pearson Specialist/ Professional qualifications	NVQ/competence-based qualifications
4 *continued*			Award in Understanding the External Quality Assurance of Assessment Processes and Practice Award in the External Quality Assurance of Assessment Processes and Practice Certificate in Leading the External Quality Assurance of Assessment Processes and Practice	
3		Award, Certificate, Diploma in Supporting Teaching and Learning in Schools	Award in Preparing to Teach in the Lifelong Learning Sector Certificate in Teaching in the Lifelong Learning Sector Award in Understanding the Principles and Practices of Assessment Award in Assessing Competence in the Work Environment Award in Assessing Vocationally Related Achievement Certificate in Assessing Vocational Achievement	Award in Understanding the Principles and Practices of Learning and Development Award in Facilitating Learning and Development Certificate in Learning and Development

Level	General qualifications (GCSEs, GCEs)	Pearson Firsts/Nationals/ Higher Nationals	Pearson Specialist/ Professional qualifications	NVQ/competence-based qualifications
2			Award in Support Work for Schools Certificate in Supporting Teaching and Learning in Schools	
1				
Entry				

Annexe B

Assessment Strategy

The following assessment strategy requirements apply to all units developed by Lifelong Learning UK (now Learning and Skills Improvement Service, LSIS).

Quality assurance

Centres offering these qualifications must provide internal quality assurance to ensure assessment meets all Awarding Organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the Awarding Organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres. Awarding organisations should apply appropriate risk rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

Lifelong Learning UK will also expect the awarding organisations offering these qualifications to meet on a regular basis through an Awarding Organisation Forum to compare practice and identify issues of concern.

The following assessment strategy requirements apply to the Assessment and Quality Assurance units developed by Lifelong Learning UK units, ie:

Unit 14: Understanding the Principles and Practices of Assessment (Level 3)

Unit 15: Assess Occupational Competence in the Work Environment (Level 3)

Unit 16: Assess Vocational skills, Knowledge and Understanding (Level 3)

Unit 17: Understanding the Principles and Practices of Internally Assuring the Quality of Assessment (Level 4)

Unit 18: Internally Assure the Quality of Assessment (Level 4).

Requirements for Assessors

All those who assess these qualifications must:

- already hold the qualification (or previous equivalent qualification) they are assessing *and*

- have successfully assessed learners for other qualifications; if assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance

- hold one of the following qualifications or their recognised equivalent:

  - the Level 3 Award in Assessing Competence in the Work Environment, *or*

  - the Level 3 Certificate in Assessing Vocational Achievement, *or*

  - A1 Assess candidate performance using a range of methods, *or*

  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

  and

- show current evidence of continuing professional development in assessment and quality assurance.

Requirements for Internal Quality Assurance

All those who quality assure these qualifications internally must:

- have up-to-date working knowledge and experience of best practice in assessment and quality assurance

- hold one of the following assessor qualifications or their recognised equivalent:

  - the Level 3 Award in Assessing Competence in the Work Environment,

    or

  - the Level 3 Certificate in Assessing Vocational Achievement, *or*

  - A1 Assess candidate performance using a range of methods, *or*

  - D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

- hold or be working towards, one of the following internal quality assurance qualifications or their recognised equivalent:

  - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*

  - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*

  - V1 Conduct internal quality assurance of the assessment process, *or*

  - D34 Internally verify the assessment process

  and

- show current evidence of continuing professional development in assessment and quality assurance

The following assessment strategy requirements apply to the remaining units developed by Lifelong Learning UK

Requirements for assessors

All those who assess these qualifications must:

- have up-to-date working knowledge and experience of best practice in Learning and Development

- be occupationally competent in the units they are assessing

- hold one of the following qualifications or their recognised equivalent:

  - the Level 3 Award in Assessing Competence in the Work Environment *or*

  - the Level 3 Certificate in Assessing Vocational Achievement, *or*

  - A1 Assess candidate performance using a range of methods, *or*

  - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence

  and

- show current evidence of continuing professional development in assessment and learning and development.

Requirements for internal quality assurance

All those who provide internal quality assurance for these qualifications must:

- have up-to-date working knowledge and experience of best practice in Learning and Development

- be occupationally competent in the units they are quality assuring

- hold one of the following qualifications or their recognised equivalent:

  - the Level 3 Award in Assessing Competence in the Work Environment

    or

  - the Level 3 Certificate in Assessing Vocational Achievement, or A1 Assess candidate performance using a range of methods, *or*

  - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence

- hold, or be working towards, one of the following internal quality assurance qualifications or their recognised equivalent:

  - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or

  - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*

  - V1 Conduct internal quality assurance of the assessment process,

  or

  - D34 Internally verify the assessment process

  and

- show current evidence of continuing professional development in learning and development, assessment and quality assurance.

Requirements for external quality assurance

All those who provide external quality assurance for these qualifications must:

- have up-to-date working knowledge and experience of best practice in Learning and Development

- hold one of the following qualifications or their recognised equivalent:

  - the Level 3 Award in Assessing Competence in the Work Environment

    or

  - the Level 3 Certificate in Assessing Vocational Achievement, *or*

  - A1 Assess candidate performance using a range of methods, *or*

  - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence

- hold, or be working towards, one of the following external quality assurance qualifications or their recognised equivalent:

  - the Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice, *or*

  - the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, *or*

  - V2 Conduct external quality assurance of the assessment process,

    or

  - D35 Externally verify the assessment process.

  and

- show current evidence of continuing professional development in learning and development, assessment and quality assurance.

In terms of best practice, external quality assurance staff might also be expected to hold an appropriate internal quality assurance qualification, either:

- the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, *or*

- the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, *or*

- V1 Conduct internal quality assurance of the assessment process *or*

- D34 Internally verify the assessment process.

The following requirements apply to the units developed by the Management Standards Centre and now overseen by the Council for Administration, ie units 23 to 31

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/unit(s) they are assessing or verifying

- keep themselves up to date with developments in management and leadership practice; and

- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition, Assessors and Verifiers must have:

- an accredited assessor and/or verifier qualification

- a related qualification in assessment and/or verification that has been mapped to the national Occupational Standards for assessment and/or verification; *and*

- evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verification.

A qualified assessor must countersign the assessment decisions of unqualified assessors. The decisions of unqualified internal verifiers must be similarly countersigned by a qualified internal verifier.

Portfolio Evidence Record Sheets

Unit 1:   Understand the Principles and Practices of Learning and Development (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the purpose and context of learning and development	1.1	Analyse the objectives of learning and development for learners and for organisations		
		1.2	Explain the contexts and environments in which learning and development takes place		
2	Understand the learning and development cycle	2.1	Explain the learning and development cycle and each of its constituent parts		
		2.2	Explain how the learning and development cycle is used to enhance learner experience		
3	Understand the needs of learners in relation to learning and development	3.1	Summarise why it is necessary to understand learner needs and motivations for learning and development		
		3.2	Explain how to adapt learning and development to meet the needs and preferences of learners		
		3.3	Outline the factors that can lead to the improvement and maintenance of learner engagement and motivation		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Understand the roles and responsibilities of the learning and development practitioner	4.1	Explain own role and responsibilities in relation to learning and development		
		4.2	Explain the points of referral available to help meet the needs of learners		
		4.3	Explain the practitioner role in the development of learners' in the learning and development process		
		4.4	Explain the practitioner's role in the quality improvement of learning and development		
		4.5	Summarise the practitioner's role in managing risks to and safeguarding learners		
5	Understand legislative and organisational requirements in relation to learning and development	5.1	Explain learner's rights in relation to equality, diversity and inclusion		
		5.2	Explain the practitioner's and the organisation's responsibility for the safety and security of learners		
		5.3	Summarise the purpose and limits of confidentiality in relation to learners and the organisation		
		5.4	Explain requirements for record keeping in relation to learning and development		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 2: Principles, Theories and Practices of Learning and Development (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the principles, purpose and context of learning and development	1.1	Evaluate learning and development principles and strategies used with individual learners and learners in groups		
		1.2	Evaluate the objectives and benefits of learning and development for learners and organisations		
		1.3	Critically evaluate different environments for learning and development in relation to different learner and organisational needs		
		1.4	Explain why learning and development programmes and activities must be managed to meet learner needs		
2	Understand the learning and development cycle	2.1	Evaluate the role and importance of each phase of the learning and development cycle		
		2.2	Analyse how different phases of the learning and development cycle are used to enhance the learner experience		
3	Understand how people learn	3.1	Evaluate different theories of learning in relation to own practice and context		
4	Understand the needs of learners in relation to learning and development	4.1	Evaluate the needs of different types of learners		
		4.2	Evaluate the advantages and disadvantages of adapting learning and development activities to meet the needs and preferences of learners		
		4.3	Explain the importance of engaging learners in planning, managing and reviewing their own learning		

Learning outcomes		Assessment criteria		Portfolio reference	Date
5	Understand the roles and responsibilities of the learning and development practitioner	5.1	Analyse own roles and responsibilities in relation to learning and development		
		5.2	Evaluate points of referral available to meet the potential needs of learners		
		5.3	Analyse the practitioner's role in the quality improvement of learning and development		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 3: Identify the Learning Needs of Organisations (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the principles and practices of learning needs analysis for organisations	1.1	Explain the principles and practice of learning needs analysis for organisations		
		1.2	Analyse the factors that can influence the identification of organisational learning needs		
		1.3	Explain why it is important to gain the support and commitment of relevant people		
		1.4	Review the methodologies required for a learning needs analysis		
2	Be able to conduct learning needs analysis for the organisation	2.1	Confirm the purpose and aims of learning needs analysis with relevant people		
		2.2	Select the organisational learning needs analysis methodology		
		2.3	Apply the organisational learning needs analysis methodology		
		2.4	Analyse the learning needs of the organisation		
		2.5	Review methods of communicating findings from learning needs analysis to relevant people in organisations		
3	Be able to agree organisational learning and development plans with relevant people	3.1	Present recommendations for learning and development to relevant people		
		3.2	Review and revise priorities with relevant people		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 4: Identify Individual Learning and Development Needs (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the principles and practices of learning needs analysis for individuals	1.1	Explain the principles and practices of learning needs analysis for individuals		
		1.2	Analyse the factors that influence individual learning needs, preferences and styles		
		1.3	Compare methods used to assess individual learning needs		
2	Be able to conduct learning needs analysis for individuals	2.1	Agree the purpose, aims and methodology of the learning needs analysis with individuals		
		2.2	Apply learning needs analysis methodology to assess the individual's current level of achievement and potential		
		2.3	Analyse learning needs and communicate to the learner		
3	Be able to agree individual learning and development needs	3.1	Agree and prioritise individual learning and development needs		
		3.2	Advise individuals about learning and development options to meet: • learner priorities • learning preferences • learning styles		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 5: Develop Learning and Development Programmes (Level 4)

Learning outcomes		Assessment criteria		Portfolio ref	Date
1	Understand the principles underpinning the development of learning and development programmes	1.1	Explain the objectives of learning and development programmes		
		1.2	Evaluate the factors of learning and development programmes that impact on development delivery assessment and accreditation		
		1.3	Explain the importance of learner involvement when developing learning and development programmes		
		1.4	Evaluate the risks that need to be managed when developing learning and development programmes		
		1.5	Compare methodologies to monitor and evaluate learning and development programmes		
2	Be able to develop learning and development programmes	2.1	Identify the learning outcomes required for learning and development programmes		
		2.2	Develop a plan for a learning and development programme		
		2.3	Plan the assessment approaches to meet the learning outcomes of learning and development programmes		
		2.4	Produce resources for learning and development programmes		
3	Be able to review learning and development programmes	3.1	Evaluate the learning outcomes of a learning and development programme		
		3.2	Evaluate the delivery and assessment of a learning and development programme		
		3.3	Identify areas for improvement for learning and development programmes		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 6: Plan and Prepare Specific Learning and Development Opportunities (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to plan learning and development opportunities	1.1	Agree the purpose and outcomes of learning and development to meet learner needs		
		1.2	Plan the delivery of specific learning and development opportunities to meet needs		
		1.3	Secure resources required to deliver specific learning and development opportunities		
		1.4	Identify organisational structures, systems and processes supporting learning and development opportunities		
		1.5	Assess risks to learners and their learning and development when planning specific opportunities		
2	Be able to prepare specific learning and development opportunities to meet learner needs	2.1	Prepare learning and development sessions to meet learner needs		
		2.2	Identify resources and technologies required to deliver specific learning and development sessions		
		2.3	Communicate specific learning and development aims, objectives, delivery and assessment arrangements to learners		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 7: Develop and Prepare Resources for Learning and Development (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand principles underpinning development and preparation of resources for learning and development	1.1	Explain principles underpinning resource selection for learning and development		
		1.2	Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies		
		1.3	Evaluate the contribution of technology to the development of learning and development resources		
2	Be able to develop resources to meet learning and development needs	2.1	Agree needs of learners for whom resources are being developed		
		2.2	Prepare resources for the delivery of learning and development, ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met		
		2.3	Plan adaptations to and use of technology within resources to meet learning and development needs		
		2.4	Prepare guidance to assist those using learning and development resources		
		2.5	Evaluate the suitability of resources for learning and development		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 8: Facilitate Learning and Development in Groups (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand principles and practices of learning and development in groups	1.1	Explain purposes of group learning and development		
		1.2	Explain why delivery of learning and development must reflect group dynamics		
		1.3	Evaluate methods for facilitating learning and development to meet the needs of groups		
		1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups		
		1.5	Explain how to overcome barriers to learning in groups		
		1.6	Explain how to monitor individual learner progress within group learning and development activities		
		1.7	Explain how to adapt delivery based on feedback from learners in groups		
2	Be able to facilitate learning and development in groups	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives		
		2.2	Implement learning and development activities to meet learning objectives		
		2.3	Manage risks to group and individual learning and development		
3	Be able to assist groups to apply new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts		
		3.2	Provide feedback to improve the application of learning		

Learning outcomes			Assessment criteria		Portfolio reference	Date
4	Be able to assist learners to reflect on their learning and development undertaken in groups	4.1	Support self-evaluation by learners			
		4.2	Review individual responses to learning and development in groups			
		4.3	Assist learners to identify their future learning and development needs			
Learners name:				Date:		
Learner signature:				Date:		
Assessor signature:				Date:		
Internal verifier signature (if verified)				Date:		

Unit 9: Facilitate Learning and Development for Individuals (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand principles and practices of one-to-one learning and development	1.1	Explain purposes of one-to-one learning and development		
		1.2	Explain factors to be considered when facilitating learning and development to meet individual needs		
		1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals		
		1.4	Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development		
		1.5	Explain how to overcome individual barriers to learning		
		1.6	Explain how to monitor individual learner progress		
		1.7	Explain how to adapt delivery to meet individual learner needs		
2	Be able to facilitate one-to-one learning and development	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives		
		2.2	Implement activities to meet learning and/or development objectives		
		2.3	Manage risks and safeguard learners participating in one-to-one learning and/or development		
3	Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts		
		3.2	Explain benefits to individuals of applying new knowledge and skills		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Be able to assist individual learners in reflecting on their learning and/or development	4.1	Explain benefits of self-evaluation to individuals		
		4.2	Review individual responses to one-to-one learning and/or development		
		4.3	Assist individual learners to identify their future learning and/or development needs		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 10: Manage Learning and Development in Groups (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the principles and practices of managing learning and development in groups	1.1	Analyse the characteristics of group environments that foster learning and development		
		1.2	Evaluate strategies to manage group behaviour and dynamics		
		1.3	Evaluate management techniques which facilitate the delivery of learning and development in groups		
		1.4	Analyse ways to involve learners in the management of their own learning and development in groups		
		1.5	Analyse risks to be considered when managing learning and development in groups		
		1.6	Explain how to manage barriers to individual learning in groups		
2	Be able to manage group learning and development environments	2.1	Facilitate communication, collaboration and learning between group members		
		2.2	Use motivational methods to engage the group and its individual members in the learning and development process		
		2.3	Consult with group members to adapt their learning and development environments to improve their learning outcomes		
		2.4	Manage the risks associated with group learning and development		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to apply methodologies to manage learning and development in groups	3.1	Involve learners in agreeing group learning and development objectives		
		3.2	Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group		
		3.3	Manage group learning strategies and delivery methods to reflect changing requirements		
		3.4	Provide individual advice to learners to assist their decision-making about future learning needs		
4	Be able to manage learning and development in groups to comply with legal and organisational requirements	4.1	Support learners' rights in relation to equality, diversity and inclusion		
		4.2	Minimise risks to safety, health, wellbeing and security of learners		
		4.3	Manage confidentiality in relation to learners and the organisation		
		4.4	Maintain learning and development records in accordance with organisational procedures		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 11: Engage Learners in the Learning and Development Process (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand principles and purpose of engaging learners in learning and development	1.1	Explain principles of learner engagement in the learning and development process		
		1.2	Evaluate the processes and activities used to engage learners in learning and development		
		1.3	Explain information and advice learner needs for learning and development		
		1.4	Analyse learner motivation for learning and development		
		1.5	Analyse ways to overcome barriers to learning and development faced by learners		
		1.6	Explain methods of engaging learners in their own progress review of learning		
2	Understand the role of mentoring in facilitating learning	2.1	Explain how mentoring can engage and motivate learners		
		2.2	Summarise the role and characteristics of a mentor		
		2.3	Analyse mentoring relationships that engage and motivate learners		
3	Be able to assist and engage the learner in the learning and development process	3.1	Demonstrate working relationships with learners to motivate learning		
		3.2	Provide assistance to learners to encourage them to take responsibility for their own learning and development		
		3.3	Provide learners with the information and advice to engage in learning and development that meets their needs		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Be able to assist the learner in reviewing their own progress	4.1	Establish opportunities to review progress with learners		
		4.2	Provide learners with constructive feedback on their learning and development		
		4.3	Enable learners to give feedback on their learning experience		
		4.4	Analyse progress and achievement with learners		
		4.5	Assist learners in adapting learning and development plans to reflect future learning needs		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 12: Reflect on and Improve Own Practice in Learning and Development (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand approaches to and processes associated with reflective practice and continuing professional development	1.1	Evaluate approaches to reflective practice		
		1.2	Critically evaluate why learning and development practitioners must engage in reflective practice and continuing professional development		
		1.3	Analyse own values, beliefs and attitudes and their impact on practice		
2	Be able to reflect on own performance as a learning and development practitioner	2.1	Analyse own skills, knowledge and practice as a learning and development practitioner		
		2.2	Assess how own practice promotes inclusion, equality and diversity		
		2.3	Evaluate where own skills, knowledge and practice need updating or further development		
3	Be able to improve own learning and development practice	3.1	Prioritise areas for own development as a practitioner		
		3.2	Review and update personal action plans to improve practice based on outcomes of reflection		
		3.3	Identify learning and development opportunities to address priority actions in accordance with current legislative and organisational requirements		
		3.4	Use technologies and resources to keep own knowledge, understanding, skills and practice up to date		
		3.5	Review outcomes of development activities on own practice		

Learners name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 13: Evaluate and Improve Learning and Development Provision (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand contexts for evaluation and quality improvement of learning and development	1.1	Analyse the principles of quality improvement in learning and development provision		
		1.2	Explain current legislative and organisational quality improvement requirements for learning and development provision		
		1.3	Evaluate industry-recognised standards for learning and development		
		1.4	Discuss methods to evaluate learning and development provision		
		1.5	Analyse processes to raise standards in own area of learning and development practice		
		1.6	Explain the role of learner involvement in evaluating and improving learning and development provision		
2	Understand evaluation of learning and development	2.1	Evaluate the scope of evaluation for own area of learning and development		
		2.2	Identify performance indicators that apply to own area of learning and development		
		2.3	Discuss information and other evidence requirements including strengths and weaknesses of information available to evaluate learning and development		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to evaluate learning and development in accordance with organisational requirements	3.1	Follow organisational procedures for recording and reporting evaluation outcomes		
		3.2	Analyse evidence of learning and development against organisational requirements		
		3.3	Assess own contribution and that of colleagues to the evaluation of learning and development		
		3.4	Recommend quality improvements for learning and development		
4	Be able to improve learning and development ensuring regulatory and organisational requirements are met	4.1	Prioritise and plan improvements to provision based on evaluation of learning and development		
		4.2	Identify ways to monitor the impact of planned improvements to learning and development on an ongoing basis		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 14: Understanding the Principles and Practices of Assessment (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the principles and requirements of assessment	1.1	Explain the function of assessment in learning and development		
		1.2	Define the key concepts and principles of assessment		
		1.3	Explain the responsibilities of the assessor		
		1.4	Identify the regulations and requirements relevant to assessment in own area of practice		
2	Understand different types of assessment method	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners		
3	Understand how to plan assessment	3.1	Summarise key factors to consider when planning assessment		
		3.2	Evaluate the benefits of using a holistic approach to assessment		
		3.3	Explain how to plan a holistic approach to assessment		
		3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility		
		3.5	Explain how to minimise risks through the planning process		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Understand how to involve learners and others in assessment	4.1	Explain the importance of involving the learner and others in the assessment process		
		4.2	Summarise types of information that should be made available to learners and others involved in the assessment process		
		4.3	Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning		
		4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners		
5	Understand how to make assessment decisions	5.1	Explain how to judge whether evidence is: • sufficient • authentic • current		
		5.2	Explain how to ensure that assessment decisions are: • made against specified criteria • valid • reliable • fair		

Learning outcomes		Assessment criteria		Portfolio reference	Date
6	Understand quality assurance of the assessment process	6.1	Evaluate the importance of quality assurance in the assessment process		
		6.2	Summarise quality assurance and standardisation procedures in own area of practice		
		6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice		
7	Understand how to manage information relating to assessment	7.1	Explain the importance of following procedures for the management of information relating to assessment		
		7.2	Explain how feedback and questioning contribute to the assessment process		
8	Understand the legal and good practice requirements in relation to assessment	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare.		
		8.2	Explain the contribution that technology can make to the assessment process		
		8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment		
		8.4	Explain the value of reflective practice and continuing professional development in the assessment process		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified):				Date:	

Unit 15: Assess Occupational Competence in the Work Environment (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to plan the assessment of occupational competence	1.1	Plan assessment of occupational competence based on the following methods: • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning		
		1.2	Communicate the purpose, requirements and processes of assessing occupational competence to the learner		
		1.3	Plan the assessment of occupational competence to address learner needs and current achievements		
		1.4	Identify opportunities for holistic assessment		

Learning outcomes		Assessment criteria		Portfolio reference	Date
2	Be able to make assessment decisions about occupational competence	2.1	Use valid, fair and reliable assessment methods including: • observation of performance • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning		
		2.2	Make assessment decisions of occupational competence against specified criteria		
		2.3	Follow standardisation procedures		
		2.4	Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression		
3	Be able to provide required information following the assessment of occupational competence	3.1	Maintain records of the assessment of occupational competence, the outcomes and learner progress		
		3.2	Make assessment information available to authorised colleagues		
		3.3	Follow procedures to maintain the confidentiality of assessment information		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Be able to maintain legal and good practice requirements when assessing occupational competence	4.1	Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare		
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism when assessing occupational competence		
		4.3	Evaluate own work in carrying out assessments of occupational competence		
		4.4	Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 16: Assess Vocational Skills, Knowledge and Understanding (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to prepare assessments of vocational skills, knowledge and understanding	1.1	Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning		
		1.2	Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding		
		1.3	Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners		
2	Be able to carry out assessments of vocational skills, knowledge and understanding	2.1	Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements		
		2.2	Provide support to learners within agreed limitations		
		2.3	Analyse evidence of learner achievement		
		2.4	Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria		
		2.5	Follow standardisation procedures		

Learning outcomes		Assessment criteria		Portfolio reference	Date
		2.6	Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression		
3	Be able to provide required information following the assessment of vocational skills, knowledge and understanding	3.1	Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress		
		3.2	Make assessment information available to authorised colleagues as required		
		3.3	Follow procedures to maintain the confidentiality of assessment information		
4	Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding	4.1	Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare		
		4.2	Apply requirements for equality and diversity and, where appropriate, bilingualism		
		4.3	Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding		
		4.4	Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 17: Understanding the Principles and Practice of Internally Assuring the Quality of Assessment (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the context and principles of internal quality assurance	1.1	Explain the functions of internal quality assurance in learning and development		
		1.2	Explain the key concepts and principles of the internal quality assurance of assessment		
		1.3	Explain the roles of practitioners involved in the internal and external quality assurance process		
		1.4	Explain the regulations and requirements for internal quality assurance in own area of practice		
2	Understand how to plan the internal quality assurance of assessment	2.1	Evaluate the importance of planning and preparing internal quality assurance activities		
		2.2	Explain what an internal quality assurance plan should contain		
		2.3	Summarise the preparations that need to be made for internal quality assurance, including: • information collection • communications • administrative arrangements • resources		
3	Understand techniques and criteria for monitoring the quality of assessment internally	3.1	Evaluate different techniques for sampling evidence of assessment, including use of technology		
		3.2	Explain the appropriate criteria to use for judging the quality of the assessment process		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Understand how to internally maintain and improve the quality of assessment	4.1	Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment		
		4.2	Explain standardisation requirements in relation to assessment		
		4.3	Explain relevant procedures regarding disputes about the quality of assessment		
5	Understand how to manage information relevant to the internal quality assurance of assessment	5.1	Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment		
6	Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1	Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare		
		6.2	Evaluate different ways in which technology can contribute to the internal quality assurance of assessment		
		6.3	Explain the value of reflective practice and continuing professional development in relation to internal quality assurance		
		6.4	Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 18: Internally Assure the Quality of Assessment (Level 4)

Learning outcomes		Assessment criteria		Portfolio ref	Date
1	Be able to plan the internal quality assurance of assessment	1.1	Plan monitoring activities according to the requirements of own role		
		1.2	Make arrangements for internal monitoring activities to assure quality		
2	Be able to internally evaluate the quality of assessment	2.1	Carry out internal monitoring activities to quality requirements		
		2.2	Evaluate assessor expertise and competence in relation to the requirements of their role		
		2.3	Evaluate the planning and preparation of assessment processes		
		2.4	Determine whether assessment methods are safe, fair, valid and reliable		
		2.5	Determine whether assessment decisions are made using the specified criteria		
		2.6	Compare assessor decisions to ensure they are consistent		
3	Be able to internally maintain and improve the quality of assessment	3.1	Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment		
		3.2	Apply procedures to standardise assessment practices and outcomes		

Learning outcomes		Assessment criteria		Portfolio ref	Date
4	Be able to manage information relevant to the internal quality assurance of assessment	4.1	Apply procedures for recording, storing and reporting information relating to internal quality assurance		
		4.2	Follow procedures to maintain confidentiality of internal quality assurance information		
5	Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment	5.1	Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare		
		5.2	Apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance		
		5.3	Critically reflect on own practice in internally assuring the quality of assessment		
		5.4	Maintain the currency of own expertise and competence in internally assuring the quality of assessment		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 19: Provide Information and Advice to Learners and Employers (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand information and advice available for learners and employers	1.1	Analyse information and advice needs of • individual learners • employers		
		1.2	Evaluate sources of information and advice available to meet the needs of • individual learners • employers		
2	Understand own boundaries and limitations in relation to providing information and advice	2.1	Explain own boundaries for the provision of information and advice to • individual learners • employers		
		2.2	Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for • individual learners • employers		
		2.3	Evaluate impact of providing incorrect or misleading information and advice to • individual learners • employers		

Learning outcomes		Assessment criteria		Portfolio reference	Date
3	Be able to provide information and advice to learners and employers	3.1	Identify information and advice needs of • individual learners • employers		
		3.2	Provide information and advice to • individual learners • employers		
4	Be able to assist learners and employers in accessing information and advice	4.1	Identify sources of information and advice to meet the needs of • individual learners • employers		
		4.2	Identify barriers to accessing information and advice for • individual learners • employers		
		4.3	Assist with overcoming barriers to accessing information and advice		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 20: Engage with Employers to Develop and Support Learning Provision (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand information relating to employers developing provision for learners	1.1	Analyse information sources about individual employers and employment sectors, locally and nationally		
		1.2	Summarise learning provision available to an employer		
		1.3	Summarise legal requirements that apply to employers developing and supporting provision for learners		
2	Understand how to engage with employers for the benefit of learners	2.1	Explain how to prepare for first contact with employers to discuss learning provision		
		2.2	Assess employers' level of interest in providing learning opportunities for learners		
		2.3	Evaluate strategies that help employers overcome concerns about offering learning opportunities		
		2.4	Explain why employers might need support to provide learning for learners		
		2.5	Explain the importance of clear channels of communication with employers as delivery partners		
3	Be able to engage with employers for the benefit of learners	3.1	Provide employers with clear information and advice about learning requirements for learners		
		3.2	Provide advice and assistance to employers delivering learning opportunities		
		3.3	Establish channels of communication for feedback from employers on the progress of learners		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Be able to evaluate the effect of employer provision on the learner and partner organisation	4.1	Assess the impact of employer provision on learners' learning outcomes		
		4.2	Review the impact of employer provision on partner organisations		
Learner name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 21: Understanding the Employing Organisation (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand the structure of their organisation	1.1	Describe the main functions in their organisation		
		1.2	Describe how the main functions in their organisation are staffed and organised		
		1.3	Describe the communication channels in their organisation		
		1.4	Describe the lines of control and accountability in their organisation		
2	Understand the key aims and objectives of their organisation	2.1	Explain the importance of an organisation having a business plan		
		2.2	Describe their organisation's key aims and objectives (for example, mission, core aims and values)		
		2.3	Describe how their organisation measures the achievement of key aims and objectives		
		2.4	Identify their organisation's key performance indicators		
3	Understand their own contribution to their organisation's key aims and objectives	3.1	Evaluate the importance of an organisation managing the performance of its staff		
		3.2	Describe the objectives of their job role		
		3.3	Explain how the objectives of their job role contribute to the organisation's key aims and objectives		
		3.4	Explain how their own performance is evaluated and developed		
		3.5	Analyse the contribution they can make to the evaluation and development of their performance		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Understand the opportunities for entry, professional development and progression within their organisation	4.1	Explain the importance of continuing professional development		
		4.2	Evaluate the organisation's processes for recruitment		
		4.3	Evaluate the organisation's processes for induction		
		4.4	Evaluate the organisation's processes for training and development		
		4.5	Evaluate the opportunities and requirements for career progression for staff within their organisation		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 22: Engage with Employers to Facilitate Workforce Development (Level 4)

Learning outcomes		Assessment criteria		Portfolio ref	Date
1	Understand the opportunities available for workforce development	1.1	Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements		
		1.2	Explain what constitutes workforce development in a business context		
		1.3	Explain the funding opportunities available for workforce development		
2	Understand how to engage with employers to promote workforce development	2.1	Analyse information about individual employers and employment sectors, locally and nationally		
		2.2	Explain how to gauge employers' level of interest in workforce development opportunities		
		2.3	Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development		
3	Understand how to design learning and development opportunities in the workplace	3.1	Analyse what motivates employees to undertake learning and development in the workplace		
		3.2	Explain the key factors to be considered when designing learning and development solutions for employers and employees		
		3.3	Critically compare learning and development programmes which already exist with newly developed opportunities		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Understand how to facilitate learning and development opportunities in the workplace	4.1	Identify the sources of support and resources that are available from stakeholders		
		4.2	Explain how employees might overcome obstacles when engaging with learning and development		
		4.3	Explain how to select, support and monitor staff delivering learning and development solutions		
		4.4	Evaluate the impact of workforce development opportunities on: • employees • businesses		
5	Be able to engage with employers on workforce development issues	5.1	Research information about the business needs of employers in relation to productivity and performance		
		5.2	Report to employers employee development needs in a professional manner		
6	Be able to work with employers to facilitate workforce development solutions	6.1	Prepare information and advice for the employer on solutions relevant to their business		
		6.2	Review employer workforce development needs using methods relevant to the nature of the business and its employees		
		6.3	Propose solutions that recognise the needs of the workforce		
		6.4	Implement processes to develop and support the workforce within a business partnership with the employer		
		6.5	Provide ongoing evaluation of workforce development for the purposes of quality improvement		
		6.6	Work with the employer to measure the impact of workforce development on their business		

Learner name:		Date:
Learner signature:		Date:
Assessor signature:		Date:
Internal verifier signature (if verified)		Date:

Unit 23: Develop and Evaluate Operational Plans for Own Area of Responsibility (Level 5)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to align the objectives of own area of responsibility with those of the organisation	1.1	Identify operational objectives within own area of responsibility		
		1.2	Analyse objectives of own area of responsibility in relation to those of the organisation		
2	Be able to implement operational plans in own area of responsibility	2.1	Assess risks associated with operational plans and include contingency arrangements		
		2.2	Identify support from relevant stakeholders		
		2.3	Implement operational plan in own area of responsibility		
3	Be able to monitor and evaluate operational plans in own area of responsibility	3.1	Monitor procedures within the operational plan		
		3.2	Evaluate operational plans and implement any necessary actions		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 24: Provide Leadership and Direction for Own Area of Responsibility (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to lead in own area of responsibility	1.1	Identify own strengths and ability to lead in a leadership role		
		1.2	Evaluate strengths within own area of responsibility		
2	Be able to provide direction and set objectives in own area of responsibility	2.1	Outline direction for own area of responsibility		
		2.2	Implement objectives with colleagues that align with those of the organisation		
3	Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1	Communicate the agreed direction to individuals within own area of responsibility		
		3.2	Collect feedback to inform improvement		
4	Be able to assess own leadership performance	4.1	Assess feedback on own leadership performance		
		4.2	Evaluate own leadership performance		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 25: Manage Equality of Opportunity, Diversity and Inclusion in Own Area of Responsibility (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies	1.1	Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies		
		1.2	Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility		
2	Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility	2.1	Outline an organisation's written equality, diversity and inclusion policy and procedures		
3	Be able to monitor equality, diversity and inclusion within own area of responsibility	3.1	Monitor how equality, diversity and inclusion activities in own area of responsibility in line with own organisation		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 26: Work Productively with Colleagues and Stakeholders (Level 5)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to provide colleagues and stakeholders with information	1.1	Identify information to be communicated to selected colleagues and stakeholders		
		1.2	Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders		
2	Be able to consult with colleagues and stakeholders in relation to decisions or activities	2.1	Communicate with colleagues and stakeholders regarding any decisions or activities		
3	Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders	3.1	Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled		
		3.2	Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders		
4	Understand how to manage potential conflicts of interest	4.1	Explain how to identify and manage potential conflicts of interest		
5	Understand how to be able to monitor working relationships	5.1	Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders		
		5.2	Explain how to monitor changes in the working environment		

Learning outcomes		Assessment criteria		Portfolio reference	Date
6	Be able to review and improve the effectiveness of working relationships	6.1	Analyse feedback on working relationships from colleagues and stakeholders		
		6.2	Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness		
		6.3	Identify and implement improvements to working relationships		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 27: Plan, Allocate and Monitor Work in Own Area of Responsibility (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to produce a work plan for own area of responsibility	1.1	Explain the context in which work is to be undertaken		
		1.2	Identify the skills base and the resources available		
		1.3	Examine priorities and success criteria needed for the team		
		1.4	Produce a work plan for own area of responsibility		
2	Be able to allocate and agree responsibilities with team members	2.1	Identify team members' responsibilities for identified work activities		
		2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members		
3	Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1	Identify ways to monitor progress and quality of work		
		3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members		
4	Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1	Review and amend work plan where changes are needed		
		4.2	Communicate changes to team members		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 28: Set Objectives and Provide Support for Team Members (Level 3)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to communicate a team's purpose and objectives to team members	1.1	Describe the purpose of a team		
		1.2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)		
		1.3	Communicate the team's purpose and objectives to its members		
2	Be able to develop a plan with team members showing how tea objectives will be met	2.1	Discuss with team members how team objectives will be met		
		2.2	Ensure team members participate in the planning process and think creatively		
		2.3	Develop plans to meet team objectives		
		2.4	Set SMART personal work objectives with team members		
3	Be able to support team members identifying opportunities and providing support	3.1	Identify opportunities and difficulties faced by team members		
		3.2	Discuss identified opportunities and difficulties with team members		
		3.3	Provide advice and support to team members to overcome identified difficulties and challenges		
		3.4	Provide advice and support to team members to make the most of identified opportunities		

Learning outcomes		Assessment criteria		Portfolio reference	Date
4	Be able to monitor and evaluate progress and recognise individual and team achievement	4.1	Monitor and evaluate individual and team activities and progress		
		4.2	Provide recognition when individual and team objectives have been achieved		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 29: Developing Collaborative Relationships with Other Organisations (Level 5)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to identify potential collaborative opportunities with other organisations	1.1	Identify organisations that share common or complementary objectives to own organisation		
		1.2	Evaluate the feasibility of collaboration with identified organisations		
		1.3	Evaluate the potential benefits of collaboration		
		1.4	Develop a business case for collaboration with identified organisations		
2	Be able to agree the strategic aims and objectives of collaboration	2.1	Agree the strategic aims and objectives of collaboration internally and with other organisations		
		2.2	Agree the benefits each organisation expects to receive from collaboration		
3	Be able to agree methods and expected outcomes of collaboration	3.1	Agree the actions each organisation will take and when		
		3.2	Agree the expected outcomes of collaboration		
		3.3	Agree arrangements for communication		
		3.4	Agree process of collaboration review		
4	Be able to instigate and sustain a collaborative relationship with another organisation	4.1	Implement agreed actions at agreed times		
		4.2	Maintain communication and provide support to other organisations		

Learning outcomes		Assessment criteria		Portfolio reference	Date
5	Be able to review and evaluate the collaboration with another organisation	5.1	Review and evaluate the extent to which the aims and objectives of collaboration have been achieved		
		5.2	Make a decision on whether to continue with the collaboration in the future		
		5.3	Determine any changes to be made to the collaboration if it were to continue		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 30: Manage a Budget for Own Area of Activity or Work (Level 5)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to prepare a budget for own area of responsibility	1.1	Evaluate information on resource requirements for own area or activity of work		
		1.2	Produce a draft budget		
		1.3	Communicate final budget to colleagues in own area of responsibility		
2	Be able to manage a budget	2.1	Analyse variances between planned and actual expenditure		
		2.2	Provide information on performance to relevant stakeholders		
		2.3	Explain how to take corrective action within the limits of own authority, in response to budget variances and developments		
		2.4	Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority		
3	Be able to review budget management performance	3.1	Review performance against budget		
		3.2	Assess improvements for future budget planning and management		
		3.3	Monitor budget performance and implement changes within the limits of own authority or obtain agreement		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Unit 31: Manage the Achievement of Customer Satisfaction (Level 4)

Learning outcomes		Assessment criteria		Portfolio reference	Date
1	Be able to understand customer service standards required in own organisation	1.1	Explain customer service standards within own organisation		
		1.2	Describe customer service best practice in own sector using research techniques		
2	Be able to implement sustainable processes for customer satisfaction	2.1	Define sustainable processes taking into account environmental issues		
		2.2	Identify sustainable processes to support customer service standards		
		2.3	Produce a plan for implementation		
		2.4	State customer service standards with relevant key stakeholders		
		2.5	Ensure resources are provided to deliver agreed standards of customer service		
3	Be able to support colleagues in delivering customer service standards	3.1	Communicate customer service roles and responsibilities with employees in own organisation		
4	Be able to manage and develop a culture in own organisation to deliver customer service standards	4.1	Evaluate the culture in own organisation		
		4.2	Identify techniques for improving motivation amongst employees		
		4.3	Describe motivational strategies for improving customer service standards		

Learning outcomes		Assessment criteria		Portfolio reference	Date
5	Be able to monitor customer service levels for continuous improvement	5.1	Describe methods of measuring customer satisfaction		
		5.2	Develop processes for monitoring customer satisfaction, including customer feedback mechanisms		
		5.3	Review employee performance to ensure customer service standards and organisational values are met		
		5.4	Analyse and monitor customer service		
Learners name:				Date:	
Learner signature:				Date:	
Assessor signature:				Date:	
Internal verifier signature (if verified)				Date:	

Annexe D

Learning and Development units which may be used in other Teaching in the Lifelong Learning Sector qualifications

Unit name	Unit no	Unit Ref No	Level	Credit	GLH	PTLLS Level 3	PTLLS Level 4	CTLLS Level 3	CTLLS Level 4	DTLLS Level 5
Understand the Principles and Practices of Learning and Development	1	Y/502/9541	3	6	25					
Principles, Theories and Practices of Learning and Development	2	D/502/9542	4	6	25					
Identify the Learning Needs of Organisations	3	H/502/9543	4	6	30			X	X	X
Identify Individual Learning and Development Needs	4	K/502/9544	3	3	24			X (M)	X (M)	X (M)
Develop Learning and Development Programmes	5	M/502/9545	4	6	30			X	X	X
Plan and Prepare Specific Learning and Development Opportunities	6	T/502/9546	3	6	20					
Develop and Prepare Resources for Learning and Development	7	A/502/9547	4	6	25			X (M)	X (M)	X (M)
Facilitate Learning and Development in Groups	8	F/502/9548	3	6	25	X		X (M)	X (M)	X (M)

Unit name	Unit no	Unit Ref No	Level	Credit	GLH	PTLLS Level 3	PTLLS Level 4	CTLLS Level 3	CTLLS Level 4	DTLLS Level 5
Facilitate Learning and Development for Individuals	9	J/502/9549	3	6	25	X		X (M)	X (M)	X (M)
Manage Learning and Development in Groups	10	A/502/9550	4	6	30		X		X (M)	X (M)
Engage Learners in the Learning and Development Process	11	F/502/9551	3	6	30			X	X	X
Reflect on and Improve Own Practice in Learning and Development	12	J/502/9552	4	6	25					
Evaluate and Improve Learning and Development Provision	13	L/502/9553	4	6	25					
Understanding the Principles and Practices of Assessment	14	D/601/5313	3	3	24	X	X	X (M)	X (M)	X (M)
Assess Occupational Competence in the Work Environment	15	H/601/5314	3	6	30			X	X	X
Assess Vocational Skills, Knowledge and Understanding	16	F/601/5319	3	6	30			X (M)	X (M)	X (M)
Understanding the Principles and Practices of Internally Assuring the Quality of Assessment	17	T/601/5320	4	6	45			X	X	X
Internally Assure the Quality of Assessment	18	A/601/5321	4	6	45			X	X	X

Unit name	Unit no	Unit Ref No	Level	Credit	GLH	PTLLS Level 3	PTLLS Level 4	CTLLS Level 3	CTLLS Level 4	DTLLS Level 5
Provide Information and Advice to Learners and Employers	19	R/502/9554	3	3	20			X	X	X
Engage with Employers to Develop and Support Learning Provision	20	Y/502/9555	3	6	25			X	X	X
Understanding the Employing Organisation	21	R/600/1764	3	3	23					
Engage with Employers to Facilitate Workforce Development	22	D/502/9556	4	6	30			X	X	X
Develop and Evaluate Operational Plans for Own Area of Responsibility	23	Y/600/9588	5	6	25					
Provide Leadership and Direction for Own Area of Responsibility	24	T/600/9601	4	5	30					
Manage Equality of Opportunity, Diversity and Inclusion in Own Area of Responsibility	25	M/600/9628	3	4	20					
Work Productively with Colleagues and Stakeholders	26	M/600/9662	5	6	30					
Plan, Allocate and Monitor Work in Own Area of Responsibility	27	H/600/9674	4	5	25					

Unit name	Unit no	Unit Ref No	Level	Credit	GLH	PTLLS Level 3	PTLLS Level 4	CTLLS Level 3	CTLLS Level 4	DTLLS Level 5
Set Objectives and Provide Support for Team Members	28	M/600/9600	3	5	35					
Developing Collaborative Relationships with Other Organisations	29	T/600/9694	5	7	30					
Manage a Budget for Own Area of Activity or Work	30	A/600/9695	5	7	30					
Manage the Achievement of Customer Satisfaction	31	A/600/9793	4	5	25					

(M) indicates the unit is a compulsory unit within the qualification