

Level 3 Facilitating and Assessing Learning (6318- 06)

February 2013 Version 1.0



Qualification at a glance

Subject area	Learning and Development
City & Guilds number	6318
Age group approved	16-18 and 19+
Entry requirements	None
Assessment	Assignments on knowledge units Assessment of competent performance on applied units
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Award in Facilitating Learning and Development in Groups	6318-06	600/6976/4
Level 3 Award in Facilitating Learning and Development for Individuals	6318-06	600/6977/6
Level 3 Award in Facilitating and Assessing Learning	6318-06	600/6978/8
Level 3 Certificate in Facilitating and Assessing Learning	6318-06	600/6979/X



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1 Introduction

This qualification is for people involved in facilitating and assessing learning and development in the workplace. The Level 3 Awards and Certificates in Facilitating and Assessing Learning and Development have been developed using units from the Learning and Development qualifications. The qualifications are designed for use across the UK.

The units and qualification will provide people who carry out learning and development roles in their organisation with the opportunity to develop and improve their practice as well as achieving a professional qualification for the role. They are available to anyone working in: accredited learning; non accredited learning (where people may train and assess skills but do not assess for a qualification); the NQF and the QCF.

Achievers of these units will learn how to:

- identify individual learning needs
- plan and prepare for learning
- mentor individuals
- support learners and employers

This handbook tells you what you need to do to deliver the following 6318-06 Level 3 qualifications:

- Level 3 Award in Facilitating Learning and Development in Groups
- Level 3 Award in Facilitating Learning and Development for Individuals
- Level 3 Award in Facilitating and Assessing Learning
- Level 3 Certificate in Facilitating and Assessing Learning

Area	Description
Who is the qualification for?	For learners who work as trainers/tutors/assessors in a range of sectors
What does the qualification cover?	The Level 3 Awards/Certificate in Facilitating and Assessing Learning allows learners to learn, develop and practise the skills required for employment and/or career progression as a trainer/tutor/assessor of individual learners in many sectors.
Is the qualification part of a framework or initiative?	All five of the units in the Level 3 Awards/Certificates in Facilitating and Assessing Learning and Development also appear in the Level 3 Certificate in Facilitating Learning and Development and the Level 3 Certificate in Facilitating Learning and Development. These qualifications are part of the Learning and Development Apprenticeship framework.

Who did we develop the qualification with?	The units that form much of this qualification were developed by The Learning and Skills Improvement Service - LSIS (formerly LLUK), the SSC for learning and development
What opportunities for progression are there?	These qualifications allow learners to progress into employment or to the following City & Guilds qualifications: Level 3 Award in Facilitating Learning and Development Level 3 Certificate in Learning and Development Level 4 Award and Diploma in Learning and Development.

Structure

These qualifications are closely related to other qualifications in the Learning and Development suite. All five of the units (008, 009, 014, 015 and 016) in these qualifications are units in the Level 3 and Level 4 Learning and Development suite.

To achieve the **Level 3 Award in Facilitating Learning and Development in Groups (6318-06)**, learners must achieve **6** credits from (008).

Level 3 Award in Facilitating Learning and Development in Groups

Mandatory			
UAN	Unit No	Title	Credit Value
F/502/9548	008	Facilitate learning and development in groups	6

To achieve the **Level 3 Award in Facilitating Learning and Development for individuals (6318-06)**, learners must achieve **6** credits from (009).

Level 3 Award in Facilitating Learning and Development for Individuals

Mandatory			
UAN	Unit No	Title	Credit Value
J/502/9549	009	Facilitate learning and development for individuals	6

To achieve the **Level 3 Award in Facilitating and Assessing Learning (6318-06)**, learners must achieve a total of **12** credits. 6 credits from Group A (008 or 009) plus 6 credits from Group B (015 or 016).

Level 3 Award in Facilitating and Assessing Learning

Group A

UAN	Unit No	Title	Credit Value
F/502/9548	008	Facilitate learning and development in groups	6
	<i>or</i>		
J/502/9549	009	Facilitate learning and development for individuals	6

Group B

UAN	Unit No	Title	Credit Value
H/601/5314	015	Assess occupational competence in the work environment	6
	<i>or</i>		
F/601/5319	016	Assess vocational skills, knowledge and understanding	6

To achieve the **Level 3 Certificate in Facilitating and Assessing Learning (6318-06)**, learners must achieve **27** credits from (008-009, 014-016).

Level 3 Certificate in Facilitating and Assessing Learning

Mandatory

UAN	Unit No	Title	Credit Value
F/502/9548	008	Facilitate learning and development in groups	6
J/502/9549	009	Facilitate learning and development for individuals	6
D/601/5313	014	Understanding the principles and practices of assessment	3
H/601/5314	015	Assess occupational competence in the work environment	6
F/601/5319	016	Assess vocational skills, knowledge and understanding	6



2 Centre requirements

Approval

If your Centre is approved to offer the 7318 qualifications you will have automatic approval to run all the 6318 qualifications – including the Awards/Certificates in Facilitating and Assessing Learning and Development. You do not have to take any action.

Existing centres who are not approved to run 7318 and wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing any course programmes.

Resource requirements

Physical resources

Centres will need appropriate training facilities and where assessing applied units - opportunities to assess learners in an appropriate work environment.

Centre staffing – LSIS (formerly LLUK) assessment guidance

City & Guilds expects that these qualifications will be delivered by highly skilled practitioners of learning delivery, assessment and quality assurance.

Practitioners should be able to fulfil **all** of the following functions to ensure a quality learning experience for the learner:

- identify training and development needs of the learner
- plan for, design and develop learning and development opportunities
- provide high quality learning opportunities
- facilitate and support learner progress and achievements
- assess learner performance
- review the effectiveness of learning opportunities
- contribute to the quality assurance process.

In addition, all those who assess these qualifications must:

- up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units that they are assessing
- show current evidence of continuing professional development and practice in assessment and learning and development

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

- Level 3 Award in Assessing Competence in the Work Environment **or**
- Level 3 Certificate in Assessing Vocational Achievement, **or**
- A1 Assess learner performance using a range of methods, **or**
- D32 Assess learner performance and D33 Assess learner using differing sources of evidence.

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

- up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units that they are quality assuring
- show current evidence of continuing professional development and practice in learning and development, assessment and quality assurance

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

- Level 3 Award in Assessing Competence in the Work Environment **or**
- Level 3 Certificate in Assessing Vocational Achievement, **or**
- A1 Assess learner performance using a range of methods, **or**
- D32 Assess learner performance and D33 Assess learner using differing sources of evidence

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

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

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments. In addition, practitioners delivering these qualifications must meet the statutory and contractual arrangements of the nation in which they work.

It is not permitted for unqualified assessors to assess these qualifications.

Continuing professional development (CPD)

Centres must support staff to ensure that they have current knowledge, skills and expertise in assessment and internal quality assurance practice and also in mentoring if they carry out these roles. In addition it is the centre's responsibility to ensure that learning delivery, mentoring, training, assessment and internal quality assurance in the centre is in line with best practice and that it takes account of any national or legislative developments.

Quality assurance

A comprehensive approach to quality and quality assurance

It is in everyone's interest for the delivery of training, assessment and quality assurance of qualifications in the UK to be of the highest quality.

At City & Guilds we are committed to supporting centres to improve levels of quality. In line with this we view the content of these qualifications – and their delivery - as being fundamental to ensuring the quality of all vocational learning and qualifications.

Quality is the 'degree of excellence of something'.

Quality assurance is 'a system of maintaining and improving standards'.

High quality learning, assessment and quality assurance are required to get the most out of all qualifications. There are tangible benefits for all from this approach as it means:

- improved learner experience
- raised learner achievement rates
- increased learner retention rates
- more cost effective programmes
- regulatory requirements are met
- support for other planning and monitoring processes such as self-assessment.

To achieve this - quality and quality assurance must be included from the planning stage of programmes of learning – as they are integral to the programmes themselves. A useful way of looking at this is:

'Quality and quality assurance must be built into centre delivery from the start – it is much more difficult to audit poor quality out than build good quality in...'

This needs to be firmly in mind when planning the delivery of these qualifications. Quality and quality assurance measures need to be built into all processes in the learner journey – these include the:

- recruitment process
- induction process
- initial assessment
- learning plans
- teaching
- facilitating learning
- reviews of progress
- assessment processes
- achievement
- progression planning

Quality matters everywhere in the 'Learner Journey'.

If you are an existing centre for the 6317, 7317 and 7318 Learning and Development qualifications then you will already have relevant experience and resources such as:

- skilled learning, assessment and quality assurance practitioners
- existing internal quality assurance processes.

Internal quality assurance systems

All centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance while City & Guilds is responsible for external quality assurance.

For these qualifications centres must develop a sampling strategy and plan which must be implemented by all those undertaking the internal quality assurance role. Centres with experience of offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance (IQA) system for these qualifications.

This IQA system needs to contain:

- sample planning based on the principles of 'CAMERA', ie plans must include sampling of all types of:
 - **C**andidates
 - **A**ssessors
 - **M**ethods of assessment
 - **E**vidence or Elements
 - **R**ecords
 - **A**ssessment sites
- effective communication
- interim sampling
- summative sampling
- monitoring of assessor practice (including observation)
- standardisation activities
- sound administration
- records of the above.

Whoever is responsible for internal quality assurance in a centre will need to ensure that all factors related to quality assurance are covered in the centre. These include ensuring that:

- quality assurance systems are 'fit for purpose' and do actually monitor the quality of the learner journey
- quality assurance sampling is planned for and carried out throughout the learner journey and not just at the end
- learning and training that is delivered models 'best practice' and meets all requirements – and that this is monitored
- all practice (including training, assessment and IQA) is in line with the current NOS for Learning and Development
- tutors and assessors are regularly observed carrying out their roles
- assessors are supported, get feedback on their practice and take part in standardisation activities

- record keeping is maintained as required
- all members of the team maintain their CPD year on year
- communication with City & Guilds is effective

External quality assurance

External quality assurance for the qualifications will be provided by City & Guilds. This includes:

- approval of centres
- monitoring of learning delivery
- monitoring of assessment practice
- monitoring of internal quality assurance practices.

Learner entry requirements

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

City & Guilds has not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to complete and achieve them.

In some of these qualifications, learners must have the opportunity to demonstrate their competence in a real environment with genuine learners in order to be able to meet all the requirements.

Anyone engaged in assessing and quality assuring other units or qualifications **must meet the specific requirements of the assessment strategy related to those units and qualifications.**

Age restrictions

Learners undertaking these qualifications should be aged 19 or over.

Opportunities for progression

These units have been designed to be achieved individually or together as a qualification.

All of the units contained within these qualifications also occur as units contained within the Level 3 Award/Certificate in Facilitating Learning and as optional units within the Level 4 Diploma in Learning and Development. So there are progression routes through to the other qualifications within the Learning and Development suite of qualifications. However, **it is not mandatory that the units are done in any order.**

Centres must carry out in-depth initial assessment and guide learners to undertake the most appropriate units or qualification for their particular role and situation at that time.



3 Delivering the qualification

Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification and also to ensure that they undertake the most appropriate unit.

The initial assessment process should identify:

- any specific learning needs the learner has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as a diagnostic test or skill scan
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin
- any units or parts of units that may cause difficulties for the learner eg if their job role or level of experience is not sufficiently wide-ranging for them to meet the requirements.

City & Guilds recommends that centres provide an induction programme to ensure that learners fully understand the requirements of the qualification(s) they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction as well as a learning contract that centres may use can be found on the City & Guilds website.

Learning delivery strategies

City & Guilds does not prescribe how centres deliver the learning on these qualifications providing that all requirements are met.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing any learning programme. In addition there is guidance information in most units that centre staff would find very useful when designing learning programmes for these qualifications.

Learning and assessment approaches

To assist centres the guidance included for assessment and evidence is based on **activity based** learning and assessment. It is recommended that the delivery and assessment of these qualifications should be approached holistically whenever possible.

In most centres learning will be delivered through a combination of:

- applied practice
- mentoring
- experience
- training
- support and advice.

The provision of learning opportunities remains the responsibility of the centre (not the learner). Centres must ensure they have the right staff teams to deliver learning by the methods they decide, to meet learner's needs. Formative assessment of each learner's progress will monitor their development and indicate when summative assessment is appropriate.

When assessing the applied or competence based units the mandatory observation of practice will provide opportunities to capture some knowledge as it is demonstrated through performance.

The recommended process for assessment involves:

- planning and learner preparation
- assessment
- analysis
- decision taking
- recording
- feedback to the learner throughout the process
- engaging with the quality assurance process throughout.

This approach reduces the burden on the assessor and the learner as it removes the need for the learner to 'gather' separate evidence for assessment – the evidence falls naturally from the activities being undertaken.

Storage of evidence and 'portfolios'

Evidence of learning and evidence of competence

'Portfolios' come in many forms – some are electronic, some paper based, others a combination of both. It is important to remember that the 'Portfolio of evidence' should be precisely that and contain **only** the records of assessment and evidence that confirm achievement. It should **not** contain training materials, assignments for developing the learner and other information and guidance that formed part of the 'learner journey'.

However, many learners want to maintain a personal record of their learning. They can maintain a 'Learning File' containing all the information and materials that chart their development. This 'Learning File' will not, however, form part of the assessment or quality assurance processes – but the learner would have a valuable personal record of their journey and progress.

More about 'Portfolios of evidence'

Ofqual has long maintained that evidence **where it is in paper or material form, can be left in its natural location**, for example the workshop, office or building site. This is a sensible approach as much 'product' evidence cannot for a variety of reasons go into a 'portfolio' (eg a brick wall which has been built, sensitive records from a care home etc). In the same way, it is not necessary to print off and present paper copies of policies and procedures if those can be left in their usual location and checked by assessors, Internal Quality Assurer (IQA) and External Quality Assurer (EQA) 'in situ'.

However, if this approach is adopted then the assessment record must state:

- who and what was assessed by whom
- the date, and location of assessment
- the assessment methods used
- the assessment decision
- the units, learning outcomes and assessment criteria achieved
- the location of the supporting evidence.

One 'portfolio' may actually comprise evidence in a number of locations, linked by the audit trail provided through the assessment and quality assurance records. There are however practical implications to consider:

- if evidence is left in its usual location then the internal and external quality assurers will both have to sample it in its usual location. This will require QA staff to plan for and carry out visits to other premises as part of their sampling
- the QA audit trail still has to be clear, trackable through the evidence and the planned sampling must be carried out as required by the qualification
- it is crucial that the evidence is kept safely in its usual location and is readily available for sampling whenever the external quality assurance sampling takes place. It is the responsibility of the centre to organise this – it is not the responsibility of the External Quality Assurer to have to locate evidence.

The following resources are available for units of these qualifications:

Description	How to access
Assessment and internal quality assurance unit delivery materials	www.smartscreen.co.uk
Assessment and internal quality assurance unit materials	www.cityandguilds.com/taqa

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of **recording forms** including examples of completed forms, for new and existing centres to use as appropriate. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by learners and assessors at the centre.



4 Assessment

Summary of assessment methods

Different units in these qualifications will include different assessment requirements and methods – all of which will be familiar to existing assessors and quality assurance staff.

For units where **practical activities** (competence) are being assessed methods will include:

- observation of performance in the work environment by an assessor or witness
- examining products of the learner's own work
- questioning the learner
- discussions with the learner
- use of others (witness testimony)
- looking at learner statements
- recognition of prior learning.

Evidence for **practical activities** should be gathered from naturally occurring evidence collected in the work-related environment. Evidence for any **knowledge-only** units, such as assignments, case studies, projects etc, must follow City & Guilds guidelines and be agreed in advance with the centre's External Quality Assurer.

General assessment guidance

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, there is no requirement for each unit, learning outcome or assessment criteria to be assessed separately. It is recommended that holistic assessment is used whenever appropriate.

Wherever possible, one activity should be used as evidence for learning outcomes and assessment criteria for other units. See the content of individual units for further detail.

Recording assessment activities

Recording of assessment decisions and evidence may be undertaken in a range of formats. However regardless of the form of recording used, the guiding principle must be that all information relating to assessment must comply with legal requirements and best practice in the sector. This will include ensuring confidentiality of information which can, however, still be tracked for internal and external quality assurance purposes.

Unit	Unit title	Assessment method
008	Facilitate learning and development in groups	Portfolio
009	Facilitate learning and development for individuals	Portfolio
014	Understanding the principles and practices of assessment	Portfolio
015	Assess occupational competence in the work environment	Portfolio
016	Assess vocational skills, knowledge and understanding	Portfolio

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence within QCF. This is not a new process but expands on previously used processes such as the Accreditation of Prior Learning (APL), the recognition of experiential learning and the validation of informal learning by incorporating all types of prior learning and training.

The regulatory arrangements for the Qualifications and Credit Framework define RPL as a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. In the context of the QCF, the definition of RPL is quite specific and relates to assessment leading to the award of credit.

Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment within the QCF.

The RPL process is relevant where an individual has previously learnt something but may never have received formal recognition for this learning through a qualification or other form of certification. Within the QCF an individual is able to 'claim' that he or she knows or can do something already and does not need to learn it again.

If he/she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits.

RPL refers to an opportunity for learners to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented - eg certificates,

witness testimonies etc - will need to provide sufficient detail to allow the assessor to apply the RPL assessment process.

Assessors assess the relevant learning outcomes and assessment criteria ensuring that all are covered, using relevant methods for RPL such as: witness testimony, reflective accounts, professional discussion, etc.

In considering the appropriateness of any single piece of evidence the following should be considered:

- Content – the degree to which the content of any previous learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has been assessed, then the learning for the 'non-tested' areas cannot be assumed.
- Level – the degree to which the level of learning offered and tested relates to that required by the level of the qualification/units being claimed.
- Learning outcomes and Assessment criteria – the degree to which the previous learning covered both. Some learning will only have offered and tested the latter, in which case the Recognition of Prior Learning can only cover the knowledge aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Model of learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of the learner's role. If the context was different, assessors will need to satisfy themselves of the learners' ability to transfer the learning gained into the current context.



5 Units

Availability of units

The following units can also be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 008

Facilitate learning and development in groups

UAN:	F/502/9548
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups.
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Assessment requirements specified by a sector or regulatory body:	<p>Learning outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 2, 3 and 4 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context.</p> <p>The assessment of Learning outcomes 2, 3 and 4 must include:</p> <ul style="list-style-type: none">• observation of performance in a work environment• examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• questioning• discussion• use of others (witness testimony)• looking at practitioner statements.
Aim:	The aim of this unit is to assess a learning and development practitioner understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations or experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will: 1. understand the principles and practices of learning and development in groups
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 2. be able to facilitate learning and development in groups
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 3. be able to assist groups to apply new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 provide feedback to improve the application of learning.

Learning outcome
The learner will: 4. be able to assist learners to reflect on their learning and development undertaken in groups
Assessment criteria
The learner can: 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.

Unit 008 Facilitate learning and development in groups

Supporting information

Evidence requirements

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

Unit 009

Facilitate learning and development for individuals

UAN:	J/502/9549
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 7: Facilitate individuals' learning and development. .
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Assessment requirements specified by a sector or regulatory body:	<p>Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning Outcomes 2, 3 and 4 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context.</p> <p>The assessment of Learning Outcomes 2, 3 and 4 must include:</p> <ul style="list-style-type: none">• observation of performance in a work environment• examining products of work. <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• questioning• discussion• use of others (witness testimony)• looking at practitioner statements.
Aim:	The aim of this unit is to assess a learning and development practitioner understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will: 1. understand principles and practices of one to one learning and development
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 2. be able to facilitate one to one learning and development
Assessment criteria
The learner can: 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.

Learning outcome
The learner will: 3. be able assist individual learners in applying new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 develop opportunities for individuals to apply their new knowledge and learning in practical contexts 3.2 explain benefits to individuals of applying new knowledge and skills.

Learning outcome
The learner will: 4. be able to assist individual learners in reflecting on their learning and/or development
Assessment criteria
The learner can: 4.1 explain benefits of self evaluation to individuals 4.2 review individual responses to one to one learning and/or development 4.3 assist individual learners to identify their future learning and/or development needs.

Unit 009 Facilitate learning and development for individuals

Supporting information

Evidence requirements

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

Unit 014

Understanding the principles and practices of assessment

UAN:	D/601/5313
Level:	Level 3
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS)
Assessment requirements	<p>All learning outcomes must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>If assessed as a single unit, this unit could be assessed by:</p> <ul style="list-style-type: none">• written statements or answers• oral statements or answers• discussions between the candidate and their assessor• assignments• projects <p>NB Assessment requirements for this unit are described in detail in the 6317 Assessment and Quality Assurance qualification handbook – these requirements must be met.</p>
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's knowledge and understanding of the principles and practices of assessment.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>
Links	<p>This unit is the same as unit 006 in 6302 Preparing to Teach in the Lifelong Learning Sector. It is also the same as unit 308 in the 6304 Certificate in Teaching in the Lifelong Learning Sector and the 6305 Diploma in Teaching in the Lifelong Learning Sector and unit 301 in the 6317 Assessment and Quality Assurance qualifications. Learners who achieve this unit do not need to repeat it in 6302/6304/6305/6317.</p>

Learning outcome
The learner will: 1. understand the principles and requirements of assessment
Assessment criteria
The learner can: 1.1 explain the function of assessment in learning and development 1.2 define the key concepts and principles of assessment 1.3 explain the responsibilities of the assessor 1.4 identify the regulations and requirements relevant to the assessment in own area of practice.

Learning outcome
The learner will: 2. understand different types of assessment method
Assessment criteria
The learner can: 2.1 compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners.

Learning outcome
The learner will: 3. understand how to plan assessment
Assessment criteria
The learner can: 3.1 summarise key factors to consider when planning assessment 3.2 evaluate the benefits of using a holistic approach to assessment 3.3 explain how to plan a holistic approach to assessment 3.4 summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 explain how to minimise risks through the planning process.

Learning outcome
The learner will: 4. understand how to involve learners and others in assessment
Assessment criteria
The learner can: 4.1 explain the importance of involving the learner and others in the assessment process 4.2 summarise types of information that should be made available to learners and others involved in the assessment process 4.3 explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 explain how assessment arrangements can be adapted to meet the needs of individual learners.

Learning outcome

The learner will:

5. understand how to make assessment decisions

Assessment criteria

The learner can:

- 5.1 explain how to judge whether evidence is:
- sufficient
 - authentic
 - current
- 5.2 explain how to ensure that assessment decisions are:
- made against specified criteria
 - valid
 - reliable
 - fair.

Learning outcome

The learner will:

6. understand quality assurance of the assessment process

Assessment criteria

The learner can:

- 6.1 evaluate the importance of quality assurance in the assessment process
- 6.2 summarise quality assurance and standardisation procedures in own area of practice
- 6.3 summarise the procedures to follow when there are disputes concerning assessment in own area of practice.

Learning outcome

The learner will:

7. understand how to manage information relating to assessment

Assessment criteria

The learner can:

- 7.1 explain the importance of following procedures for the management of information relating to assessment
- 7.2 explain how feedback and questioning contribute to the assessment process.

Learning outcome

The learner will:

8. understand the legal and good practice requirements in relation to assessment

Assessment criteria

The learner can:

- 8.1 explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
- 8.2 explain the contribution that technology can make to the assessment process
- 8.3 evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
- 8.4 explain the value of reflective practice and continuing professional development in the assessment process.

Unit 014 Understanding the principles and practices of assessment

Supporting information

Assessment

For this unit an exemplar assignment is available. Alternatively the suggested assessment activities below can be used.

Suggested Assessment Activities

The specific requirements for delivering this unit are provided in the 6317 Assessment and Quality Assurance Qualification Handbook – Unit 301. These requirements must be met. The 6317 Assessment and Quality Assurance handbook can be found on **www.cityandguilds.com**

Evidence for this unit could take the form of:

- written statements or answers by the learner
- oral statements or answers by the learner
- discussions between the practitioner and their own assessor
- assignments
- projects.

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.

Unit 015

Assess occupational competence in the work environment

UAN:	H/601/5314
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement.
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment. This unit requires evidence of using the following assessment methods:</p> <ul style="list-style-type: none">• observation of performance in the work environment• examining products of work• questioning the learner• discussing with the learner• use of others (witness testimony)• looking at learner statements• recognising prior learning. <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>

Learning outcome

The learner will:

1. be able to plan the assessment of occupational competence

Assessment criteria

The learner can:

- 1.1 plan assessment of occupational competence based on the following methods:
 - observation of performance in the work environment
 - examining products of work
 - questioning the learner
 - discussing with the learner
 - use of others (witness testimony)
 - looking at learner statements
 - recognising prior learning
- 1.2 communicate the purpose, requirements and processes of assessing occupational competence to the learner
- 1.3 plan the assessment of occupational competence to address learner needs and current achievements
- 1.4 identify opportunities for holistic assessment.

Learning outcome

The learner will:

2. be able to make assessment decisions about occupational competence

Assessment criteria

The learner can:

- 2.1 use valid, fair and reliable assessment methods including:
 - observation of performance
 - examining products of work
 - questioning the learner
 - discussing with the learner
 - use of others (witness testimony)
 - looking at learner statements
 - recognising prior learning
- 2.2 make assessment decisions of occupational competence against specified criteria
- 2.3 follow standardisation procedures
- 2.4 provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression.

Learning outcome

The learner will:

3. be able to provide required information following the assessment of occupational competence

Assessment criteria

The learner can:

- 3.1 maintain records of the assessment of occupational competence, its outcomes and learner progress
- 3.2 make assessment information available to authorised colleagues
- 3.3 follow procedures to maintain the confidentiality of assessment information.

Learning outcome

The learner will:

4. be able to maintain legal and good practice requirements when assessing occupational competence

Assessment criteria

The learner can:

- 4.1 follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
- 4.2 apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
- 4.3 evaluate own work in carrying out assessments of occupational competence
- 4.4 maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence.

Unit 015 Assess occupational competence in the work environment

Supporting information

Evidence requirements

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:

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

Simulations are **not** allowed.

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

- discussing with the learner
- use of others (witness testimony)
- looking at learner statements
- recognising prior learning.

Unit 016

Assess vocational skills, knowledge and understanding

UAN:	F/601/5319
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement. .
Endorsement by a sector or regulatory body:	This unit is endorsed by The Learning and Skills Improvement Service (LSIS).
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. Assessment methods include:</p> <ul style="list-style-type: none">• assessments of the learner in simulated environments• skills tests• oral and written questions• assignments• projects• case studies• recognising prior learning. <p>The unit does not require the design of assessments.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>

Learning outcome

The learner will:

1. be able to prepare assessments of vocational skills, knowledge and understanding

Assessment criteria

The learner can:

- 1.1 select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including:
 - assessments of the learner in simulated environments
 - skills tests
 - oral and written questions
 - assignments
 - projects
 - case studies
 - recognising prior learning
- 1.2 prepare resources and conditions for the assessment of vocational skills, knowledge and understanding
- 1.3 communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners.

Learning outcome

The learner will:

2. be able to carry out assessments of vocational skills, knowledge and understanding

Assessment criteria

The learner can:

- 2.1 manage assessments of vocational skills, knowledge and understanding to meet assessment requirements
- 2.2 provide support to learners within agreed limitations
- 2.3 analyse evidence of learner achievement
- 2.4 make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria
- 2.5 follow standardisation procedures
- 2.6 provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression.

Learning outcome

The learner will:

3. be able to provide required information following the assessment of vocational skills, knowledge and understanding

Assessment criteria

The learner can:

- 3.1 maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
- 3.2 make assessment information available to authorised colleagues as required
- 3.3 follow procedures to maintain the confidentiality of assessment information.

Learning outcome

The learner will:

4. be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding

Assessment criteria

The learner can:

- 4.1 follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
- 4.2 apply requirements for equality and diversity and, where appropriate, bilingualism
- 4.3 evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
- 4.4 take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding.

Unit 016 Assess vocational skills, knowledge and understanding

Supporting information

Evidence requirements

Evidence for all learning outcomes must come from performance in the 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.

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



Appendix 1 Relationships to other qualifications

Links to other qualifications

These qualifications have links to the following:

- 6318 Learning & Development qualifications – Unit 008, 009, 014, 015 and 016 are units that appear within the in the Level 3 Certificate in Learning and Development
- 6302 Preparing to Teach in the Lifelong Learning Sector – Unit 014 is included in this qualification (6302-006)
- 6304 Certificate in Teaching in the Lifelong Learning Sector – Unit 014 is included in this qualification (6304-308)
- 6305 Diploma in Teaching in the Lifelong Learning Sector – Unit 014 is included in this qualification (6305-308)
- 6317 Assessment and Quality Assurance qualifications – Unit 014 is included in this qualification (6317-301).

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales - see www.cityandguilds.com/esw



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City and Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City and Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment and Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City and Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate learners on line
- **Qualifications and Credit Framework (QCF):** general guidance about the QCF and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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