Level 4 Award Diploma in Learning and Development

September 2011 Version 1.0
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City&
Guilds

Qualification at a glance

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

Title and level	City & Guilds number	Accreditation number
Level 4 Award in learning and development	6318-04	600/2951/1
Level 4 Diploma in learning and development	6318-05	600/2773/3

Version and date	Change detail	Section
2.0 October 2012	Amend rules of combination	Rules of combination

Contents

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 candidates to accumulate credits, transfer them and progress, both horizontally (into larger qualifications at the same level) and vertically (up the QCF levels).

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

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

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

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

Since many of the units that form the Level 3 Certificate are also in the Level 4 Diploma, most practitioners achieving the Level 3 Certificate will already have significant credits within the Level 4 Diploma.
This arrangement is intended to enable 'vertical' progression to the next level.

To achieve the **Level 4 Award in learning and development**, learners must achieve 6 mandatory credits (002) and at least 6 credits from units 003, 005, 013, 024, 027, 031.

Level 4 Award in learning and development			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/502/9542	002	Principles, theories and practices of learning and development	6
Optional			
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

To achieve the **Level 4 Diploma in Learning and Development**, learners must achieve a minimum of 45 credits. 12 credits must be taken from the mandatory units - 002 and 012. The remaining minimum of 33 credits can be taken from units 003-011, 013-020, 022-031. To be awarded a management endorsement the learner must achieve a minimum of 18 credits from units 023-031.

Level 4 Diploma in learning and development			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
D/502/9542	002	Principles, theories and practices of learning and development	6
J/502/9552	012	Reflect on and improve own practice in learning and development	6
Optional			
H/502/9543	003	Identify the learning needs of organisations	6
K/502/9544	004	Identify individual learning and development needs	3
M/502/9545	005	Develop learning and development programmes	6
T/502/9546	006	Plan and prepare specific learning and development opportunities	6
A/502/9547	007	Develop and prepare resources for learning and development	6
F/502/9548	008	Facilitate learning and development in groups	6
J/502/9549	009	Facilitate learning and development for individuals	6
A/502/9550	010	Manage learning and development in groups	6
F/502/9551	011	Engage learners in the learning and development process	6
L/502/9553	013	Evaluate and improve	6

		learning and development provision	
D/601/5313	014	Understanding the principles and practices of assessment	3
H/601/5314	015	Assess occupational competence in the work environment	6
F/601/5319	016	Assess vocational skills, knowledge and understanding	6
T/601/5320	017	Understanding the principles and practices of internally assuring the quality of assessment	6
A/601/5321	018	Internally assure the quality of assessment	6
R/502/9554	019	Provide information and advice to learners and employers	3
D/502/9556	022	Engage with employers to facilitate workforce development	6
Y/600/9588	023	Develop and evaluate operational plans for own area of responsibility	6
T/600/9601	024	Provide leadership and direction for own area of responsibility	5
M/600/9628	025	Manage or Support equality of opportunity, diversity and inclusion in own area of responsibility	4
M/600/9662	026	Work productively with colleagues and stakeholders	6
H/600/9674	027	Plan, allocate and monitor work in own area of responsibility	5
M/600/9600	028	Set objectives and provide support for team members	5
T/600/9694	029	Developing collaborative relationships with other organisations	7

A/600/9695	030	Manage a budget for own area or activity of work	7
A/600/9793	031	Manage the achievement of customer satisfaction	5

1 Units

Availability of units

Structure of units

These units each have the following:
- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 002   Principles, theories and practices of learning and development

UAN:	D/502/9542
Level:	Level 4
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Assessment requirements specified by a sector or regulatory body:	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: - written statements or answers - oral statements or answers - discussions between the candidate and their assessor - assignment - projects
Aim:	This unit assesses the knowledge and understanding an advanced learning and development practitioner requires to underpin their core practice.

Learning outcome 1
The learner will:
1. Understand the principles, purpose and context of learning and development
Assessment criteria
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   rganizationa
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

Learning outcome 2
The learner will:
2. Understand the learning and development cycle
Assessment criteria
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

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

Learning outcome 4
The learner will:
4. Understand the needs of learners in relation to learning and development
Assessment criteria
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

Learning outcome 5
The learner will:
5. Understand the roles and responsibilities of the learning and development practitioner
Assessment criteria
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

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Learning outcome 6
The learner will:
6. Understand legislative and organisational requirements in relation to learning and development
Assessment criteria
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
• Organisation
• Practitioner
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 candidates 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

UAN:	H/502/9543
Level:	Level 4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning Outcomes 2 & 3 in this unit require performance evidence of the candidate working in a genuine organisational context. The assessment of Learning Outcomes 2 & 3 must include: •Examining products of work Supplementary evidence may be gathered by: • Observation of performance in a work environment •Questioning •Discussion •Use of others (witness testimony) •Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner'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. The term 'practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome 1
The learner will:
1. Understand the principles and practices of learning needs analysis for organisations
Assessment criteria
The learner can:
1.1 Explain the principles and practice of learning needs analysis for organisational
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

Learning outcome 2
The learner will:
2. Be able to conduct learning needs analysis for the organisation
Assessment criteria
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

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

Unit 003   Identify the learning needs of organisations

Evidence requirements

Evidence for learning outcomes 2 & 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**

UAN:	K/502/9544
Level:	Level 3
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning Outcomes 2 & 3 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context. The assessment of Learning Outcomes 2 & 3 must include: • Examining products of work Supplementary evidence may be gathered by: • Observation of performance in a work environment • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner'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.

Learning outcome 1
The learner will:
1. Understand the principles and practices of learning needs analysis for individuals
Assessment criteria
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 2
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 3
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

Unit 004   Identify individual learning and development needs

Evidence requirements

Evidence for learning outcomes 2 & 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

UAN:	M/502/9545
Level:	Level 4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning Outcomes 2 & 3 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context. The assessment of Learning Outcomes 2 & 3 must include: •Examining products of work Supplementary evidence may be gathered by: •Questioning •Discussion •Use of others (witness testimony) •Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner'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

Learning outcome 1
The learner will:
1. Understand the principles underpinning the development of learning and development programmes
Assessment criteria
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:
• development
• delivery
• assessment and accreditation
1.3 Explain the importance of learner involvement when developing learning and development programmes
1.4 Evaluate the risks that need to be managed when developing learning and development programmes
1.5 Compare methodologies to monitor and evaluate learning and development programmes

Learning outcome 2
The learner will:
2. Be able to develop learning and development programmes
Assessment criteria
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

Learning outcome 3
The learner will:
3. Be able to review learning and development programmes
Assessment criteria
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

Unit 005　　Develop learning and development programmes

Evidence requirements

Evidence for learning outcomes 2 & 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

UAN:	T/502/9546
Level:	Level 3
Credit value:	6
GLH:	20
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working with real learners in a genuine organisational context. The assessment of this unit must include: •Examining products of work Supplementary evidence may be gathered by: • Observation of performance in a work environment •Questioning •Discussion •Use of others (witness testimony) •Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner'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.

Learning outcome 1
The learner will: 1. Be able to plan learning and development opportunities
Assessment criteria
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

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

UAN:	A/502/9547
Level:	Level 4
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 5: Plan and prepare learning and development resources.
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcome 2 in this unit requires performance evidence of the candidate working with real learners in a genuine organisational context. The assessment of Learning Outcome 2 must include: • Examining products of work Supplementary evidence may be gathered by: • Observation of performance in a work environment • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner'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.

Learning outcome 1
The learner will:
1. Understand principles underpinning development and preparation of resources for learning and development
Assessment criteria
The learner can:
1.1 Explain principles underpinning resource selection for learning and development
1.2 Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
1.3 Evaluate the contribution of technology to the development of learning and development resources

Learning outcome 2
The learner will:
2. Be able to develop resources to meet learning and development needs
Assessment criteria
The learner can:
2.1 Agree needs of learners for whom resources are being developed
2.2 Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
2.3 Plan adaptations to and use of technology within resources to meet learning and development needs
2.4 Prepare guidance to assist those using learning and development resources
2.5 Evaluate the suitability of resources for learning and development

Unit 007   Develop and prepare resources for learning and development

Evidence requirements

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**

UAN:	F/502/9548
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 2, 3 & 4 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context. The assessment of Learning Outcomes 2, 3 & 4 must include: • Observation of performance in a work environment • Examining products of work Supplementary evidence may be gathered by: • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations or experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome 1
The learner will:
1. Understand the principles and practices of learning and development in groups
Assessment criteria
The learner can:
1.1 Explain purposes of group learning and development
1.2 Explain why delivery of learning and development must reflect group dynamics
1.3 Evaluate methods for facilitating learning and development to meet the needs of groups
1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups
1.5 Explain how to overcome barriers to learning in groups
1.6 Explain how to monitor individual learner progress within group learning and development activities
1.7 Explain how to adapt delivery based on feedback from learners in groups

Learning outcome 2
The learner will:
2. Be able to facilitate learning and development in groups
Assessment criteria
The learner can:
2.1 Clarify facilitation methods with group members to meet group and individual learning objectives
2.2 Implement learning and development activities to meet learning objectives
2.3 Manage risks to group and individual learning and development

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

Learning outcome 4
The learner will:
4. Be able to assist learners to reflect on their learning and development undertaken in groups
Assessment criteria
The learner can:
4.1 Support self-evaluation by learners
4.2 Review individual responses to learning and development in groups
4.3 Assist learners to identify their future learning and development needs

Unit 008   Facilitate learning and development in groups

Evidence requirements

Evidence for learning outcomes 2, 3 & 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

UAN:	J/502/9549
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 7: Facilitate individuals' learning and development.
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.
	Learning outcomes 2, 3 & 4 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context.
	The assessment of Learning Outcomes 2, 3 & 4 must include:
	• Observation of performance in a work environment
	• Examining products of work
	Supplementary evidence may be gathered by:
	• Questioning
	• Discussion
	• Use of others (witness testimony)
	• Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome 1
The learner will:
1. Understand principles and practices of one to one learning and development
Assessment criteria
The learner can:
1.1 Explain purposes of one to one learning and development
1.2 Explain factors to be considered when facilitating learning and development to meet individual needs
1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals
1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development
1.5 Explain how to overcome individual barriers to learning
1.6 Explain how to monitor individual learner progress
1.7 Explain how to adapt delivery to meet individual learner needs

Learning outcome 2
The learner will:
2. Be able to facilitate one to one learning and development
Assessment criteria
The learner can:
2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives
2.2 Implement activities to meet learning and/or development objectives
2.3 Manage risks and safeguard learners participating in one to one learning and/or development

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

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

Unit 009 Facilitate learning and development for individuals

Evidence requirements

Evidence for learning outcomes 2, 3 & 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

UAN:	A/502/9550
Level:	Level 4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 2, 3 & 4 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context. The assessment of Learning Outcomes 2, 3 & 4 must include: • Observation of performance in a work environment • Examining products of work Supplementary evidence may be gathered by: • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner 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.

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

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

Learning outcome 3
The learner will:
3. Be able to apply methodologies to manage learning and development in groups
Assessment criteria
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

Learning outcome 4
The learner will:
4. Be able to manage learning and development in groups to comply with legal and organisational requirements
Assessment criteria
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

Unit 010   Manage learning and development in groups

Evidence requirements

Evidence for learning outcomes 2, 3 & 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

UAN:	F/502/9551
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 8: Engage and support learners in their learning and development
Assessment requirements specified by a sector or regulatory body:	Learning Outcomes 1 & 2 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 3 & 4 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context. The assessment of Learning Outcomes 3 & 4 must include: • Observation of performance in a work environment • Examining products of work Supplementary evidence may be gathered by: • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner'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.

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

Learning outcome 2
The learner will:
2. Understand the role of mentoring in facilitating learning
Assessment criteria
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

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

Learning outcome 4
The learner will:
4. Be able to assist the learner in reviewing their own progress
Assessment criteria
The learner can:
4.1 Establish opportunities to review progress with learners
4.2 Provide learners with constructive feedback on their learning and development
4.3 Enable learners to give feedback on their learning experience
4.4 Analyse progress and achievement with learners
4.5 Assist learners to in adapting learning and development plans to reflect future learning needs

Unit 011   Engage learners in the learning and development process

Evidence requirements

Evidence for learning outcomes 3 & 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

UAN:	J/502/9552
Level:	Level 4
Credit value:	6
GLH:	25
Relationship to NOS:	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
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 2 & 3 in this unit require performance evidence of the candidate reflecting on their own practice. The assessment of Learning Outcomes 2 & 3 must include: • Examining products of work Supplementary evidence may be gathered by: • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	The aim of this unit is to assess the competence of a practitioner to reflect on, evaluate and improve their learning and development practice.

Learning outcome 1
The learner will:
1. Understand approaches to and processes associated with reflective practice and continuing professional development
Assessment criteria
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 2
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 3
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 & 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

UAN:	**L/502/9553**
Level:	Level 4
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 13: Evaluate and improve learning and development provision. .
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1& 2 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 3 & 4 in this unit require performance evidence of the candidate working with real learners in a genuine organisational context. The assessment of Learning Outcomes 3 & 4 must include: •Examining products of work Supplementary evidence may be gathered by: •Questioning •Discussion •Use of others (witness testimony) •Looking at practitioner statements
Aim:	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.

Learning outcome 1
The learner will:
1. Understand contexts for evaluation and quality improvement of learning and development
Assessment criteria
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 2
The learner will:
2. Understand evaluation of learning and development
Assessment criteria
The learner can:
2.1 Evaluate the scope of evaluation for own area of learning and development
2.2 Identify performance indicators that apply to own area of learning and development
2.3 Discuss information and other evidence requirements including strengths and weaknesses of information available to evaluate learning and development

Learning outcome 3
The learner will:
3. Be able to evaluate learning and development in accordance with 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 4
The learner will:
4. Be able to improve learning and development ensuring regulatory and organisational requirements are met
Assessment criteria
The learner can:
4.1 Prioritise and plan improvements to provision based on evaluation of learning and development
4.2 Identify ways to monitor the impact of planned improvements to learning and development on an ongoing basis

Unit 013 Evaluate and improve learning and development provision

Evidence requirements

Evidence for learning outcomes 3 & 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

UAN:	D/601/5313
Level:	Level 3
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
Assessment requirements specified by a sector or regulatory body:	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:
	• written statements or answers
	• oral statements or answers
	• discussions between the candidate and their assessor
	• assignments
	• projects
	THE REQUIREMENTS FOR THIS UNIT ARE DESCRIBED IN DETAIL IN THE 6317 QUALIFICATION HANDBOOK – THESE REQUIREMENTS MUST BE MET.
Aim:	The aim of this unit is to assess a learning and development practitioner's knowledge and understanding of the principles and practices of assessment.
	'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

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

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

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

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

Learning outcome 5
The learner will: 5. Understand how to make assessment decisions
Assessment criteria
The learner can: 5.1 Explain how to judge whether evidence is: - sufficient   - authentic   - current   5.6 Explain how to ensure that assessment decisions are: - made against specified criteria   - valid   - reliable   - fair

Learning outcome 6
The learner will: 6. Understand quality assurance of the assessment process
Assessment criteria
The learner can: 6.1 Evaluate the importance of quality assurance in the assessment process 6.2 Summarise quality assurance and standardisation procedures in own area of practice 6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice

Learning outcome 7
The learner will: 7. Understand how to manage information relating to assessment
Assessment criteria
The learner can: 7.1 Explain the importance of following procedures for the management of information relating to assessment 7.2 Explain how feedback and questioning contribute to the assessment process

Learning outcome 8
The learner will:
8. Understand the legal and good practice requirements in relation to assessment
Assessment criteria
The learner can:
8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare
8.2 Explain the contribution that technology can make to the assessment process
8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment
8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Unit 014   Understanding the principles and practices of assessment

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

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 candidates 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 |

UAN:	H/601/5314
Level:	Level 3
Credit value:	6
GLH:	39
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working with real learners in a genuine organisational context. Assessment methods must include: •Observation of performance in a work environment •Examining products of work Supplementary evidence may be gathered by: •Questioning •Discussion •Use of others (witness testimony) •Looking at practitioner statements *ASSESSMENT REQUIREMENTS FOR THIS UNIT ARE DESCRIBED IN DETAIL IN THE 6317 QUALIFICATION HANDBOOK – THESE REQUIREMENTS MUST BE MET.*
Aim:	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. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning outcome 1
The learner will:
1. Be able to plan the assessment of occupational competence
Assessment criteria
The learner can:
1.1 Plan assessment of occupational competence based on the following methods:
• observation of performance in the work environment
• examining products of work
• questioning the learner
• discussing with the learner
• use of others (witness testimony)
• looking at learner statements
• recognising prior learning
1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner
1.3 Plan the assessment of occupational competence to address learner needs and current achievements
1.4 Identify opportunities for holistic assessment

Learning outcome 2
The learner will:
2. Be able to make assessment decisions about occupational competence
Assessment criteria
The learner can:
2.1 Use valid, fair and reliable assessment methods including:
• observation of performance
• examining products of work
• questioning the learner
• discussing with the learner
• use of others (witness testimony)
• looking at learner statements
• standardisation prior learning
2.2 Make assessment decisions of occupational competence against specified criteria
2.3 Follow standardisation procedures
2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

Learning outcome 3
The learner will:
3. Be able to provide required information following the assessment of occupational competence
Assessment criteria
The learner can:
3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress
3.2 Make assessment information available to authorised colleagues
3.3 Follow procedures to maintain the confidentiality of assessment information

Learning outcome 4
The learner will:
4. Be able to maintain legal and good practice requirements when assessing occupational competence
Assessment criteria
The learner can:
4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare
4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence
4.3 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

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

UAN:	**F/601/5319**
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working with real learners in a genuine organisational context. Assessment methods must include: • Observation of performance in a work environment • Examining products of work Supplementary evidence may be gathered by: • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements ***THE REQUIREMENTS FOR THIS UNIT ARE DESCRIBED IN DETAIL IN THE 6317 QUALIFICATION HANDBOOK – THESE REQUIREMENTS MUST BE MET.***
Aim:	The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding outside of the work environment. The unit does not require the design of assessments. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning outcome 1
The learner will:
1. Be able to prepare assessments of vocational skills, knowledge and understanding
Assessment criteria
The learner can:
1.3 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • standardisation prior learning 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding 1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

Learning outcome 2
The learner will:
2. Be able to carry out assessments of vocational skills, knowledge and understanding
Assessment criteria
The learner can:
2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements 2.2 Provide support to learners within agreed limitations 2.3 Analyse evidence of learner achievement 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria 2.5 Follow standardisation procedures 2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

Learning outcome 3
The learner will:
3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding
Assessment criteria
The learner can:
3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress
3.2 Make assessment information available to authorised colleagues as required
3.3 Follow procedures to maintain the confidentiality of assessment information

Learning outcome 4
The learner will:
4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding
Assessment criteria
The learner can:
4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare
4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism
4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding
4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding

Unit 016   Assess vocational skills, knowledge and understanding

Evidence requirements

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

The specific requirements for delivering this unit are in the 6317 Qualification Handbook – Unit 303 pages 48-56. **These requirements must be met**. The 6317 Qualification Handbook can be found on 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

UAN:	**T/601/5320**
Level:	Level 4
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 11: Internally monitor and maintain the quality of assessment
Assessment requirements specified by a sector or regulatory body:	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: - written statements or answers - oral statements or answers - discussions between the candidate and their assessor - assignments - projects ***THE REQUIREMENTS FOR THIS UNIT ARE DESCRIBED IN DETAIL IN THE 6317 QUALIFICATION HANDBOOK – THESE REQUIREMENTS MUST BE MET.***
Aim:	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. 'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.

Learning outcome 1
The learner will:
1. Understand the context and principles of internal quality assurance
Assessment criteria
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

Learning outcome 2
The learner will:
2. Understand how to plan the internal quality assurance of assessment
Assessment criteria
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:
- information collection   - communications   - administrative arrangements   - resources

Learning outcome 3
The learner will:
3. Understand techniques and criteria for monitoring the quality of assessment internally
Assessment criteria
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

Learning outcome 4
The learner will:
4. Understand how to internally maintain and improve the quality of assessment
Assessment criteria
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

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

Learning outcome 6
The learner will:
6. Understand the legal and good practice requirements for the internal quality assurance of assessment
Assessment criteria
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**

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 candidates 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

UAN:	A/601/5321
Level:	Level 4
Credit value:	6
GLH:	45
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 11: Internally monitor and maintain the quality of assessment
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working with real assessors in a genuine organisational context. Assessment methods must include: • Observation of performance in a work environment • Examining products of work Supplementary evidence may be gathered by: • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements ***THE REQUIREMENTS FOR THIS UNIT ARE DESCRIBED IN DETAIL IN THE 6317 QUALIFICATION HANDBOOK – THESE REQUIREMENTS MUST BE MET.***
Aim:	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.

Learning outcome 1
The learner will: 1. Be able to plan the internal quality assurance of assessment
Assessment criteria
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

Learning outcome 2
The learner will: 2. Be able to internally evaluate the quality of assessment
Assessment criteria
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

Learning outcome 3
The learner will: 3. Be able to internally maintain and improve the quality of assessment
Assessment criteria
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

Learning outcome 4
The learner will: 4. Be able to manage information relevant to the internal quality assurance of assessment
Assessment criteria
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

Learning outcome 5
The learner will:
5. Be able to maintain legal and good practice requirements when internally monitoring and maintaining the quality of assessment
Assessment criteria
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

Unit 018 Internally assure 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

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

UAN:	R/502/9554
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to National Occupational Standards LDSS (2009) Enable young people to access information and make decisions
Assessment requirements specified by a sector or regulatory body:	Learning Outcomes 1 & 2 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 3 & 4 in this unit require performance evidence of the candidate working in a genuine organisational context. The assessment of Learning Outcomes 3 & 4 must include: • Examining products of work Supplementary evidence may be gathered by: • Observation of performance in a work environment • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	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. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome 1
The learner will:
1. Understand information and advice available for learners and employers
Assessment criteria
The learner can:
1.1 Analyse information and advice needs of
• individual learners
• employers
1.2 Evaluate sources of information and advice available to meet the needs of
• individual learners
• employers

Learning outcome 2
The learner will:
2. Understand own boundaries and limitations in relation to providing information and advice
Assessment criteria
The learner can:
2.1 Explain own boundaries for the provision of information and advice to
• individual learners
• employers
2.2 Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for
• individual learners
• employers
2.3 Evaluate the impact of providing incorrect or misleading information and advice to
• individual learners
• employers

Learning outcome 3
The learner will:
3. Be able to provide information and advice to learners and employers
Assessment criteria
The learner can:
3.1 Identify information and advice needs of
• individual learners
• employers
3.2 Provide information and advice to
• individual learners
• employers

Learning outcome 4
The learner will:
4. Be able to assist learners and employers to access information and advice
Assessment criteria
The learner can: 4.1 Identify sources of information and advice to meet the needs of

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

- individual learners
- employer needs

4.2 Identify barriers to accessing information and advice for

- individual learners
- employers

4.3 Assist with overcoming barriers to accessing information and advice

Unit 019 Provide information and advice to learners and employers

Evidence requirements

Evidence for learning outcomes 3 & 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

UAN:	**D/502/9556**
Level:	Level 4
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to Lifelong Learning UK Engaging Employers National Occupational Standards 2010, Standard 2
Assessment requirements specified by a sector or regulatory body:	Learning Outcomes 1, 2, 3 & 4 must be assessed using methods appropriate to the assessment of knowledge and understanding.
	Learning outcomes 5 & 6 in this unit require performance evidence of the candidate working in a genuine organisational context.
	The assessment of Learning Outcomes 5 & 6 must include:
	• Examining products of work
	Supplementary evidence may be gathered by:
	• Observation of performance in a work environment
	• Questioning
	• Discussion
	• Use of others (witness testimony)
	• Looking at practitioner statements
Aim:	The aim of this unit is to assess a practitioner's competence in designing and delivering learning and development solutions to businesses.
	'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome 1
The learner will:
1. Understand the opportunities available for workforce development
Assessment criteria
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 1.2 Explain what constitutes workforce development in a business context 1.3 Explain the funding opportunities available for workforce development

Learning outcome 2
The learner will:
2. Understand how to engage with employers to promote workforce development
Assessment criteria
The learner can:
2.1 Analyse information about individual employers and employment sectors, locally and nationally
2.2 Explain how to gauge employers' level of interest in workforce development opportunities
2.3 Evaluate methods of approaching and engaging with employers to motivate them to engage in workforce development

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

Learning outcome 4
The learner will:
4. Understand how to facilitate learning and development opportunities in the workplace
Assessment criteria
The learner can:
4.1 Identify the sources of support and resources that are available from stakeholders
4.2 Explain how employees might overcome obstacles when engaging with learning and development
4.3 Explain how to select, support and monitor staff delivering learning and development solutions
4.4 Evaluate the impact of workforce development opportunities on: - employees   - businesses

Learning outcome 5
The learner will:
5. Be able to engage with employers on workforce development issues
Assessment criteria
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

Learning outcome 6
The learner will:
6. Be able to work with employers to facilitate workforce development solutions
Assessment criteria
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 & 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

UAN:	**Y/600/9588**
Level:	Level 5
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to MSC B1 Develop and implement operational plans for your area of responsibility.
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working in a genuine organisational context. The assessment of this unit must include: •Examining products of work Supplementary evidence may be gathered by: •Questioning •Discussion •Use of others (witness testimony) •Looking at practitioner statements
Aim:	This unit helps learners to develop, implement, monitor and review operational plans for own area of responsibility.

Learning outcome 1
The learner will:
1. Be able to align objectives of own area of responsibility with those of own organisation.
Assessment criteria
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.

Learning outcome 2
The learner will:
2. Be able to implement operational plans in own area of responsibility
Assessment criteria
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.

Learning outcome 3
The learner will:
3. Be able to monitor and evaluate operational plans in own area of responsibility.
Assessment criteria
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

UAN:	T/600/9601
Level:	Level 4
Credit value:	5
GLH:	30
Relationship to NOS:	This unit is linked to MSC B6 Provide leadership in your area of responsibility
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working with real learners in a genuine organisational context. Assessment methods must include: •Observation of performance in a work environment •Examining products of work Supplementary evidence may be gathered by: •Questioning •Discussion •Use of others (witness testimony) •Looking at practitioner statements
Aim:	This unit helps learners to provide leadership and direction for their area of responsibility.

Learning outcome 1
The learner will:
1. Be able to lead in own area of responsibility
Assessment criteria
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.

Learning outcome 2
The learner will:
2. Be able to provide direction and set objectives in own area of responsibility
Assessment criteria
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.

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

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

City & Guilds Level 4 Award Diploma in Learning and Development

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

UAN:	**M/600/9628**
Level:	Level 3
Credit value:	4
GLH:	20
Relationship to NOS:	This unit is linked to MSC B11 Promote equality of opportunity, diversity and inclusion in your area of responsibility
Assessment requirements specified by a sector or regulatory body:	Learning Outcome 1 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 2 & 3 in this unit require performance evidence of the candidate working n a genuine organisational context. The assessment of Learning Outcomes 2 & 3 must include: - Examining products of work Supplementary evidence may be gathered by: - Questioning - Discussion - Use of others (witness testimony) - Looking at practitioner statements
Aim:	This unit helps learners understand how to manage or support equality, diversity and inclusion in own area of responsibility.

Learning outcome 1
The learner will:
1. Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies.
Assessment criteria
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.

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

Learning outcome 3
The learner will:
3. Be able to monitor equality, diversity and inclusion within own area of responsibility
Assessment criteria
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 & 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

UAN:	M/600/9662
Level:	Level 5
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to MSC D2 Develop productive working relationships with colleagues and stakeholders
Assessment requirements specified by a sector or regulatory body:	Learning Outcomes 3, 4 & 5 must be assessed using methods appropriate to the assessment of knowledge and understanding. Learning outcomes 1, 2 & 6 in this unit require performance evidence of the candidate working in a genuine organisational context. The assessment of Learning Outcomes 1, 2 & 6 must include: • Examining products of work Supplementary evidence may be gathered by: • Observation of performance in a work environment • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	This unit will help learners to maintain, monitor, review and improve working relationships with colleagues and stakeholders.

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

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

Learning outcome 3
The learner will:
3. Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders.
Assessment criteria
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 organizations of not fulfilling agreements made with colleagues and stakeholders.

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

Learning outcome 5
The learner will:
5. Understand how to be able to monitor working relationships
Assessment criteria
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.

Learning outcome 6
The learner will:
6. Be able to review and improve the effectiveness of working relationships
Assessment criteria
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.

Unit 026   Work productively with colleagues and stakeholders

Evidence requirements

Evidence for learning outcomes 1, 2 & 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

UAN:	H/600/9674
Level:	Level 4
Credit value:	5
GLH:	25
Relationship to NOS:	This unit is linked to MSC D6 Allocate and monitor the progress and quality of work in your area of responsibility
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working with in a genuine organisational context. The assessment of this unit must include: • Examining products of work Supplementary evidence may be gathered by: • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	This unit helps learners to plan, allocate and monitor work in own area of responsibility, and make any necessary changes to original work plans.

Learning outcome 1
The learner will: 1. Be able to produce a work plan for own area of responsibility
Assessment criteria
The learner can: 1.1 Explain the context in which work is to be undertaken. 1.3 Identify the skills base and the resources available 1.5 Examine priorities and success criteria needed for the team. 1.7 Produce a work plan for own area of responsibility.

Learning outcome 2
The learner will: 2. Be able to allocate and agree responsibilities with team members
Assessment criteria
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.

Learning outcome 3
The learner will: 3. Be able to monitor the progress and quality of work in own area of responsibility and provide feedback.
Assessment criteria
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.

Learning outcome 4
The learner will: 4. Be able to review and amend plans of work for own area of responsibility and communicate changes.
Assessment criteria
The learner can: 4.1 Review and amend work plan where changes are needed 4.3 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

UAN:	M/600/9600
Level:	Level 3
Credit value:	5
GLH:	35
Relationship to NOS:	This unit is linked to MSC D9 Build and manage teams
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working in a genuine organisational context. The assessment of this unit must include: • Examining products of work Supplementary evidence may be gathered by: • Observation of performance in a work environment • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	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.

Learning outcome 1
The learner will:
1. Be able to communicate a team's purpose and objectives to the team members.
Assessment criteria
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

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

Learning outcome 3
The learner will:
3. Be able to support team members identifying opportunities and providing support.
Assessment criteria
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.

Learning outcome 4
The learner will:
4. Be able to monitor and evaluate progress and recognise individual and team achievement.
Assessment criteria
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

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**

UAN:	T/600/9694
Level:	Level 5
Credit value:	7
GLH:	30
Relationship to NOS:	This unit is linked to MSC D17 Build and sustain collaborative relationships with other organisations
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working in a genuine organisational context. The assessment of this unit must include: •Examining products of work Supplementary evidence may be gathered by: •Questioning •Discussion •Use of others (witness testimony) •Looking at practitioner statements
Aim:	This unit will ensure that learners are able to identify, set up, maintain, review and evaluate collaborative relationships between their own and other organisations.

Learning outcome 1
The learner will:
1. Be able to identify potential collaborative opportunities with other organisations
Assessment criteria
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.

Learning outcome 2
The learner will:
2. Be able to agree the strategic aims and objectives of collaboration
Assessment criteria
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.

Learning outcome 3
The learner will:
3. Be able to agree methods and expected outcomes of collaboration
Assessment criteria
The learner can:
3.1 Agree the actions each organization 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.

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

Learning outcome
The learner will:
5. Be able to review and evaluate the collaboration with another organisation
Assessment criteria
The learner can:
5.1 Review and evaluate the extent to which the aims and objectives of collaboration have been achieve
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

UAN:	A/600/9695
Level:	Level 5
Credit value:	7
GLH:	30
Relationship to NOS:	This unit is linked to MSC E1 Manage a budget
Assessment requirements specified by a sector or regulatory body:	This is a competence-based unit which requires performance evidence of the candidate working in a genuine organisational context. The assessment of this unit must include: • Examining products of work Supplementary evidence may be gathered by: • Questioning • Discussion • Use of others (witness testimony) • Looking at practitioner statements
Aim:	This unit helps learners to prepare a budget, address variance, and monitor and review a budget for own area or activity of work

Learning outcome 1
The learner will: 1. Be able to prepare a budget for own area of responsibility
Assessment criteria
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.

Learning outcome 2
The learner will:
2. Be able to manage a budget
Assessment criteria
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 3
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

UAN:	**A/600/9793**
Level:	Level 4
Credit value:	5
GLH:	25
Relationship to NOS:	This unit is linked to MSC F11 Manage the achievement of customer satisfaction

Assessment requirements specified by a sector or regulatory body:	Learning Outcomes 1, 2 & 4 must be assessed using methods appropriate to the assessment of knowledge and understanding.
	
	Learning outcomes 3 & 5 in this unit require performance evidence of the candidate working in a genuine organisational context.
	
	The assessment of Learning Outcomes 3 & 5 must include:
	   • Examining products of work
	
	Supplementary evidence may be gathered by:
	   • Observation of performance in a work environment
	   • Questioning
	   • Discussion
	   • Use of others (witness testimony)
	Looking at practitioner statements

Aim:	This unit helps learners to understand the importance of monitoring customer service satisfaction levels to manage the achievement of customer satisfaction.

Learning outcome 1
The learner will:
1. Be able to understand customer service standards required in own organisation.
Assessment criteria
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.

Learning outcome 2
The learner will:
2. Be able to implement sustainable processes for customer satisfaction
Assessment criteria
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

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

Learning outcome 4
The learner will:
4. Be able to manage and develop culture in own organisation to support customer service standards.
Assessment criteria
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.

Learning outcome 5
The learner will: 5. Be able to monitor customer service levels for continuous improvement.
Assessment criteria
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

Unit 031　Manage the achievement of customer satisfaction

Evidence requirements

Evidence for learning outcomes 3 & 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.

Appendix 1   Relationships to other qualifications

Links to other qualifications

These qualifications have links to the following:

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

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

Literacy, language, numeracy and ICT skills development

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

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

Appendix 2   Sources of general information

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

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & 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 candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

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

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

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

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

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

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

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www.cityandguilds.com

Useful contacts

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

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