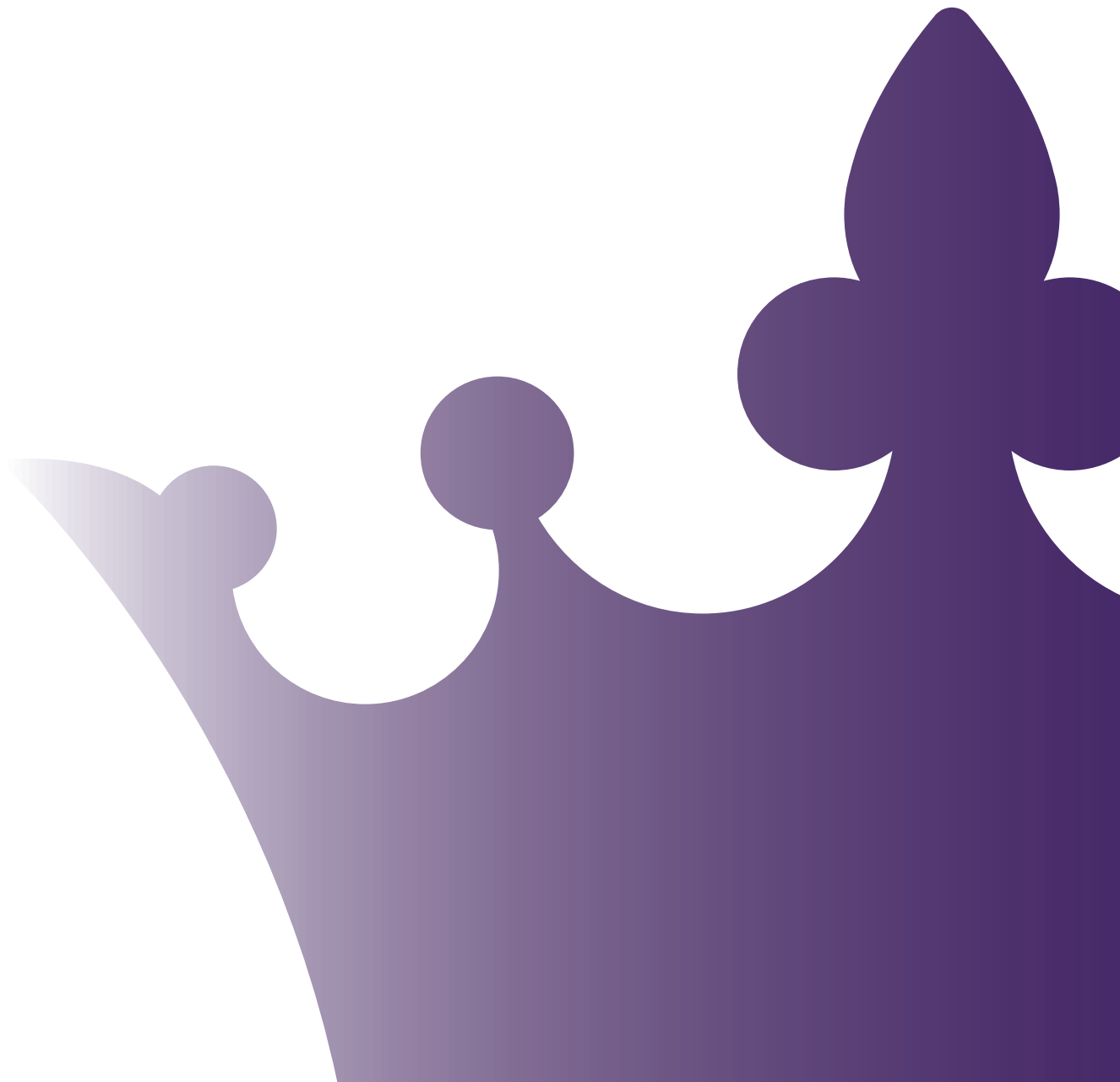# Qualification Handbook

Level 4 Award in Learning and Development

Qualification Handbook

SFJ Awards Level 4 Award in Learning and Development

Qualification Number: 601/8212/X

Version	Date of issue	Amendment(s)	Page
V2	20.07.17	Update Section 2.8 Use of Languages	7
		Update Section 3 Centre Requirements (no change to requirements)	9
		Update Section 4 Assessment (no change to requirements)	10-18
		Add SFJ Awards copyright information	32
V1	02.02.16	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 4 Award in Learning and Development

This qualification is aimed at learners who wish to:

- get a 'grounding' in learning and development at a higher level to become advanced practitioners in the future
- demonstrate a minimum 'threshold' level of competence in advanced practice or operational management of learning and development provision
- demonstrate continuing professional development at this level in either learning and development or the management of learning and development provision.

2.2   Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete these qualifications.

2.3   Unit Content and Rules of Combination

2.3.1   Level 4 Award in Learning and Development

To be awarded this qualification the learner must achieve a minimum of 12 credits as shown in the tables below.

To achieve the Level 4 Award in Learning and Development the learner must complete:

- 6 credits from Mandatory Group A
- A minimum of 6 credits from Optional Group B

Mandatory Group A				
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L4-L&D-01	D/507/9521	Principles, theories and practices of learning and development	4	6

Optional Group B				
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L4-L&D-02	H/507/9522	Develop learning and development programmes	4	6
L4-L&D-03	K/507/9523	Evaluate and improve learning and development provision	4	6
L4-L&D-04	M/507/9524	Identify the learning needs of organisations	4	6
L4-L&D-05	T/507/9525	Manage the achievement of customer satisfaction	4	5
L4-L&D-06	A/507/9526	Plan, allocate and monitor work in own area of responsibility	4	5
L4-L&D-07	F/507/9527	Provide leadership and direction for own area of responsibility	4	5

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.

This Total Qualification Time for this qualification is 120 hours, of which a minimum of 50 hours is Guided Learning.

2.5   Age Restriction

This qualification is available to learners aged 18 years and over.

---

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

2.6   Opportunities for Progression

This qualification creates a number of opportunities for progression to roles and qualifications in practising and/or managing learning and development, for example the Level 4 Diploma in Learning and Development.

2.7   Unit Equivalences

Units in this qualification will be treated as equivalent to former QCF units with the same title as shown below.

Unit Number	Unit Title	Ofqual Reference	
		SFJ Awards RQF Unit	Equivalent QCF Unit
L4-L&D-01	Principles, theories and practices of learning and development	D/507/9521	D/502/9542
L4-L&D-02	Develop learning and development programmes	H/507/9522	M/502/9545
L4-L&D-03	Evaluate and improve learning and development provision	K/507/9523	L/502/9553
L4-L&D-04	Identify the learning needs of organisations	M/507/9524	H/502/9543
L4-L&D-05	Manage the achievement of customer satisfaction	T/507/9525	A/600/9793
L4-L&D-06	Plan, allocate and monitor work in own area of responsibility	A/507/9526	H/600/9674
L4-L&D-07	Provide leadership and direction for own area of responsibility	F/507/9527	T/600/9601

2.8   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

4.1   Learning and Development Units

4.1.1   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 unit *D/502/9542 Principles, theories and practices of learning and development* should be assessed using methods appropriate to the assessment of knowledge and understanding:

The remaining units require 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)
- looking at practitioner statements

Simulations are not allowed for these units. Recognition of prior learning is encouraged throughout the qualification.

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.

4.1.2   Assessors

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

---

[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)

- already hold the qualification (or previous equivalent qualifications) 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.
- show current evidence of continuing professional development in assessment and quality assurance.
- Approved Centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements; for example certificates of achievement, testimonials, references or any other relevant records.

4.1.3 Internal Quality Assurers

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.

4.2 Management Units

There are specific requirements for units developed by the Management Standards Centre, the standard setting body for management and leadership (identified on individual units).

Assessors and verifiers must demonstrate that they:

- have credible expertise in management and leadership practice
- keep themselves up to date with developments in management and leadership practice
- 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 one of the following:

- 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
- 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.

4.3   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
- 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.

4.3.1   External Quality Assurer 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.

4.3.2   Continuing Professional Development

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.

4.4   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.

4.4.1   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.

4.4.2   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.

4.5   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.[3] 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.

---

[3] 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

4.6 Methods for Assessing Competence

The qualification must be assessed using the method, or a combination of methods detailed in Section 4.1, which should 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 where appropriate 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.

4.6.1 Observation

The unit *Theories and practices of learning and development* must be assessed using methods appropriate to the assessment of knowledge and understanding

All other units in the qualification require performance evidence of the practitioner working with real learners in a real organisational context. Primary assessment methods must include:

- Observation of performance in a work environment
- Examining products of work

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

Supplementary evidence for these units may be gathered by:

- Questioning
- Professional discussion
- Use of others (witness testimony)
- Looking at practitioner statements/work outputs

4.6.2 Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. 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).

4.6.3   Work outputs (product evidence)

Examples of work outputs include plans, practitioner statements and reports. 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.

4.6.4   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.

4.6.5   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.

4.6.6   Simulations

As primary assessment methods must include observation of performance in a work environment, the use of simulation is not allowed in this qualification.

4.7   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.[4] Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

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

---

[4] 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

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.

4.8   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.

4.9   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.

4.10   Standardisation

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

4.10.1 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.

4.10.2 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.

4.11   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)'.[5]

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.

4.12   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

---

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

- 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.

4.13   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

Unit number:	L4-L&D-01
Ofqual reference:	D/502/9542
Title:	Principles, theories and practices of learning and development
Level:	4
Credit value:	6
GLH:	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
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

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
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
	6.2 Evaluate responsibility for the safety and security of learners from the perspective of the • Organisation • Practitioner
	6.3 Explain the purpose and limits of confidentiality in relation to learners and the organisation
	6.4 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 an advanced learning and development practitioner requires to underpin their core practice. 'Practitioner' means anyone with a learning and development responsibility as part of their role.
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	This unit is underpinned by the Lifelong Learning UK Learning and Development National Occupational Standards, 2010.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	This unit must be assessed using methods appropriate to the assessment of knowledge and understanding.
Unit equivalence	This unit is equivalent to D/502/9542 Principles, theories and practices of learning and development

Unit number:	L4-L&D-02
Ofqual reference:	H/507/9522
Title:	Develop learning and development programmes
Level:	4
Credit value:	6
GLH:	30

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
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 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

Additional information about the unit	
Assessment Guidance	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.
Unit equivalence	This unit is equivalent to M/502/9545 Develop learning and development programmes

Unit number:	L4-L&D-03
Ofqual reference:	K/507/9523
Title:	Evaluate and improve learning and development provision
Level:	4
Credit value:	6
GLH:	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
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
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 Analyse 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 |

Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to provide learners with the knowledge and skills to evaluate and improve learning and development provision.
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	Learning and Development NOS
Requirements about the way a unit might be assessed (if appropriate)	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.
Unit equivalence	This unit is equivalent to L/502/9553 Evaluate and improve learning and development provision

Unit number:	L4-L&D-04
Ofqual reference:	M/507/9524
Title:	Identify the learning needs of organisations
Level:	4
Credit value:	6
GLH:	30

Learning outcomes	Assessment criteria
The learner will:	*The learner can:*
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

Additional information about the unit	
Unit aim(s)	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. 'Practitioner' means anyone

	with a learning and development responsibility as part of their role.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Learning and Development NOS Standard 1: Identify collective learning needs.
Guidance for developing assessment arrangements for the unit	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.
Unit equivalence	This unit is equivalent to H/502/9543 Identify the learning needs of organisations

Unit number:	L4-L&D-05
Ofqual reference:	T/507/9525
Title:	Manage the achievement of customer satisfaction
Level:	4
Credit Value:	5
GLH:	25

Learning Outcomes *The learner will:*		Assessment Criteria *The learner can:*	
1.	Understand customer service standards in own organisation	1.1	Analyse customer service best practice in own sector using research techniques
		1.2	Explain customer service standards within own organisation
2.	Be able to implement sustainable processes to support customer service standards	2.1	Summarise sustainable processes used in own sector taking into account environmental issues
		2.2	Identify sustainable processes to support customer service standards
		2.3	Produce a plan for implementation of sustainable processes
		2.4	Communicate customer service standards to stakeholders
		2.5	Ensure resources are provided to deliver agreed customer service standards
3.	Be able to manage and support employees in delivering customer service standards	3.1	Communicate customer service roles and responsibilities to employees in own organisation
		3.2	Manage and support employees in delivering customer service standards
4.	Be able to contribute to the development of a culture which supports customer service standards in own organisation	4.1	Evaluate the culture in own organisation
		4.2	Identify techniques for improving motivation amongst employees
		4.3	Critically compare motivational strategies for improving customer service standards
		4.4	Implement strategies which contribute to the development of a culture to support customer service standards

5. Be able to monitor customer service levels for continuous improvement	5.1	Explain 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 are met
	5.4	Monitor customer service levels

Additional information about the unit	
Name of the organisation submitting the unit	SFJ Awards
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	MSC F11: Manage the achievement of customer satisfaction
Unit equivalence	This unit is equivalent to A/600/9793 Manage the achievement of customer satisfaction

Unit number:	L4-L&D-06
Ofqual reference:	A/507/9526
Title:	Plan, allocate and monitor work in own area of responsibility
Level:	4
Credit value:	5
GLH:	25

Learning outcomes *The learner will:*	Assessment criteria *The learner can:*
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 Clarify the skills base and the resources available 1.3 Evaluate priorities and success measures 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 allocated 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 Explain how to monitor progress and quality of work 3.2 Monitor progress of work against agreed objectives 3.3 Evaluate quality of work against agreed objectives 3.4 Provide feedback to team members
4. Be able to review and revise work plan for own area of responsibility and communicate changes	4.1 Review and revise work plan where changes are needed 4.2 Communicate changes to team members

Additional information about the unit	
Name of the organisation submitting the unit	SFJ Awards
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	MSC D6: Allocate and monitor the progress and quality of work in your area of responsibility

Unit equivalence	This unit is equivalent to H/600/9674 Plan, allocate and monitor work in own area of responsibility

Unit number:	L4-L&D-07
Ofqual reference:	F/507/9527
Title:	Provide leadership and direction for own area of responsibility
Level:	4
Credit Value:	5
GLH:	30

Learning Outcomes *The learner will:*	Assessment Criteria *The learner can:*
1. Understand own leadership strengths	1.1 Analyse own leadership strengths 1.2 Evaluate leadership strengths within own area of responsibility
2. Be able to provide direction and set objectives in own area of responsibility	2.1 Explain direction for own area of responsibility 2.2 Communicate the direction to individuals within own area of responsibility 2.3 Set objectives with colleagues that align with direction in own area of responsibility and with those of the organisation 2.4 Provide direction for own area of responsibility
3. Be able to evaluate own leadership performance	3.1 Collect feedback on own leadership performance 3.2 Evaluate own leadership performance
Additional information about the unit	
Name of the organisation submitting the unit	SFJ Awards
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	MSC B6: Provide leadership in your area of responsibility
Unit equivalence	This unit is equivalent to T/600/9601 Provide leadership and direction for own area of responsibility