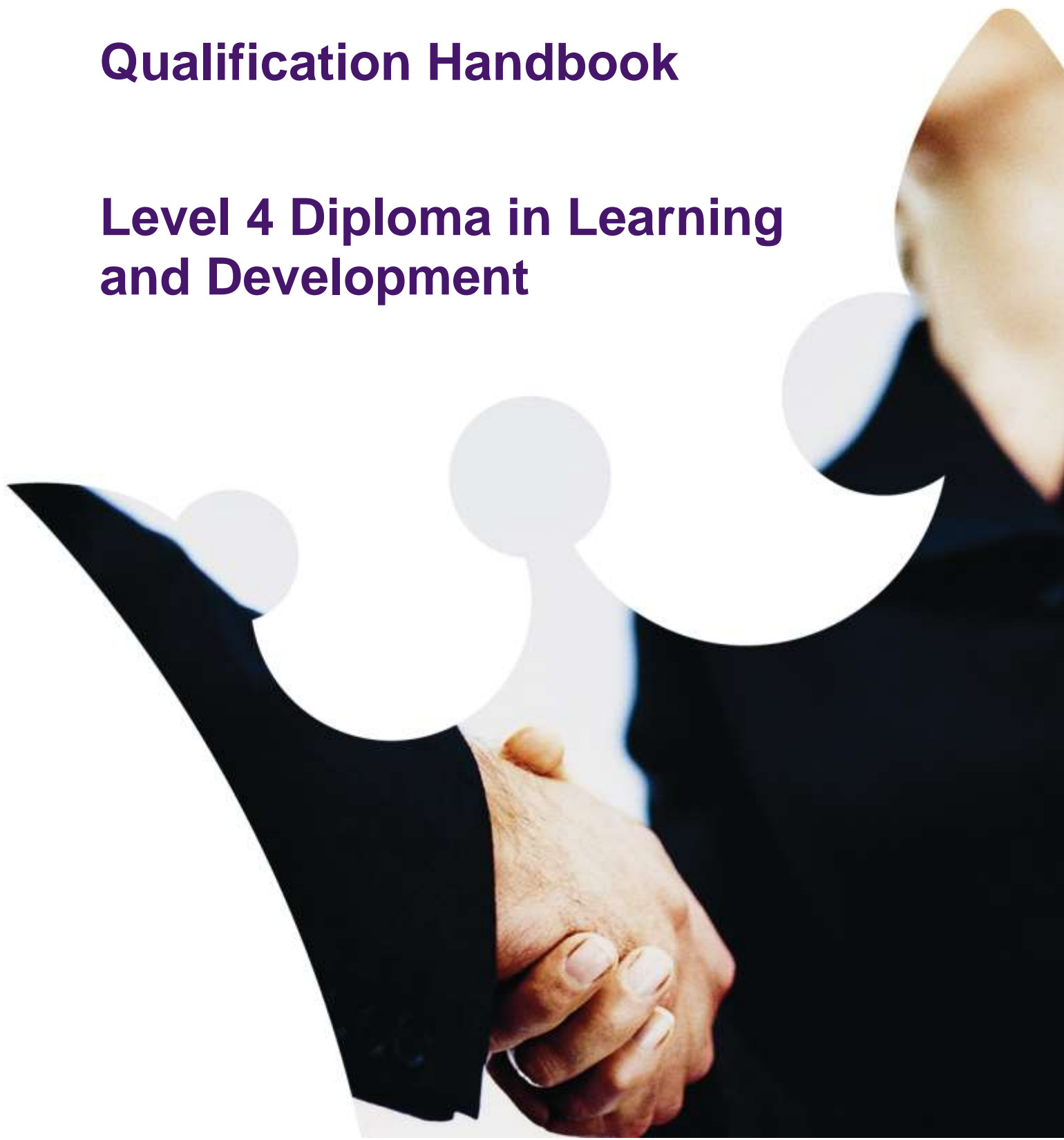


# **Qualification Handbook**

## **Level 4 Diploma in Learning and Development**



# Qualification Handbook

## SFJ Awards Level 4 Diploma in Learning and Development

Qualification Number: 601/1679/1

Version	Date of issue	Amendment(s)	Page
V4	28.08.19	<ul style="list-style-type: none"><li>• Add guidance to units Understanding the principles and Practices of Assessment and Assess Vocational Skills, Knowledge and Understanding.</li><li>• Update unit Assess Vocational Skills, Knowledge and Understanding.</li><li>• Update Section 4 re assessment and internal quality assurance</li></ul>	76-84  12-24
V3	14.08.17	Add Total Qualification Time	9-10
		Update Section 2.9 Use of Languages	10
		Update Section 3 Centre Requirements (no change to requirements)	11
		Update Section 4 Assessment (no change to requirements)	12-23
		Remove references to QCF	Various
		Add SFJ Awards copyright information	83

# Contents

## **1 Introduction**

- 1.1 About us
- 1.2 Customer Service Statement
- 1.3 Centre Support

## **2 The Qualification**

- 2.1 Overall Objective for the Qualification
- 2.2 Pre-entry Requirements
- 2.3 Unit Content and Rules of Combination
- 2.4 Total Qualification Time (TQT)
- 2.5 Age Restriction
- 2.6 Opportunities for Progression
- 2.7 Exemption
- 2.8 Credit Transfer

## **3 Centre Requirements**

## **4 Assessment**

- 4.1 Qualification Assessment Methods
- 4.2 Evidence Requirements and Assessment Guidance
- 4.3 Specific Evidence Requirements for the Assessment and Quality Assurance Units
- 4.4 Assessor Requirements for Learning and Development Units
- 4.5 Internal Quality Assurer Requirements for Learning and Development Units
- 4.6 Assessor and Internal Quality Assurer Requirements for Management Units
- 4.7 External Quality Assurers
- 4.8 Expert Witnesses
- 4.9 Assessing Competence
- 4.10 Methods for Assessing Competence
- 4.11 Assessing Knowledge and Understanding
- 4.12 Methods for Assessing Knowledge
- 4.13 Assessment Planning
- 4.14 Standardisation
- 4.15 Recognition of Prior Learning (RPL)
- 4.16 Equality and Diversity
- 4.17 Health and Safety

## **5 Qualification Units**

# 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

## 2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 4 Diploma in Learning and Development

The main objective of this qualification is to recognise and develop the skills of those who deliver and manage learning provision.

The qualification structure provides two routes to achievement depending on the learner's role:

- Advanced learning and development practitioner
- Manager of learning and development provision

Target groups for this qualification include:

- practitioners with relatively complex skills and significant autonomy who work across several, if not all, phases of the learning and development cycle;
- people who manage learning and development provision at the operational level;
- people whose job roles involve a mixture of practice and management.

## 2.2 Pre-entry Requirements

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

## 2.3 Units and Rules of Combination

### Level 4 Diploma in Learning and Development

The learner must achieve a minimum of 45 credits. A minimum of 23 credits must be achieved at level 4 or above.

- 12 credits must be completed from the Mandatory Group
- The remaining 33 credits may be taken from any of the Optional Groups
- If group A is selected, both units in this group must be taken
- If group B is selected, both units in this group must be taken
- If group C is selected, both units in this group must be taken
- To be awarded an endorsement (Management) the learner must achieve a minimum of 18 credits from P1 (Management) pathway.

## Mandatory Units

Mandatory Units			
Unit Reference Number	Unit Title	Level	Credit Value
D/502/9542	Principles, theories and practices of learning and development	4	6
J/502/9552	Reflect on and improve own practice in learning and development	4	6

## Optional Units

33 credits must be completed from any of Optional Groups A, B, C, D, E or P1

Optional Units – Group A If this group is selected, both units must be completed			
Unit Reference Number	Unit Title	Level	Credit Value
H/601/5314	Assess occupational competence in the work environment	3	6
D/601/5313	Understanding the principles and practices of assessment	3	3

Optional Units – Group B If this group is selected, both units must be completed			
Unit Reference Number	Unit Title	Level	Credit Value
F/601/5319	Assess vocational skills, knowledge and understanding	3	6
D/601/5313	Understanding the principles and practices of assessment	3	3

Optional Units – Group C If this group is selected, both units must be completed			
Unit Reference Number	Unit Title	Level	Credit Value
A/601/5321	Internally assure the quality of assessment	4	6
T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6

<b>Optional Units – Group D</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
H/502/9543	Identify the learning needs of organisations	4	6
K/502/9544	Identify individual learning and development needs	3	3
A/502/9547	Develop and prepare resources for learning and development	4	6
M/502/9545	Develop learning and development programmes	4	6
F/502/9551	Engage learners in the learning and development process	3	6
L/502/9553	Evaluate and improve learning and development provision	4	6
J/502/9549	Facilitate learning and development for individuals	3	6
F/502/9548	Facilitate learning and development in groups	3	6
A/502/9550	Manage learning and development in groups	4	6
T/502/9546	Plan and prepare specific learning and development opportunities	3	6
D/601/5313	Understanding the principles and practices of assessment	3	3
T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6
D/502/9556	Engage with employers to facilitate workforce development	4	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

<b>Optional Units – Group E</b>			
<b>Unit Reference Number</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit Value</b>
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6
T/600/9601	Provide leadership and direction for own area of responsibility	4	5
M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	3	4
A/600/9793	Manage the achievement of customer satisfaction	4	5
A/600/9695	Manage a budget for own area or activity of work	5	7
M/600/9662	Work productively with colleagues and stakeholders	5	6
H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5
M/600/9600	Set objectives and provide support for team members	3	5
T/600/9694	Developing collaborative relationships with other organisations	5	7



**Optional Units – Group P1**

To be awarded an endorsement (Management) the learner must achieve a minimum of 18 credits from this group

Unit Reference Number	Unit Title	Level	Credit Value
Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6
T/600/9601	Provide leadership and direction for own area of responsibility	4	5
M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	3	4
M/600/9662	Work productively with colleagues and stakeholders	5	6
H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5
M/600/9600	Set objectives and provide support for team members	3	5
T/600/9694	Developing collaborative relationships with other organisations	5	7
A/600/9695	Manage a budget for own area or activity of work	5	7
A/600/9793	Manage the achievement of customer satisfaction	4	5

## 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

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

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.

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

Qualification Title	TQT	GLH
SFJ Awards Level 4 Diploma in Learning and Development	450	195

## 2.5 Age Restriction

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

## 2.6 Opportunities for Progression

This qualification creates opportunities for progression to further qualifications in education, training and learning and development. It also allows learners selecting the management endorsement options to progress on to higher level management qualifications or management-related job roles in the education sector.

## 2.7 Exemption

No exemptions have been identified.

## 2.8 Credit Transfer

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

## 2.9 Use of Languages

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

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

Policies are available on our website <http://sfjawards.com/policies/> 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. Policies are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

# 4 Assessment

## 4.1 Qualification Assessment Methods

Assessment methods that can be used for the **SFJ Awards Level 4 Diploma in Learning and Development** are as follows:

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

## 4.2 Evidence Requirements and Assessment Guidance<sup>2</sup>

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 following units should be assessed using methods appropriate to the assessment of knowledge and understanding:

D/502/9542 Principles, theories and practices of learning and development

D/601/5313 Understanding the principles and practices of assessment

T/601/5320 Understanding the principles and practices of internally assuring the quality of assessment

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)

---

<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)

- 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.

#### **4.3 Specific Evidence Requirements for the Assessment and Quality Assurance Units**

Please note that the decisions of unqualified assessors/internal quality assurers should be countersigned by someone suitably qualified and experienced and so in a position to judge whether the decisions taken are valid, accurate, reliable and consistent.

##### ***Unit: Assess occupational competence in the work environment (H/601/5314)***

The aim of this unit is to assess the practitioner's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment;
- examining products of work; and
- questioning the learner.

Simulations are not allowed for this unit.

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

- professional discussion with the practitioner;
- use of others (witness testimony);
- looking at practitioner statements; or
- recognising prior learning.

The practitioner's performance evidence must be assessed by observation, examining the products of work and questioning/professional discussions.

There must be evidence of the practitioner carrying out **at least two assessments of two learners'** occupational competence (four assessments in total). This occupational competence must not come from the trainee assessing another trainee assessor who in turn is assessing someone else. In gathering evidence for these qualifications, unqualified trainee assessors are not allowed to assess the competence of another unqualified assessor.

***Unit: Assess vocational skills, knowledge and understanding (F/601/5319)***

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

Simulations are not allowed for this unit.

Other forms of evidence will be acceptable for the remaining assessment methods. The practitioner's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions.

There must be evidence of the practitioner carrying out **at least two assessments of two learners'** occupational competence (four assessments in total).

***Unit: Internally assure the quality of assessment (A/601/5321)***

The aim of this unit is to assess the practitioner's performance in assuring the quality of assessment from within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the practitioner's performance. These must include:

- observation of performance
- examining products of work
- questioning

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed for this unit.

Evidence must come from the practitioner's performance in the work environment. There must be evidence of the IQA trainee monitoring a minimum of two assessors, each with a minimum of two trainees of their own, through components of a qualification.

#### **4.4 Assessor Requirements for Learning and Development Units**

This section relates to the assessors who are assessing the learner. All those who assess the learning and development units in this qualification must:

- already hold a Level 4 Diploma in Learning and Development (or previous equivalent qualification) 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.

If management units are assessed separately to learning and development units, then the requirements below in Section 4.6 Assessor and Internal Quality Assurer Requirements for Management Units apply.

#### **4.5 Internal Quality Assurer Requirements for Learning and Development Units**

All those who quality assure the learning and development units in 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.

If management units are internally quality assured separately to learning and development units, then the requirements below in Section 4.6 Assessor and Internal Quality Assurer Requirements for Management Units apply.

#### **4.6 Assessor and Internal Quality Assurer Requirements for Management Units**

There are specific requirements for units developed by the Management Standards Centre (identified on individual units) which are now overseen by Skills CfA.<sup>3</sup>

The following requirements apply if the management units in Optional Groups E and P1 are being assessed/internally quality assured separately to the learning and development units e.g. where a management specific assessor/IQA is involved.

However, where one assessor and/or IQA is assessing and/or internally quality assuring **all** units in the qualification, they must be qualified with a recognised assessor/IQA qualification, as appropriate to their role, to meet the requirements for the learning and development and assessor units. Further information on recognised assessor and IQA qualifications is provided in Sections 4.4 and 4.5 above.

Assessors and IQAs 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 must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement<sup>4</sup> or Police Sector Standard for the Training of Assessors, Assessor Standard.

IQAs must be:

- qualified with a recognised internal quality assurance qualification, or

---

<sup>3</sup> [www.skillsca.org](http://www.skillsca.org)

<sup>4</sup> National Occupational Standards for Learning and Development, LLUK 2010  
<https://www.excellencegateway.org.uk/>



- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment<sup>5</sup> or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

These requirements apply to the management units in Optional Groups E and P1 **only**.

However, where one assessor and/or IQA is assessing and/or internally quality assuring **all** units in the qualification, they must be qualified with a recognised assessor/IQA qualification as appropriate to their role to meet the requirements for the learning and development and assessor units. Further information on recognised assessor and IQA qualifications is provided above in Sections 4.4 Assessor Requirements for Learning and Development Units and 4.5 Internal Quality Assurer Requirements for Learning and Development Units.

#### **4.7 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.

##### **4.7.1 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.

##### **4.7.2 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.

---

<sup>5</sup> National Occupational Standards for Learning and Development, LLUK 2010  
<https://www.excellencegateway.org.uk/>

## 4.8 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.

### 4.8.1 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.

### 4.8.2 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.

## 4.9 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>6</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide, which is available in the centre area of our website <http://sfjawards.com/approved-centres/> or on request from SFJ Awards.

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.

---

<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)

## 4.10 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 Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

### 4.10.1 Observation

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

D/502/9542 Principles, theories and practices of learning and development

D/601/5313 Understanding the principles and practices of assessment

T/601/5320 Understanding the principles and practices of internally assuring the quality of assessment

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

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

### 4.10.2 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).

#### **4.10.3 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.

#### **4.10.4 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.

#### **4.10.5 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.

#### **4.10.6 Simulations**

The use of simulation as a source of evidence does not apply to this qualification.

The following units are knowledge based and therefore the use of simulation as a source of evidence is not applicable. The units must be assessed using methods appropriate to the assessment of knowledge and understanding.

- D/502/9542 Principles, theories and practices of learning and development
- D/601/5313 Understanding the principles and practices of assessment
- T/601/5320 Understanding the principles and practices of internally assuring the quality of assessment

The remaining units in the qualification require performance evidence of the practitioner working with real learners, staff or customers in a real organisational context. Simulation is therefore not allowed for these units.

#### 4.11 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>7</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guide which is available in the centre area of our website <http://sfjawards.com/approved-centres/>, or on request from SFJ Awards.

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.

#### 4.12 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).

---

<sup>7</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)

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

#### **4.13 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.

#### **4.14 Standardisation**

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

##### **4.14.1 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.

##### **4.14.2 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, available in the centre area of our website <http://sfjawards.com/approved-centres/> and the SFJ Awards Standardisation Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **4.15 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>8</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, available in the centre area of our website <http://sfjawards.com/approved-centres/>, and outlined in SFJ Awards Recognition of Prior Learning Policy, available on our website <http://sfjawards.com/policies/>. All policies are available on request from SFJ Awards.

#### **4.16 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 Fair Access and Equality of Opportunity Policy, which are available on our website <http://sfjawards.com/policies/> or on request from SFJ Awards.

#### **4.17 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

---

<sup>8</sup> After the : A New Qualifications Framework, Ofqual 2015  
<https://www.gov.uk/government/consultations/after-the--a-new-qualifications-framework>

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

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

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



# 5 Qualification Units

## Mandatory Units

<b>Title:</b>	Principles, theories and practices of learning and development	
<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 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	5.1	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	<p>5.1 Analyse own roles and responsibilities in relation to learning and development</p> <p>5.2 Evaluate points of referral available to meet the potential needs of learners</p> <p>5.3 Analyse the practitioner's role in the quality improvement of learning and development</p>
6. Understand legislative and organisational requirements in relation to learning and development	<p>6.1 Examine learner's rights in relation to equality, diversity and inclusion</p> <p>6.2 Evaluate responsibility for the safety and security of learners from the perspective of the</p> <ul style="list-style-type: none"> <li>• Organisation</li> <li>• Practitioner</li> </ul> <p>6.3 Explain the purpose and limits of confidentiality in relation to learners and the organisation</p> <p>6.4 Explain requirements for record keeping in relation to learning and development</p>
<b>Additional information about the unit</b>	
Unit aim(s)	<p>This unit assesses the knowledge and understanding an advanced learning and development practitioner requires to underpin their core practice.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	<p>This unit is underpinned by the Lifelong Learning UK Learning and Development National Occupational Standards, 2010.</p>
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	<p>This unit must be assessed using methods appropriate to the assessment of knowledge and understanding.</p>

<b>Title</b>	Reflect on and improve own practice in learning and development	
<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 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 the unit</b>		
Unit purpose and aim(s)	This unit is about improving personal learning, development and performance through reflective practice.	

<p>Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula</p>	<p>This unit is underpinned by the Learning and Development National Occupational Standards, Standard 10: Reflect on, develop and improve own skills and practice in learning and development.</p>
<p>Guidance for developing assessment arrangements for the unit (if appropriate)</p>	<p>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.</p>

## Optional Units

<b>Title:</b>	Assess occupational competence in the work environment	
<b>Level:</b>	3	
<b>Credit value:</b>	6	
<b>GLH:</b>	30	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<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	

<p>2. Be able to make assessment decisions about occupational competence</p>	<p>2.1 Use valid, fair and reliable assessment methods including:</p> <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> <p>2.2 Make assessment decisions of occupational competence against specified criteria</p> <p>2.3 Follow standardisation procedures</p> <p>2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression</p>
<p>3. Be able to provide required information following the assessment of occupational competence</p>	<p>3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress</p> <p>3.2 Make assessment information available to authorised colleagues</p> <p>3.3 Follow procedures to maintain the confidentiality of assessment information</p>
<p>4. Be able to maintain legal and good practice requirements when assessing occupational competence</p>	<p>4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare</p> <p>4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence</p> <p>4.3 Evaluate own work in carrying out assessments of occupational competence</p> <p>4.4 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence</p>

Additional information about the unit	
Unit purpose and aim(s)	<p>The aim of this unit is to assess a learning and development 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>
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	<p>This unit is underpinned by the Learning and Development National Occupational Standards, Standard 9: Assess learner achievement.</p>
Guidance for developing assessment arrangements for the unit (if appropriate)	<p>Evidence for all learning outcomes must come from carrying out assessments in a work environment. As a minimum, there must be performance evidence 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>Assessment requirements specified by a sector or regulatory body</p>	<p>There must be evidence to cover all of the assessment methods listed in the unit. The trainee assessor's performance evidence must be assessed by observation, examining the products of work, questioning or professional discussions.</p> <p>There must be evidence of the trainee assessor carrying out at least <b>two assessments of two learners' occupational competence</b> (four assessments in total).</p> <p>This occupational competence must not be in assessment itself. In gathering evidence for these qualifications, an unqualified trainee assessor is not allowed to assess competence in another unqualified assessor.</p>
---	--





<b>Title</b>	Internally assure the quality of assessment	
<b>Level</b>	4	
<b>Credit value</b>	6	
<b>GLH</b>	45	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Be able to plan the internal quality assurance of assessment	1.1 plan monitoring activities according to the requirements of own role 1.2 make arrangements for internal monitoring activities to assure quality	
2 Be able to internally evaluate the quality of assessment	2.1 carry out internal monitoring activities to quality requirements 2.2 evaluate assessor expertise and competence in relation to the requirements of their role 2.3 evaluate the planning and preparation of assessment processes 2.4 determine whether assessment methods are safe, fair, valid and reliable 2.5 determine whether assessment decisions are made using the specified criteria 2.6 compare assessor decisions to ensure they are consistent	
3 Be able to internally maintain and improve the quality of assessment	3.1 provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment 3.2 apply procedures to standardise assessment practices and outcomes	
4 Be able to manage information relevant to the internal quality assurance of assessment	4.1 apply procedures for recording, storing and reporting information relating to internal quality assurance 4.2 follow procedures to maintain confidentiality of internal quality assurance information	

<p>5 Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment</p>	<p>5.1 apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare</p> <p>5.2 apply requirements for equality and diversity and, where appropriate, bilingualism, in relation to internal quality assurance</p> <p>5.3 critically reflect on own practice in internally assuring the quality of assessment</p> <p>5.4 maintain the currency of own expertise and competence in internally assuring the quality of assessment</p>
<p><b>Additional information about the unit</b></p>	
<p>Unit aim(s)</p>	<p>The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.</p> <p>‘Practitioner’ means anyone with a learning and development responsibility as the whole or a part of their role.</p>
<p>Details of the relationship between the unit and relevant national occupational standards or other professional standards (if appropriate)</p>	<p>Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.</p>
<p>Guidance for developing assessment arrangements for the unit (if appropriate)</p>	<p>Evidence for all learning outcomes must come from performance in the work environment. All learning outcomes in this unit must be assessed using methods appropriate to the candidate IQA’s performance. These must include:</p> <ul style="list-style-type: none"> <li>• observation of performance</li> <li>• examining products of work</li> <li>• questioning</li> </ul> <p>Direct evidence of this kind may be supplemented, where necessary, by discussion, reflective accounts or witness testimony.</p> <p>Simulations are not allowed.</p>
<p>Assessment requirements specified by a sector or regulatory body (if appropriate)</p>	<p>Evidence must come from the IQA trainee’s performance in the work environment. There must be evidence of the IQA trainee monitoring a minimum of two assessors, each with a minimum of two trainees of their own, through components of a qualification.</p>

<b>Title</b>	Understanding the principles and practices of internally assuring the quality of assessment	
<b>Level</b>	4	
<b>Credit value</b>	6	
<b>GLH</b>	45	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1 Understand the context and principles of internal quality assurance	1.1 explain the functions of internal quality assurance in learning and development 1.2 explain the key concepts and principles of the internal quality assurance of assessment 1.3 explain the roles of practitioners involved in the internal and external quality assurance process 1.4 explain the regulations and requirements for internal quality assurance in own area of practice	
2 Understand how to plan the internal quality assurance of assessment	2.1 evaluate the importance of planning and preparing internal quality assurance activities 2.2 explain what an internal quality assurance plan should contain 2.3 summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> <li>▪ information collection</li> <li>▪ communications</li> <li>▪ administrative arrangements</li> <li>▪ resources</li> </ul>	
3 Understand techniques and criteria for monitoring the quality of assessment internally	3.1 evaluate different techniques for sampling evidence of assessment, including use of technology 3.2 explain the appropriate criteria to use for judging the quality of the assessment process	
4 Understand how to internally maintain and improve the quality of assessment	4.1 summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment 4.2 explain standardisation requirements in relation to assessment 4.3 explain relevant procedures regarding disputes about the quality of assessment	

5 Understand how to manage information relevant to the internal quality assurance of assessment	5.1 evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment
6 Understand the legal and good practice requirements for the internal quality assurance of assessment	6.1 evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare 6.2 evaluate different ways in which technology can contribute to the internal quality assurance of assessment 6.3 explain the value of reflective practice and continuing professional development in relation to internal quality assurance 6.4 evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment
<b>Additional information about the unit</b>	
Unit aim(s)	The aim of this unit is to assess the knowledge and understanding of the principles and practices that underpin the internal quality assurance of assessment.
Details of the relationship between the unit and relevant national occupational standards (if appropriate)	Learning and Development NOS Standard 11: Internally monitor and maintain the quality of assessment.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)	All learning outcomes in this unit must be assessed using methods appropriate to the assessment of knowledge and understanding.

<b>Title:</b>	Identify the learning needs of organisations
<b>Level:</b>	4
<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 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
<b>Additional information about the unit</b>	
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.

<p>Details of the relationship between the unit and relevant national occupational standards (if appropriate)</p>	<p>Learning and Development NOS Standard 1: Identify collective learning needs.</p>
<p>Guidance for developing assessment arrangements for the unit</p>	<p>This unit assesses occupational competence. Evidence for learning outcomes 2-3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.</p>

<b>Title</b>	Identify individual learning and development needs
<b>Level</b>	3
<b>Credit value</b>	3
<b>GLH</b>	24
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <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 the unit</b>	
Unit purpose and aim(s)	The aim of this unit is to assess a learning and development practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual.
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	Learning and Development NOS, Standard 2: Identify individuals' 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 a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.



<b>Title:</b>	Develop and prepare resources for learning and development	
<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 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 the unit</b>		
Unit purpose and aim(s)	The aim of this unit is to assess a learning and development practitioner's competence in developing and preparing resources to support learning and development. 'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also cover the preparation of the learning environment, learning	

	<p>materials and equipment used to support learning. Examples of resources include: technical equipment, IT-based learning, handouts, workbooks and visits to places of interest. . 'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>
<p>Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula</p>	<p>Learning and Development NOS, Standard 5: Plan and prepare learning and development resources.</p>
<p>Guidance for developing assessment arrangements for the unit</p>	<p>This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.</p>

<b>Title:</b>	Develop learning and development programmes	
<b>Level:</b>	4	
<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 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: <ul style="list-style-type: none"> <li>• development</li> <li>• delivery</li> <li>• assessment and accreditation</li> </ul> 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.

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

<p>4. Be able to assist the learner in reviewing their own progress</p>	<p>4.1 Establish opportunities to review progress with learners</p> <p>4.2 Provide learners with constructive feedback on their learning and development</p> <p>4.3 Enable learners to give feedback on their learning experience</p> <p>4.4 Analyse progress and achievement with learners</p> <p>4.5 Assist learners to in adapting learning and development plans to reflect future learning needs</p>
<p><b>Additional information about the unit</b></p>	
<p>Assessment Guidance</p>	<p>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.</p>

<b>Title</b>	Evaluate and improve learning and development provision	
<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	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
<b>Additional information about the unit</b>	
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.



<b>Title</b>	Facilitate learning and development in groups	
<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	
4 Be able to assist learners to reflect on their learning and development undertaken in groups	4.1 Support self-evaluation by learners 4.2 Review individual responses to learning and development in groups 4.3 Assist learners to identify their future learning and development needs	

Additional information about the unit	
Unit 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.

<b>Title</b>	Facilitate learning and development for individuals	
<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</p> <p>4.2 Review individual responses to one to one learning and/or development</p> <p>4.3 Assist individual learners to identify their future learning and/or development needs</p>
<p><b>Additional information about the unit</b></p>	
<p>Unit purpose and aim(s)</p>	<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>
<p>Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula</p>	<p>Learning and Development NOS 7: Facilitate individuals' learning and development</p>
<p>Requirements about the way a unit might be assessed (if appropriate)</p>	<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>

<b>Title:</b>	Manage learning and development in groups	
<b>Level:</b>	4	
<b>Credit value:</b>	6	
<b>GLH:</b>	30	
<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 managing learning and development in groups	1.1 Analyse the characteristics of group environments that foster learning and development 1.2 Evaluate strategies to manage group behaviour and dynamics 1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups 1.4 Analyse ways to involve learners in the management of their own learning and development in groups 1.5 Analyse risks to be considered when managing learning and development in groups 1.6 Explain how to manage barriers to individual learning in groups	
2. Be able to manage group learning and development environments	2.1 Facilitate communication, collaboration and learning between group members 2.2 Use motivational methods to engage the group and its individual members in the learning and development process 2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes 2.4 Manage the risks associated with group learning and development	

<p>3. Be able to apply methodologies to manage learning and development in groups</p>	<p>3.1 Involve learners in agreeing group learning and development objectives</p> <p>3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group</p> <p>3.3 Manage group learning strategies and delivery methods to reflect changing requirements</p> <p>3.4 Provide individual advice to learners to assist their decision-making about future learning needs</p>
<p>4. Be able to manage learning and development in groups to comply with legal and organisational requirements</p>	<p>4.1 Support learner's rights in relation to equality, diversity and inclusion</p> <p>4.2 Minimise risks to safety, health, wellbeing and security of learners</p> <p>4.3 Manage confidentiality in relation to learners and the organisation</p> <p>4.4 Maintain learning and development records in accordance with organisational procedures</p>
<p><b>Additional information about the unit</b></p>	
<p>Assessment Guidance</p>	<p>This unit assesses occupational competence. Evidence for the learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.</p>

<b>Title</b>	Plan and prepare specific learning and development opportunities	
<b>Level</b>	3	
<b>Credit value</b>	6	
<b>GLH</b>	20	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <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 the 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.	





<b>Title:</b>	Understanding the principles and practices of internally assuring the quality of assessment	
<b>Level:</b>	4	
<b>Credit value:</b>	6	
<b>GLH:</b>	45	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the context and principles of internal quality assurance	1.1 Explain the functions of internal quality assurance in learning and development 1.2 Explain the key concepts and principles of the internal quality assurance of assessment 1.3 Explain the roles of practitioners involved in the internal and external quality assurance process 1.4 Explain the regulations and requirements for internal quality assurance in own area of practice	
2. Understand how to plan the internal quality assurance of assessment	2.1 Evaluate the importance of planning and preparing internal quality assurance activities 2.2 Explain what an internal quality assurance plan should contain 2.3 Summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> <li>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• resources</li> </ul>	
3. Understand techniques and criteria for monitoring the quality of assessment internally	3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology 3.2 Explain the appropriate criteria to use for judging the quality of the assessment process	

<p>4. Understand how to internally maintain and improve the quality of assessment</p>	<p>4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment</p> <p>4.2 Explain standardisation requirements in relation to assessment</p> <p>4.3 Explain relevant procedures regarding disputes about the quality of assessment</p>
<p>5. Understand how to manage information relevant to the internal quality assurance of assessment</p>	<p>5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment</p>
<p>6. Understand the legal and good practice requirements for the internal quality assurance of assessment</p>	<p>6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare</p> <p>6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment</p> <p>6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance</p> <p>6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment</p>

<b>Title:</b>	Engage with employers to facilitate workforce development	
<b>Level:</b>	4	
<b>Credit value:</b>	6	
<b>GLH:</b>	30	
<b>Learning outcomes</b>	<b>Assessment criteria</b>	
<i>The learner will:</i>	<i>The learner can:</i>	
1. Understand the opportunities available for workforce development	1.1 Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements 1.2 Explain what constitutes workforce development in a business context 1.3 Explain the funding opportunities available for workforce development	
2. Understand how to engage with employers to promote workforce development	2.1 Analyse information about individual employers and employment sectors, locally and nationally 2.2 Explain how to gauge employers' level of interest in workforce development opportunities 2.3 Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development	
3. Understand how to design learning and development opportunities in the workplace	3.1 Analyse what motivates employees to undertake learning and development in the workplace 3.2 Explain the key factors to be considered when designing learning and development solutions for employers and employees 3.3 Critically compare learning and development programmes which already exist with newly developed opportunities	

<p>4. Understand how to facilitate learning and development opportunities in the workplace</p>	<p>4.1 Identify the sources of support and resources that are available from stakeholders</p> <p>4.2 Explain how employees might overcome obstacles when engaging with learning and development</p> <p>4.3 Explain how to select, support and monitor staff delivering learning and development solutions</p> <p>4.4 Evaluate the impact of workforce development opportunities on:</p> <ul style="list-style-type: none"> <li>• employees</li> <li>• businesses</li> </ul>
<p>5. Be able to engage with employers on workforce development issues</p>	<p>5.1 Research information about the business needs of employers in relation to productivity and performance</p> <p>5.2 Report to employers employee development needs in a professional manner</p>
<p>6. Be able to work with employers to facilitate workforce development solutions</p>	<p>6.1 Prepare information and advice for the employer on solutions relevant to their business</p> <p>6.2 Review employer workforce development needs using methods relevant to the nature of the business and its employees</p> <p>6.3 Propose solutions that recognise the needs of the workforce</p> <p>6.4 Implement processes to develop and support the workforce within a business partnership with the employer</p> <p>6.5 Provide ongoing evaluation of workforce development for the purposes of quality improvement</p> <p>6.6 Work with the employer to measure the impact of workforce development on their business</p>
<p><b>Additional information about the unit</b></p>	
<p>Assessment Guidance</p>	<p>This unit assesses occupational competence. Evidence for learning outcomes 5-6 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.</p>

<b>Title</b>	Provide information and advice to learners and employers	
<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>

<p>4 Be able to assist learners and employers to access information and advice</p>	<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>
<p><b>Additional information about the unit</b></p>	
<p>Unit purpose and aim(s)</p>	<p>This unit is about providing appropriate information and advice to learners and employers.</p>
<p>Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula</p>	<p>Learning and Development NOS</p>
<p>Requirements about the way a unit might be assessed (if appropriate)</p>	<p>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.</p>

<b>Title:</b>	Engage with employers to develop and support learning provision	
<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	

4. Be able to evaluate the effect of employer provision on the learner and partner organisation	<p>4.1 Assess the impact of employer provision on learners' learning outcomes</p> <p>4.2 Review the impact of employer provision on partner organisations</p>
<b>Additional information about the unit</b>	
Assessment Guidance	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.



<b>Title:</b>	Develop and evaluate operational plans for own area of responsibility	
<b>Level:</b>	5	
<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. Be able to align objectives of own area of responsibility with those of own organisation.	1.1 Identify operational objectives within own area of responsibility.	1.2 Analyse objectives of own area of responsibility in relation to those of own organisation.
2. Be able to implement operational plans in own area of responsibility.	2.1 Assess risks associated with operational plans and include contingency arrangements.	2.2 Identify support from relevant stakeholders. 2.3 Implement operational plan within own area of responsibility.
3. Be able to monitor and evaluate operational plans in own area of responsibility.	3.1 Monitor procedures within the operational plan.	3.2 Evaluate operational plans and implement any necessary actions.
<b>Additional information about the unit</b>		
Name of the organisation submitting the unit	Management Standards Centre (MSC)	
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	MSC B1: Develop and implement operational plans for your area of responsibility	

<b>Title</b>	Provide leadership and direction for own area of responsibility	
<b>Level</b>	4	
<b>Credit Value</b>	5	
<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 lead in own area of responsibility	1.1 Identify own strengths and ability to lead in a leadership role	1.2 Evaluate strengths within own area of responsibility
2. Be able to provide direction and set objectives in own area of responsibility	2.1 Outline direction for own area of responsibility	2.2 Implement objectives with colleagues that align with those of the organisation
3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement	3.1 Communicate the agreed direction to individuals within own area of responsibility	3.2 Collect feedback to inform improvement
4. Be able to assess own leadership performance	4.1 Assess feedback on own leadership performance	4.2 Evaluate own leadership performance
<b>Additional information about the unit</b>		
Name of the organisation submitting the unit	Management Standards Centre (MSC)	
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	

<b>Title:</b>	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	
<b>Level:</b>	3	
<b>Credit value:</b>	4	
<b>GLH:</b>	20	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies	1.1	Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies
	1.2	Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility
2. Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility	2.1	Outline an organisation's equality, diversity and inclusion policy and procedures
3. Be able to monitor equality, diversity and inclusion within own area of responsibility	3.1	Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation
<b>Additional information about the unit</b>		
Name of the organisation submitting the unit	Management Standards Centre (MSC)	
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	MSC B11: Promote equality of opportunity, diversity and inclusion in your area of responsibility	

<b>Title</b>	Manage the achievement of customer satisfaction	
<b>Level</b>	4	
<b>Credit Value</b>	5	
<b>GLH</b>	25	
<b>Learning Outcomes</b> <i>The learner will:</i>	<b>Assessment Criteria</b> <i>The learner can:</i>	
1. Be able to understand customer service standards required in own organisation	1.1	Explain customer service standards within own organisation
	1.2	Describe customer service best practice in own sector using research techniques
2. Be able to implement sustainable processes for customer satisfaction	2.1	Define sustainable processes taking into account environmental issues
	2.2	Identify sustainable processes to support customer service standards
	2.3	Produce a plan for implementation
	2.4	State customer service standards with relevant key stakeholders
	2.5	Ensure resources are provided to deliver agreed standards of customer service
3. Be able to manage and support colleagues in delivering customer service standards	3.1	Communicate customer service roles and responsibilities with employees in own organisation
4. Be able to manage and develop culture in own organisation to support customer service standards	4.1	Evaluate the culture in own organisation
	4.2	Identify techniques for improving motivation amongst employees
	4.3	Describe motivational strategies for improving customer service standards
5. Be able to monitor customer service levels for continuous improvement	5.1	Describe methods of measuring customer satisfaction
	5.2	Develop processes for monitoring customer satisfaction, including customer feedback mechanisms
	5.3	Review employee performance to ensure customer service standards and organisational values are met
	5.4	Analyse and monitor customer service

<b>Additional information about the unit</b>	
Name of the organisation submitting the unit	Management Standards Centre (MSC)
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

<b>Title:</b>	Manage a budget for own area or activity of work	
<b>Level:</b>	5	
<b>Credit value:</b>	7	
<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 prepare a budget for own area of responsibility.	1.1	Evaluate information on resource requirements for own area of activity or work.
	1.2	Produce a draft budget.
	1.3	Communicate the final budget with relevant stakeholders
2. Be able to manage a budget.	2.1	Analyse variances between planned and actual expenditure.
	2.2	Provide information on performance to relevant stakeholders.
	2.3	Explain how to take corrective action within the limits of own authority, in response to budget variances and developments.
	2.4	Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority.
3. Be able to review budget management performance.	3.1	Review performance against budget.
	3.2	Assess improvements for future budget planning and management.
	3.3	Monitor budget performance and implement changes within the limits of own authority or obtain agreement.
<b>Additional information about the unit</b>		
Name of the organisation submitting the unit	Management Standards Centre (MSC)	
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	MSC E1: Manage a budget	

<b>Title:</b>	Work productively with colleagues and stakeholders	
<b>Level:</b>	5	
<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 provide colleagues and stakeholders with information.	1.1 Identify information to be communicated to selected colleagues and stakeholders. 1.2 Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders.	
2. Be able to consult with colleagues and stakeholders in relation to decisions or activities.	2.1 Communicate with colleagues and stakeholders regarding any decisions or activities.	
3. Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders.	3.1 Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled. 3.2 Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders.	
4. Understand how to manage potential conflicts of interest.	4.1 Explain how to identify and manage potential conflicts of interest.	
5. Understand how to be able to monitor working relationships.	5.1 Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders. 5.2 Explain how to monitor change in the working environment.	
6. Be able to review and improve the effectiveness of working relationships.	6.1 Analyse feedback on working relationships from colleagues and stakeholders. 6.2 Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness. 6.3 Identify and implement improvements to working relationships.	

<b>Additional information about the unit</b>	
Name of the organisation submitting the unit	Management Standards Centre (MSC)
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	MSC D2: Develop productive working relationships with colleagues and stakeholders.



<b>Title:</b>	Plan, allocate and monitor work in own area of responsibility	
<b>Level:</b>	4	
<b>Credit value:</b>	5	
<b>GLH:</b>	25	
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>	
1. Be able to produce a work plan for own area of responsibility	1.1	Explain the context in which work is to be undertaken
	1.2	Identify the skills base and the resources available
	1.3	Examine priorities and success criteria needed for the team
	1.4	Produce a work plan for own area of responsibility
2. Be able to allocate and agree responsibilities with team members	2.1	Identify team members' responsibilities for identified work activities
	2.2	Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback	3.1	Identify ways to monitor progress and quality of work
	3.2	Monitor and evaluate progress against agreed standards and provide feedback to team members
4. Be able to review and amend plans of work for own area of responsibility and communicate changes	4.1	Review and amend work plan where changes are needed
	4.2	Communicate changes to team members
<b>Additional information about the unit</b>		
Name of the organisation submitting the unit	Management Standards Centre (MSC)	
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	

<b>Title:</b>	Set objectives and provide support for team members
<b>Level:</b>	3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Learning outcomes</b> <i>The learner will:</i>	<b>Assessment criteria</b> <i>The learner can:</i>
1. Be able to communicate a team's purpose and objectives to the team members	1.1 Describe the purpose of a team 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound) 1.3 Communicate the team's purpose and objectives to its members
2. Be able to develop a plan with team members showing how team objectives will be met	2.1 Discuss with team members how team objectives will be met 2.2 Ensure team members participate in the planning process and think creatively 2.3 Develop plans to meet team objectives 2.4 Set SMART personal work objectives with team members
3. Be able to support team members identifying opportunities and providing support	3.1 Identify opportunities and difficulties faced by team members 3.2 Discuss identified opportunities and difficulties with team members 3.3 Provide advice and support to team members to overcome identified difficulties and challenges 3.4 Provide advice and support to team members to make the most of identified opportunities
4. Be able to monitor and evaluate progress and recognise individual and team achievement	4.1 Monitor and evaluate individual and team activities and progress 4.2 Provide recognition when individual and team objectives have been achieved
<b>Additional information about the unit</b>	
Name of the organisation submitting the unit	Management Standards Centre (MSC)
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	MSC B5: Provide leadership for your team

<b>Title:</b>	Developing collaborative relationships with other organisations	
<b>Level:</b>	5	
<b>Credit value:</b>	7	
<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 identify potential collaborative opportunities with other organisations.	1.1 Identify organisations that share common or complementary objectives to own organisation.	1.2 Evaluate the feasibility of collaboration with identified organisations.
	1.3 Evaluate the potential benefits of collaboration.	1.4 Develop a business case for collaboration with identified organisations.
2. Be able to agree the strategic aims and objectives of collaboration.	2.1 Agree the strategic aims and objectives of collaboration internally and with other organisations.	2.2 Agree the benefits each organisation expects to receive from collaboration.
3. Be able to agree methods and expected outcomes of collaboration.	3.1 Agree the actions each organisation will take and when.	3.2 Agree the expected outcomes of collaboration.
	3.3 Agree arrangements for communication.	3.4 Agree process of collaboration review.
4. Be able to instigate and sustain a collaborative relationship with another organisation.	4.1 Implement agreed actions at agreed times.	4.2 Maintain communication and provide support to other organisations.
5. Be able to review and evaluate the collaboration with another organisation.	5.1 Review and evaluate the extent to which the aims and objectives of collaboration have been achieved.	5.2 Make a decision on whether to continue with the collaboration in the future.
	5.3 Determine any changes to be made to the collaboration if it were to continue.	

<b>Additional information about the unit</b>	
Name of the organisation submitting the unit	Management Standards Centre (MSC)
Details of the relationship between the unit and relevant National Occupational Standards or other professional standards or curricula	MSC D17: Build and sustain collaborative relationships with other organisations

<b>Title</b>	Understanding the principles and practices of assessment	
<b>Level</b>	3	
<b>Credit Value</b>	3	
<b>GLH</b>	24	
<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 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.

<p>2 Understand different types of assessment method</p>	<p>2.1 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners</p>	<p>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.</p> <p>If the trainee assessor is also working towards the units</p> <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 understanding</li> </ul> <p>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>
<p>3 Understand how to plan assessment</p>	<p>3.1 summarise key factors to consider when planning assessment</p> <p>3.2 evaluate the benefits of using a holistic approach to assessment</p> <p>3.3 explain how to plan a holistic approach to assessment</p> <p>3.4 summarise the types of risks that may be involved in assessment in own area of responsibility</p> <p>3.5 explain how to minimise risks through the planning process</p>	<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>

<p>4 Understand how to involve learners and others in assessment</p>	<p>4.1 explain the importance of involving the learner and others in the assessment process</p> <p>4.2 summarise types of information that should be made available to learners and others involved in the assessment process</p> <p>4.3 explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning</p> <p>4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners</p>	<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>
<p>5 Understand how to make assessment decisions</p>	<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>
<p>6 Understand quality assurance of the assessment process</p>	<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>

<p>7 Understand how to manage information relating to assessment</p>	<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>
<p>8 Understand the legal and good practice requirements in relation to assessment</p>	<p>8.1 explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare</p> <p>8.2 explain the contribution that technology can make to the assessment process</p> <p>8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment</p> <p>8.4 explain the value of reflective practice and continuing professional development in the assessment process</p>	<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>
<p><b>Unit Guidance</b></p>		
<p>The aim of this unit is to assess the trainee assessor/learner's knowledge and understanding of the principles and practices of assessment.</p> <p>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.</p> <p>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.</p> <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 understanding</li> </ul> <p>Supporting evidence could include:</p> <ul style="list-style-type: none"> <li>• Summaries of key documents</li> <li>• Assessment plans</li> <li>• Assessment records</li> </ul> <p>Note: any records used should have names blanked out to maintain confidentiality.</p> <p>This unit is underpinned by the Learning and Development NOS, Standard 9: Assess learner achievement.</p>		

<b>Title</b>	Assess Vocational Skills, Knowledge and Understanding	
<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</p> <p>2.2 provide support to learners within agreed limitations</p> <p>2.3 analyse evidence of learner achievement</p> <p>2.4 make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria</p> <p>2.5 follow standardisation procedures</p> <p>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 assessments in total</b>). 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 their organisation's standardisation requirements</li> </ul>
---	--	--

		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.
3	<p>Be able to provide required information following the assessment of vocational skills, knowledge and understanding</p>	<p>3.1 maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress</p> <p>3.2 make assessment information available to authorised colleagues as required</p> <p>3.3 follow procedures to maintain the confidentiality of assessment information</p>
		<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	<p>Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding</p>	<p>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</p> <p>4.2 apply requirements for equality and diversity and, where appropriate, bilingualism</p> <p>4.3 evaluate own work in carrying out assessments of vocational skills, knowledge and understanding</p> <p>4.4 take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding</p>
		<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> <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>

## 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

## **Copyright**

The content of this document is, unless otherwise indicated, Copyright © SFJ Awards and may not be copied, revised, reproduced or distributed, without prior written consent from SFJ Awards.

However, approved SFJ Awards centres may use and reproduce this document free of charge when teaching/assessing learners working towards SFJ Awards qualifications, or for SFJ Awards related administration purposes. Learners may copy the document for their own use only when working towards SFJ Awards qualifications via an approved SFJ Awards centre.