

# City & Guilds Level 4 Award and Diploma in Learning and Development (6318)

Version 3.4 (February 2022)

## Qualification at a glance

<b>Subject area</b>	Learning and Development
<b>City and 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 and certification</b>	Consult the Walled Garden/Online Catalogue for last dates

<b>Title and level</b>	<b>City &amp; Guilds number</b>	<b>Accreditation number</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 4 Award in Learning and Development*	6318-04	600/2951/1	n/a	
City & Guilds Level 4 Diploma in Learning and Development	6318-05	600/2773/3	195	450

\*The City & Guilds Level 4 Award in Learning and Development is no longer available.

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
V2.0 October 2012	Amend rules of combination	Rules of combination
V3.0 July 2017	Units 524, 526 and 530 added Rule of combination amended to include Units 524, 526 and 530	Unit details and Units Rules of combination
V3.1 September 2017	Rule of combination amended (Beginning para)	Rules of combination
V3.2 October 2017	Added TQT and GLH details  Deleted QCF	Qualification at a Gance, Structure  Throughout
V3.3 July 2020	Amended Rules of combination (second paragraph)  Indication of Level of each unit	Rules of combination, Page 7  Page 7-9
V3.4 February 2022	GLH and TQT clarified and highlighted  City & Guilds added to qualification titles	Qualification at a glance, Structure  Throughout



# Contents

<b>1</b>	<b>Introduction</b>	<b>5</b>
	Structure	6
	Rules of combination	7
<b>2</b>	<b>Centre requirements</b>	<b>10</b>
	Approval	10
	Resource requirements	10
	Quality assurance	12
	Learner entry requirements	15
	Opportunities for progression	15
<b>3</b>	<b>Delivering the qualification</b>	<b>17</b>
	Initial assessment and induction	17
	Learning delivery strategies	17
	Support materials	20
	Recording documents	20
<b>4</b>	<b>Assessment</b>	<b>21</b>
	Summary of assessment methods	21
	Recognition of prior learning (RPL)	24
<b>5</b>	<b>Units</b>	<b>27</b>
<b>Unit 002</b>	<b>Principles, theories and practices of learning and development</b>	<b>28</b>
<b>Unit 003</b>	<b>Identify the learning needs of organisations</b>	<b>32</b>
<b>Unit 004</b>	<b>Identify individual learning &amp; development needs</b>	<b>35</b>
<b>Unit 005</b>	<b>Develop learning and development programmes</b>	<b>38</b>
<b>Unit 006</b>	<b>Plan and prepare specific learning and development opportunities</b>	<b>41</b>
<b>Unit 007</b>	<b>Develop and prepare resources for learning and development</b>	<b>44</b>
<b>Unit 008</b>	<b>Facilitate learning and development in groups</b>	<b>47</b>
<b>Unit 009</b>	<b>Facilitate learning &amp; development for individuals</b>	<b>51</b>
<b>Unit 010</b>	<b>Manage learning and development in groups</b>	<b>54</b>
<b>Unit 011</b>	<b>Engage learners in the learning and development process</b>	<b>58</b>
<b>Unit 012</b>	<b>Reflect on and improve own practice in learning and development</b>	<b>62</b>
<b>Unit 013</b>	<b>Evaluate and improve learning and development provision</b>	<b>65</b>
<b>Unit 014</b>	<b>Understanding the principles and practices of assessment</b>	<b>68</b>
<b>Unit 015</b>	<b>Assess occupational competence in the work environment</b>	<b>72</b>

<b>Unit 016</b>	<b>Assess vocational skills, knowledge and understanding</b>	<b>76</b>
<b>Unit 017</b>	<b>Understanding the principles and practices of internally assuring the quality of assessment</b>	<b>80</b>
<b>Unit 018</b>	<b>Internally assure the quality of assessment</b>	<b>84</b>
<b>Unit 019</b>	<b>Provide information and advice to learners and employers</b>	<b>88</b>
<b>Unit 022</b>	<b>Engage with employers to facilitate workforce development</b>	<b>92</b>
<b>Unit 023</b>	<b>Develop and evaluate operational plans for own area of responsibility</b>	<b>96</b>
<b>Unit 024*</b>	<b>Provide leadership and direction for own area of responsibility</b>	<b>99</b>
<b>Unit 025</b>	<b>Manage or support equality of opportunity, diversity and inclusion in own area of responsibility</b>	<b>102</b>
<b>Unit 026*</b>	<b>Work productively with colleagues and stakeholders</b>	<b>105</b>
<b>Unit 027</b>	<b>Plan, allocate and monitor work in own area of responsibility</b>	<b>109</b>
<b>Unit 028</b>	<b>Set objectives and provide support for team members</b>	<b>112</b>
<b>Unit 029</b>	<b>Developing collaborative relationships with other organisations</b>	<b>115</b>
<b>Unit 030*</b>	<b>Manage a budget for own area or activity of work</b>	<b>118</b>
<b>Unit 031</b>	<b>Manage the achievement of customer satisfaction</b>	<b>121</b>
<b>Unit 524**</b>	<b>Provide leadership and direction for own area of responsibility</b>	<b>124</b>
<b>Unit 526**</b>	<b>Work productively with colleagues and stakeholders</b>	<b>127</b>
<b>Unit 530**</b>	<b>Manage a budget for own area or activity of work</b>	<b>131</b>
<b>Appendix 1</b>	<b>Relationships to other qualifications</b>	<b>134</b>
<b>Appendix 2</b>	<b>Sources of general information</b>	<b>135</b>



# 1 Introduction

These qualifications are for people working in, or looking to enter, roles in learning and development. They have been developed by LLUK to replace the Learning and Development NVQs. They are designed for use in England, Wales and Northern Ireland – alternative arrangements exist in Scotland.

The units and qualifications 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 RQF.

The knowledge only unit ‘Principles, theories and practices of learning and development’ allows anyone who is interested in or needs to know about learning and development – but is not a practitioner – to acquire knowledge and information about the processes. Although it is a standalone unit it also features in each qualification as the sound basis for ‘competent’ practice.

Achievers of these qualifications will understand the principles of learning and development and have the knowledge to develop and improve systems at their centre.

This document tells you what you need to do to deliver the 6318 Level 4 qualifications:

<b>Area</b>	<b>Description</b>
Who are the qualifications for?	For learners who work or want to work as Learning and Development Officers, Training Managers, Tutors, Trainers, Assessors or Internal Quality Assurers in a range of sectors
What do the qualifications cover?	These qualifications allow learners to learn, develop and practise the skills required for employment and/or career progression as Learning and Development Officers, Training Managers, Tutors, Trainers, Assessors or Internal Quality Assurers in a range of sectors.
Are the qualifications part of a framework or	The qualifications feature in the Learning and Development Apprenticeship framework
Who did we develop the qualification with?	These qualifications were developed by the SSC Lifelong Learning UK (LLUK) in consultation with a wide range of Awarding Organisations.

What opportunities for progression are there?

These qualifications could allow learners to progress into employment or to the following City and Guilds qualification:

- Preparing to Teach in the Lifelong Learning Sectors (PTLLS) Levels 3 and 4
- Certificate to Teach in the Lifelong Learning Sector (CTLLS)

## 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 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 **City & Guilds Level 4 Award in Learning and Development**, learners must achieve a minimum of **12** credits; 6 mandatory credits (002) and at least 6 credits from units (003, 005, 013, 024, 027, 031).

Unit accreditation number	City and Guilds unit	Unit title	Credit value
<b>Mandatory</b>	<b>Group A</b>	<b>Learners must achieve all 6 credits</b>	
Y/502/9541	002	Principles, theories and practices of learning and development	6
<b>Optional</b>	<b>Group B</b>	<b>Learners must achieve at least 6 credits</b>	
H/502/9543	003	Identify the learning needs of organisations	6
M/502/9545	005	Develop learning and development programmes	6
L/502/9553	013	Evaluate and improve learning and development provision	6
T/600/9601	024*	Provide leadership and direction for own area of responsibility	5
H/600/9674	027	Plan, allocate and monitor work in own area of responsibility	5
A/600/9793	031	Manage the achievement of customer satisfaction	5
J/615/8563	524**	Provide leadership and direction for own area of responsibility	5

To achieve the **City & Guilds Level 4 Diploma in Learning and Development**, learners must achieve a minimum of **45** credits, of which a minimum of **23** credits must be at Level 4 or above. 12 credits must be taken from the mandatory units -002 and 012 (Group M). The remaining minimum of 33 credits can be taken from units in Groups A or B, 003-011, 013-020, 022-031. To be awarded a management endorsement the learner must achieve a minimum of 18 credits from the units in Group B, 023-031, 524\*\*, 526\*\*, 530\*\*.

Unit accreditation number	City and Guilds unit	Unit title	Credit value	Level
<b>Mandatory</b>	<b>Group M</b>	<b>Learners must achieve all 12 credits</b>		
D/502/9542	002	Principles, theories and practices of learning and development	6	L4
J/502/9552	012	Reflect on and improve own practice in learning and development	6	L4

<b>Optional</b>	<b>Group A</b>			
H/502/9543	003	Identify the learning needs of organisations	6	L4
K/502/9544	004	Identify individual learning and development needs	3	L3
M/502/9545	005	Develop learning and development programmes	6	L4
T/502/9546	006	Plan and prepare specific learning and development opportunities	6	L3
A/502/9547	007	Develop and prepare resources for learning and development	6	L4
F/502/9548	008	Facilitate learning and development in groups	6	L3
A/502/9550	009	Facilitate learning and development for individuals	6	L3
A/502/9550	010	Manage learning and development in groups	6	L4
F/502/9551	011	Engage learners in the learning and development process	6	L3
L/502/9553	013	Evaluate and improve learning and development provision	6	L4
D/601/5313	014	Understanding the principles and practices of assessment	3	L3
h/601/5314	015	Assess occupational competence in 6 the work environment (must be paired with unit 014)	6	L3
F/601/5319	016	Assess vocational skills, knowledge	6	L3
T/601/5320	017	Understanding the principles and practice of internally assuring the quality of assessment	6	L4
A/601/5321	018	Internally assure the quality of assessment (must be paired with unit 017)	6	L4
R/502/9554	019	Provide information and advice to learners and employers	3	L3
Y/502/9555	020	Engage with employers to develop and support learning provision	6	L3
D/502/9556	022	Engage with employers to facilitate workforce development	6	L4

<b>Optional</b>	<b>Group B</b>	<b>To be awarded a management endorsement the learner must achieve a minimum of 18 credits from units 023-031</b>		
Y/600/9588	023	Develop and evaluate operational plans for own area of responsibility	6	L3
T/600/9601	024*	Provide leadership and direction for own area of responsibility	6	L4
M/600/9628	025	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	4	L3
M/600/9662	026*	Work productively with colleagues and stakeholders	6	L5
H/600/9674	027	Plan, allocate and monitor work in own area of responsibility	5	L4
M/600/9600	028	Set objectives and provide support for team members	5	L3
T/600/9694	029	Developing collaborative relationships with other organisations	7	L5
A/600/9595	030*	Manage a budget for own area of activity or work	7	L5
A/600/9793	031	Manage the achievement of customer satisfaction	5	L4
J/615/8563	524**	Provide leadership and direction for own area of responsibility	6	L4
D/615/8570	526**	Work productively with colleagues and stakeholders	6	L5
M/615/8556	530**	Manage a budget for own area of activity or work	7	L5

\* Learners registered before 1st July 2017 should use this unit.

\*\* Learners registered after 1st July 2017 should use this unit.

### **Total Qualification Time**

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

<b>Title and level</b>	<b>GLH</b>	<b>TQT</b>
City & Guilds Level 4 Award in Learning and Development*	n/a	n/a
City & Guilds Level 4 Diploma in Learning and Development	195	450

\*City & Guilds Level 4 Award in Learning and Development is no longer available.



## 2 Centre requirements

### Approval

If your Centre is approved to offer the 7318 qualifications, you will have automatic approval to run the 6318 qualifications – 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 – LLUK assessment guidance

City and 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 and evaluate the effectiveness of learning opportunities
- understand the management of learning
- contribute to the quality assurance process

In addition, all those who assess 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 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 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.

The following requirements apply to the units developed by the Management Standards Centre and now overseen by the Council for Administration.

Assessors and Verifiers of these units must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/unit(s) they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice; and
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition, Assessors and Verifiers must have:

- an accredited assessor and/or verifier qualification
- a related qualification in assessment and/or verification that has been mapped to the National Occupational Standards for assessment and/or verification; and/or
- evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verification.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments.

A qualified assessor must countersign the assessment decisions of unqualified assessors. The decisions of unqualified internal verifiers must be similarly countersigned by a qualified internal verifier.

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 nor for unqualified internal quality assurers (IQAs) to quality assure them.

## **Continuing professional development (CPD)**

Centres must support staff to ensure that they have current knowledge, skills and expertise in learning and development but also in assessment and internal quality assurance practice if they carry out these roles.

Centres must also ensure that this expertise is kept up to date as outlined above.

In addition, it is the centre's responsibility to ensure that learning delivery, mentoring, training, assessment and internal quality assurance 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 and 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

These will greatly assist you in delivering these Learning and Development qualifications.

### **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 and 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:
  - Candidates
  - Assessors
  - Methods of assessment
  - Evidence or Elements
  - Records
  - Assessment sites
- Effective communication
- Interim (or formative) sampling
- Final (or 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 and Guilds is effective

### **External quality assurance**

External quality assurance for the qualifications will be provided by City and 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 and 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 many of the units in these qualifications, learners must have the opportunity to demonstrate their competence in a real environment working with genuine learners and/or organisations in order to be able to meet all the requirements.

NB Anyone engaged in assessing and quality assuring other units or qualifications as part of their evidence gathering for these qualifications **must meet the specific requirements of the assessment strategy related to the units and qualifications being assessed or quality assured.**

## **Age restrictions**

There are no age limits attached to learners undertaking the qualifications unless this is a legal requirement of the process or the environment in which they operate. However, it is not expected that learners for these qualifications would be younger than 18.

## **Opportunities for progression**

These units have been designed to be achieved individually or as qualifications.

The 'Principles, theories and practices of learning and development' unit is a knowledge-only unit so may be undertaken by anyone interested in the underlying principles and practices of learning and development without having to be a practitioner. However, as this unit then appears in the subsequent Level 4 Diploma it is possible (when the learner's job role allows) to move on from the 'Principles' unit into practice and therefore achieve the 'applied or 'competence-based' units.

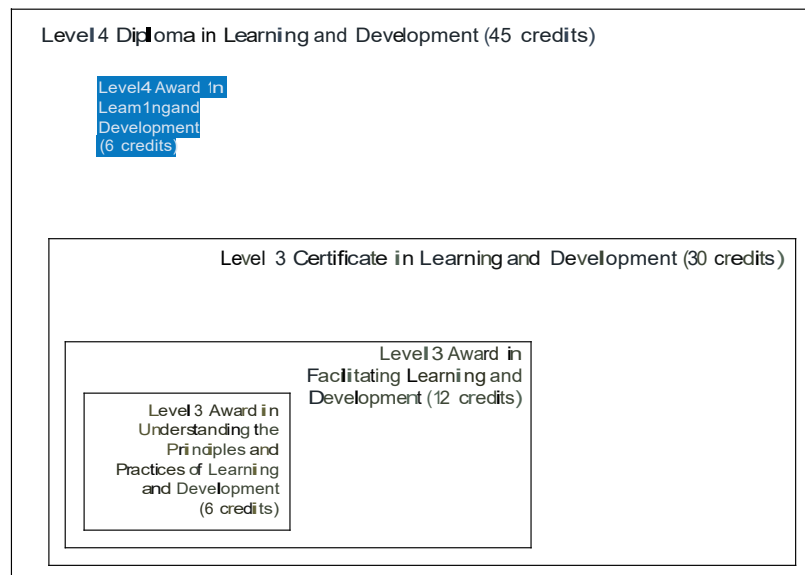
There is a progression route through these qualifications, **but it is not mandatory that they are done in any order.**

As stated earlier (see page 6) the 'nesting' arrangements are 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.

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





### 3 Delivering the qualification

#### Initial assessment and induction

As outlined above 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. Centre staff will also need to ensure that learners undertake the most appropriate unit(s) and comply with the Rules of Combination.

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 e.g. if their job role or level of experience is not sufficiently wide- ranging for them to meet the requirements
- (if assessment and/or internal quality assurance units are to be undertaken) the requirements of the assessment strategy of the qualification which is to be assessed or quality assured by the learner to ensure that they can meet the specifications

City and 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 and Guilds website.

#### Learning delivery strategies

City and 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 assessment guidance information in the units that centre staff would find very useful when designing learning and assessment 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. For example, if a learner is undertaking the Award in 'Understanding the Principles and Practice of Learning and Development' and is not actively practising, then this knowledge unit will be delivered and assessed on its own. However, if the learner is undertaking the unit 'Facilitating learning and development in groups', there are opportunities to acquire the knowledge through practice i.e. experientially – it may not be necessary to deliver 'learning' separately for this unit.

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

- applied practice
- coaching
- 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 such as 'Facilitate learning and development for individuals' observing 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 City and Guilds Level 4 Award and Diploma in Learning and Development (6318)

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' (e.g. a cake that has been baked, 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.

## Support materials

The following resources are available for units of these qualifications

<u>Description</u>	<u>How to access</u>
Assessment and internal quality assurance unit delivery materials	<a href="http://www.smartscreen.co.uk">www.smartscreen.co.uk</a>
Assessment and internal quality assurance unit materials	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Learner logbook	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## Recording documents

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

City and Guilds endorses **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](http://www.cityandguilds.com/eportfolios).

City and 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 and 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

For units where knowledge is being assessed methods will also include:

- oral and written questions
- assignments
- projects
- case studies
- recognition of prior learning

Evidence for **practical activities** should be gathered from naturally occurring evidence collected in the work-related environment.

Evidence for the **knowledge-only** units - such as assignments, case studies, project etc - must follow City and 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. For example, a discussion for the 'Facilitate learning and development in groups' unit might provide some evidence for 'Understanding the principles and practices of learning and development'.

However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

Each unit must be assessed using methods appropriate to the content of the unit. So for example assessment of a knowledge-only unit such as 002 'Principles, theories and practices of learning and development' (if being assessed as a standalone unit) could be by an assignment, answers to written questions or professional discussion. However, the assessment of the competence-based units such as unit 013 and 027 has to be carried out using methods compatible with the assessment of competence such as observation in a work environment and examining work products. See the 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. See City and Guilds quality assurance requirements documents which can be found on [Quality Assurance | City & Guilds \(cityandguilds.com\)](http://Quality Assurance | City & Guilds (cityandguilds.com))

This will include ensuring confidentiality of information which can, however, still be tracked for internal and external quality assurance purposes.

### City & Guilds Level 4 Award in Learning and Development (min 12 credits)

Unit	Unit title	Assessment method	Where to obtain assessment materials
002	Principles, theories and practices of learning and development	Portfolio	Centres need to develop assignments. There are level descriptors etc on the 6318 webpage
003	Identify the learning needs of organisations	Portfolio	
005	Develop learning and development programmes	Portfolio	
013	Evaluate and improve learning and development provision	Portfolio	
024*	Provide leadership and direction for own area of responsibility	Portfolio	
027	Plan, allocate and monitor work in own area of responsibility	Portfolio	
031	Manage the achievement of customer satisfaction	Portfolio	

## City & Guilds Level 4 Diploma in Learning and Development

Unit	Unit title	Assessment method	Where to obtain assessment materials
002	Principles, theories and practices of learning and development	Portfolio Assignment	Centres need to develop assignments. There are level descriptors etc on the 6318 webpage
003	Identify the learning needs of organisations	Portfolio	
004	Identify individual learning and development needs	Portfolio	
005	Develop learning and development programmes	Portfolio	
006	Plan and prepare specific learning and development opportunities	Portfolio	
007	Develop and prepare resources for learning and development	Portfolio	
008	Facilitate learning and development in groups	Portfolio	
009	Facilitate learning and development for individuals	Portfolio	
010	Manage learning and development in groups	Portfolio	
011	Engage learners in the learning and development process	Portfolio	
012	Reflect on and improve own practice in learning and development	Portfolio	
013	Evaluate and improve learning and development provision	Portfolio	
014	Understanding the principles and practices of assessment	Portfolio Assignment	Centres need to develop assignments. There are level descriptors etc on <a href="http://www.cityandguilds.com/taqa">www.cityandguilds.com/taqa</a> Guidance materials for units 014 - 018 can be found on <a href="http://www.cityandguilds.com/taqa">www.cityandguilds.com/taqa</a>
015	Assess occupational competence in the work environment	Portfolio Observation	
016	Assess vocational skills, knowledge and understanding	Portfolio Observation	

017	Understanding the principles and practices of internally assuring the quality of assessment	Portfolio Assignment	Centres need to develop assignments. There are level descriptors etc on <a href="http://www.cityandguilds.com/taqa">www.cityandguilds.com/taqa</a>
018	Internally assure the quality of assessment	Portfolio Observation	Guidance materials for units 014 - 018 can be found on <a href="http://www.cityandguilds.com/taqa">www.cityandguilds.com/taqa</a>
019	Provide information and advice to learners and employers	Portfolio	
022	Engage with employers to facilitate workforce development	Portfolio	
023	Develop and evaluate operational plans for own area of responsibility	Portfolio	
024*	Provide leadership and direction for own area of responsibility	Portfolio	
025	Manage or Support equality of opportunity, diversity and inclusion in own area of responsibility	Portfolio	
026*	Work productively with colleagues and stakeholders	Portfolio	
027	Plan, allocate and monitor work in own area of responsibility	Portfolio	
028	Set objectives and provide support for team members	Portfolio	
029	Developing collaborative relationships with other organisations	Portfolio	
030*	Manage a budget for own area or activity of work	Portfolio	
031	Manage the achievement of customer satisfaction	Portfolio	
524**	Provide leadership and direction for own area of responsibility		
526**	Work productively with colleagues and stakeholders		
530**	Manage a budget for own area or activity of work		

## **Recognition of prior learning (RPL)**

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence. 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 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. 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.

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. 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 or 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 - e.g. 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 be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

### Structure of units

These units each have the following:

- City and 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 002

## Principles, theories and practices of learning and development

<b>UAN:</b>	D/502/9542
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to Lifelong Learning UK Learning and Development National Occupational Standards, 2010
<b>Assessment requirements specified by a sector or regulatory body:</b>	All learning outcomes must be assessed using methods appropriate to the assessment of knowledge and understanding. If assessed as a single unit this unit could be assessed by: <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 an advanced learning and development practitioner requires to underpin their core practice.

<b>Learning outcome</b>
The learner will: 1. Understand the principles, purpose and context of learning and development
<b>Assessment criteria</b>
The learner can: 1.1 Evaluate learning and development principles and strategies used with individual learners and learners in groups 1.2 Evaluate the objectives and benefits of learning and development for learners and organisations 1.3 Critically evaluate different environments for learning and development in relation to different learner and organisational needs 1.4 Explain why learning and development programmes and activities must be managed to meet learner needs

<b>Learning outcome</b>
The learner will: 2. Understand the learning and development cycle
<b>Assessment criteria</b>
The learner can: 2.1 Evaluate the role and importance of each phase of the learning and development cycle 2.2 Analyse how different phases of the learning and development cycle are used to enhance the learner experience

<b>Learning outcome</b>
The learner will: 3. Understand how people learn
<b>Assessment criteria</b>
The learner can: 3.1 Evaluate different theories of learning in relation to own practice and context

<b>Learning outcome</b>
The learner will: 4. Understand the needs of learners in relation to learning and development
<b>Assessment criteria</b>
The learner can: 4.1 Evaluate the needs of different types of learners 4.2 Evaluate the advantages and disadvantages of adapting learning and development activities to meet the needs and preferences of learners 4.3 Explain the importance of engaging learners in planning, managing and reviewing their own learning

<b>Learning outcome</b>
The learner will: 5. Understand the roles and responsibilities of the learning and development practitioner
<b>Assessment criteria</b>
The learner can: 5.1 Analyse own roles and responsibilities in relation to learning and development 5.2 Evaluate points of referral available to meet the potential needs of learners 5.3 Analyse the practitioner's role in the quality improvement of learning and development

<b>Learning outcome</b>
The learner will: 6. Understand legislative and organisational requirements in relation to learning and development
<b>Assessment criteria</b>
The learner can: 6.1 Examine learner's rights in relation to equality, diversity and inclusion 6.2 Evaluate responsibility for the safety and security of learners from the perspective of the <ul style="list-style-type: none"><li>• Organisation</li><li>• Practitioner</li></ul> 6.3 Explain the purpose and limits of confidentiality in relation to learners and the organisation 6.4 Explain requirements for record keeping in relation to learning and development

## **Unit 002**

# **Principles, theories and practices of learning and development**

### **Evidence requirements**

This unit must be assessed by methods appropriate to assessing knowledge. If the unit is being undertaken in conjunction with applied, competence-based units it may be possible for learners to demonstrate some or all of the required knowledge for this unit in their performance evidence.

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 003

## Identify the learning needs of organisations

<b>UAN:</b>	H/502/9543
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Lifelong Learning UK Learning and Development National Occupational Standards, 2010
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 2 and 3 in this unit require performance evidence of the learner working in a genuine organisational context.</p> <p>The assessment of Learning outcomes 2 and 3 must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><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 carrying out a learning or training needs analysis for an organisation. 'Organisation' in this context is taken to mean any group or team learning together as well as a whole organisation.</p> <p>The term 'practitioner' means anyone with a learning and development responsibility as part of their role.</p>

<b>Learning outcome</b>
The learner will: 1. Understand the principles and practices of learning needs analysis for organisations
<b>Assessment criteria</b>
The learner can: 1.1 Explain the principles and practice of learning needs analysis for organisations 1.2 Analyse the factors that can influence the identification of organisational learning needs 1.3 Explain why it is important to gain the support and commitment of relevant people 1.4 Review the methodologies required for a learning needs analysis

<b>Learning outcome</b>
The learner will: 2. Be able to conduct learning needs analysis for the organisation
<b>Assessment criteria</b>
The learner can: 2.1 Confirm the purpose and aims of learning needs analysis with relevant people 2.2 Select the organisational learning needs analysis methodology 2.3 Apply the organisational learning needs analysis methodology 2.4 Analyse the learning needs of the organisation 2.5 Review methods of communicating findings from learning needs analysis to relevant people in organisations

<b>Learning outcome</b>
The learner will: 3. Be able to agree organisational learning and development plans with relevant people
<b>Assessment criteria</b>
The learner can: 3.1 Present recommendations for learning and development to relevant people 3.2 Review and revise priorities with relevant people

### **Evidence requirements**

Evidence for learning outcomes 2 and 3 must come from carrying out activities in the work environment in a genuine organisation. 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 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 Lifelong Learning UK Learning and Development National Occupational Standards, 2010
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 2 and 3 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>The assessment of learning outcomes 2 and 3 must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><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. 'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

<b>Learning outcome</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

#### **Learning outcome**

The learner will:

2. Be able to conduct learning needs analysis for individuals

#### **Assessment criteria**

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

#### **Learning outcome**

The learner will:

3. Be able to agree individual learning and development needs

#### **Assessment criteria**

The learner can:

3.1 Agree and prioritise individual learning and development needs

3.2 Advise individuals about learning and development options to meet:

- learner priorities
- learning preferences
- learning styles

### **Evidence requirements**

Evidence for learning outcomes 2 and 3 must come from carrying out activities in a work environment in a genuine organisation. 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 005

## Develop learning and development programmes

<b>UAN:</b>	M/502/9545
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Lifelong Learning UK Learning and Development National Occupational Standards, 2010
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 2 and 3 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>The assessment of learning outcomes 2 and 3 must include:</p> <ul style="list-style-type: none"><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 developing learning and development programmes. It does not include the detailed preparation or implementation of the programme, 'Practitioner' means anyone with a learning and development responsibility as part of their role

<b>Learning outcome</b>
The learner will: 1. Understand the principles underpinning the development of learning and development programmes
<b>Assessment criteria</b>
The learner can: 1.1 Explain the objectives of learning and development programmes 1.2 Evaluate the factors of learning and development that impact on: <ul style="list-style-type: none"><li>• development</li><li>• delivery</li></ul>

<ul style="list-style-type: none"> <li>• assessment and accreditation</li> </ul> <p>1.3 Explain the importance of learner involvement when developing learning and development programmes</p> <p>1.4 Evaluate the risks that need to be managed when developing learning and development programmes</p> <p>1.5 Compare methodologies to monitor and evaluate learning and development programmes</p>
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<b>Learning outcome</b>
The learner will: 2. Be able to develop learning and development programmes
<b>Assessment criteria</b>
The learner can: 2.1 Identify the Learning outcomes required for learning and development programmes 2.2 Develop a plan for a learning and development programme 2.3 Plan the assessment approaches to meet the Learning outcomes of learning and development programmes 2.4 Produce resources for learning and development programmes

<b>Learning outcome</b>
The learner will: 3. Be able to review learning and development programmes
<b>Assessment criteria</b>
The learner can: 3.1 Evaluate the Learning outcomes of a learning and development programme 3.2 Evaluate the delivery and assessment of a learning and development programme 3.3 Identify areas for improvement for learning and development programmes

**Evidence requirements**

Evidence for learning outcomes 2 and 3 must come from carrying out activities in a work environment in a genuine organisation. 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 Lifelong Learning UK Learning and Development 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 genuine organisational context.</p> <p>The assessment of this unit must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><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 planning and preparing learning and development - for example formal training 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.</p>

<b>Learning outcome</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</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**

Evidence for all Learning outcomes must come from carrying out activities in a work environment in a genuine organisation. 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 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcome 2 in this unit requires performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>The assessment of learning outcome 2 must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><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>

<b>Learning outcome</b>
The learner will: 1. Understand principles underpinning development and preparation of resources for learning and development
<b>Assessment criteria</b>
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 organisational policies 1.3 Evaluate the contribution of technology to the development of learning and development resources

<b>Learning outcome</b>
The learner will: 2. Be able to develop resources to meet learning and development needs
<b>Assessment criteria</b>
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**

Evidence for learning outcome 2 must come from carrying out activities in a work environment in a genuine organisation. 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 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 learner 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"><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.

<b>Learning outcome</b>
The learner will: 1. Understand the principles and practices of learning and development in groups
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 2. Be able to facilitate learning and development in groups
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 3. Be able to assist groups to apply new knowledge and skills in practical contexts
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 4. Be able to assist learners to reflect on their learning and development undertaken in groups
<b>Assessment criteria</b>
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**

Evidence for learning outcomes 2, 3 and 4 must come from carrying out activities in the work environment in a genuine organisation. 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>	J/502/9549
<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 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 learner 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"><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.

<b>Learning outcome</b>
The learner will: 1. Understand principles and practices of one to one learning and development
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 2. Be able to facilitate one to one learning and development
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 3. Be able assist individual learners in applying new knowledge and skills in practical contexts
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 4. Be able to assist individual learners in reflecting on their learning and/or development
<b>Assessment criteria</b>
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**

Evidence for learning outcomes 2, 3 and 4 must come from carrying out activities in a work environment in a genuine organisation. 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 010

## Manage learning and development in groups

<b>UAN:</b>	A/502/9550
<b>Level:</b>	Level 4
<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 6: Manage learning and development in groups
<b>Assessment requirements specified by a sector or regulatory body:</b>	<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 learner 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"><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 management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process.

<b>Learning outcome</b>
The learner will: 1. Understand the principles and practices of managing learning and development in groups
<b>Assessment criteria</b>
The learner can: 1.1 Analyse the characteristics of group environments that foster learning and development 1.2 Evaluate strategies to manage group behaviour and dynamics 1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups 1.4 Analyse ways to involve learners in the management of their own learning and development in groups 1.5 Analyse risks to be considered when managing learning and development in groups 1.6 Explain how to manage barriers to individual learning in groups

<b>Learning outcome</b>
The learner will: 2. Be able to manage group learning and development environments
<b>Assessment criteria</b>
The learner can: 2.1 Facilitate communication, collaboration and learning between group members 2.2 Use motivational methods to engage the group and its individual members in the learning and development process 2.3 Consult with group members to adapt their learning and development environments to improve their Learning outcomes 2.4 Manage the risks associated with group learning and development

<b>Learning outcome</b>
The learner will: 3. Be able to apply methodologies to manage learning and development in groups
<b>Assessment criteria</b>
The learner can: 3.1 Involve learners in agreeing group learning and development objectives 3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group 3.3 Manage group learning strategies and delivery methods to reflect changing requirements 3.4 Provide individual advice to learners to assist their decision-making about future learning needs

<b>Learning outcome</b>
The learner will: 4. Be able to manage learning and development in groups to comply with legal and organisational requirements
<b>Assessment criteria</b>
The learner can: 4.1 Support learner's rights in relation to equality, diversity and inclusion 4.2 Minimise risks to safety, health, wellbeing and security of learners 4.3 Manage confidentiality in relation to learners and the organisation 4.4 Maintain learning and development records in accordance with organisational procedures

### **Evidence requirements**

Evidence for learning outcomes 2, 3 and 4 must come from carrying out activities in a work environment in a genuine organisation. 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 1 and 2 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 3 and 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>The assessment of Learning outcomes 3 and 4 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</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</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</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</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

### **Evidence requirements**

Evidence for learning outcomes 3 and 4 must come from carrying out activities in the work environment in a genuine organisation. 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 outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 2 and 3 in this unit require performance evidence of the learner reflecting on their own practice.</p> <p>The assessment of Learning outcomes 2 and 3 must include:</p> <ul style="list-style-type: none"><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 the competence of a practitioner to reflect on, evaluate and improve their learning and development practice.

<b>Learning outcome</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

**Learning outcome**

The learner will:

2. Be able to reflect on own performance as a learning and development practitioner

**Assessment criteria**

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

**Learning outcome**

The learner will:

3. Be able to improve own learning and development practice

**Assessment criteria**

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**

Evidence for learning outcomes 2 and 3 must come from carrying out activities 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 013

## Evaluate and improve learning and development provision

<b>UAN:</b>	<b>L/502/9553</b>
<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 1 and 2 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 3 and 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>The assessment of Learning outcomes 3 and 4 must include:</p> <ul style="list-style-type: none"><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 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</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 organisational quality improvement requirements for learning and development provision 1.3 Evaluate industry-recognised standards for learning and development 1.4 Discuss methods to evaluate learning and development provision 1.5 Analyse processes to raise standards in own area of learning and development practice

1.6 Explain the role of learner involvement in evaluating and improving learning and development provision

**Learning outcome**

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**

The learner will:

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

**Assessment criteria**

The learner can:

3.1 Follow organisational procedures for recording and reporting evaluation outcomes

3.2 Analyse evidence of learning and development against organisational requirements

3.3 Analyse own contribution and that of colleagues to the evaluation of learning and development

3.4 Recommend quality improvements for learning and development

**Learning outcome**

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

### **Evidence requirements**

Evidence for learning outcomes 3 and 4 must come from carrying out activities in the work environment in a genuine organisation. 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>The 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 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</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</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</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 minimise risks through the planning process

<b>Learning outcome</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</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> 5.6 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

### 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 Qualification Handbook can be found on [www.cityandguilds.com/taqa](http://www.cityandguilds.com/taqa).

This unit must be assessed by methods appropriate to assessing knowledge. If the unit is being undertaken in conjunction with applied, competence-based units it may be possible for learners to demonstrate some or all of the required knowledge for this unit in their performance evidence.

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>	H/601/5314
<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**

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
  - standardise 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

<b>Learning outcome</b>
The learner will: 3. Be able to provide required information following the assessment of occupational competence
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 4. Be able to maintain legal and good practice requirements when assessing occupational competence
<b>Assessment criteria</b>
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

### 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 Qualification 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 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 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>The 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 the assessment of vocational skills, knowledge and understanding outside of the work environment.</p> <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>

<b>Learning outcome</b>
The learner will: 1. Be able to prepare assessments of vocational skills, knowledge and understanding
<b>Assessment criteria</b>
The learner can: 1.3 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none"> <li>• assessments of the learner in simulated environments</li> <li>• skills tests</li> <li>• oral and written questions</li> <li>• assignments</li> <li>• projects</li> <li>• case studies</li> <li>• recognising prior learning</li> </ul> 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

<b>Learning outcome</b>
The learner will: 2. Be able to carry out assessments of vocational skills, knowledge and understanding
<b>Assessment criteria</b>
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

<b>Learning outcome</b>
The learner will: 3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding
<b>Assessment criteria</b>
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 |

<b>Learning outcome</b>
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The learner will:
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| 4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding |
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<b>Assessment criteria</b>
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The learner can:
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- |   |
|---|
| 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 Qualification 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 017

# Understanding the principles and practices of internally assuring the quality of assessment

<b>UAN:</b>	T/601/5320
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 11: Internally monitor and maintain the quality of assessment
<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>The 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 the knowledge and understanding a learning and development practitioner requires for the internal quality assurance of assessment.</p> <p>‘Practitioner’ means anyone with a learning and development responsibility as the whole or a part of their role.</p>

<b>Learning outcome</b>
The learner will: 1. Understand the context and principles of internal quality assurance
<b>Assessment criteria</b>
The learner can: 1.1 Explain the functions of internal quality assurance in learning and development

- 1.2 Explain the key concepts and principles of the internal quality assurance of assessment
- 1.3 Explain the roles of practitioners involved in the internal and external quality assurance process
- 1.4 Explain the regulations and requirements for internal quality assurance in own area of practice

<b>Learning outcome</b>
The learner will: 2. Understand how to plan the internal quality assurance of assessment
<b>Assessment criteria</b>
The learner can: 2.1 Evaluate the importance of planning and preparing internal quality assurance activities 2.2 Explain what an internal quality assurance plan should contain 2.3 Summarise the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> <li>• information collection</li> <li>• communications</li> <li>• administrative arrangements</li> <li>• resources</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Understand techniques and criteria for monitoring the quality of assessment internally
<b>Assessment criteria</b>
The learner can: 3.1 Evaluate different techniques for sampling evidence of assessment, including use of technology 3.2 Explain the appropriate criteria to use for judging the quality of the assessment process

<b>Learning outcome</b>
The learner will: 4. Understand how to internally maintain and improve the quality of assessment
<b>Assessment criteria</b>
The learner can: 4.1 Summarise the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment 4.2 Explain standardisation requirements in relation to assessment 4.3 Explain relevant procedures regarding disputes about the quality of assessment

<b>Learning outcome</b>
The learner will: 5. Understand how to manage information relevant to the internal quality assurance of assessment
<b>Assessment criteria</b>
The learner can: 5.1 Evaluate requirements for information management, data protection and confidentiality in relation to the internal quality assurance of assessment

<b>Learning outcome</b>
The learner will: 6. Understand the legal and good practice requirements for the internal quality assurance of assessment
<b>Assessment criteria</b>
The learner can: 6.1 Evaluate legal issues, policies and procedures relevant to the internal quality assurance of assessment, including those for health, safety and welfare 6.2 Evaluate different ways in which technology can contribute to the internal quality assurance of assessment 6.3 Explain the value of reflective practice and continuing professional development in relation to internal quality assurance 6.4 Evaluate requirements for equality and diversity and, where appropriate, bilingualism, in relation to the internal quality assurance of assessment

## Unit 017

# Understanding the principles and practices of internally assuring the quality of assessment

### Evidence requirements

The specific requirements for delivering this unit are in the 6317 Qualification Handbook – Unit 401 pages 57-71. **These requirements must be met.** The 6317 Qualification Handbook can be found on [www.cityandguilds.com/taqa](http://www.cityandguilds.com/taqa)

This unit must be assessed by methods appropriate to assessing knowledge. If the unit is being undertaken in conjunction with applied, competence-based units it may be possible for learners to demonstrate some or all of the required knowledge for this unit in their performance evidence.

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 018

## Internally assure the quality of assessment

<b>UAN:</b>	A/601/5321
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	45
<b>Relationship to NOS:</b>	This unit is linked to Learning and Development National Occupational Standards Standard 11: Internally monitor and maintain the quality of assessment
<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 assessors 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>The requirements for this unit are described in detail in the 6317 qualification handbook – these requirements must be met.</b></p>
<b>Aim:</b>	The aim of this unit is to assess the performance of a learning and development practitioner with responsibility for the internal quality assurance of assessment.

<b>Learning outcome</b>
The learner will: 1. Be able to plan the internal quality assurance of assessment
<b>Assessment criteria</b>
The learner can: 1.1 Plan monitoring activities according to the requirements of own role 1.2 Make arrangements for internal monitoring activities to assure quality

<b>Learning outcome</b>
The learner will: 2. Be able to internally evaluate the quality of assessment
<b>Assessment criteria</b>
The learner can: 2.1 Carry out internal monitoring activities to quality requirements 2.2 Evaluate assessor expertise and competence in relation to the requirements of their role 2.3 Evaluate the planning and preparation of assessment processes 2.4 Determine whether assessment methods are safe, fair, valid and reliable 2.5 Determine whether assessment decisions are made using the specified criteria 2.6 Compare assessor decisions to ensure they are consistent

<b>Learning outcome</b>
The learner will: 3. Be able to internally maintain and improve the quality of assessment
<b>Assessment criteria</b>
The learner can: 3.1 Provide assessors with feedback, advice and support, including professional development opportunities, which help them to maintain and improve the quality of assessment 3.2 Apply procedures to standardise assessment practices and outcomes

<b>Learning outcome</b>
The learner will: 4. Be able to manage information relevant to the internal quality assurance of assessment
<b>Assessment criteria</b>
The learner can: 4.1 Apply procedures for recording, storing and reporting information relating to internal quality assurance 4.2 Follow procedures to maintain confidentiality of internal quality assurance information

<b>Learning outcome</b>
The learner will: 5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment
<b>Assessment criteria</b>
The learner can: 5.1 Apply relevant policies, procedures and legislation in relation to internal quality assurance, including those for health, safety and welfare 5.2 Apply requirements for equality and diversity and, where

appropriate, bilingualism, in relation to internal quality assurance

5.3 Critically reflect on own practice in internally assuring the quality of assessment

5.4 Maintain the currency of own expertise and competence in internally assuring the quality of assessment

### Evidence requirements

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

The specific requirements for delivering this unit are in the 6317 Qualification Handbook – Unit 402 pages 72-81. **These requirements must be met.** The 6317 Qualification 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 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 National Occupational Standards LDSS (2009) Enable young people to access information and make decisions
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 1 and 2 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 3 and 4 in this unit require performance evidence of the learner working in a genuine organisational context.</p> <p>The assessment of Learning outcomes 3 and 4 must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><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</b>
The learner will: 1. Understand information and advice available for learners and employers
<b>Assessment criteria</b>
The learner can: 1.2 Analyse information and advice needs of <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> 1.2 Evaluate sources of information and advice available to meet the needs of <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul>

<b>Learning outcome</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 organisation when needs go beyond own boundaries for <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul> 2.3 Evaluate the impact of providing incorrect or misleading information and advice to <ul style="list-style-type: none"> <li>• individual learners</li> <li>• employers</li> </ul>

<b>Learning outcome</b>
The learner will: 3. Be able to provide information and advice to learners and employers
<b>Assessment criteria</b>
The learner can: 3.2 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>

<b>Learning outcome</b>
The learner will: 4. Be able to assist learners and employers to access information and advice
<b>Assessment criteria</b>
The learner can: 4.1 Identify sources of information and advice to meet the needs of <ul style="list-style-type: none"><li>• individual learners</li><li>• employer needs</li></ul> 4.2 Identify barriers to accessing information and advice for <ul style="list-style-type: none"><li>• individual learners</li><li>• employers</li></ul> 4.3 Assist with overcoming barriers to accessing information and advice

## **Unit 019**

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

### **Evidence requirements**

Evidence for learning outcomes 3 and 4 must come from carrying out activities in the work environment in a genuine organisation. 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 022

## Engage with employers to facilitate workforce development

<b>UAN:</b>	D/502/9556
<b>Level:</b>	Level 4
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to Lifelong Learning UK Engaging Employers National Occupational Standards 2010, Standard 2
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 1, 2, 3 and 4 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 5 and 6 in this unit require performance evidence of the learner working in a genuine organisational context.</p> <p>The assessment of Learning outcomes 5 and 6 must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><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 practitioner's competence in designing and delivering learning and development solutions to businesses.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

<b>Learning outcome</b>
The learner will: 1. Understand the opportunities available for workforce development
<b>Assessment criteria</b>
The learner can: 1.1 Analyse national approaches related to the skilling and productivity of the workforce in line with current legislation and socio-economic requirements

<p>1.2 Explain what constitutes workforce development in a business context</p> <p>1.3 Explain the funding opportunities available for workforce development</p>
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<b>Learning outcome</b>
<p>The learner will:</p> <p>2. Understand how to engage with employers to promote workforce development</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>2.1 Analyse information about individual employers and employment sectors, locally and nationally</p> <p>2.2 Explain how to gauge employers' level of interest in workforce development opportunities</p> <p>2.3 Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>3. Understand how to design learning and development opportunities in the workplace</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>3.1 Analyse what motivates employees to undertake learning and development in the workplace</p> <p>3.2 Explain the key factors to be considered when designing learning and development solutions for employers and employees</p> <p>3.3 Critically compare learning and development programmes which already exist with newly developed opportunities</p>

<b>Learning outcome</b>
<p>The learner will:</p> <p>4. Understand how to facilitate learning and development opportunities in the workplace</p>
<b>Assessment criteria</b>
<p>The learner can:</p> <p>4.1 Identify the sources of support and resources that are available from stakeholders</p> <p>4.2 Explain how employees might overcome obstacles when engaging with learning and development</p> <p>4.3 Explain how to select, support and monitor staff delivering learning and development solutions</p> <p>4.4 Evaluate the impact of workforce development opportunities on:</p> <ul style="list-style-type: none"> <li>• employees</li> <li>• businesses</li> </ul>

<b>Learning outcome</b>
The learner will: 5. Be able to engage with employers on workforce development issues
<b>Assessment criteria</b>
The learner can: 5.1 Research information about the business needs of employers in relation to productivity and performance 5.2 Report to employers employee development needs in a professional manner

<b>Learning outcome</b>
The learner will: 6. Be able to work with employers to facilitate workforce development solutions
<b>Assessment criteria</b>
The learner can: 6.1 Prepare information and advice for the employer on solutions relevant to their business 6.2 Review employer workforce development needs using methods relevant to the nature of the business and its employees 6.3 Propose solutions that recognise the needs of the workforce 6.4 Implement processes to develop and support the workforce within a business partnership with the employer 6.5 Provide ongoing evaluation of workforce development for the purposes of quality improvement 6.6 Work with the employer to measure the impact of workforce development on their business

## **Unit 022**

# **Engage with employers to facilitate workforce development**

### **Evidence requirements**

Evidence for learning outcomes 5 and 6 must come from carrying out activities in the work environment in a genuine organisation. 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 023

## Develop and evaluate operational plans for own area of responsibility

<b>UAN:</b>	Y/600/9588
<b>Level:</b>	Level 5
<b>Credit value:</b>	6
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to MSC B1 Develop and implement operational plans for your area of responsibility.
<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 in a genuine organisational context.</p> <p>The assessment of this unit must include:</p> <ul style="list-style-type: none"><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>	This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

<b>Learning outcome</b>
The learner will: 1. Be able to align objectives of own area of responsibility with those of own organisation.
<b>Assessment criteria</b>
The learner can: 1.1 Identify operational objectives within own area of responsibility. 1.2 Analyse objectives of own area of responsibility in relation to those of own organisation.

<b>Learning outcome</b>
The learner will: 2. Be able to implement operational plans in own area of responsibility
<b>Assessment criteria</b>
The learner can: 2.1 Assess risks associated with operational plans and include contingency arrangements. 2.2 Identify support from relevant stakeholders. 2.3 Implement operational plan within own area of responsibility.

<b>Learning outcome</b>
The learner will: 3. Be able to monitor and evaluate operational plans in own area of responsibility.
<b>Assessment criteria</b>
The learner can: 3.1 Monitor procedures within the operational plan. 3.3 Evaluate operational plans and implement any necessary actions.

## **Unit 023**

## **Develop and evaluate operational plans for own area of responsibility**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out activities in the work environment in a genuine organisation. 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 024\*

## Provide leadership and direction for own area of responsibility

This unit has been replaced by Unit 524. Learners registered before 1<sup>st</sup> July 2017 should use this unit. Learners registered after 1<sup>st</sup> July 2017 should use Unit 524.

<b>UAN:</b>	T/600/9601
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to MSC B6 Provide leadership in your area of responsibility
<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>
<b>Aim:</b>	This unit helps learners to provide leadership and direction for their area of responsibility.

<b>Learning outcome</b>
The learner will: 1. Be able to lead in own area of responsibility
<b>Assessment criteria</b>
The learner can: 1.1 Identify own strengths and ability to lead in a leadership role 1.2 Evaluate strengths within own area of responsibility.

<b>Learning outcome</b>
The learner will: 2. Be able to provide direction and set objectives in own area of responsibility
<b>Assessment criteria</b>
The learner can: 2.1 Outline direction for own area of responsibility. 2.2 Implement objectives with colleagues that align with those of the organisation.

<b>Learning outcome</b>
The learner will: 3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.
<b>Assessment criteria</b>
The learner can: 3.1 Communicate the agreed direction to individuals within own area of responsibility. 3.2 Collect feedback to inform improvement.

<b>Learning outcome</b>
The learner will: 4. Be able to assess own leadership performance
<b>Assessment criteria</b>
The learner can: 4.1 Assess feedback on own leadership performance 4.2 Evaluate own leadership performance

## **Unit 024\***

# **Provide leadership and direction for own area of responsibility**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out activities in the work environment in a genuine organisation. 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 025

# Manage or support equality of opportunity, diversity and inclusion in own area of responsibility

<b>UAN:</b>	M/600/9628
<b>Level:</b>	Level 3
<b>Credit value:</b>	4
<b>GLH:</b>	20
<b>Relationship to NOS:</b>	This unit is linked to MSC B11 Promote equality of opportunity, diversity and inclusion in your area of responsibility
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 2 and 3 in this unit require performance evidence of the learner working in a genuine organisational context. The assessment of Learning outcomes 2 and 3 must include:</p> <ul style="list-style-type: none"><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>	This unit helps learners understand how to manage or support equality, diversity and inclusion in own area of responsibility.

<b>Learning outcome</b>
The learner will: 1. Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies.
<b>Assessment criteria</b>
The learner can: 1.1 Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies. 1.2 Describe how equality of opportunity, diversity and inclusion are considered in planning in own area of responsibility.

<b>Learning outcome</b>
The learner will: 2. Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility.
<b>Assessment criteria</b>
The learner can: 2.1 Outline an organisation's equality, diversity and inclusion policy and procedures.

<b>Learning outcome</b>
The learner will: 3. Be able to monitor equality, diversity and inclusion within own area of responsibility
<b>Assessment criteria</b>
The learner can: 3.1 Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation.

## **Unit 025**

# **Manage or support equality of opportunity, diversity and inclusion in own area of responsibility**

### **Evidence requirements**

Evidence for learning outcomes 2 and 3 must come from carrying out activities in the work environment in a genuine organisation. 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 026\*

## Work productively with colleagues and stakeholders

This unit has been replaced by Unit 526. Learners registered before 1<sup>st</sup> July 2017 should use this unit. Learners registered after 1<sup>st</sup> July 2017 should use Unit 526.

<b>UAN:</b>	M/600/9662
<b>Level:</b>	Level 5
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to MSC D2 Develop productive working relationships with colleagues and stakeholders
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 3, 4 and 5 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 1, 2 and 6 in this unit require performance evidence of the learner working in a genuine organisational context.</p> <p>The assessment of Learning outcomes 1, 2 and 6 must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><li>• Questioning</li><li>• Discussion</li><li>• Use of others (witness testimony)</li><li>• Looking at practitioner statements</li></ul>
<b>Aim:</b>	This unit will help learners to maintain, monitor, review and improve working relationships with colleagues and stakeholders.

<b>Learning outcome</b>
The learner will: 1. Be able to provide colleagues and stakeholders with information
<b>Assessment criteria</b>
The learner can: 1.1 Identify information to be communicated to selected colleagues and stakeholders. 1.2 Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders.

<b>Learning outcome</b>
The learner will: 2. Be able to consult with colleagues and stakeholders in relation to decisions or activities.
<b>Assessment criteria</b>
The learner can: 2.1 Communicate with colleagues and stakeholders regarding any decisions or activities.

<b>Learning outcome</b>
The learner will: 3. Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders.
<b>Assessment criteria</b>
The learner can: 3.1 Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled 3.2 Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage potential conflicts of interest
<b>Assessment criteria</b>
The learner can: 4.1 Explain how to identify and manage potential conflicts of interest.

<b>Learning outcome</b>
The learner will: 5. Understand how to be able to monitor working relationships
<b>Assessment criteria</b>
The learner can: 5.1 Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders. 5.2 Explain how to monitor change in the working environment.

<b>Learning outcome</b>
The learner will: 6. Be able to review and improve the effectiveness of working relationships
<b>Assessment criteria</b>
The learner can: 6.1 Analyse feedback on working relationships from colleagues and stakeholders. 6.2 Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness. 6.3 Identify and implement improvements to working relationships.

**Evidence requirements**

Evidence for learning outcomes 1, 2 and 6 must come from carrying out activities in the work environment in a genuine organisation. 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 027

## Plan, allocate and monitor work in own area of responsibility

<b>UAN:</b>	H/600/9674
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility
<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 in a genuine organisational context.</p> <p>The assessment of this unit must include:</p> <ul style="list-style-type: none"><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>	This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

<b>Learning outcome</b>
The learner will: 1. Be able to produce a work plan for own area of responsibility
<b>Assessment criteria</b>
The learner can: 1.1 Explain the context in which work is to be undertaken. 1.2 Identify the skills base and the resources available 1.3 Examine priorities and success criteria needed for the team. 1.4 Produce a work plan for own area of responsibility.

<b>Learning outcome</b>
The learner will: 2. Be able to allocate and agree responsibilities with team members
<b>Assessment criteria</b>
The learner can: 2.1 Identify team members' responsibilities for identified work activities. 2.2 Agree responsibilities and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members.

<b>Learning outcome</b>
The learner will: 3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback.
<b>Assessment criteria</b>
The learner can: 3.1 Identify ways to monitor progress and quality of work. 3.2 Monitor and evaluate progress against agreed standards and provide feedback to team members.

<b>Learning outcome</b>
The learner will: 4. Be able to review and amend plans of work for own area of responsibility and communicate changes.
<b>Assessment criteria</b>
The learner can: 4.1 Review and amend work plan where changes are needed 4.2 Communicate changes to team members.

## **Unit 027**

# **Plan, allocate and monitor work in own area of responsibility**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out activities in the work environment in a genuine organisation. 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 028

## Set objectives and provide support for team members

<b>UAN:</b>	M/600/9600
<b>Level:</b>	Level 3
<b>Credit value:</b>	5
<b>GLH:</b>	35
<b>Relationship to NOS:</b>	This unit is linked to MSC D9 Build and manage teams
<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 in a genuine organisational context. The assessment of this unit must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><li>• Questioning</li><li>• Discussion</li><li>• Use of others (witness testimony)</li><li>• Looking at practitioner statements</li></ul>
<b>Aim:</b>	This unit will ensure that learners are able to identify the requirements of a team based on its objectives, develop a team to fulfil those objectives, support team development and manage a team through a project. It also ensures that the learner understands how to disband a team.

<b>Learning outcome</b>
The learner will: 1. Be able to communicate a team's purpose and objectives to the team members.
<b>Assessment criteria</b>
The learner can: 1.1 Describe the purpose of a team. 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound). 1.3 Communicate the team's purpose and objectives to its members

<b>Learning outcome</b>
The learner will: 2. Be able to develop a plan with team members showing how team objectives will be met.
<b>Assessment criteria</b>
The learner can: 2.1 Discuss with team members how team objectives will be met. 2.2 Ensure team members participate in the planning process and think creatively. 2.3 Develop plans to meet team objectives. 2.4 Set SMART personal work objectives with team members.

<b>Learning outcome</b>
The learner will: 3. Be able to support team members identifying opportunities and providing support.
<b>Assessment criteria</b>
The learner can: 3.1 Identify opportunities and difficulties faced by team members. 3.2 Discuss identified opportunities and difficulties with team members. 3.3 Provide advice and support to team members to overcome identified difficulties and challenges. 3.4 Provide advice and support to team members to make the most of identified opportunities.

<b>Learning outcome</b>
The learner will: 4. Be able to monitor and evaluate progress and recognise individual and team achievement.
<b>Assessment criteria</b>
The learner can: 4.1 Monitor and evaluate individual and team activities and progress. 4.2 Provide recognition when individual and team objectives have been achieve

## **Unit 028**

## **Set objectives and provide support for team members**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out activities in the work environment in a genuine organisation. 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 029

## Developing collaborative relationships with other organisations

<b>UAN:</b>	T/600/9694
<b>Level:</b>	Level 5
<b>Credit value:</b>	7
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to MSC D17 Build and sustain collaborative relationships with other organisations
<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 in a genuine organisational context. The assessment of this unit must include:</p> <ul style="list-style-type: none"><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>	This unit will ensure that learners are able to identify, set up, maintain, review and evaluate collaborative relationships between their own and other organisations.

<b>Learning outcome</b>
The learner will: 1. Be able to identify potential collaborative opportunities with other organisations
<b>Assessment criteria</b>
The learner can: 1.1 Identify organisations that share common or complementary objectives to own organisation. 1.2 Evaluate the feasibility of collaboration with identified organisations. 1.3 Evaluate the potential benefits of collaboration. 1.4 Develop a business case for collaboration with identified organisations.

<b>Learning outcome</b>
The learner will: 2. Be able to agree the strategic aims and objectives of collaboration
<b>Assessment criteria</b>
The learner can: 2.1 Agree the strategic aims and objectives of collaboration internally and with other organisations. 2.2 Agree the benefits each organisation expects to receive from collaboration.

<b>Learning outcome</b>
The learner will: 3. Be able to agree methods and expected outcomes of collaboration
<b>Assessment criteria</b>
The learner can: 3.1 Agree the actions each organisation will take and when. 3.2 Agree the expected outcomes of collaboration. 3.3 Agree arrangements for communication. 3.4 Agree process of collaboration review.

<b>Learning outcome</b>
The learner will: 4. Be able to instigate and sustain a collaborative relationship with another organisation.
<b>Assessment criteria</b>
The learner can: 4.1 Implement agreed actions at agreed times. 4.2 Maintain communication and provide support to other organisations.

<b>Learning outcome</b>
The learner will: 5. Be able to review and evaluate the collaboration with another organisation
<b>Assessment criteria</b>
The learner can: 5.1 Review and evaluate the extent to which the aims and objectives of collaboration have been achieved 5.2 Make a decision on whether to continue with the collaboration in the future 5.3 Determine any changes to be made to the collaboration if it were to continue

## **Unit 029**

# **Developing collaborative relationships with other organisations**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out activities in the work environment in a genuine organisation. 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 030\* **Manage a budget for own area or activity of work**

This unit has been replaced by Unit 530. Learners registered before 1<sup>st</sup> July 2017 should use this unit. Learners registered after 1<sup>st</sup> July 2017 should use unit 530.

<b>UAN:</b>	A/600/9695
<b>Level:</b>	Level 5
<b>Credit value:</b>	7
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to MSC E1 Manage a budget
<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 in a genuine organisational context.</p> <p>The assessment of this unit must include:</p> <ul style="list-style-type: none"> <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>	This unit helps learners to prepare a budget, address variance, and monitor and review a budget for own area or activity of work

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Be able to prepare a budget for own area of responsibility</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>1.1 Evaluate information on resource requirements for own area of activity or work.</li> <li>1.2 Produce a draft budget.</li> <li>1.3 Communicate the final budget with relevant stakeholders.</li> </ol>

<b>Learning outcome</b>
<p>The learner will:</p> <ol style="list-style-type: none"> <li>2. Be able to manage a budget</li> </ol>
<b>Assessment criteria</b>
<p>The learner can:</p> <ol style="list-style-type: none"> <li>2.1 Analyse variances between planned and actual expenditure</li> <li>2.2 Provide information on performance to relevant stakeholders.</li> <li>2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments.</li> </ol>

2.4 Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority.

**Learning outcome**

The learner will:

3. Be able to review budget management performance

**Assessment criteria**

The learner can:

3.1 Review performance against budget.

3.2 Assess improvements for future budget planning and management.

3.3 Monitor budget performance and implement changes within the limits of own authority or obtain agreement.

## **Unit 030\***

## **Manage a budget for own area or activity of work**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out activities in the work environment in a genuine organisation. 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 031

## Manage the achievement of customer satisfaction

<b>UAN:</b>	A/600/9793
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	25
<b>Relationship to NOS:</b>	This unit is linked to MSC F11 Manage the achievement of customer satisfaction
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 1, 2 and 4 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 3 and 5 in this unit require performance evidence of the learner working in a genuine organisational context. The assessment of Learning outcomes 3 and 5 must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><li>• Questioning</li><li>• Discussion</li><li>• Use of others (witness testimony)</li><li>• Looking at practitioner statements</li></ul>
<b>Aim:</b>	This unit helps learners to understand the importance of monitoring customer service satisfaction levels to manage the achievement of customer satisfaction.

<b>Learning outcome</b>
The learner will: 1. Be able to understand customer service standards required in own organisation.
<b>Assessment criteria</b>
The learner can: 1.1 Explain customer service standards within own organisation. 1.2 Describe customer service best practice in own sector using research techniques.

<b>Learning outcome</b>
The learner will: 2. Be able to implement sustainable processes for customer satisfaction
<b>Assessment criteria</b>
The learner can: 2.1 Define sustainable processes taking into account environmental issues. 2.2 Identify sustainable processes to support customer service standards. 2.3 Produce a plan for implementation. 2.4 State customer service standards with relevant key stakeholders. 2.5 Ensure resources are provided to deliver agreed standards of customer service

<b>Learning outcome</b>
The learner will: 3. Be able to manage and support colleagues in delivering customer service standards.
<b>Assessment criteria</b>
The learner can: 3.1 Communicate customer service roles and responsibilities with employees in own organisation.

<b>Learning outcome</b>
The learner will: 4. Be able to manage and develop culture in own organisation to support customer service standards.
<b>Assessment criteria</b>
The learner can: 4.1 Evaluate the culture in own organisation. 4.2 Identify techniques for improving motivation amongst employees. 4.3 Describe motivational strategies for improving customer service standards.

<b>Learning outcome</b>
The learner will: 5. Be able to monitor customer service levels for continuous improvement.
<b>Assessment criteria</b>
The learner can: 5.1 Describe methods of measuring customer satisfaction. 5.2 Develop processes for monitoring customer satisfaction, including customer feedback mechanisms. 5.3 Review employee performance to ensure customer service standards and organisational values are met. 5.4 Analyse and monitor customer service

**Evidence requirements**

Evidence for learning outcomes 3 and 5 must come from carrying out activities in the work environment in a genuine organisation. 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 524\*\*

## Provide leadership and direction for own area of responsibility

This unit has replaced Unit 024. Learners registered before 1<sup>st</sup> July 2017 should use unit 024. Learners registered after 1<sup>st</sup> July 2017 should use this unit.

<b>UAN:</b>	J/615/8563
<b>Level:</b>	Level 4
<b>Credit value:</b>	5
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to MSC B6 Provide leadership in your area of responsibility
<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>
<b>Aim:</b>	This unit helps learners to provide leadership and direction for their area of responsibility.

<b>Learning outcome</b>
The learner will: 1. Be able to lead in own area of responsibility
<b>Assessment criteria</b>
The learner can: 1.1 Identify own strengths and ability to lead in a leadership role 1.2 Evaluate strengths within own area of responsibility.

<b>Learning outcome</b>
The learner will: 2. Be able to provide direction and set objectives in own area of responsibility
<b>Assessment criteria</b>
The learner can: 2.1 Outline direction for own area of responsibility. 2.2 Implement objectives with colleagues that align with those of the organisation.

<b>Learning outcome</b>
The learner will: 3. Be able to communicate the direction for own area of responsibility and collect feedback to inform improvement.
<b>Assessment criteria</b>
The learner can: 3.1 Communicate the agreed direction to individuals within own area of responsibility. 3.2 Collect feedback to inform improvement.

<b>Learning outcome</b>
The learner will: 4. Be able to assess own leadership performance
<b>Assessment criteria</b>
The learner can: 4.1 Assess feedback on own leadership performance 4.2 Evaluate own leadership performance

## **Unit 524\*\***

## **Provide leadership and direction for own area of responsibility**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out activities in the work environment in a genuine organisation. 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 526\*\*

## Work productively with colleagues and stakeholders

This unit has replaced Unit 026. Learners registered before 1<sup>st</sup> July 2017 should use Unit 026. Learners registered after 1<sup>st</sup> July 2017 should use this unit.

<b>UAN:</b>	D/615/8570
<b>Level:</b>	Level 5
<b>Credit value:</b>	6
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to MSC D2 Develop productive working relationships with colleagues and stakeholders
<b>Assessment requirements specified by a sector or regulatory body:</b>	<p>Learning outcomes 3, 4 and 5 must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>Learning outcomes 1, 2 and 6 in this unit require performance evidence of the learner working in a genuine organisational context.</p> <p>The assessment of Learning outcomes 1, 2 and 6 must include:</p> <ul style="list-style-type: none"><li>• Examining products of work</li></ul> <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none"><li>• Observation of performance in a work environment</li><li>• Questioning</li><li>• Discussion</li><li>• Use of others (witness testimony)</li><li>• Looking at practitioner statements</li></ul>
<b>Aim:</b>	This unit will help learners to maintain, monitor, review and improve working relationships with colleagues and stakeholders.

<b>Learning outcome</b>
The learner will: 1. Be able to provide colleagues and stakeholders with information
<b>Assessment criteria</b>
The learner can: 1.1 Identify information to be communicated to selected colleagues and stakeholders. 1.2 Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders.

<b>Learning outcome</b>
The learner will: 2. Be able to consult with colleagues and stakeholders in relation to decisions or activities.
<b>Assessment criteria</b>
The learner can: 2.1 Communicate with colleagues and stakeholders regarding any decisions or activities.

<b>Learning outcome</b>
The learner will: 3. Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders.
<b>Assessment criteria</b>
The learner can: 3.1 Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled 3.2 Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders.

<b>Learning outcome</b>
The learner will: 4. Understand how to manage potential conflicts of interest
<b>Assessment criteria</b>
The learner can: 4.1 Explain how to identify and manage potential conflicts of interest.

<b>Learning outcome</b>
The learner will: 5. Understand how to be able to monitor working relationships
<b>Assessment criteria</b>
The learner can: 5.1 Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders. 5.2 Explain how to monitor change in the working environment.

<b>Learning outcome</b>
The learner will: 6. Be able to review and improve the effectiveness of working relationships
<b>Assessment criteria</b>
The learner can: 6.1 Analyse feedback on working relationships from colleagues and stakeholders. 6.2 Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness. 6.3 Identify and implement improvements to working relationships.

**Evidence requirements**

Evidence for learning outcomes 1, 2 and 6 must come from carrying out activities in the work environment in a genuine organisation. 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 530\*\*

## Manage a budget for own area or activity of work

This unit has replaced unit 030. Learners registered before 1<sup>st</sup> July 2017 should use unit 030. Learners registered after 1<sup>st</sup> July 2017 should use this unit.

<b>UAN:</b>	M/615/8556
<b>Level:</b>	Level 5
<b>Credit value:</b>	7
<b>GLH:</b>	30
<b>Relationship to NOS:</b>	This unit is linked to MSC E1 Manage a budget
<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 in a genuine organisational context.</p> <p>The assessment of this unit must include:</p> <ul style="list-style-type: none"><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>	This unit helps learners to prepare a budget, address variance, and monitor and review a budget for own area or activity of work

<b>Learning outcome</b>
The learner will: 1. Be able to prepare a budget for own area of responsibility
<b>Assessment criteria</b>
The learner can: 1.1 Evaluate information on resource requirements for own area of activity or work. 1.2 Produce a draft budget. 1.3 Communicate the final budget with relevant stakeholders.

<b>Learning outcome</b>
The learner will: 2. Be able to manage a budget
<b>Assessment criteria</b>
The learner can: 2.1 Analyse variances between planned and actual expenditure 2.2 Provide information on performance to relevant stakeholders. 2.3 Explain how to take corrective action within the limits of own authority, in response to budget variances and developments.

2.4 Explain proposed revisions to budget and obtain agreement where actions are beyond the scope of own authority.

**Learning outcome**

The learner will:

3. Be able to review budget management performance

**Assessment criteria**

The learner can:

3.1 Review performance against budget.

3.2 Assess improvements for future budget planning and management.

3.3 Monitor budget performance and implement changes within the limits of own authority or obtain agreement.

## **Unit 530\*\***

## **Manage a budget for own area or activity of work**

### **Evidence requirements**

Evidence for all learning outcomes must come from carrying out activities in the work environment in a genuine organisation. 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



## 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 and 303) are optional units (014, 015 and 016) in the Level 3 Certificate in Learning and Development.

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 - see [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 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](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 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:

- 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
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## 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, e-assessment, 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)

### **About City and Guilds**

As the UK's leading vocational education organisation, City and 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 and Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

### **City and Guilds Group**

The City and 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 and Management (management and leadership qualifications), City and 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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