

# 6318 Level 3 Awards & Certificate in Learning and Development

September 2011 Version 1.0



## Qualification at a glance

<b>Subject area</b>	<b>Learning and Development</b>
<b>City &amp; Guilds number</b>	6318
<b>Age group approved</b>	16-18 and 19+
<b>Entry requirements</b>	None
<b>Assessment</b>	Assignments on knowledge units Assessment of competent performance on applied units
<b>Fast track</b>	Available
<b>Support materials</b>	Centre handbook
<b>Registration/ certification dates</b>	See City & Guilds website for details

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>
Level 3 Award in understanding the principles and practices of learning and development	6318-01	600/2559/1
Level 3 Award in facilitating learning and development	6318-02	600/2556/6
Level 3 Certificate in learning and development	6318-03	600/2746/0



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## Structure

These qualifications are closely related to the other qualifications in the Learning and Development suite. At level 3 the smaller qualifications fully 'nest' within the larger ones.

Quite a number of units that appear in the Level 3 Award in Facilitating Learning and Development and Level 3 Certificate also occur in the Level 4 Diploma. This assists learners to accumulate credits, transfer them and progress, both horizontally (into larger qualifications at the same level) and vertically (up the QCF levels).

An example of this is where an individual could achieve the Level 3 Award in Understanding the Principles and Practices of Learning and Development. This is a six credit qualification consisting of one unit only. The unit focuses on knowledge and understanding of the whole Learning and Development cycle and other key principles.

This unit, in turn, is 'nested' inside the Level 3 Award in Facilitating Learning and Development. This is a 12 credit qualification that requires the same knowledge and understanding unit and the achievement of a further six credits which cover facilitating learner development in one of two contexts (working with groups of learners or with individual learners).

This qualification, in turn, is nested inside the Level 3 Certificate in Learning and Development. This is a 30 credit qualification which requires the practitioner to demonstrate their competence across several elements of the learning and development cycle. Thus, any practitioner achieving the Level 3 Award in Facilitating Learning and Development only requires a further 18 credits to achieve the full Certificate at Level 3.

This arrangement is intended to enable any practitioner to progress 'horizontally' at Level 3 by accumulating credits and gaining certified recognition of their learning and skills at appropriate points.

Since many of the units that form the Level 3 Certificate are also in the Level 4 Diploma, most practitioners achieving the Level 3 Certificate will already have significant credits within the Level 4 Diploma.

This arrangement is intended to enable 'vertical' progression to the next level.

## Rules of Combination

To achieve the **Level 3 Award in understanding the principles and practices of learning and development**, learners must achieve a total of **6** credits from unit 001.

<b>Level 3 Award in understanding the principles and practices of learning and development</b>			
<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/502/9541	001	Understand the principles and practices of learning and development	6

To achieve the **Level 3 Award in facilitating learning and development**, learners must achieve a minimum of 12 credits, 6 credits from 001 and a minimum of 6 credits from either 002 or 003.

<b>Level 3 Award in facilitating learning and development</b>			
<b>Unit accreditation number</b>	<b>City &amp; Guilds unit number</b>	<b>Unit title</b>	<b>Credit value</b>
<b>Mandatory</b>			
Y/502/9541	001	Understand the principles and practices of learning and development	6
<b>Optional</b>			
F/502/9548	008	Facilitate learning and development in groups	6
J/502/9549	009	Facilitate learning and development for individuals	6

To achieve the **Level 3 Certificate in facilitating learning and development**, learners must achieve a minimum of 30 credits. 12 credits from the 2 mandatory units (001 and 012), a minimum of 6 credits from (008, 009) the remaining 12 minimum credits can come from (004, 006-009, 011, 013-016, 019-021).

<b>Level 3 Certificate in learning and development</b>			
<b>Mandatory</b>			
Y/502/9541	001	Understand the principles and practices of learning and development	6
J/502/9552	012	Reflect on and improve own practice in learning and development	6
<b>Optional</b>			
K/502/9544	004	Identify individual learning and development needs	3
T/502/9546	006	Plan and prepare specific learning and development opportunities	6
A/502/9547	007	Develop and prepare resources for learning and development	6
F/502/9548	008	Facilitate learning and development in groups	6
J/502/9549	009	Facilitate learning and development for individuals	6
F/502/9551	011	Engage learners in the learning and development process	6
L/502/9553	013	Evaluate and improve learning and development provision	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

R/502/9554	019	Provide information and advice to learners and employers	3
Y/502/9555	020	Engage with employers to develop and support learning provision	6
R/600/1764	021	Understanding the employing organisation	3



# 1 Units

## Availability of units

### Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- 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 001

# Understand the principles and practices of learning and development

<b>UAN:</b>	Y/502/9541
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
<b>Assessment requirements specified by a sector or regulatory body:</b>	<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"><li>• written statements or answers</li><li>• oral statements or answers</li><li>• discussions between the learner and their assessor</li><li>• assignment</li><li>• projects</li></ul>
<b>Aim:</b>	This unit assesses the knowledge and understanding a learning and development practitioner requires to underpin their practice.

<b>Learning outcome 1</b>
The learner will: 1. Understand the purpose and context of learning and development
<b>Assessment criteria</b>
The learner can: 1.1 Analyse the objectives of learning and development for learners and for organisations 1.2 Explain the contexts and environments in which learning and development takes place

<b>Learning outcome 2</b>
The learner will: 2. Understand the learning and development cycle
<b>Assessment criteria</b>
The learner can: 2.1 Explain the learning and development cycle and each of its constituent parts 2.2 Explain how the learning and development cycle is used to enhance learner experience

<b>Learning outcome 3</b>
The learner will: 3. Understand the needs of learners in relation to learning and development
<b>Assessment criteria</b>
The learner can: 3.1 Summarise why it is necessary to understand learner needs and motivations for learning and development 3.2 Explain how to adapt learning and development to meet the needs and preferences of learners 3.3 Outline the factors that can lead to the improvement and maintenance of learner engagement and motivation

<b>Learning outcome 4</b>
The learner will: 4. Understand the roles and responsibilities of the learning and development practitioner
<b>Assessment criteria</b>
The learner can: 4.1 Explain own role and responsibilities in relation to learning and development 4.2 Explain the points of referral available to help meet the needs of learners 4.3 Explain the practitioner role in the development of learners' in the learning and development process 4.4 Explain the practitioner's role in the quality improvement of learning and development 4.5 Summarise the practitioner's role in managing risks to and safeguarding learners

<b>Learning outcome 5</b>
The learner will: 5. Understand legislative and organisational requirements in relation to learning and development
<b>Assessment criteria</b>
The learner can: 5.1 Explain learner's rights in relation to equality, diversity and inclusion 5.2 Explain the practitioner's and the organisation's responsibility for the

safety and security of learners

5.3 Summarise the purpose and limits of confidentiality in relation to learners and the organisation

5.4 Explain requirements for record keeping in relation to learning and development

## **Unit 001**

# **Understand the principles and practices of learning and development**

### **Evidence requirements**

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 004

## Identify individual learning and development needs

<b>UAN:</b>	K/502/9544
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning Outcomes 2 &amp; 3 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 2 &amp; 3 methods used must include:</p> <ul style="list-style-type: none"><li>•Observation of performance in a work environment</li><li>•Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul>
<b>Aim:</b>	<p>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.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

<b>Learning outcome 1</b>
The learner will: 1. Understand the principles and practices of learning needs analysis for individuals
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome 2</b>
The learner will: 2. Be able to conduct learning needs analysis for individuals
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome 3</b>
The learner will: 3. Be able to agree individual learning and development needs
<b>Assessment criteria</b>
The learner can: 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>

## Unit 004

# Identify individual learning and development needs

### **Evidence requirements**

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.

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 006

# Plan and prepare specific learning and development opportunities

<b>UAN:</b>	T/502/9546
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>This is a competence-based unit which requires performance evidence of the learner working with real learners in a real organisational context.</p> <p>Assessment methods used must include:</p> <ul style="list-style-type: none"><li>•Observation of performance in a work environment</li><li>•Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul>
<b>Aim:</b>	The aim of this unit is to assess a learning and development practitioner's competence in planning and preparing learning and development - for example formal training sessions, coaching sessions or informal experiences such as periods in the workplace. Preparations include allocating resources and establishing systems and arrangements. 'Delivery' means all forms of formal and informal facilitation of learning. 'Session' means all forms of learning and development event or activity within any context. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

<b>Learning outcome 1</b>
The learner will: 1. Be able to plan learning and development opportunities
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome 2</b>
The learner will: 2. Be able to prepare specific learning and development opportunities to meet learner needs
<b>Assessment criteria</b>
The learner can: 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

## **Unit 006**

# **Plan and prepare specific learning and development opportunities**

### **Evidence requirements**

This unit assesses occupational competence. Evidence for all learning outcomes must come from performance in the work environment. Simulations, projects or assignments are not allowed for this unit.

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 007

# Develop and prepare resources for learning and development

<b>UAN:</b>	A/502/9547
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 5: Plan and prepare learning and development resources.
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning Outcome 2 in this unit requires performance evidence of the learner working with real learners in a real organisational context.</p> <p>When assessing Learning Outcome 2 methods used must include:</p> <ul style="list-style-type: none"><li>•Observation of performance in a work environment</li><li>•Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul>
<b>Aim:</b>	<p>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 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>

**Learning outcome 1**

The learner will:

1. Understand principles underpinning development and preparation of resources for learning and development

**Assessment criteria**

The learner can:

- 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 organizational policies
- 1.3 Evaluate the contribution of technology to the development of learning and development resources

**Learning outcome 2**

The learner will:

2. Be able to develop resources to meet learning and development needs

**Assessment criteria**

The learner can:

- 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

## **Unit 007**

# **Develop and prepare resources for learning and development**

### **Evidence requirements**

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.

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 008

## Facilitate learning and development in groups

<b>UAN:</b>	F/502/9548
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups.
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 2, 3 &amp; 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 2, 3 &amp; 4 assessment methods must include:</p> <ul style="list-style-type: none"><li>•Observation of performance in a work environment</li><li>•Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul>
<b>Aim:</b>	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 1**

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
- 1.3 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 2**

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 3**

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 4**

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

### **Evidence requirements**

This unit in the main 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 for these learning outcomes.

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 009

# Facilitate learning and development for individuals

<b>UAN:</b>	<b>J/502/9549</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 7: Facilitate individuals' learning and development
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 2, 3 &amp; 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 2, 3 &amp; 4 assessment methods must include:</p> <ul style="list-style-type: none"><li>•Observation of performance in a work environment</li><li>•Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul>
<b>Aim:</b>	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 1**

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 2**

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 3**

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 4**

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

**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 for these learning outcomes.

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 011

# Engage learners in the learning and development process

<b>UAN:</b>	F/502/9551
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 8: Engage and support learners in their learning and development
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 3 &amp; 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 2, 3 &amp; 4 assessment methods must include:</p> <ul style="list-style-type: none"><li>•Observation of performance in a work environment</li><li>•Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul>
<b>Aim:</b>	The aim of this unit is to assess a learning and development practitioner's competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring, but does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

<b>Learning outcome 1</b>
The learner will: 1. Understand principles and purpose of engaging learners in learning and development
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome 2</b>
The learner will: 2. Understand the role of mentoring in facilitating learning
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome 3</b>
The learner will: 3. Be able to assist and engage the learner in the learning and development process
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome 4</b>
The learner will: 4. Be able to assist the learner in reviewing their own progress
<b>Assessment criteria</b>
The learner can: 4.1 Establish opportunities to review progress with learners 4.2 Provide learners with constructive feedback on their learning and development

- 4.3 Enable learners to give feedback on their learning experience
- 4.4 Analyse progress and achievement with learners
- 4.5 Assist learners to in adapting learning and development plans to reflect future learning needs

## Unit 011

# Engage learners in the learning and development process

### **Evidence requirements**

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.

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 012

# Reflect on and improve own practice in learning and development

<b>UAN:</b>	J/502/9552
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 10: Reflect on, develop and improve own skills and practice in learning and development
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 2 &amp; 3 in this unit require performance evidence of the learner reflecting on their own practice.</p> <p>When assessing Learning Outcomes 2 &amp; 3 assessment methods must include:</p> <ul style="list-style-type: none"><li>•Examining products of work</li><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul>
<b>Aim:</b>	The aim of this unit is to assess the competence of a practitioner to reflect on, evaluate and improve their learning and development practice.

<b>Learning outcome 1</b>
The learner will: 1. Understand approaches to and processes associated with reflective practice and continuing professional development
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome 2</b>
The learner will: 2. Be able to reflect on own performance as a learning and development practitioner
<b>Assessment criteria</b>
The learner can: 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

<b>Learning outcome 3</b>
The learner will: 3. Be able to improve own learning and development practice
<b>Assessment criteria</b>
The learner can: 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

## Unit 012

# Reflect on and improve own practice in learning and development

### **Evidence requirements**

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.

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 013

## Evaluate and improve learning and development provision

<b>UAN:</b>	L/502/9553
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 13: Evaluate and improve learning and development provision.
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 3 &amp; 4 in this unit require performance evidence of the learner working with real learners in a real organisational context.</p> <p>When assessing Learning Outcomes 3 &amp; 4 assessment methods must include:</p> <ul style="list-style-type: none"><li>•Examining products of work</li><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul>
<b>Aim:</b>	The aim of this unit is to assess a competence of the learning and development practitioner to evaluate and improve the learning and development for which they are responsible in an ongoing basis.

<b>Learning outcome 1</b>
The learner will: 1. Understand contexts for evaluation and quality improvement of learning and development
<b>Assessment criteria</b>
The learner can: 1.1 Analyse the principles of quality improvement in learning and development provision 1.2 Explain current legislative and organizational 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

### **Learning outcome 2**

The learner will:

2. Understand evaluation of learning and development

#### **Assessment criteria**

The learner can:

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

### **Learning outcome 3**

The learner will:

3. Be able to evaluate learning and development in accordance with organizational requirements

#### **Assessment criteria**

The learner can:

3.1 Follow organizational procedures for recording and reporting evaluation outcomes

3.2 Analyse evidence of learning and development against organizational 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

### **Learning outcome 4**

The learner will:

4. Be able to improve learning and development ensuring regulatory and organisational requirements are met

#### **Assessment criteria**

The learner can:

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

## Unit 013

# Evaluate and improve learning and development provision

### **Evidence requirements**

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.

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 014

# Understanding the principles and practices of assessment

<b>UAN:</b>	D/601/5313
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	24
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
<b>Assessment requirements specified by a sector or regulatory body:</b>	<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"><li>• written statements or answers</li><li>• oral statements or answers</li><li>• discussions between the learner and their assessor</li><li>• assignments</li><li>• projects</li></ul> <p><b><i>ASSESSMENT REQUIREMENTS FOR THIS UNIT ARE DESCRIBED IN DETAIL IN THE 6317 QUALIFICATION HANDBOOK – THESE REQUIREMENTS MUST BE MET.</i></b></p>
<b>Aim:</b>	<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>

<b>Learning outcome 1</b>
The learner will: 1. Understand the principles and requirements of assessment
<b>Assessment criteria</b>
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

<b>Learning outcome 2</b>
The learner will: 2. Understand different types of assessment method
<b>Assessment criteria</b>
The learner can: 2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

<b>Learning outcome 3</b>
The learner will: 3. Understand how to plan assessment
<b>Assessment criteria</b>
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 minimize risks through the planning process

<b>Learning outcome 4</b>
The learner will: 4. Understand how to involve learners and others in assessment
<b>Assessment criteria</b>
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

<b>Learning outcome 5</b>
The learner will: 5. Understand how to make assessment decisions
<b>Assessment criteria</b>
The learner can: 5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> <li>• sufficient</li> <li>• authentic</li> <li>• current</li> </ul> 5.2 Explain how to ensure that assessment decisions are: <ul style="list-style-type: none"> <li>• made against specified criteria</li> </ul>

- valid
- reliable
- fair

### **Learning outcome 6**

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 7**

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 8**

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

### **Evidence requirements**

The specific requirements for delivering this unit are in the 6317 Qualification Handbook – Unit 301 pages 25-39. These requirements must be met. The 6317 handbook can be found on [www.cityandguilds.com/taqa](http://www.cityandguilds.com/taqa)

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

<b>UAN:</b>	<b>H/601/5314</b>
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	39
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>This is a competence-based unit which requires performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>Assessment methods must include:</p> <ul style="list-style-type: none"><li>•Observation of performance in a work environment</li><li>•Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul> <p><b>ASSESSMENT REQUIREMENTS FOR THIS UNIT ARE DESCRIBED IN DETAIL IN THE 6317 QUALIFICATION HANDBOOK – THESE REQUIREMENTS MUST BE MET.</b></p>
<b>Aim:</b>	<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.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>

**Learning outcome 1**

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 2**

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
- tandardiza prior learning

2.2 Make assessment decisions of occupational competence against specified criteria

2.3 Follow tandardization procedures

2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

**Learning outcome 3**

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 4**

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
- 4.4 Evaluate own work in carrying out assessments of occupational competence
- 4.5 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**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out assessments in a work environment. Simulations, projects or assignments are not allowed for this unit.

The specific requirements for delivering this unit are in the 6317 Qualification Handbook – Unit 302 pages 40-47. These requirements must be met. The 6317 handbook can be found on [www.cityandguilds.com/taqa](http://www.cityandguilds.com/taqa)

## Unit 016

## Assess vocational skills, knowledge and understanding

<b>UAN:</b>	F/601/5319
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>This is a competence-based unit which requires performance evidence of the learner working with real learners in a real organisational context.</p> <p>Primary assessment methods must include:</p> <ul style="list-style-type: none"><li>•Observation of performance in a work environment</li><li>•Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>•Questioning</li><li>•Discussion</li><li>•Use of others (witness testimony)</li><li>•Looking at practitioner statements</li></ul> <p><b><i>ASSESSMENT REQUIREMENTS FOR THIS UNIT ARE DESCRIBED IN DETAIL IN THE 6317 QUALIFICATION HANDBOOK – THESE REQUIREMENTS MUST BE MET.</i></b></p>

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**Aim:**

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.

The unit does not require the design of assessments.

'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

**Learning outcome 1**

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 2**

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 3**

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 4**

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**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out assessments with real learners. Simulations, projects or assignments are not allowed for this unit.

The specific requirements for delivering this unit are in the 6317 Qualification Handbook – Unit 303 pages 48-56. These requirements must be met. The 6317 handbook can be found on [www.cityandguilds.com/taqa](http://www.cityandguilds.com/taqa)

## Unit 019

# Provide information and advice to learners and employers

<b>UAN:</b>	R/502/9554
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 6: Advise on learning and progression
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 3 &amp; 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 3 &amp; 4 assessment methods must include:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Questioning</li><li>• Discussion</li><li>• Use of others (witness testimony)</li><li>• Looking at practitioner statements</li></ul>
<b>Aim:</b>	<p>The aim of this unit is to assess the competence of a learning and development practitioner in providing information and advice to learners and employers. Information and advice could cover: learning and development opportunities, assessment and qualifications, careers and progression routes, funding sources or professional support.</p> <p>‘Practitioner’ means anyone with a learning and development responsibility as part of their role.</p>

<b>Learning outcome 1</b>
The learner will: 1. Understand information and advice available for learners and employers
<b>Assessment criteria</b>
The learner can: 1.1 Analyse information and advice needs of <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> 1.5 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>

<b>Learning outcome 2</b>
The learner will: 2. Understand own boundaries and limitations in relation to providing information and advice
<b>Assessment criteria</b>
The learner can: 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 organization 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>

<b>Learning outcome 3</b>
The learner will: 3. Be able to provide information and advice to learners and employers
<b>Assessment criteria</b>
The learner can: 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>

**Learning outcome 4**

The learner will:

4. Be able to assist learners and employers to access information and advice

**Assessment criteria**

The learner can:

4.1 Identify sources of information and advice to meet the needs of

- individual learners
- employer needs

4.2 Identify barriers to accessing information and advice for

- individual learners
- employers

4.3 Assist with overcoming barriers to accessing information and advice

## **Unit 019**

# **Provide information and advice to learners and employers**

### **Evidence requirements**

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.

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 020

# Engage with employers to develop and support learning provision

<b>UAN:</b>	Y/502/9555
<b>Level:</b>	Level 3
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to LLUK Engaging Employers National Occupational Standards 2010, Standard 1
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 3 &amp; 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 3 &amp; 4 assessment methods must include:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Questioning</li><li>• Discussion</li><li>• Use of others (witness testimony)</li><li>• Looking at practitioner statements</li></ul>
<b>Aim:</b>	<p>The aim of this unit is to assess a learning and development practitioner's competence in working with employers to provide learning and development opportunities for learners. Opportunities might include, for example: work experience placements, apprenticeship programmes, mentoring.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

**Learning outcome 1**

The learner will:

1. Understand information relating to employers developing provision for learners

**Assessment criteria**

The learner can:

- 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

**Learning outcome 2**

The learner will:

2. Understand how to engage with employers for the benefit of learners

**Assessment criteria**

The learner can:

- 2.1 Explain how to prepare for first contact with employers to discuss learning provision
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

**Learning outcome 3**

The learner will:

3. Be able to engage with employers for the benefit of learners

**Assessment criteria**

The learner can:

- 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

<b>Learning outcome 4</b>
The learner will: 4. Be able to evaluate the effect of employer provision on the learner and partner organisation
<b>Assessment criteria</b>
The learner can: 4.1 Assess the impact of employer provision on learners' learning outcomes 4.2 Review the impact of employer provision on partner organisations

## Unit 020

# Engage with employers to develop and support learning provision

### **Evidence requirements**

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.

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 021

## Understanding the employing organisation

<b>UAN:</b>	R/600/1764
<b>Level:</b>	Level 3
<b>Credit value:</b>	3
<b>GLH:</b>	23
<b>Relationship to NOS:</b>	
<b>Assessment requirements specified by a sector or regulatory body:</b>	<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"><li>• written statements or answers</li><li>• oral statements or answers</li><li>• discussions between the learner and their assessor</li><li>• assignments</li><li>• projects</li></ul>
<b>Aim:</b>	<p>This unit covers the knowledge and understanding that employees require concerning:</p> <ul style="list-style-type: none"><li>• the aims, objectives and structure of their organisation</li><li>• the contribution they can make to the organisation's objectives</li><li>• opportunities for professional and career development in the organisation</li></ul>

### Learning outcome 1

The learner will:

1. Understand the structure of their organisation

### Assessment criteria

The learner can:

1.1 Describe the main functions in their organisation

1.2 Describe how the main functions in their organisation are staffed and organisation

1.3 Describe the communication channels in their organization

1.4 Describe the lines of control and accountability in their organisation

<b>Learning outcome 2</b>
The learner will: 2. Understand the key aims and objectives of their organisation
<b>Assessment criteria</b>
The learner can: 2.1 Explain the importance of an organisation having a business plan 2.2 Describe their organisation's key aims and objectives (for example, mission, core aims and values) 2.3 Describe how their organisation measures the achievement of key aims and objectives 2.4 Identify their organization's key performance indicators

<b>Learning outcome 3</b>
The learner will: 3. Understand their own contribution to their organization's key aims and objectives
<b>Assessment criteria</b>
The learner can: 3.1 Evaluate the importance of an organization managing the performance of its staff 3.2 Describe the objectives of their job role 3.3 Explain how the objectives of their job role contribute to the organization's key aims and objectives 3.4 Explain how their own performance is evaluated and developed 3.5 Analyse the contribution they can make to the evaluation and development of their performance

<b>Learning outcome 4</b>
The learner will: 4. Understand the opportunities for entry, professional development and progression within their organisation
<b>Assessment criteria</b>
The learner can: 4.1 Explain the importance of continuing professional development 4.2 Evaluate the organisation's processes for recruitment 4.3 Evaluate the organisation's processes for induction 4.4 Evaluate the organisation's processes for training and development 4.5 Evaluate the opportunities and requirements for career progression for staff within their organisation

### **Evidence requirements**

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



## Appendix 1 Relationships to other qualifications

### Links to other qualifications

These qualifications have links to the following:

6317 TAQA assessor qualifications – the assessor units (301, 302 & 303) are optional units (014, 015 & 016) in the Level 3 Certificate in Learning and Development.

Some units of the Level 3 Learning and Development qualifications appear as optional units in the Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS 7303) qualification. The units that feature in both qualifications are:

- Unit 008 Facilitate learning and development in groups
- Unit 009 Facilitate learning and development for individuals
- Unit 014 Understanding the principles and practices of assessment

However it is important to note that only a proportion of the credit achieved in the Learning & Development units can be claimed in the PTLLS award. Please see the 7303 PTLLS webpage for further guidance.

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](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)



## Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & 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](http://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 & 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.

**Access to Assessment & 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 & 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 GOLA/e-volve assessments.

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## Useful contacts

<b>UK learners</b> <b>General qualification information</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: <b>intcg@cityandguilds.com</b>
<b>Centres</b> 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: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> 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: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> 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: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, GOLA/e-volve, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

### **City & Guilds Group**

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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