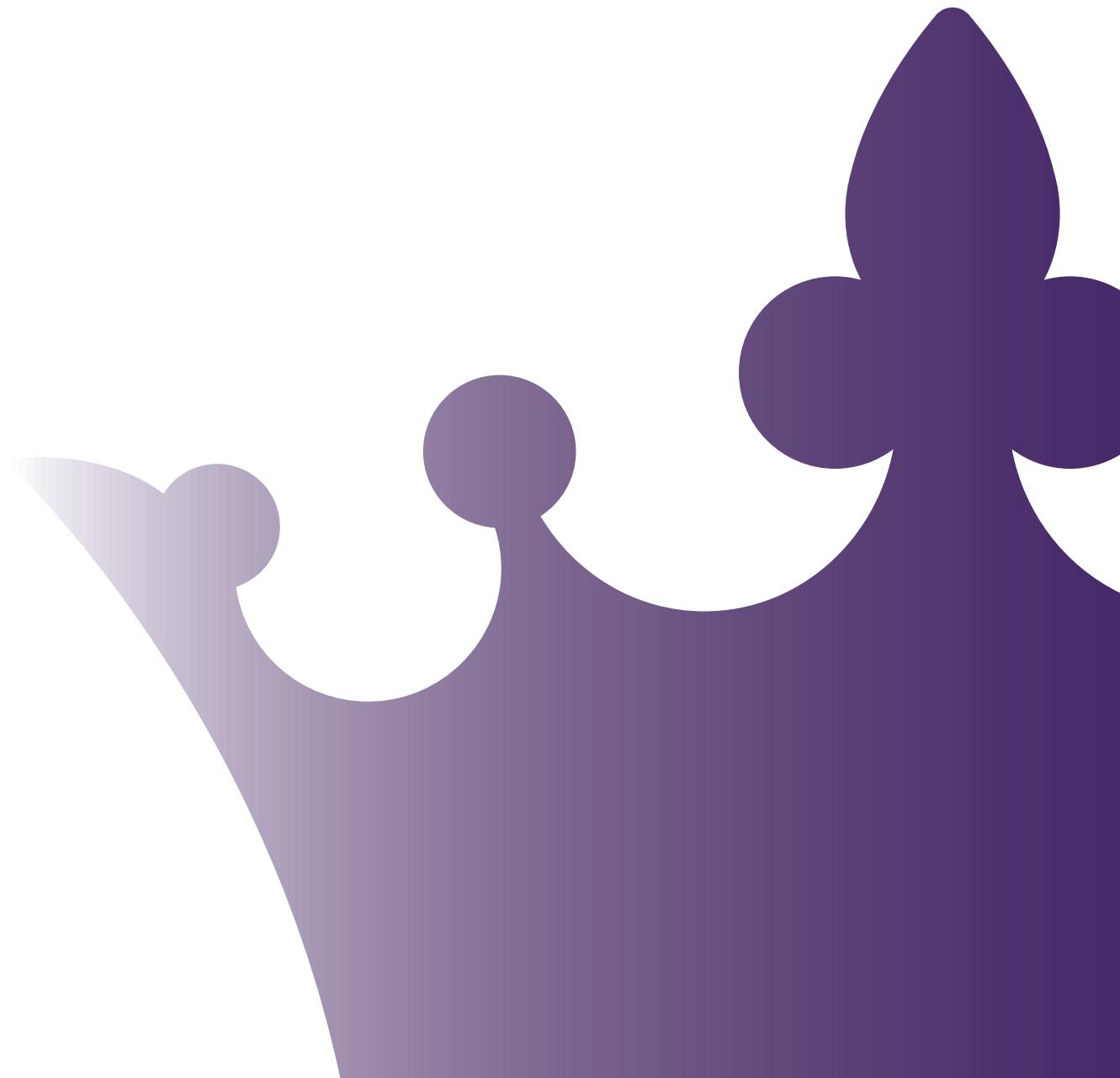




# Qualification Handbook

## Level 3 Certificate in Learning and Development



# Qualification Handbook

## SFJ Awards Level 3 Certificate in Learning and Development

Qualification No: 600/8390/6

Version	Date of issue	Amendment(s)	Page
V5	28.08.19	Add Guidance to Understanding the Principles and Practices of Assessment and Assess vocational skills, knowledge and understanding	47-55
V4	20.07.17	Add Total Qualification Time	7
		Update Section 2.9 Use of Languages	8
		Update Section 3 Centre Requirements (no change to requirements)	9
		Update Section 4 Assessment ((no change to requirements)	10-18
		Remove references to QCF	Various
		Add SFJ Awards copyright information	23

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# 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](mailto:info@sfjawards.com)  
Website: [www.sfjawards.com](http://www.sfjawards.com)

# **2      The Qualification**

This handbook relates to the following qualification:

- SFJ Awards Level 3 Certificate in Learning and Development

## **2.1    Overall Objective for the Qualification**

The SFJ Awards Level 3 Certificate in Learning and Development has been designed to meet the initial and continuing professional development needs of the learning and development practitioner.

This qualification will develop the knowledge, understanding and skills of practitioners to plan, prepare and deliver effective learning and development. Practitioners will also develop the necessary knowledge and skills to implement assessment and quality assurance activities.

## **2.2    Pre-entry Requirements**

There are no pre-entry requirements for enrolling to complete this qualification.

## **2.3    Unit Content and Rules of Combination**

### **SFJ Awards Level 3 Certificate in Learning and Development**

The learner must achieve a minimum of 30 credits.

They must complete both of the mandatory units in Group A, giving them 12 credits.

The learner must also gain a minimum of 6 credits from either Subgroup B1 or Subgroup B2. They may also choose to complete both Subgroups B1 and B2, and take remaining credits from Subgroups C1, C2 or C3.

If the learner opts for units within Subgroup C1 then both units must be achieved.

If the learner opts for units within Subgroup C2 then both units must be achieved.

Learners must also achieve a minimum of 3 credits from Subgroup C3.

The units are listed overleaf. The detailed content of each of the units in the qualification is provided in Section 5.

**Mandatory Units – Group A:**  
**All mandatory units must be completed (12 credits)**

Unit Reference Number	Unit Title	Level	Credit Value
Y/502/9541	Understand the principles and practices of learning and development	3	6
J/502/9552	Reflect on and improve own practice in learning and development	4	6

**Optional Units - Group B:**  
**A minimum of 6 credits must be achieved from this group**

Unit Reference Number	Unit Title	Level	Credit Value
<i>Subgroup B1</i>			
F/502/9548	Facilitate learning and development in groups	3	6
<i>Subgroup B2</i>			
J/502/9549	Facilitate learning and development for individuals	3	6

**Optional Units - Group C:**  
**A minimum of 12 credits must be achieved from this group**

Unit Reference Number	Unit Title	Level	Credit Value
<i>Subgroup C1</i>			
H/601/5314	Assess occupational competence in the work environment	3	6
D/601/5313	Understanding the principles and practices of assessment	3	3
<i>Subgroup C2</i>			
F/601/5319	Assess vocational skills, knowledge and understanding	3	6
D/601/5313	Understanding the principles and practices of assessment	3	3
<i>Subgroup C3</i>			
T/502/9546	Plan and prepare specific learning and development opportunities	3	6
K/502/9544	Identify individual learning and development needs	3	3
F/502/9551	Engage learners in the learning and development process	3	6
R/502/9554	Provide information and advice to learners and employers	3	3
Y/502/9555	Engage with employers to develop and support learning provision	3	6
R/600/1764	Understanding the employing organisation	3	3
D/601/5313	Understanding the principles and practices of assessment	3	3
A/502/9547	Develop and prepare resources for learning and development	4	6
L/502/9553	Evaluate and improve learning and development provision	4	6

## **2.4 Total Qualification Time (TQT)**

Total Qualification Time comprises of the following two elements.<sup>1</sup>

- (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:

Qualification Title	TQT	GLH
SFJ Awards Level 3 Certificate in Learning and Development	300	120

## **2.5 Age Restriction**

This qualification is available to learners aged 18+ years.

## **2.6 Opportunities for Progression**

On completion of this qualification learners will be able to progress to other learning and development or education and training qualifications, such as:

- Level 4 Award in Learning and Development
- Level 4 Diploma in Learning and Development
- Level 4 Certificate in Education and Training

## **2.7 Exemption**

No exemptions have been identified.

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

## **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](http://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](http://www.sfjawards.com) or on request from SFJ Awards.

# **4 Assessment**

## **4.1 Qualification Assessment Methods**

### **SFJ Awards Level 3 Certificate in Learning and Development**

Assessment methods that can be used for this qualification are as follows:

Aural Examination, Coursework, E-assessment, Multiple Choice Examination, Oral Examination, Portfolio of Evidence, Practical Demonstration/Assignment, Practical Examination, Written Examination

The following units must be assessed using methods appropriate to the assessment of knowledge and understanding:<sup>2</sup>

- Understand the principles and practices of learning and development
- Understanding the principles and practices of assessment
- Understanding the employing organisation

The remaining units 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

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 in these units.

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

## **4.2 Assessors<sup>3</sup>**

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

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<sup>2</sup> 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)

<sup>3</sup> Ibid 2 above

- 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.

#### **4.3 Internal Quality Assurers<sup>4</sup>**

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:

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<sup>4</sup> 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)

- 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.

#### **4.4.1 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.

#### **4.4.2 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.

### **4.5 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.<sup>5</sup> 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**

The qualification must be assessed using the method, or 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.

### **4.7.1 Observation**

The following units must be assessed using methods appropriate to the assessment of knowledge and understanding

- Understand the principles and practices of learning and development
- Understanding the principles and practices of assessment
- Understanding the employing organisation

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:

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<sup>5</sup> 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](http://www.gov.uk/government/publications/qualification-and-component-levels)

- 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

#### **4.7.2 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).

#### **4.7.3 Work outputs (product evidence)**

Examples of work outputs include plans, practitioner statements and learning and development activities planned by the learner. 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**

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

### **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.<sup>6</sup> 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.

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<sup>6</sup> 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](http://www.gov.uk/government/publications/qualification-and-component-levels)

- 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.

## **4.10 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).<sup>7</sup>

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:

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<sup>7</sup> After the : A New Qualifications Framework, Ofqual 2015

<https://www.gov.uk/government/consultations/after-the--a-new-qualifications-framework>

- 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

<b>Title</b>	<b>Understand the principles and practices of learning and development</b>	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment criteria</b> <i>The learner can:</i>
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

	<p>improvement of learning and development</p> <p>4.5 Summarise the practitioner's role in managing risks to and safeguarding learners</p>
5 Understand legislative and organisational requirements in relation to learning and development	<p>5.1 Explain learner's rights in relation to equality, diversity and inclusion</p> <p>5.2 Explain the practitioner's and the organisation's responsibility for the safety and security of learners</p> <p>5.3 Summarise the purpose and limits of confidentiality in relation to learners and the organisation</p> <p>5.4 Explain requirements for record keeping in relation to learning and development</p>

#### Additional information about this unit

Unit purpose and aim(s)	This unit provides an introduction to the learning and development sector.
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)	
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	<p>13 Education and Training</p> <p>13.2 Direct Learning Support</p>

<b>Title</b>	<b>Reflect on and improve own practice in learning and development</b>	
<b>Level</b>	4	
<b>Credit value</b>	6	
<b>GLH</b>	25	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
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	
<b>Additional information about this unit</b>		
Unit purpose and aim(s)	This unit is about improving personal learning, development and performance through reflective practice.	

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 2 and 3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support

<b>Title</b>	<b>Facilitate learning and development in groups</b>	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment criteria</b> <i>The learner can:</i>
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

<p>4 Be able to assist learners to reflect on their learning and development undertaken in groups</p>	<p>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</p>
<b>Additional information about this unit</b>	
Unit purpose and aim(s)	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.
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	Learning and Development NOS 6: Manage learning and development in groups.
Requirements about the way a unit might be assessed (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.
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing

<b>Title</b>	<b>Facilitate learning and development for individuals</b>	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
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	

<p>4 Be able to assist individual learners in reflecting on their learning and/or development</p>	<p>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</p>
<b>Additional information about this unit</b>	
Unit purpose and aim(s)	<p>The aim of this unit is to assess the learning and development practitioner understanding of how to facilitate learning and development for individuals.</p>
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	Learning and Development NOS 7: Facilitate individuals' learning and development
Requirements about the way a unit might be assessed (if appropriate)	<p>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.</p>
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13.1 Teaching and Lecturing

<b>Title</b>	<b>Assess occupational competence in the work environment</b>	
<b>Level</b>	3	
<b>Credit Value</b>	6	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will</i>		<b>Assessment Criteria</b> <i>The learner can</i>
1 Be able to plan the assessment of occupational competence		1.1 plan assessment of occupational competence based on the following methods: <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> 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
2 Be able to make assessment decisions about occupational competence		2.1 use valid, fair and reliable assessment methods including: <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> 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	3.1 3.2 3.3	Be able to provide required information following the assessment of occupational competence maintain records of the assessment of occupational competence, its outcomes and learner progress make assessment information available to authorised colleagues follow procedures to maintain the confidentiality of assessment information
4	4.1 4.2 4.3 4.4	Be able to maintain legal and good practice requirements when assessing occupational competence follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence evaluate own work in carrying out assessments of occupational competence maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

#### Additional information about this unit

Unit aim(s)	<p>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. This unit requires evidence of using the following assessment methods:</p> <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
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Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Learning and Development NOS Standard 9: Assess learner achievement
Details of the relationship between the unit and other standards or curricula (if appropriate)	
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be <b>performance evidence</b> for the following assessment methods:</p> <ul style="list-style-type: none"> <li>• observation of performance in the work environment</li> <li>• examining products of work</li> <li>• questioning the learner</li> </ul> <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods:</p> <ul style="list-style-type: none"> <li>• discussing with the learner</li> <li>• use of others (witness testimony)</li> <li>• looking at learner statements</li> <li>• recognising prior learning</li> </ul> <p>There must be evidence of the practitioner carrying out <b>at least two assessments of two learners' occupational competence (four assessments in total)</b>. This occupational competence must not come from the practitioner assessing another trainee assessor who in turn is assessing someone else. In gathering evidence for this unit, an unqualified practitioner/assessor is not allowed to assess the competence of another unqualified assessor.</p> <p>The practitioner' performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions.</p>
Endorsement of the unit by a sector or other appropriate body (if required)	Lifelong Learning UK

Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support
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<b>Title</b>	<b>Plan and prepare specific learning and development opportunities</b>	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	20	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
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	
<b>Additional information about this unit</b>		
Unit purpose and aim(s)	This unit is about planning and preparing learning and development opportunities to meet learners' needs.	
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 the learning outcomes must come from performance in the work environment. Simulations, projects or assignments are not allowed.
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support

<b>Title</b>	<b>Identify individual learning and development needs</b>	
<b>Level</b>	3	
<b>Credit value</b>	3	
<b>GLH</b>	24	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
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: <ul style="list-style-type: none"> <li>• learner priorities</li> <li>• learning preferences</li> <li>• learning styles</li> </ul>	
<b>Additional information about this unit</b>		
Unit purpose and aim(s)	The aim of this unit is to introduce the principles and practices of learning needs analysis.	
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 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support

<b>Title</b>	<b>Engage learners in the learning and development process</b>	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	30	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
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 learners need 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	

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 to adapt learning and development plans to reflect future learning needs
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#### Additional information about this unit

Unit purpose and aim(s)	This unit is about engaging, supporting and motivating learners to take part in learning.
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 outcomes.
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support

<b>Title</b>	<b>Provide information and advice to learners and employers</b>	
<b>Level</b>	3	
<b>Credit value</b>	3	
<b>GLH</b>	20	
<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment criteria</b>  <i>The learner can:</i>
1 Understand information and advice available for learners and employers		1.1 Analyse information and advice needs of <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> 1.2 Evaluate sources of information and advice available to meet the needs of <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul>
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 <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> 2.2 Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> 2.3 Evaluate the impact of providing incorrect or misleading information and advice to <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul>
3 Be able to provide information and advice to learners and employers		3.1 Identify information and advice needs of <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> 3.2 Provide information and advice to <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul>

4 Be able to assist learners and employers to access information and advice	<p>4.1 Identify sources of information and advice to meet the needs of</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employer needs</li> </ul> <p>4.2 Identify barriers to accessing information and advice for</p> <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> <p>4.3 Assist with overcoming barriers to accessing information and advice</p>
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#### Additional information about this unit

Unit purpose and aim(s)	This unit is about providing appropriate information and advice to learners and employers.
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 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support

<b>Title</b>	<b>Engage with employers to develop and support learning provision</b>	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>		<b>Assessment criteria</b> <i>The learner can:</i>
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 Evaluate 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

<p>4 Be able to evaluate the effect of employer provision on the learner and partner organisation</p>	<p>4.1 Assess the impact of employer provision on learners' learning outcomes 4.2 Review the impact of employer provision on partner organisations</p>
<b>Additional information about this unit</b>	
Unit purpose and aim(s)	This unit is about engaging and working with employers to develop and support learning 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 understanding and occupational competence. Evidence for learning outcomes 3-4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support

<b>Title</b>	<b>Understanding the employing organisation</b>	
<b>Level</b>	3	
<b>Credit value</b>	3	
<b>GLH</b>	23	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
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 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	

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
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#### Additional information about this unit

Unit purpose and aim(s)	The aim of this unit is to provide learners with knowledge and understanding of their employer organisation. This includes the aims, objectives and structure of the organisation, the contribution learners can make to the organisation and the opportunities for professional development.
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)	N/A
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support

<b>Title</b>	<b>Develop and prepare resources for learning and development</b>	
<b>Level</b>	4	
<b>Credit value</b>	6	
<b>GLH</b>	25	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
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	
<b>Additional information about this unit</b>		
Unit purpose and aim(s)	The aim of this unit is to provide learners with the knowledge and skills to develop and prepare resources for learning and development.	

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 outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed.
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support

<b>Title</b>	<b>Evaluate and improve learning and development provision</b>	
<b>Level</b>	4	
<b>Credit value</b>	6	
<b>GLH</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
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	<p>4.1 Prioritise and plan improvements to provision based on evaluation of learning and development</p> <p>4.2 Identify ways to monitor the impact of planned improvements to learning and development on an ongoing basis</p>

#### Additional information about this 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.
Support for the unit from an SSC or other appropriate body (if required)	Lifelong Learning UK
Location of the unit within the subject/sector classification system	13 Education and Training 13.2 Direct Learning Support

<b>Title</b>	<b>Understanding the principles and practices of assessment</b>		
<b>Level</b>	<b>3</b>		
<b>Credit Value</b>	<b>3</b>		
<b>GLH</b>	<b>24</b>		
Learning Outcomes	Assessment Criteria	Guidance on Evidence Requirements	
<i>The learner will</i>	<i>The learner can</i>		
1 Understand the principles and requirements of assessment	1.1 explain the functions 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	Trainee assessors/learners will know about the different types of assessment, what they are used for and at what stage in the learning journey they are used. They will be able to explain how judgements of competence are made and how to ensure that they are valid, reliable and fair.	Trainee assessors/learners must also know requirements for the assessments, for example any relevant assessment strategy.
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	Trainee assessors/learners must know about different assessment methods and should be able to identify those which would be most appropriate for their own sector/practice. If the trainee assessor is also working towards the units	<ul style="list-style-type: none"> <li>• Unit 302 Assess occupational competence in the work environment</li> <li>• Unit 303 Assess vocational skills, knowledge and</li> </ul>

		<p>understanding it would be expected that they would focus on those methods of assessment most applicable to assessing competence in the workplace. Giving reasons for assessment methods selected would also provide evidence for these units.</p>
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	<p>Key factors when planning assessment will include, for example, the types of evidence needed, location/timing and communication with those involved in the assessment process.</p> <p>Trainee assessors/learners must be able to evidence that they understand the value of holistic approach in planning assessment, which minimises the risk of over-assessment and ensures the process is both rigorous and cost-effective.</p>
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	<p>The value of involving the learner and others in the assessment process includes transparency and efficiency, for example use of witness testimony.</p> <p>Reasons why assessment arrangements may need to be adapted should include for example practicalities, religious requirements and reasonable adjustments.</p>

5 Understand how to make assessment decisions	<p>5.1 explain how to judge whether evidence is:</p> <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul> <p>5.2 explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> <li>• made against specified criteria</li> <li>• valid</li> <li>• reliable</li> <li>• fair</li> </ul>	<p>The trainee assessor/learner must know where to find guidance on evidence requirements and making assessment decisions, for example awarding organisation policies/guidelines and those of own organisation if appropriate.</p> <p>They will be aware that learners could be treated differently in the assessment process.</p>
6 Understand quality assurance of the assessment process	<p>6.1 evaluate the importance of quality assurance in the assessment process</p> <p>6.2 summarise quality assurance and standardisation procedures in own area of practice</p> <p>6.3 summarise the procedures to follow when there are disputes concerning assessment in own area of practice</p>	<p>Trainee assessors/learners must know the quality assurance, standardisation and appeals procedures relating to their own area of practice/sector.</p>
7 Understand how to manage information relating to assessment	<p>7.1 explain the importance of following procedures for the management of information relating to assessment</p> <p>7.2 explain how feedback and questioning contribute to the assessment process</p>	<p>Trainee assessors/learners must be able to show their understanding of managing assessment information to ensure records are complete, accurate and stored securely.</p> <p>They will also evidence their understanding of how feedback and questioning are used in the assessment process to ensure clarity and encourage learner progression.</p>

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	<p>Trainee assessors/learners must know about the legal and awarding organisation requirements and policies/procedures of own organisation, where appropriate, relating to assessment.</p> <p>They will also be aware of the use of technology in the assessment process, for example video, audio recording, e-portfolios and on-line tests.</p> <p>Trainee assessors/learners must also understand the impact of legal requirements and best practice on the assessment process relating to areas such as:</p> <ul style="list-style-type: none"> <li>• language</li> <li>• disability</li> <li>• religion</li> <li>• race/culture</li> <li>• gender</li> </ul> <p>Trainee assessors/learners must know what reflective practice is and how it can be used to improve practice.</p> <p>If a trainee assessor, they must be able to reflect on their assessment practice on an ongoing basis to ensure it meets legal, their own organisation and the awarding organisation's requirements. They must be able to use what they have learnt from their reflection, experience and feedback from others to improve their practice.</p> <p>Trainee assessors/learners must also keep up to date with changes in:</p> <ul style="list-style-type: none"> <li>• their own sector to maintain occupational competence</li> <li>• assessment standards and methods to understand the requirements and/or maintain their expertise if already working as an assessor</li> </ul>
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## **Unit Guidance**

The aim of this unit is to assess the trainee assessor/learner's knowledge and understanding of the principles and practices of assessment.

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.

Where trainee assessors are already assessing and undertaking one/both of the competence units below, links should be made where appropriate so that evidence can cover assessment criteria across all units.

- Unit 302 Assess occupational competence in the work environment
- Unit 303 Assess vocational skills, knowledge and understanding

Supporting evidence could include:

- Summaries of key documents
- Assessment plans
- Assessment records

Note: any records used should have names blanked out to maintain confidentiality.

This unit is underpinned by the Learning and Development NOS, Standard 9: Assess learner achievement.

<b>Title</b>	<b>Assess vocational skills, knowledge and understanding</b>	
<b>Level</b>	3	
<b>Credit Value</b>	6	
<b>GLH</b>	30	
<b>Learning Outcomes</b> <i>The learner will</i>	<b>Assessment Criteria</b> <i>The learner can</i>	<b>Guidance on Evidence Requirements</b>
1 Be able to prepare assessments of vocational skills, knowledge and understanding	<p>1.1 select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:</p> <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> <p>1.2 prepare resources and conditions for the assessment of vocational skills, knowledge and understanding</p> <p>1.3 communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners</p>	<p>The trainee assessor must be able to evidence planning for <b>two assessments</b> of <b>two learners</b> (a total of <b>four</b> assessments), which should use at least <b>three</b> of the assessment methods listed in AC1.1. If the plans do not include assessment methods listed in AC1.1, the trainee assessor must evidence through a statement or by discussion how they would plan to use them. Where possible the trainee assessor should also show how the assessment methods meet requirements (e.g. of the organisation and the AO) and learners' needs.</p> <p>The trainee assessor must also be able to evidence that they have been able to prepare the environment appropriately for the assessments.</p>

<p>2 Be able to carry out assessments of vocational skills, knowledge and understanding</p>	<p>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      2.6 provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression</p>	<p>There must be evidence of the trainee assessor carrying out at least <b>two assessments of two learners'</b> occupational competence (<b>four</b> assessments in total). There must be evidence to cover all the assessment methods listed in the unit. As a minimum, there must be <b>performance evidence</b> for at least <b>three</b> of the following assessment methods:</p> <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> <p>Simulations are not allowed.</p> <p>Other forms of evidence will be acceptable for the remaining assessment methods. The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions.</p> <p>If the trainee assessor's practice does not include all the assessment methods in AC 1.1, they must be able to explain (in writing or verbally) how they would manage those they have not been able to evidence through observation.</p> <p>The trainee assessor must explain (in writing or verbally) how they have:</p> <ul style="list-style-type: none"> <li>• matched and measured evidence against the standards/assessment criteria</li> <li>• made their assessment decisions</li> <li>• ensured that their assessment decisions met</li> </ul>
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		<p>their organisation's standardisation requirements</p> <p>The trainee assessor must be observed on a minimum of one occasion giving clear, accurate and constructive feedback to learners, which should identify progress and any further learning needs.</p>
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	<p>The trainee assessor must be able to show that assessment records follow their organisation and awarding organisation requirements for:</p> <ul style="list-style-type: none"> <li>• recording assessments and decisions</li> <li>• communicating information about the four assessments</li> <li>• storing information about the assessments</li> </ul> <p>The trainee assessor will also be able to explain (in writing or verbally) how they met the Data Protection, awarding organisation and own organisation's requirements for confidentiality of the assessment process.</p>
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	<p>The trainee assessor must be able to evidence through observations of their practice and the associated work products that they have met legal and awarding organisation requirements and followed organisational procedures including those for:</p> <ul style="list-style-type: none"> <li>• Health and safety</li> <li>• Equality and diversity</li> <li>• Assessment (where there is a strategy for assessing a qualification)</li> </ul> <p>The trainee assessor will also be able to explain (in writing or verbally) how they:</p> <ul style="list-style-type: none"> <li>• have met the above requirements</li> </ul>

		<ul style="list-style-type: none"> <li>have evaluated the assessments they have carried out, including what went well and any areas for improvement</li> <li>plan to maintain occupational expertise and competence in their assessor role.</li> </ul>
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### Unit Guidance

The aim of this unit is to assess a trainee assessor's performance in assessing vocational skills, knowledge and understanding in a classroom, workshop, simulated or other training environment, rather than assessing competence in the work environment.

Evidence for all learning outcomes must come from the trainee assessor's performance in their work environment. Simulated assessments are not allowed. This unit requires evidence of the trainee assessor working with real learners, staff or customers. There must be evidence to cover all the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies
- recognising prior learning

Other forms of evidence will be acceptable for the remaining assessment methods.

The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions. There must be evidence of the trainee assessor carrying out at least **two assessments of two learners'** skills, knowledge and understanding (**four** assessments in total).

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 does not require the design of assessments.

This unit is underpinned by the Learning and Development NOS, Standard 9: Assess learner achievement

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