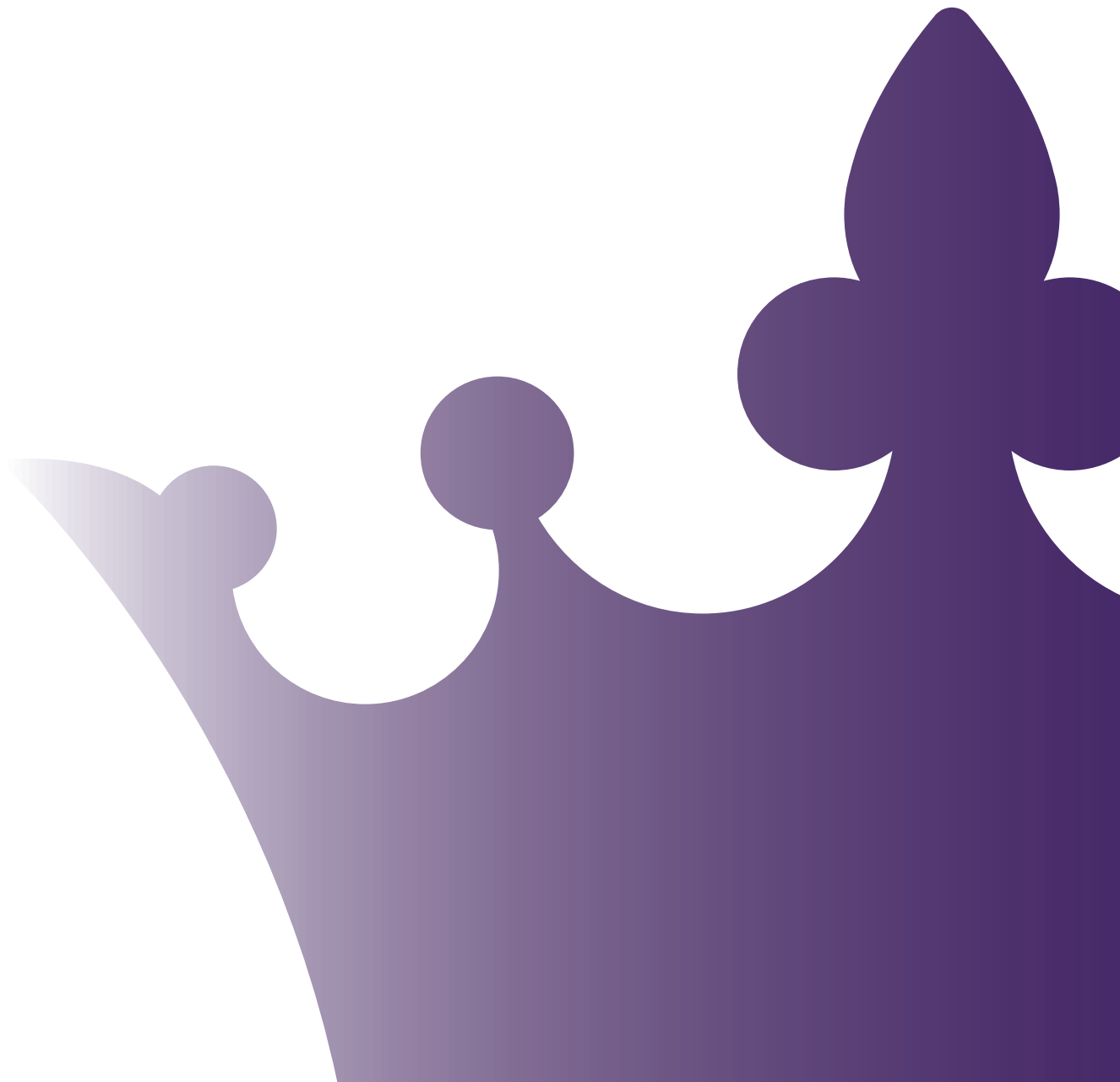# Qualification Handbook

Facilitating Learning and Development

Qualification Handbook

SFJ Awards Level 3 Award in Facilitating Learning and Development

Qualification Number: 601/6218/1

Version	Date of issue	Amendment(s)	Page
V2	20.07.17	Add Total Qualification Time	6
		Update Section 2.9 Use of Languages	7
		Update Section 3 Centre Requirements (no change to requirements)	8
		Update Section 4 Assessment ((no change to requirements)	9-16
		Remove references to QCF	Various
		Add SFJ Awards copyright information	23
V1.1	09.09.15	Update SFJ Awards contact details	4
V1	29.05.15	N/A	

Contents

1   Introduction

1.1   About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal, Armed Forces and Health sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

1.2   Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3   Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com
Website: www.sfjawards.com

2 The Qualification

2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Award in Facilitating Learning and Development

The main objective of this qualification is to provide learners with the knowledge and skills to facilitate learning and development. Learners will acquire the knowledge and understanding of learning and development and be able to evidence that they can apply their knowledge and understanding by working in one of two contexts – either with groups of learners or with individual learners.

Potential learners include:

- People who are entering learning and development practice and need to demonstrate a minimum 'threshold' level of competence to facilitate learning and development of limited scope
- People whose job role includes a limited amount of learning and development practice (for example, experienced workers or team leaders working with new staff or trainees, or as workplace coaches/mentors working with apprentices)
- Work-based assessors who facilitate the development of learners as well as assess them and who wish to supplement their assessment qualification.

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification. However learners must be working with learners in an organisational context in order to generate the required performance evidence to achieve the assessment criteria.

2.3 Units and Rules of Combination

SFJ Awards Level 3 Award in Facilitating Learning and Development

To be awarded this qualification the learner must achieve a total of 12 credits; 6 credits from the mandatory unit and 6 credits from the optional group must be successfully completed as shown in the table below.

Mandatory Unit			
Unit Reference Number	Unit Title	Level	Credit Value
Y/502/9541	Understand the principles and practices of learning and development	3	6

Optional Units			
Unit Reference Number	Unit Title	Level	Credit Value
F/502/9548	Facilitate learning and development in groups	3	6
J/502/9549	Facilitate learning and development for individuals	3	6

2.4   Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.[1]

(a)   The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and

(b)   An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments. It does not include hours where supervision or assistance is of a general nature and is not specific to learners' study.

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

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[1] Total Qualification Time criteria, Ofqual September 2015
https://www.gov.uk/government/publications/total-qualification-time-criteria

Qualification Title	TQT	GLH
SFJ Awards Level 3 Award in Facilitating Learning and Development	120	50

2.5 Age Restriction

This qualification is available to learners aged 16 years and over.

2.6 Opportunities for Progression

This qualification creates a number of opportunities for progression, including further qualifications in learning and development, training and education, and assessment.

2.7 Exemption

No exemptions have been identified.

2.8 Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

2.9 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website www.sfjawards.com or on request from SFJ Awards.

3   Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website http://sfjawards.com/approved-centres.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com or on request from SFJ Awards.

4   Assessment

Assessment requirements for individual units, where applicable, are included in Section 5: Qualification Units.

4.1   Evidence Requirements and Assessment Guidance[2]

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.

The mandatory unit *Understand the principles and practices of learning and development* must be assessed using methods appropriate to the assessment of knowledge and understanding.

The optional units require performance evidence of the learner working with real learners in an organisational context.

Primary assessment methods must include:

- observation of performance in a work environment
- examining products of work

Supplementary evidence for the optional units may be gathered by:

- questioning
- professional discussion
- witness testimony
- looking at practitioner/learner 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.

4.2   Assessors[3]

This section relates to the assessors who are assessing the learner. All those who assess this qualification must:

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[2] Extracted from: Qualification Guidance for Awarding Organisations, Learning and Development Qualifications, LSIS June 2013 (LSIS has now closed and has been replaced by the Education and Training Foundation)
[3] Ibid (2) above

- already hold the qualification (or previous equivalent qualifications) they are assessing and have successfully assessed learners for other qualifications
- 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.
- show current evidence of continuing professional development in assessment and quality assurance.

4.3   Internal Quality Assurers[4]

All those who quality assure this qualification 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 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.
- show current evidence of continuing professional development in assessment and quality assurance.

4.4   External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance

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[4] Extracted from: Qualification Guidance for Awarding Organisations, Learning and Development Qualifications, LSIS June 2013 (LSIS has now closed and has been replaced by the Education and Training Foundation)

- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

4.4.1 Occupational Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Qualification Knowledge

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5 Expert Witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

4.5.1 Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

4.5.2 Qualification Knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

4.6 Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels

are defined in Ofqual's level descriptors.[5] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

4.7   Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Policy.

4.7.1   Observation

Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

The optional units require performance evidence of the learner working with real learners in an organisational context.

Primary assessment methods must include:

- observation of performance in a work environment
- examining products of work

4.7.2   Testimony of witnesses and expert witnesses

Supplementary evidence for the optional units may be gathered through witness testimony.

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[5] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, www.gov.uk/government/publications/qualification-and-component-levels

Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

4.7.3   Work outputs (product evidence)

Examples of work outputs include plans, learner/practitioner statements and learning/development activities. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

4.7.4   Professional discussion

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

4.7.5   Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

4.7.6   Simulations

Simulations are not allowed in this qualification. The mandatory unit *Understand the principles and practices of learning and development* must be assessed using methods appropriate to the assessment of knowledge and understanding and therefore simulation is inappropriate.

The optional units require performance evidence of the learner working with real learners in an organisational context.

4.8   Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at

the different qualification levels are defined in Ofqual's level descriptors.[6] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

4.9 Methods for Assessing Knowledge

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

a)   Written tests in a controlled environment
b)   Multiple choice questions
c)   Evidenced question and answer sessions with assessors
d)   Evidenced professional discussions
e)   Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

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[6] Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

4.10   Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.11   Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.11.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.11.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

4.12   Recognition of Prior Learning (RPL)

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.[7]

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[7] After the QCF: A New Qualifications Framework, Ofqual 2015
https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

4.13   Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

4.14   Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5 Qualification Units

Mandatory Unit

Title	Understand the principles and practices of learning and development
Level	3
Credit Value	6
GLH	25

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
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
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 learners' 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

Additional information about the unit	
Unit aim(s)	This unit assesses the knowledge and understanding a learning and development practitioner requires to underpin their practice. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.
Assessment requirements specified by a sector or regulatory body (if appropriate)	All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

Optional Units

Title	Facilitate learning and development in groups
Level	3
Credit Value	6
GLH	25

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
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

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

Additional information about the unit	
Unit aim(s)	The aim of this unit is to assess a learning and development practitioner understanding of group dynamics and facilitating learning and development in groups. They 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. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.

Title	Facilitate learning and development for individuals
Level	3
Credit Value	6
GLH	25

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
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 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

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

Additional information about the unit	
Unit aim(s)	The aim of this unit is to assess a learning and development practitioner understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Assessment requirements specified by a sector or regulatory body (if appropriate)	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.