



Unit Assessment Guidance

for SVQs in

Learning and Development at levels 3, 4 and 5

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Contents

1.	Introduction	1
2.	Edited Extract — Assessment Strategy	2
3.	The SVQ Award Frameworks	9
	G71T 23 — Learning and Development level 3	10
	G71V 24 — Learning and Development level 4	11
	G71W 25 — Learning and Development level 5	12
4.	The Units	13
5.	Glossary of Terms	73
	Appendix A: Blank recording forms	76

1 Introduction

The attached document contains the Units which comprise the following SVQs:

Learning and Development at levels 3, 4 and 5

The document contains the NTO reference numbers for each of the Units which make up the framework for the SVQ in Learning and Development at levels 3, 4 and 5.

Each individual Unit specifies the minimum quantitative evidence required, as devised by the Employment NTO, comprising the following details:

- ◆ Product Evidence required
- ◆ learning programmes
- ◆ observation

2 Edited Extract — Employment NTO assessment strategy (including A and V Units)

Introduction

The standards require evidence of consistent occupational competence as defined by the standards, through relevant work activities. A variety of assessment methods should be used to confirm competence as defined in the standards. Assessment of knowledge should be integrated with the assessment of performance wherever possible and appropriate.

The Employment NTO has an Awarding Body Forum which will implement and review these Assessment Strategy arrangements in the light of the prevailing requirements of the regulatory authorities.

Assessment of performance and knowledge in the workplace

All evidence must be derived from performance within the workplace, with the exception of:

The standards relating to these aspects of competence have been identified and specific forms of assessment attached to them as part of the assessment guidance. The following table produces a summary of the relevant Elements:

Element and criterion	Preferred form of assessment
L5.1.h	Assessor questioning using hypothetical context
L5.2.d	Assessor questioning using hypothetical context
L6.1.c	Assessor questioning as to alternatives considered
L7.1.e and f	Candidate presentation of ILT alternatives considered
L7.2.h	Assessor questioning on checks conducted to ensure training facilities meet HSEP requirements
L7.2.i	Assessor questioning using hypothetical context
L9.3.c, d, e and f	Assessor questioning using hypothetical context
L12.2.b	Candidate presentation of ILT alternatives considered
L13.1.e and g	Assessor questioning using hypothetical context
L15.2.d	Candidate presentation of ILT alternatives considered
L15.2.h	Assessor questioning using hypothetical context

Simulated working conditions

Performance of real work activities in the real working environment means that none of the Performance Criteria in the standards require the use of simulations.

External quality control

Independent assessment

This will require candidates to present a balance of evidence which must include a substantive component which has been assessed by someone who is independent from the candidate. Substantive is defined here as a primary piece of outcome evidence for one or more Unit of competence. Independence is defined here as a competent job holder who is qualified as an assessor but will not act as the candidate's primary assessor.

The requirements for occupational competence of assessors and verifiers

Assessors

All assessors selected by centres must have sufficient occupational competence to ensure an up-to-date working knowledge and experience of the principles and practices specified in the standards they are assessing.

Sufficient occupational competence is defined as:

- ◆ having held a post for a minimum of one year within the last two years which involved performing the activities defined in the standards as an experienced practitioner
- or**
- ◆ being an experienced trainer or instructor of at least one year's standing in the competence area of the standards

and for both of the above

- ◆ having demonstrated updating within the last year involving at least two of the following activities:
 - work placement
 - job shadowing
 - technical skill update training
 - attending courses
 - studying for Learning and Development Unit
 - study related to job role
 - collaborative working with Awarding Bodies
 - examining
 - qualifications development work
 - other appropriate occupational activity as agreed with the internal verifier

All assessors will have a sound working knowledge of the content of the standards they are assessing and their assessment requirements. All assessors will either hold the relevant qualification for assessors of national occupational standards or have a development plan indicating progress towards that qualification.

Assessors of assessor-candidates are required to have achieved their relevant Assessor Unit(s) before they can start to assess assessor-candidates. Similarly, assessors of Internal and External Verifier candidates need to have achieved their own Assessor and Verifier Units before they can start to assess Verifier-candidates.

Internal verifiers

All internal verifiers will have sufficient experience of having conducted assessments of the specific national occupational standards they are verifying or in an appropriate and related occupational area.

Sufficient occupational competence is defined as:

having been an assessor for the standards being assessed, or for a set of standards in a related occupational area, for a minimum of one year within the last two years

and

- ◆ having demonstrated updating within the last year involving at least two of the following activities:
 - attending Awarding Body verification training courses
 - studying for a Learning and Development Unit
 - study related to job role
 - collaborative working with Awarding Bodies
 - qualifications development work
 - other appropriate occupational activity as agreed with the external verifier.

All internal verifiers will have direct responsibility and quality control of assessments of the occupational standards or the quality assurance of the assessment process within an assessment centre which has been approved by an Awarding Body.

All internal verifiers will have a sound working knowledge of assessment and verification principles as defined in the national standards for internal quality assurance and the particular internal verification requirements. All internal verifiers will either hold the relevant qualification for internal verifiers of national occupational standards, or have a development plan indicating progress towards that qualification.

Internal verifiers of assessor-candidates are required to have achieved their Internal Verification Unit before they can start to internally verify Assessor-candidates. Similarly, internal verifiers of internal and external verifier-candidates need to have achieved their own Assessor and Verifier Units before they can start to internally verify Verifier-candidates.

External verifiers

All external verifiers will be drawn from experienced senior practitioners in the broad occupational area of the standards they will verify.

Experienced senior practitioner is defined as:

- ◆ having held posts of responsibility involving the monitoring and review of the occupational competence of others

or

having been responsible for internal verification and assessment of national occupational standards

and for both of the above:

- ◆ having demonstrated updating and continuing competence within the last year involving at least two of the following activities:
 - attending at least one external verifier induction/training event run by an Awarding Body
 - shadowing an experienced external verifier on centre visits
 - collaborative working with Awarding Bodies such as redevelopment of external monitoring systems
 - study related to job role

All external verifiers will have a sound working knowledge and experience of vocational assessment. They must also be familiar with internal as well as external verification procedures as defined in the national standards for external quality assurance. They must also demonstrate competence in the particular external verification procedures set down by the Awarding Body for the qualification (including appeals and complaints procedures).

All external verifiers will either hold the relevant qualification for external verifiers of national occupational standards, or have a development plan indicating progress towards that qualification.

External verifiers of assessor-candidates are required to have achieved their External Verification Unit before they can start to externally verify assessor-candidates. Similarly, external verifiers of Internal and external verifier-candidates need to have achieved their own Assessor and External Verifier Unit(s) before they can start to externally verify Verifier-candidates.

Additional guidance for assessment of Assessment and Verification Awards

Independent assessment

While the requirements for independent assessment will work for the Learning and Development SVQ/NVQs with eight or more Units, it will create problems with the single Unit Awards, which could be interpreted to mean that the Unit has to be assessed twice, once by the primary assessor and then again by an independent assessor. This will have the effect of undermining the primary assessor and making the process more cumbersome and bureaucratic.

The Employment NTO proposes therefore that for the Single Unit Awards, independent assessment should mean:

The candidate is required to present a substantive primary piece of outcome evidence for each of the specified Units, which has been assessed by a second assessor who is independent from the candidate. Examples include:

- ◆ A1.1 an Assessment Plan
- ◆ A2.1 an Assessment Plan
- ◆ V1.3 an observation of an assessor conducting the assessment process with the candidate
- ◆ V2.2 a final report on a visit to a centre

The independent assessor may be employed by the same Assessment Centre or by another Assessment Centre.

In order to assess or verify a candidate for the Units below, the Assessor/Verifier must have the following awards:	Assessor must have:	Internal Verifier must have:	External Verifier must have:
A1	A1 or D32 + D33	A1 + V1 or D32 + D33 + D34	A1 + V2 or D32 + D33 + D35
A2	A1 or D32 + D33	A1 + V1 or D32 + D33 + D34	A1 + V2 or D32 + D33 + D35
V1	A1 + V1 or D32 + D33 + D34	A1 + V1 or D32 + D33 + D34	A1 + V1 + V2 or D32 + D33 + D34 + D35
V2	A1 + V2 or D32 + D33 + D35	A1 + V1 + V2 or D32 + D33 + D34 + D35	A1 + V2 or D32 + D33 + D35

3 The SVQ Award Framework

Learning and Development level 3 (G71T 23)

Learning and Development level 4 (G71V 24)

Learning and Development level 5 (G71W 25)

Framework — level 3

Candidates must successfully complete a total of **eleven** Units in all.

Mandatory Units:

Candidates must achieve **all** of the following Units:

Unit	Title
G3	Evaluate and develop own practice
L16	Monitor and review progress with learners
L18	Respond to changes in learning and development
L3	Identify individual learning aims and programmes
L5	Agree learning programmes with learners
L6	Develop training sessions
L9	Create a climate that promotes learning

Optional Units:

Candidates must achieve two of the following Units:

L10	Enable learning through presentations
L11	Enable learning through demonstrations and instruction
L12	Enable individual learning through coaching
L13	Enable group learning

Plus **two** optional Units from:

A1	Assess candidates using a range of methods
A2	Assess candidates' performance through observation
L14	Support learners by mentoring in the workplace
L15	Support and advise individual learners
L20	Support competence achieved in the workplace
L23	Support how basic skills are delivered in the workplace
L24	Support people learning basic skills in the workplace
L4	Design learning programmes
L7	Prepare and develop resources to support learning

Framework — level 4

Candidates must successfully complete a total of **twelve** Units in all.

Mandatory Units:

Candidates must achieve **all** of the following Units:

Unit	Title
G2	Contribute to the development of learning within the organisation
G3	Evaluate and develop own practice
L17	Evaluate and improve learning and development programmes
L4	Design learning programmes
L5	Agree learning programmes with learners
L8	Manage the contribution of other people to the learning process
L9	Create a climate that promotes learning

Optional Units:

Candidates must achieve **either** Unit L2 or L3:

L2	Identify the learning and development needs of the organisation
L3	Identify individual learning aims and programmes

Plus **four** optional Units from:

A1	Assess candidates using a range of methods
A2	Assess candidates' performance through observation
L13	Enable group learning
L14	Support learners by mentoring in the workplace
L15	Support and advise individual learners
L16	Monitor and review progress with learners
L18	Respond to changes in learning and development
L19	Provide learning and development in international settings
L21	Plan how to provide basic skills in the workplace
L7	Prepare and develop resources to support learning
V1	Conduct internal quality assurance of the assessment process

Framework — level 5

Candidates must successfully complete a total of **twelve** Units in all.

Mandatory Units:

Candidates must achieve **all** of the following Units:

Unit	Title
A7 (MSC)	Establish strategies to guide the work of your organisation
G2	Contribute to the development of learning within the organisation
G3	Evaluate and develop own practice
L1	Develop a strategy and plan for learning and development
L18	Respond to changes in learning and development
L2	Identify the learning and development needs of the organisation
P8	Develop a strategy and plan for the promotion of equality of opportunity and diversity

Optional Units:

Candidates must achieve **either** Unit B3 or B5.

B3 (MSC)	Manage the use of financial resources
B5 (MSC)	Secure financial resources for your organisation's plans

Plus **four** optional Units from:

A8 (MSC)	Evaluate and improve organisational performance
C11 (MSC)	Develop management teams
C13 (MSC)	Manage the performance of teams and individuals
L17	Evaluate and improve learning and development programmes
L4	Design learning programmes
L8	Manage the contribution of other people to the learning process
P13	Design, deliver and evaluate changes to organisational structure

4 The Units

Levels 3, 4 and 5

Learning and Development — List of Units

Section 1: Agreed common evidence	15
Agreed Common Evidence for the Assessment and Verification Units	15
Unit A1: Assess candidates using a range of methods	15
Unit A2: Assess candidates' performance through observation	18
Unit V1: Conduct internal quality assurance of the assessment process	20
Unit V2: Conduct external quality assurance of the assessment process	23
Unit L1: Developing a strategy and plan for learning and development	25
Unit L2: Identify the learning & development needs of the organisation	27
Unit L3: Identify individual learning aims and programmes	28
Unit L4: Design learning programmes	30
Unit L5: Agree learning programmes with learners	31
Unit L6: Develop training sessions	33
Unit L7: Prepare and develop resources to support learning	34
Unit L8: Manage the contribution of other people to the learning process	36
Unit L9: Create a climate that promotes learning	37
Unit L10: Give presentations to groups	39
Unit L11: Enable learning through demonstrations and instruction	40
Unit L12: Enable individual learning through coaching	41
Unit L13: Enable group learning	43
Unit L14: Support learners by mentoring in the workplace	45
Unit L15: Support and advise individual learners	47
Unit L16: Review progress with learners	49
Unit L17: Evaluate and improve learning and development programmes	50
Unit L18: Respond to changes in learning and development	52
Unit L19: Provide learning and development in international settings	54
Unit L20: Support competence achieved in the workplace	57
Unit L21: Plan how to provide basic skills in the workplace	59
Unit L22: Introduce training for basic skills in the workplace	61
Unit L23: Support how basic skills are delivered in the workplace	63
Unit L24: Support people learning basic skills in the workplace	65
Unit G2: Contribute to the development of learning within the organisation	66
Unit G3: Evaluate and develop own practice	68
Unit P2: Develop a strategy and plan to provide all people resources for the organisation	69
Unit P8: Develop a strategy and plan for the promotion of equality of opportunity and diversity	70
Unit P13: Design, deliver and evaluate changes to organisational structure	71

Agreed Common Evidence for the Assessment and Verification Units

The following provides the minimum quantitative evidence required for each Unit but it must be remembered that it is necessary that all the performance evidence and all the scope items are demonstrated for each Unit.

Unit A1: Assess candidates using a range of methods

1 Evidence Requirements

Element A1.1: Develop plans for assessing competence with candidates

Evidence:

Three assessment plans for a minimum of two candidates (three plans in total).

Each assessment plan must:

- ◆ cover one full Unit of competence which can be certificated (eg SVQ/NVQ Unit, National Unit)
- ◆ indicate which assessment methods will be used
- ◆ say how and when the assessments will take place

Total:

Three assessment plans.

Over the three plans the assessor-candidate will:

- ◆ cover a minimum of 4 different assessment methods, including observation of the candidate
- ◆ provide one example of where others make a contribution to the assessment process (eg expert witness testimony from advisers, mentors, line managers).

Provide a record of written or oral explanation which:

- ◆ states the assessment methods selected to assess specific aspects of competence
- ◆ indicates why the assessment methods selected are fair, safe, valid and reliable indicators of competence
- ◆ shows how others have been involved in the assessment process and their precise contribution to the process:

Total:

One record.

- ◆ produce written progress reviews conducted with a minimum of 2 candidates, including evidence of having updated assessment plans

Total:

Two written reviews.

Element A1.2: Judge evidence against criteria to make assessment decisions**Evidence:**

Assessment evidence showing the assessor-candidate's decisions for the three assessment plans generated for A1.1.

A record of written or oral explanation where the assessor-candidate presents how she or he has:

- ◆ used four different types of evidence (including observation) to demonstrate achievement of the standards
- ◆ explained how the assessment methods were implemented
- ◆ evaluated the effectiveness of the assessment methods in the light of assessing candidates
- ◆ demonstrated his or her competence in relation to criteria c, d and g for Element A1.2

Total:

One record.

Element A1.3: Provide feedback and support to candidates on assessment decisions**Evidence:**

A minimum of one observation by the assessor of the assessor-candidate providing feedback to one of the candidates planned for in A1.1. This must be supported by written or oral records of the feedback given to the other candidate(s) planned for in A1.1.

Total:

One record of observation; two records of feedback.

A record of written or oral explanation based on feedback to candidates where the assessor-candidate indicates how criteria a, d and f were addressed. This explanation may be gathered using a professional discussion

Total:

One record.

Element A1.4: Contribute to the internal quality assurance process

Evidence:

The assessment records for the different candidates planned for in A1.1 which have been used as part of the internal quality assurance process.

Total:

A minimum of two records.

Written evidence of having contributed to internal standardisation procedures involving the review of at least two pieces of evidence for each of two different candidates.

See ‘Sources of evidence’ for A1 in the publication Assessor/Verifier Units: Assessment Guidance DB2889

Total:

Four reviews — one for each of the pieces of candidate evidence.

A written statement from the person responsible for internal quality assurance (eg an Internal Verifier for SVQ/NVQ) that the assessor has contributed to agreed quality assurance procedures.

Total:

One statement.

2 Knowledge requirements

Note: The explanations required for any part of this section may be gathered using a professional discussion.

Evidence:

A record of written or oral explanation by the assessor-candidate, during which the assessor-candidate reviews any method of assessment not covered by performance evidence. The explanation should:

- ◆ indicate the validity and reliability of each method
- ◆ review any potential issues of fairness and access in relation to individual assessment methods
- ◆ cover all of the following methods if not covered by performance evidence:
 - questioning
 - accreditation of prior experience and achievement
 - formal testing
 - projects and assignments
 - simulations
 - candidate and peer reports
 - evidence from others.

A record of written or oral explanation of the following procedures used in the assessor-candidate's centre. This should indicate:

- ◆ how to provide access to assessments for candidates with individual special needs and special assessment requirements
- ◆ how disputes and appeals about assessment decisions are handled
- ◆ the internal standardisation and quality assurance arrangements
- ◆ how assessments are recorded
- ◆ sources of information regarding assessment requirements and best practice

A record of written or oral explanation covering any of the knowledge requirements which have not been demonstrated through performance evidence.

Unit A2: Assess candidates' performance through observation

1 Evidence Requirements

Element A2.1: Agree and review plans for assessing candidates' performance

Evidence:

Three assessment plans for a minimum of two candidates (three plans in total), covering a minimum of two full components (Units) of a qualification (e.g. SVQ Units, National Units). Each assessment plan must:

- ◆ indicate which aspects of competence will be assessed by observation
- ◆ indicate how and when the observation of performance will be conducted
- ◆ indicate how issues of safety, minimum disruption to work activities and unobtrusive assessment have been planned for

Total:

Three plans

Written outcomes from progress reviews conducted with a minimum of two candidates, including evidence of having updated the assessment plans.

Total:

Two written reviews.

Element A2.2: Assess candidates' performance against the agreed standards

Evidence:

The observation records showing the assessor-candidate's decisions for the three assessments plans generated in A2.1.

Total:

Three records

A record of written or oral explanation, which may be gathered using a professional discussion, where the assessor candidate indicates:

- ◆ how observation of performance was used to demonstrate the achievement of the standards.
- ◆ how the effectiveness of observation was evaluated in the light of assessing candidates.

Total:

One record

Element A2.3: Assess candidates knowledge against the agreed standards

Evidence:

The knowledge evidence records showing the assessor-candidate's decisions for the 3 assessment plans generated for A2.1.

Total:

Three records.

A record of written or oral explanation, which may be gathered using a professional discussion, where the assessor-candidate:

- ◆ explains how questioning was used to assess the knowledge requirements of the standards
- ◆ evaluates the effectiveness of questioning in the light of having assessed the candidates.

Total:

One record.

Element A2.4: Make an assessment decision and provide feedback

Evidence:

A minimum of one observation by the assessor of the assessor-candidate providing feedback to one of the candidates planned for in A2.1. This must be supported by written or oral records of the feedback given to the other candidate(s) planned for in A2.1.

Total:

One record of observation; two records of feedback.

The assessment records for the different candidates planned for in A2.1, which have been passed on to the person responsible for internal quality assurance of the assessment process (Internal Verifier).

Total:

Two or three records.

A written statement from the person responsible for internal quality assurance (eg an Internal Verifier for SVQs) that the assessor has contributed to agreed quality assurance procedures.

Total:

One statement.

2 Knowledge requirements

Evidence:

A record of a written or spoken explanation of how the assessor-candidate:

- ◆ identifies relevant evidence from candidates activities
- ◆ identifies which aspects of competence can be assessed by observing performance
- ◆ plans and conducts observation, and the factors which he/she takes into account during the process
- ◆ identifies the aspects of knowledge that can be inferred from performance, and conducts the questioning of candidates taking the various factors into account during the process

Total:

One record.

A record of a written or spoken explanation of the following procedures in the assessor-candidate's assessment centre:

- ◆ how to provide access to assessment for candidates with individual special needs and special assessment requirements
- ◆ how disputes and appeals about assessment decisions are handled
- ◆ the internal standardisation and quality assurance arrangements
- ◆ how assessments are recorded
- ◆ sources of information regarding assessment requirements and best practice.

Total:

One record.

A record of a written or oral explanation to cover any of the knowledge requirements which have not been demonstrated through performance evidence.

1 Evidence Requirements

Element V1.1: Carry out and evaluate internal assessment and quality assurance systems

Evidence:

A record of written or oral explanation, supported by detailed policies and documentation, of the organisation's procedures for:

- ◆ quality assuring assessment decisions made in relation to one or more national awards
- ◆ identifying and applying relevant performance measures in relation to one or more national awards
- ◆ recording assessment decisions in a way that meets external awarding body requirements
- ◆ conducting internal standardisation of assessment in a way that meets both internal quality assurance procedures and external awarding body requirements
- ◆ dealing with complaints and appeals in a way that meets both internal quality assurance procedures and external awarding body requirements
- ◆ evaluating the effectiveness of internal quality assurance arrangements
- ◆ keeping up-to-date with assessment, verification and quality assurance requirements
- ◆ disseminating information on assessment and feedback from external verification
- ◆ monitoring health and safety and equal opportunities policies and practices

Total:

One record.

A record of a written statement that the detailed systems documentation and evidence are acceptable to external awarding bodies (via centre approval, External Verifier or systems verifier reports).

Total:

One record.

Element V1.2: Support assessors

Evidence:

A list of assessors (which could include candidate-assessors) used by the centre for the same qualification, with an explanation of the criteria used to ensure their vocational experience in relation to the standards to be assessed.

Total:

One list with an explanation of criteria.

The assessment information and support materials provided to assessors in relation to the same qualification and an explanation of how assessors are supported in their use.

Total:

One set of documents.

The induction programme used in the centre to ensure that assessors can operate the specific assessment and recording requirements for at least one national qualification.

Total:

One induction pack.

A record of i) assessor standardisation meetings led by the internal verifier candidate and ii) standardisation activities for at least two assessors. The record should cover the same qualification over the complete assessment process and should indicate how assessors are consistent and operate to a common standard.

Total:

One record.

A written or oral explanation on how the standardisation arrangements ensure consistency between assessors over time and across candidates, which may be gathered using a professional discussion.

Total:

One record.

Personal development plans developed by the internal verifier candidate for at least two assessors which identify their agreed training and development needs in relation to the conduct of assessments.

Total:

Two plans.

Actions taken by the candidate-verifier to address the identified needs of assessors in conjunction with others (such as programme co-ordinators) as appropriate.

Total:

One action list.

Element V1.3: Monitor the quality of assessors' performance

Evidence:

Observation of at least two assessors on two occasions, each conducting the assessment process with differing candidates, including providing feedback to candidates with a written record of the process.

Total:

Two observations.

One observation by the external verifier of the internal verifier-candidate monitoring the performance of one assessor. It would be acceptable for this observation to be conducted by a

qualified internal verifier, instead of the external verifier, provided this was supported by a written report.

Total:

One observation.

A sampling plan applied to at least two assessors which details:

- ◆ checks to ensure that the assessors have all the information and materials needed to make assessment decisions
- ◆ when and how the assessor will be monitored making assessment decisions, including interim sampling arrangements and how feedback will be given to the assessor on performance
- ◆ how the full range of agreed assessment methods will be sampled and recorded
- ◆ how sampling arrangements will be varied to reflect the numbers and experience of different assessors
- ◆ how sampling arrangements will take account of candidate experience of the process
- ◆ how the assessor/candidate relationship will be monitored
- ◆ how equality and access procedures are being followed by assessors
- ◆ the accuracy, completeness and promptness of assessors' record-keeping
- ◆ how and when assessors will be provided with timely feedback on their performance, and any actions they need to take to improve performance

These sampling plans must be supported by appropriate reports from at least one external moderator for a national qualification, which confirm that the support arrangements for assessors are satisfactory.

Element V1.4: Meet external quality assurance requirements

The documentation and materials presented for one successful external verification visit (no holds placed), which contain:

- ◆ an explanation of their involvement with external verification visits
- ◆ confirmation of the timing and nature of external verification visits
- ◆ complete assessment records and supporting evidence as required by the awarding body
- ◆ external reports indicating the outcome of the external quality assurance process and the procedures followed to address quality issues from such reports
- ◆ records of internal feedback on the quality assurance process and any reviews of procedures.

This will be supported by documentary evidence from the external verifier confirming the sufficiency of the materials provided via an External Verifier Report.

Evidence relating to communication with the Awarding Body which provides details of meeting the requirements of the Awarding Body and the centre's procedures for dealing with disagreements and disputes.

2 Knowledge requirements

The explanations required for any part of this section may be gathered using a professional discussion.

Evidence:

A record of written or oral explanation during which the candidate-verifier reviews:

- ◆ procedures for ensuring that valid and reliable assessment methods are being used by assessors for one national set of standards which cover both knowledge and performance requirements
- ◆ alternative methods of ensuring the accuracy and consistency of assessor judgements and why the particular methods used within the centre are effective
- ◆ arrangements for setting up and monitoring sampling frames and internal audit of assessment process
- ◆ the complaints and appeals procedures required by awarding bodies and how they can be/have been applied
- ◆ how access and equality issues have been addressed in relation to assessment processes
- ◆ how to apply rigorous assessor selection and monitoring procedures and support for assessors
- ◆ external developments in assessment and national standards and their implications for the internal assessment process
- ◆ how to use feedback on the assessment process to improve internal quality assurance arrangements

A record of written or oral explanation to cover any of the knowledge requirements which have not been demonstrated through performance evidence.

Unit V2 Conduct external quality assurance of the assessment process

1 Evidence Requirements

Element V2.1: Monitor the internal quality assurance process

Evidence:

Three centre monitoring plans for different types of centre (eg company, college, private training provider) at different stages of development which indicate how the external verifier-candidate will review:

- ◆ the validity of the assessment methods chosen against awarding body requirements
- ◆ administrative and recording arrangements
- ◆ assessor selection, induction and support
- ◆ standardisation arrangements
- ◆ safety, equality and access arrangements in relation to assessments
- ◆ internal evaluation and review arrangements

These will be supported by the final reports of the three visits, which deal with the above aspects and supporting feedback and recommendations given to the centres.

Element V.2.2: Verify the quality of assessment

Evidence:

Three reports to the awarding body on visits to different types of centre, shown through successful external verifier visit reports, ie no holds placed which deal with:

- ◆ checks on assessor and internal verifier competence and experience
- ◆ assessor support and standardisation arrangements
- ◆ checks on assessor judgements via appropriate sampling strategies, including at least one candidate interview
- ◆ assessment record keeping and administration

This will be supported by written feedback provided to the centre, and by follow-up monitoring and review arrangements in relation to specific action points/recommendations.

Written evidence of having sampled the assessment planning, assessment judgements and feedback to candidates of three different assessors for one national qualification, including one live assessment of one assessor.

Sampling activities should show how the following were reviewed:

- ◆ assessment decisions by same assessor on two separate occasions with at least two different candidates
- ◆ assessment decisions made by different assessors in relation to the same national standards
- ◆ the timing and quality of assessor/candidate reviews and assessment reviews.

This will be supported by a written record of feedback provided to the centre and any follow-up monitoring carried out after the external verifier -candidate has made recommendations on changes to assessor activity.

Element V2.3: Provide information, advice and support on internal quality assurance of assessment processes

Evidence:

Copies of correspondence, reports, telephone logs and follow up contacts with three different types of centre. This should include at least one incidence of reporting to the awarding body on the clarification of issues and concerns.

Element V2.4: Evaluate the effectiveness of external quality assurance of the assessment process

Evidence:

- ◆ a complete set of awarding body report forms for three different types of centre, as above, with endorsement by awarding body officers of their acceptability and completeness
- ◆ one monitoring report on the performance of the candidate verifier on a visit by the person responsible for the quality assurance of external verification processes
- ◆ participation at a minimum of two awarding body external verifier updating/standardisation events

2 Knowledge requirements

Evidence:

A record of a written or oral explanation, which can be gathered using a professional discussion, where the external verifier-candidate reviews:

- ◆ how to apply external audit and sampling processes
- ◆ centre procedures for ensuring that valid and reliable assessment methods are being used by assessors
- ◆ methods of ensuring the accuracy and consistency of assessors' judgements
- ◆ the complaints and appeals procedures required by awarding bodies, and how they can be/have been applied
- ◆ how safety, access and equality issues have been addressed in relation to assessment processes
- ◆ different types of centre, and the implications of the differences between them for the external quality assurance process
- ◆ how to monitor assessor selection and monitoring procedures and support for assessors
- ◆ developments in assessment and national standards, and their implications for the external assessment process
- ◆ how to provide feedback on the assessment process to improve internal quality assurance arrangements
- ◆ the effectiveness of awarding body procedures for ensuring external quality assurance

Unit L1: Developing a strategy and plan for learning and development

Product Evidence

One strategic plan for learning and development for the organisation.

plus

One programme for learning and development for the organisation.

plus

One evaluation report.

Note: The plan and the programme and report must be for the same organisation. The strategic plan and programme and evaluation report should be endorsed by a senior member of staff.

The **strategic plan** must show how you:

- ◆ considered the effects on the organisation of:
external factors that influence the organisation to change
changes and their consequences for learning and development
using learning and development to achieve organisational and individuals goals
- ◆ identified the potential and role of technology-based learning when designing your overall learning and development plan
- ◆ balanced the interests and objectives of the organisation and individuals in relation to learning and development opportunities
- ◆ quantified the learning and development requirements of the organisation
- ◆ evaluated alternative learning plans and ways of providing development opportunities against clear criteria for success
- ◆ developed flexible structures for managing and delivering learning opportunities within and outside the organisation
- ◆ ensured that the interests of all stakeholders are considered when developing effective learning partnerships with individuals and learning providers
- ◆ accurately identified the resources needed to put the plans into practice

The **programme** must show how you:

- ◆ identified the cultural and structural changes necessary to introduce the learning and development programme
- ◆ identified the main things needed to bring about change and their roles and responsibilities in learning and development
- ◆ used the organisation's human resource strategy to:
ensure that your programme identified the expected outcomes and criteria for success related to other areas of the wider HR strategy
investigate alternative ways of achieving the results needed to put your programme into practice
ensure that your programme clearly promotes equal opportunities and good practice in human resource development

developed learning and development opportunities which took account of different learning styles and methods of delivering learning
developed programmes which get the most cost effective use out of e-learning opportunities for delivering and supporting learners
ensured that your programme helped the organisation and individuals to achieve specific objectives
secured agreement from the key stakeholders for the delivery of the learning and development opportunities

The **report** must show how you:

considered the criteria for the success of the learning and development programme when developing the methods to be used for collecting, measuring and analysing the effectiveness of the programme and the resources used
identified specific measures for evaluating changes in how technology and e-learning delivered, which could improve the learning and development programme
built stakeholder feedback into the monitoring process
ensured that the information you collected was valid, reliable and comprehensive
evaluated the information against the objectives of the organisation and individuals
made recommendations to alter or keep the learning and development programme as it is
put the recommendations into practice and/or incorporate them into the process of analysing the organisation's needs

In preparing the plan and programme you should consider the following:

how to respond to the possibilities and limits within existing systems
how to identify and use criteria of success in persuading people how important learning and development is
how to compensate for the limits of published information
how to identify the things that motivate people and affect their behaviour, which will make sure that learning and development is delivered effectively within the organisation
how to identify the external influences on putting learning and development policies into practice, including economic, social and political factors

Unit L2: Identify the learning and development needs of the organisation

Product Evidence

One record which identifies how your organisation can meet its development needs through the development of its personnel. This record should be confirmed by a senior member of staff.

plus

One learning and development programme for the organisation which has been endorsed by a senior member of staff.

Note: The record could be in the form of a presentation, a professional discussion, report, minutes of a meeting.

The **record and learning development programme** must show how you identified:
objectives, needs and expectations for learning and development and confirmed these with
key stakeholders
current ability and competences to meet its objectives
future needs on the ability to carry out its business
resources and structures available to meet the needs of the organisation
priority areas for learning and development

The **record and learning development programme** must also show how you:

- ◆ collected information on the existing skills
- ◆ collected knowledge and experience of individuals
- ◆ matched the abilities of individuals with the needs of the organisation
- ◆ identified development opportunities for individuals and groups from internal and external sources in line with individual needs
- ◆ considered a range of different delivery techniques including technology-based delivery and support
- ◆ considered an effective system for monitoring and reviewing learning programmes proposed

The proposed **learning and development programme** must include:

- ◆ the resource implications
- ◆ roles and responsibilities of the people delivering the programme
- ◆ review and monitoring mechanisms

In preparing the record you should consider the following:

how issues of equality, equity, diversity and access influence planning learning and development

what responses and objections to training and development aims you are likely to get and how to deal with these

how to access sources of information to help forecast trends and developments in learning and development

how to identify the external influences on delivering learning and development policies, including economic, social and political

Unit L3: Identify individual learning aims and programmes

Product Evidence

A **record** showing how you reviewed learning and development achievements and opportunities for two individual learners.

plus

One record of an observation by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place).

plus

One learning programme for each of the individuals covered by the record.

The **record** must state how you:

- ◆ reviewed the current and past achievements with the learner
- ◆ gave individuals suitable materials and facilities to help them identify their learning requirements
- ◆ identified the individual's preferred learning styles
- ◆ used appropriate types of initial assessments that helped the learner to make a realistic judgement of their achievements and future learning needs
- ◆ reviewed alternative learning and development programme and learners needs
- ◆ helped the learner to choose an appropriate programme and identify their learning priorities to succeed in that programme
- ◆ refer learners to other sources if they need more information
- ◆ identified the resources available within the organisation for delivering learning and development needs
- ◆ refer learners to other organisations if your own learning and development programme cannot meet their needs

The **learning programme** must show how you:

- ◆ promote the individual's ability to learn and succeed
- ◆ made a record of any outcomes and actions you or the learner have agreed to take

The **observation** must show how you:

- ◆ encouraged the learner to ask questions and express their views on their learning needs
- ◆ gave constructive feedback to the learning on their expectations and the development opportunities available to them
- ◆ gave the relevant information in a way which helps them to make an informed choice about their needs
- ◆ confirmed the learner's needs and expectations

In preparing the record you should consider the following:

- ◆ how to introduce, promote and negotiate learning programmes with learners
- ◆ how to identify issues of equal opportunities and practices that do not discriminate against other people in promoting individual learning

- ◆ how to use appropriate interviewing and questioning techniques
- ◆ how to use developments in technology and e-learning in the process of identifying the competence and needs of learners
- ◆ how to decide whether the language you will be using is appropriate for individual learners
- ◆ how to apply organisation's policy on confidentiality and data protection
- ◆ how to record and store information
- ◆ how to identify the information other people need to take the action plan forward
- ◆ how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning
- ◆ how to identify the external influences on putting learning and development policies into practice, including economic, social and political
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based assessment and e-learning support

Unit L4: Design learning programmes

Product Evidence

A **record** which identifies how you choose options for meeting learning needs

plus

One learning programme for each of the two individual learners. These should be agreed by an appropriate person (eg supervisor, senior manager).

The report must show how you:

- ◆ identified the learning needs you must deal with
- ◆ identified a range of options for meeting the learning needs
- ◆ identified how technology-based learning and delivery will influence the options available
- ◆ chose the most appropriate options to meet the learning needs
- ◆ provide equal opportunities and access to learning and achievement

The learning programmes must show how you:

- ◆ set out how learning programmes will meet the learning objectives
- ◆ choose appropriate methods of delivery to meet learning objectives, including technology-based and e-learning if appropriate
- ◆ plan learning experiences that are relevant to the necessary outcomes
- ◆ combine different learning and assessment opportunities
- ◆ choose relevant methods of evaluating how effective the learning programme is
- ◆ will monitor and review learners' progress and assess their achievements
- ◆ identify the support and guidance that is available to learners
- ◆ explain the roles and responsibilities of all those involved in delivering the learning programme
- ◆ identify the resources needed to deliver the programme
- ◆ agree learning programmes with the appropriate people

In preparing the learning programmes you should consider the following:

- ◆ the features and the conditions needed for success in a given learning process
- ◆ how to identify issues of equal opportunities and practices that do not discriminate against other people in promoting individual learning
- ◆ how to identify and evaluate changes and developments in technology and e-learning and their relevance to delivering learning and development
- ◆ how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning programmes
- ◆ how to identify the external influences on putting learning and development policies into practice, including economic, social and political
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based delivery and e-learning support

Unit L5: Agree learning programmes with learners

Product Evidence

One record of an **observation** by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place).

plus

One record on how you review and agree learning programmes with at least two learners.

The **observation** must show how you:

- ◆ negotiate learning programmes with learners which are based on an accurate assessment of their learning needs, capabilities, goals and learning situation
- ◆ explain what learning opportunities, methods and resources are available to learners, including technology-based learning
- ◆ identify and explain the boundaries of negotiation and the limits on the options available to learners
- ◆ explain to learners how they can progress from the learning programme
- ◆ explain and discuss ways you expect to work with learners
- ◆ give learners enough information about learning programmes in a way which allows them to make
- ◆ informed decisions and meets their needs
- ◆ encourage learners to express their wishes and concerns and to ask questions
- ◆ identify and deal with any disagreements with learners about learning programmes in a way which maintains an effective learning relationship
- ◆ explain and agree with learners how you will use information from the review
- ◆ use appropriate methods of carrying out reviews within agreed timescales

The **record** must show how you:

- ◆ encourage learners to comment on the learning programme
- ◆ identify any issues on the confidentiality of information learners have given you and agree how you will handle sensitive information
- ◆ interpret information and views about the learning programme in a way that you can justify, record, pass on and use the results of the review as agreed
- ◆ make suitable changes with learners and the other people involved in delivering the learning programme

In preparing for the observation and the record you need to consider the following:

- ◆ how to use self-directed learning within the design process, based on technology-based delivery and e-learning support
- ◆ how to identify and agree the roles and responsibilities of practitioners and learners
- ◆ how to identify and explain how learners can progress and which options are available to them to gain qualifications
- ◆ what the organisation's confidentiality policies and other policies cover
- ◆ how reviews fit into the process of improving the quality of the service offered to learners

- ◆ how to apply issues of equal opportunities and practices that do not discriminate against people
- ◆ how to apply health, safety and environmental protection legislation and good practice
- ◆ how to identify and evaluate changes and developments in technology and e-learning and their relevance to how the organisation delivers learning and development
- ◆ how to evaluate the effect of the size of groups and the different needs of group members on the options for the learning programme
- ◆ how to put information in order and decide whether the language you will be using is appropriate for individual learners
- ◆ how your own opinion is likely to affect your interpretation of results and how to avoid this
- ◆ how to follow external requirements for learning contracts and plans
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based delivery and e-learning support.

Unit L6: Develop training sessions

Product Evidence

One training plan for an individual.

plus

One training plan for a group which identifies the aims and objectives and options for the delivery of the sessions.

plus

One record of questions your assessor asked you which explored the different ways you could deliver the session.

Note: This refers to 6.1 (C).

The **training plans** must show how you:

- ◆ identified the purpose and necessary outcomes for the training session
- ◆ identified the different ways of delivering the session
- ◆ considered the appropriate use of technology-based delivery and e-learning
- ◆ produced specific aims and objectives for the session
- ◆ chose appropriate ways of delivering the session to meet the specific aims and objectives including a range of appropriate techniques and activities throughout the session including technology-based learning
- ◆ ensured the methods you have chosen will promote equal opportunities and access

The training plans must also show how you identified:

- ◆ the resources needed to deliver the session
- ◆ the availability of the learning materials
- ◆ an appropriate method of evaluating the effectiveness of the session against the aims and objectives

In preparing the record you should consider the following:

- ◆ how to monitor and review learners' progress in the session
- ◆ how to identify and evaluate changes and developments in technology and e-learning and their relevance to how the organisation delivers learning and development
- ◆ how to identify and use an appropriate place and environment for effective learning
- ◆ how to assess which materials are the most suitable for learners
- ◆ how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning sessions
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based delivery and e-learning support

Unit L7: Prepare and develop resources to support learning

Product Evidence

One record which identifies how you develop and choose materials to support learning.
plus

Three examples of materials you have used to support learning, one of which you have developed or adapted.

The **record** must show how you:

- ◆ agreed the learning objectives the materials need to support
- ◆ identified the learners and their needs
- ◆ chose materials and their delivery appropriate to the subject, learning situation and programme length
- ◆ chose appropriate equipment and facilities in order to promote effective learning
- ◆ adapted materials from external sources taking account of copyright law
- ◆ evaluated the potential for delivery of computer-based learning
- ◆ assessed existing computer-based information materials to see if they were appropriate for the learning programme
- ◆ ensured that the language, style and format of materials was appropriate to the needs of the learners
- ◆ ensured that the learners understand the purpose and use of the materials
- ◆ gave the learners clear guidance and instructions on how to use the materials correctly
- ◆ tested the materials and changed them as necessary
- ◆ matched materials to the learning environment
- ◆ adapted learning materials to meet learning objectives
- ◆ produced support materials in a style and format appropriate to the needs and capabilities of the learners
- ◆ would choose and prepare realistic simulation and exercise materials relevant to learners
- ◆ ensured that the materials you chose supported equal opportunities and diversity
- ◆ ensured that the training facilities were appropriate available, and met health, safety and environmental protection requirements
- ◆ kept within agreed budgets when choosing materials and facilities
- ◆ identified and resolved any problems with the materials and facilities.

In preparing the record you should consider the following:

- ◆ how to use design principles when developing learning materials
- ◆ how to identify possible design problems in using computer based learning materials, and relating to the learning skills of potential users, cultural and religious barriers to learning, other parts of the learning programme, links with qualifications and routes for progression, and cost
- ◆ how to identify and avoid common design problems
- ◆ how to identify and evaluate e-learning opportunities when developing materials
- ◆ how to identify and evaluate changes and developments in technology and e-learning and their relevance to how the organisation delivers learning and development

- ◆ how to identify and keep to legal requirements when using materials, including data protection and copyright
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based delivery and e-learning support

Unit L8: Manage the contribution of other people to the learning process

Product Evidence

One record of how you manage the contribution of other people to the learning process.

plus

One or more of the following:

- ◆ one record of an observation by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place)
- ◆ one record of a professional discussion

The **record** must show how you:

- ◆ ensured that individual contributions are co-ordinated as part of an organised learning programme
- ◆ assessed the competence of the contributors to provide the necessary input
- ◆ gave contributors appropriate support materials including technology-based materials
- ◆ gave contributors accurate information about learners and their progress and the activities of other contributors
- ◆ gave contributors the opportunities to work together effectively
- ◆ regularly work with contributors to monitor progress
- ◆ monitor how organised the learning experience is and the value of individual contributions to it
- ◆ ensured that contributors gave evidence of having achieved the agreed outcomes
- ◆ evaluated contributions against agreed criteria

The **observation** or **professional discussion** must show how you gave contributors:

- ◆ clear and accurate information about the learning programme, the needs of the learners and the planned outcomes
- ◆ all necessary guidance and support on requirements, procedures and timescales
- ◆ the opportunities to respond to comments on their performance and the quality of their input
- ◆ constructive feedback on their performance

The **observation** or **professional discussion** must also show how you:

- ◆ agreed the learning objectives to be covered
- ◆ agreed your evaluation inputs
- ◆ gave clear and justified reasons if you no longer want to use a contributor for future learning programmes

In preparing for the observation or professional discussion and record:

- ◆ how to apply equal opportunities and practices that do not discriminate against people to individual contributions
- ◆ how to support contributors to ensure they are effective
- ◆ how to identify and meet any legal requirements

- ◆ how to ensure everybody acts in line with health, safety and environmental protection good practice
- ◆ how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based learning and e-learning

Unit L9: Create a climate that promotes learning

Product Evidence

One record of an **observation** by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place).

plus

One record of a **professional discussion** between the assessor and yourself.

Note: The product evidence **must** show how you deal with individuals and groups (four or more learners), eg if the observation is for a group then the professional discussion should include how you deal with individuals.

The **observation record** must show how you:

- ◆ made learners feel welcome by giving them the time and attention they needed
- ◆ worked with learners in a way that shows you accepted them and wanted to listen to them
- ◆ identified and responded to the verbal communication and body language of learners
- ◆ encouraged learners to express their concerns, make comments and ask questions at their own speed
- ◆ encouraged learners to express their views without having a negative effect on the rights of other people
- ◆ communicated with learners in a manner, level and speed that was appropriate to their abilities, personal beliefs and choices
- ◆ explained to learners where they could find extra support and gave them timely information on support
- ◆ explained to learners any limits of extra support

The professional discussion record must address how you would:

- ◆ identify and reduce any limits or barriers to communicate with learners
- ◆ promote the rights and choices of learners in a way which is consistent with your role
- ◆ recognise and review the effect your own competence, values and beliefs have on the way learners are supported
- ◆ get appropriate guidance if you have difficulties in supporting learners
- ◆ recognise and explain any limits to the support available for learners
- ◆ carry out referral processes in a positive way that supports learners and their objectives
- ◆ show that you do not discriminate against individual learners
- ◆ ensure that you do not exploit learners or misuse your role and power

- ◆ get appropriate advice if you are not sure about practices that do not discriminate against other people or if you think you may have discriminated against someone
- ◆ take appropriate and consistent action when learners or colleagues discriminate against other people
- ◆ support individuals who want to complain about discrimination
- ◆ take appropriate action if a colleague discriminates against somebody

You should be prepared to discuss the following:

- ◆ how to identify issues of equal opportunities and practices that do not discriminate against people in relation to promoting individual learning
- ◆ how to promote learners' rights and choices
- ◆ how to identify and deal with possible barriers to learning and achievement, including delivery methods, times, places, a lack of support for people with special needs, and a lack of facilities
- ◆ how to promote equal opportunities and access to learning, including procedures for choosing and recruiting learners, and the choice of learning programmes and qualifications that are available to learners
- ◆ how to develop a good relationship with learners
- ◆ how to identify and prepare the types of information learners are likely to need
- ◆ how to put information in an order that is suitable for individual learners
- ◆ how to decide whether the language you will be using is appropriate for individual learners
- ◆ how to identify and deal with any difficulties you may have in supporting learners, including different values and beliefs
- ◆ how to identify and give information on learning programmes, qualifications and how to progress through the learning programme
- ◆ how to identify and deal with discrimination
- ◆ how to make sure that everybody acts in line with health, safety and environmental protection legislation and best practice
- ◆ how to identify and use the concepts of unlawful, direct or indirect discrimination
- ◆ how to use equal opportunities codes of practice effectively
- ◆ how to identify and apply relevant legislation on individuals' rights
- ◆ how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- ◆ how to analyse and use developments in learning and new ways of delivery

Unit L10: Give presentations to groups

Product Evidence

One record of how you prepare to give presentations to groups

plus

Records of two observations by an assessor or a witness of you giving presentations to two different

groups. (The witness must have been agreed by the assessor prior to the observation taking place).

The **record** must show how you:

- ◆ take account of the size and different needs of the people in the group when deciding on how to deliver the presentation
- ◆ recognise individual needs and learning styles
- ◆ choose visual aids to support the information you are presenting
- ◆ choose exercises and activities which will reinforce the main areas of the presentation

The **observation** must show how you:

- ◆ presented information in a tone, manner and speed which was appropriate to the needs and capabilities of the learning
- ◆ responded to individual needs and learning styles
- ◆ used visual aids
- ◆ encouraged learners to ask questions and get explanations at appropriate stages in the presentation
- ◆ gave clear and accurate information to reinforce learning points in the presentation
- ◆ reduced distractions and disruptions as much as possible
- ◆ ensured group members understood the aims and expected outcomes of the exercises and activities
- ◆ gave clear guidance and instructions on how to take part in the exercises and activities
- ◆ ensured that the manner, level and speed of communication throughout the process encouraged the learner to take part and understand
- ◆ got involved in the exercises and activities to make sure they were effective
- ◆ gave learners positive feedback on the process and learning outcomes

In preparing for the observation and the record you should consider the following:

- ◆ how to identify and evaluate changes and developments in technology and e-learning and whether they are relevant to delivering learning and development
- ◆ how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice
- ◆ how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based learning.

Unit L11: Enable learning through demonstrations and instruction

Product Evidence

One record of the activity to be demonstrated

plus

Records of two observations by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place).

These must cover at least **one demonstration** and **one instruction** or a combination of both.

The **record** must show how you:

- ◆ decided on the sequence of the demonstration
- ◆ ensure that the demonstration is accurate and realistic
- ◆ identified which learning outcomes will be achieved
- ◆ will ensure a safe environment for the demonstration and allow all learners to see the demonstration clearly

The **observation** must show how you:

- ◆ structured the demonstration so the learner got the most out of it
- ◆ encouraged learners to ask questions and get explanations at appropriate stages in the demonstration
- ◆ gave learners the opportunities to practice the skill being demonstrated
- ◆ gave them positive feedback
- ◆ reinforced learning by repeating demonstration
- ◆ responded to the needs of learners during the demonstration
- ◆ reduced distractions and disruptions as much as possible
- ◆ matched instruction to the needs of the learners
- ◆ ensured that the manner, level and speed of the instruction encourages learners to take part
- ◆ regularly check that learners understand and adapt instruction as appropriate
- ◆ gave learners positive feedback on the learning experience and the outcomes achieved
- ◆ identified anything that prevented learning and reviewed this with the learners

In preparing the record you should consider the following:

- ◆ which types of learning are best achieved and supported through demonstrations
- ◆ how to choose between demonstration and instruction as learning methods
- ◆ how to identify individual learning needs
- ◆ which factors are likely to prevent learning and how to overcome them
- ◆ how to choose and prepare appropriate materials, including technology-based materials
- ◆ which types of learning are best achieved and supported through instruction
- ◆ how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based learning

Unit L12: Enable individual learning through coaching

Product Evidence

Records for two individual learners which identifies the support you give through coaching.
plus

One record of an **observation** by an assessor or a witness for a coaching session with an individual learner. (This witness must have been agreed by the assessor prior to the observation taking place).

The **record** must show how you:

- ◆ identified individual needs and learning styles
- ◆ chose a style of coaching which meets the learning objectives of the organisation
- ◆ analysed the skills needed and the order they need to be learned in
- ◆ regularly checked that learners are making progress towards learning outcomes
- ◆ altered coaching in the light of learners progress and feedback
- ◆ identified anything that prevents learning and reviewed this with learners
- ◆ gave learners the opportunities to practice skills, apply their knowledge and get experience in a structured way
- ◆ considered using technology-based support for learners including e-support
- ◆ identified opportunities for learners to achieve agreed learning objectives
- ◆ identified opportunities to use different learning opportunities

The **observation** must show how you:

- ◆ coached in a manner and speed which is appropriate to learners
- ◆ gave learners positive feedback on the learning process and progress towards meeting their agreed objectives
- ◆ gave learners feedback on any alterations to the coaching
- ◆ reviewed with the learners anything which prevents their learning
- ◆ identified opportunities to use different learning opportunities and agreed action with learners
- ◆ gave learners clear and accurate information on the resources available to help them apply their learning
- ◆ gave learners positive feedback on the learning experiences and the outcomes achieved
- ◆ reviewed with the learners anything which prevents their learning
- ◆ explained to learners the ongoing support that is available to them

In preparing for the observation and the record you should consider the following:

how to put information in order and decide whether the language you will be using is appropriate for individual learners

which types of learning are best achieved and supported through coaching

how to structure learning activities

how to recognise the things that are likely to prevent learning and how to overcome them

how to make sure that everyone acts in line with health, safety and environmental protection legislation and best practice

how to analyse and use developments in learning and new ways of delivery, including technology-based learning.

Unit L13: Enable group learning

Product Evidence

One record of an **observation** of managing and enabling group learning by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place)

plus

One record of how you managed the group.

plus

One record of questions your assessor asked you using hypothetical context.

Note: This refers to 13.1 (e and g).

The **record** must show how you:

- ◆ used an appropriate range of skills to enable and manage learning within the group
- ◆ found a balance between the tasks the group had to achieve and the group process
- ◆ challenged behaviour in groups that discriminated against people
- ◆ adapted group activities to the size and different needs of the people in the group
- ◆ encouraged members to identify the things which contributed to individual and group learning within the group

The **observation** must show how you:

- ◆ encouraged all members of the group to take part effectively
- ◆ ensured that the manner, level and speed of communication was appropriate for group members
- ◆ challenged behaviour that discriminated against people in the group
- ◆ used the power, authority and influence within the group to improve learning
- ◆ managed any differences within the group so that all members of the group can continue to learn
- ◆ agree the purpose, processes and intended outcomes of group activity with the group
- ◆ get involved in group activities, when necessary to improve the learning process
- ◆ encourage members to identify the things which contribute to individual and group learning within the group
- ◆ monitor the progress of individuals within the group in an appropriate way
- ◆ give members feedback on the progress they have made and the process of learning within the group
- ◆ manage the timing and speed of group activities effectively
- ◆ identify and manage the dynamics of the group activity effectively

In preparing for the record and for the observation you should consider the following:

- ◆ which learning situations are appropriate for group work activities
- ◆ how to identify the typical roles groups perform in learning situations
- ◆ how to identify and manage the group dynamics in learning situations in terms of formation, maintenance and closing
- ◆ how to deal with issues of power and authority in groups

- ◆ how learning and group processes affect each other
- ◆ how to identify and manage equal opportunities issues and practices that do not discriminate in group activities
- ◆ how to manage the different learning styles of learners in groups
- ◆ how to interpret non-verbal communication
- ◆ how to put information in order and decide whether the language you will be using is appropriate for individuals within the group
- ◆ how to recognise and manage the different aspects of group dynamics
- ◆ how to ensure that everyone acts in line with health, safety and environmental protection
- ◆ legislation and best practice

Unit L14: Support learners by mentoring in the workplace

Product Evidence

A **mentoring plan** for each of two individual learners

plus

One record of how you prepare to mentor learners in the workplace

plus

A record of an **observation** of you mentoring learners by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place).

The record must show how you will:

- ◆ explain your role as a mentor in the workplace and the activities everyone will perform
- ◆ identify how mentoring can contribute to the training programme in the workplace
- ◆ identify the resources and facilities needed to perform your role as a mentor
- ◆ explain the relationship between the mentor, the people the mentor is helping and other people in the organisation
- ◆ identify sources of information and support to help you in your role as mentor
- ◆ agree to keep the ethical code for mentoring in your organisation
- ◆ set aside enough time for each mentoring session
- ◆ help trainees to express and discuss ideas and any concerns affecting their experience in the workplace
- ◆ give trainees information and advice that will help them to be effective in the workplace
- ◆ give trainees the opportunities which help them understand and adapt to the working environment
- ◆ identify ways of developing trainees' confidence in performing activities in the workplace
- ◆ help trainees take increasing responsibility for developing their skills in the workplace
- ◆ give trainees the opportunities to get experience in the workplace to increase their confidence and self-development
- ◆ help trainees look at issues from an unbiased point of view that helps them make informed choices
- ◆ identify when the mentoring relationship needs to change to still be effective
- ◆ identify when the mentoring relationship has reached its natural end, and review the process with the trainee
- ◆ plan how to provide extra support and help

The **mentoring plan** must show:

- ◆ when, where and how often mentoring sessions should be arranged to ensure an appropriate environment for mentoring
- ◆ the prepared documents and activities which will help your trainees in the early stages of mentoring

The **observation** must show how you:

- ◆ behaved in a way that showed you accept the trainee you are supporting
- ◆ discussed, explained and agreed the roles and expectations involved in the mentoring relationship
- ◆ gave trainees honest and constructive feedback

The **observation** must also show how you agreed:

- ◆ the aims of the mentoring process and the rules that you will both work within
- ◆ the mentoring support which will help trainees meet the needs of their workplace programme
- ◆ the boundaries of the mentoring relationship and how they will be recognised and maintained
- ◆ with trainees where and how often mentoring sessions take place
- ◆ how progress and any problems will be reviewed during mentoring sessions
- ◆ any changes with the trainee
- ◆ what extra support and help the trainee needs or can access

In preparing the mentoring plans, the record and for the observation you should consider the following:

- ◆ how to give an overview of the training programme and see how the different areas of the workplace fit together
- ◆ how to show you use good practice in the workplace
- ◆ how to identify and use sources of support
- ◆ how to identify and apply an appropriate code of practice for mentoring which deals with commitment to best practice
- ◆ recognising the limits of your own experience and competence
- ◆ setting and maintaining boundaries within the mentoring relationship
- ◆ being open and truthful within the mentoring relationship
- ◆ monitoring and evaluating your own performance throughout the mentoring process
- ◆ using appropriate sources of support
- ◆ managing differences between your own values and beliefs and the agreed ethical code
- ◆ answering to the trainee and their organisation for your mentoring activities
- ◆ how to realistically assess the technical and personal skills needed in acting as a mentor to a trainee
- ◆ how to agree you will keep information confidential during the mentoring process
- ◆ how to identify and apply responsibilities in relation to health, safety and environmental protection legislation
- ◆ how to agree rules on confidentiality and data protection within the mentoring relationship

Unit L15: Support and advise individual learners

Product Evidence

One record of how you give individual learners guidance to help them plan their learning.

plus

One record of an **observation** of you advising **one** individual learner by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place.)

plus

One record of assessor questioning of how you considered ILT alternatives and how you support and advise learners other than those you are presently working with.

plus

One record of questions your assessor asked you about what ILT alternatives you considered and also using hypothetical context.

Note: Discuss with learners an appropriate use of technology-based methods to support their learning. Identify and deal with any difficulties learners have in managing their learning and give them guidance on how to overcome the difficulties.

The **record** must show how you:

- ◆ identify the types of guidance learners are likely to need when they are planning their learning
- ◆ take account of each learner's personal circumstances, beliefs, capabilities, aspirations and learning situation
- ◆ ensure you give advice in a way which encourages the learner to develop and make their own decisions
- ◆ give learners unbiased information and advice

The **observation** must show how you:

- ◆ agreed with the learner the sort of guidance they want
- ◆ referred the learner to other sources of guidance if they need it
- ◆ gave the learner advice and guidance on learning opportunities and methods, qualification routes and progression
- ◆ gave guidance appropriate to the learner
- ◆ gave advice in a way which encouraged the learner to develop and make their own decisions
- ◆ identified and agreed the learner's need for advice
- ◆ identified which areas the learner needs to be responsible for in order to achieve their learning objectives
- ◆ helped the learner identify the competencies and resources they will need to manage their own learning
- ◆ gave the learner guidance on how to develop their ability to manage their own learning
- ◆ explained to the learner the ongoing support that is available to them

In preparing the record and for the observation you should consider the following:

- ◆ how to identify and evaluate the things that affect learners' ability to plan their own learning
- ◆ how people learn how to identify issues of equal opportunities and practices that do not discriminate against other people in relation to learning support
- ◆ how to identify and evaluate the potential of using technology to support learners
- ◆ how to find out the views of learners
- ◆ how to identify and resolve difficulties in supporting learners, including different values and beliefs
- ◆ how to identify and maintain a database of referral sources and procedures
- ◆ how to identify and work within your own limits of competence in relation to managing learning
- ◆ how to identify and give details of routes for progression and further learning opportunities
- ◆ how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice
- ◆ how to identify and apply relevant legislation to individuals' rights
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based learning

Unit L16: Review progress with learners

Product Evidence

A **record** of an **observation** by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place.)

plus

A record of how you monitored and reviewed progress with:

- ◆ an individual
- ◆ a group

The **record** must show how you:

- ◆ based your reviews of progress on the view of learners and your assessment of progress to date
- ◆ checked that the information you use in the review with learners is accurate and unbiased
- ◆ matched information to learning objectives to see what learners have achieved
- ◆ identified new learning needs and objectives
- ◆ identified and agreed any changes to the learning programme as a result of the review
- ◆ record, pass on and use the results of the review

The observation must show that you:

- ◆ checked that the information you used in the review was accurate
- ◆ encouraged learners to express their views on their own progress
- ◆ gave learners positive feedback
- ◆ agreed any changes to the learning programme with the learner

In preparing the record you should consider the following

- ◆ how to encourage individuals and groups to take part in the review process
- ◆ how to prioritise and summarise information correctly
- ◆ how to use information technology to keep records
- ◆ how to apply interview and discussion techniques
- ◆ how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice
- ◆ how to identify and apply relevant legislation to individuals' rights

Unit L17: Evaluate and improve learning and development programmes

Product Evidence

One record of how you choose to evaluate learning and development programmes.

plus

One evaluation report which shows how you analysed and made improvements to two learning and development programmes.

The **record** must show how you:

- ◆ identified which of the organisation's objectives the learning and development programme needed to meet and measure how far it did this
- ◆ identified the main objectives and outcomes of the programme against the needs of the organisation and the individuals who took part in the programme
- ◆ identified the purpose, range and level of the evaluation
- ◆ chose appropriate ways of evaluating how learning was delivered
- ◆ specified the evaluation criteria for outcomes and delivery
- ◆ confirmed that the resources were available to carry out the evaluation
- ◆ agreed with the appropriate people how you would carry out the evaluation
- ◆ specified a plan for putting the evaluation into practice

The **evaluation** must show how you:

- ◆ identified the information you needed to evaluate programmes
- ◆ collected relevant information using suitable methods and procedures
- ◆ produced samples which were sufficiently representative to give reliable results
- ◆ asked questions which were clear
- ◆ ensured that your evaluation caused as little disruption as possible to the training and development of learners
- ◆ told learners why you were carrying out the evaluation and encouraged them to give their views
- ◆ recorded information accurately and followed the rules of confidentiality
- ◆ set out the objectives you would achieve by making improvements
- ◆ discussed how practically the proposed improvements would be with other people
- ◆ prioritised improvements according to their cost and benefit
- ◆ identified the resources you would need to make improvements to programmes
- ◆ identified how technology-based delivery and e-learning could be introduced to improve the programme
- ◆ ensured that plans to make improvements were practical and realistic
- ◆ spoke to people who would put the plans into practice and took account of their views in the final plan
- ◆ gave people affected by the plan clear information about the changes and the opportunities to ask for explanations on anything they did not understand
- ◆ identified and dealt with obstacles and problems when putting the plans into practice and reported them to the appropriate people
- ◆ collected enough information to monitor how successful the plans would be

In preparing the record and evaluation report you should consider the following:

- ◆ how to identify and apply specific conditions to effectively measure
 - the quality of the learning experience
 - the effectiveness of the delivery methods used, including the potential technology-based learning and e-learning
 - the thoroughness of quality assurance arrangements.
- ◆ how to identify all valid sources of feedback, including learners and colleagues, and examining and inspection authorities
- ◆ how to identify and assess the potential of technology-based learning and e-learning when evaluating programmes
- ◆ how to keep to data protection legislation
- ◆ how to meet the requirements of awarding bodies and inspection authorities
- ◆ how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based learning and e-learning

Unit L18: Respond to changes in learning and development

Product Evidence

One record of how you have **researched** the ways people learn.

plus

One record of how you have **developed** learning and training methods.

plus

One record of how you **tested** and **changed** proposed training and development methods.

The **record** of research must show how you:

- ◆ identify and review current developments in learning styles and methods
- ◆ identify the things that affect learning
- ◆ assess how developments in learning theories and concepts affect the organisation and how current training and development is delivered
- ◆ identify and assess the effect of technology-based learning and different ways of delivering learning
- ◆ identify the advantages and disadvantages of different training and development methods
- ◆ share ideas and developments on learning theories and concepts with the appropriate colleagues

The **record** of learning and training methods must show how you:

- ◆ identified different learning styles and their features
- ◆ assessed how effective existing methods of learning were developed
- ◆ methods to improve learning
- ◆ used appropriate types of technology-based learning and delivery in how to work
- ◆ involved learners and other people in developing improved methods of learning
- ◆ gave other people clear and relevant information on improved learning methods
- ◆ identified the roles and responsibilities of all those involved in putting improved learning methods into practice
- ◆ identified the resources you needed to put improved learning methods into practice

The **record** of testing must show how you:

- ◆ identify the training and development methods you are going to test
- ◆ choose valid and cost-effective ways of testing which will produce reliable results
- ◆ give the people involved clear and accurate information on why you are carrying out the test
- ◆ identify the evaluation criteria you will use for the test
- ◆ deliver the training using the method you have chosen and get feedback from the people taking part
- ◆ assess how effective the method is against agreed evaluation criteria
- ◆ identify parts of the method you could improve or change
- ◆ explain the new delivery method to the people who will be using it in the future

In preparing the records you should consider the following:

- ◆ how to match learning styles with learning methods
- ◆ how to identify and evaluate developments in technology-based delivery and e-learning
- ◆ how to identify and assess the things that affect learning, including access to materials, learning environments, social settings and relationships
- ◆ how to assess the effect of developments on the organisation's delivery methods
- ◆ how to apply appropriate techniques to analyse information
- ◆ how to ensure that everybody acts in line with health, safety and environmental protection legislation and best practice
- ◆ how to identify and apply the concepts of unlawful, direct or indirect discrimination
- ◆ how to use equal opportunities codes of practice effectively
- ◆ how to identify and apply relevant legislation on individuals' rights
- ◆ how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based delivery and e-learning

Unit L19: Provide learning and development in international settings

Product Evidence

One record of how you identify the things that influence international learning and development.

plus

One learning programme with **three** pieces of support materials.

plus

A **record** of an **observation** of you delivering training internationally by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place.)

The **record** must show how you:

- ◆ get appropriate information on the economic and social structure of the country where the training will take place
- ◆ evaluate how the economic and social factors will affect the training
- ◆ identify the main sponsors of the training and their needs
- ◆ identify the cultural, social and religious needs of learners and how these may affect their learning and development
- ◆ identify the nature and styles of current learning and development which learners have taken part and evaluate how effective these have been
- ◆ identify the mixture of people taking part and how people from different cultures will get on with one another
- ◆ find out what resources are available in the training venue, including technology-based and e-learning opportunities
- ◆ establish how you will evaluate the cross-cultural issues of the learning and development programme

The **learning programme** must show how you:

- ◆ identify the learning outcomes you need to achieve and any cross-cultural issues which may affect them
- ◆ identify the needs and expectations of the people taking part in the programme
- ◆ identify the most appropriate language to deliver the programme in
- ◆ assess whether the people taking part are fluent in the language the training will be delivered in
- ◆ identify and plan for using interpreters and translators if they are needed
- ◆ identify any difficulties that might arise from having people from different cultural backgrounds in the same group and how to cope with these difficulties
- ◆ choose learning methods that are appropriate to the learning outcomes and learners, including technology-based learning and e-learning
- ◆ review different styles of working which will create a positive learning environment for all learners
- ◆ identify clear procedures for carrying out training sessions, including the times and places
- ◆ identify the criteria you will use to assess training programmes

The **three pieces** of support materials must show how you:

- ◆ chose materials and equipment that were appropriate to the identified training outcomes and took account of any limits on resources
- ◆ developed and adapted materials to meet the needs of people from different cultures
- ◆ identified how the learners' linguistic skills would affect written and visual materials and the speed of the training
- ◆ identified if you needed to use interpreters and translators and what skills and preparation they needed
- ◆ identified and used opportunities for technology-based learning and e-learning support for learners
- ◆ identified how using interpreters would affect the contents and nature of the training materials
- ◆ ensured that training materials took account of the language needs of learners
- ◆ identified how materials would be evaluated during the training programme

The **observation** must show how you:

- ◆ explained the aims of the training programme and allowed learners to ask questions
- ◆ agreed how language issues would be managed and the roles of any translators or interpreters
- ◆ agreed how technology-based learning and e-learning would be used
- ◆ agreed an appropriate range of training methods with learners and how these would be used throughout the programme
- ◆ allowed enough time at the beginning of the course for learners to ask questions on the course itself, for example, how it will be delivered, its targets and any ground rules
- ◆ encouraged learners to respect and support each other
- ◆ identified the levels of learners' skills and experience against the necessary outcomes
- ◆ used appropriate forms of address (for example, calling people by mr, mrs and so on) and agreed an acceptable dress code
- ◆ used clear, simple and jargon-free vocabulary in speech and documents
- ◆ ensured visual materials were appropriate to learners' needs
- ◆ gave learners appropriate glossaries and explained terminology to them if necessary
- ◆ gave learners regular opportunities to assess how effective the programme is and whether it meets their needs

In preparing the record, the learning programme and for the observation you should consider the following:

- ◆ how to identify and evaluate the cultural, religious and social factors that are likely to influence the people taking part
- ◆ how to assess the effect of political and economic conditions on learning
- ◆ how to recognise different learning styles and procedures and their importance in different cultures
- ◆ how to make use of technology-based learning and e-learning to support learners
- ◆ how cultural, social and religious differences may influence how learners get on with one another

- ◆ how to identify and evaluate the needs of the training sponsors and the needs and expectations of the learners
- ◆ how to identify the needs and expectations of the training sponsors and the learners
- ◆ how to identify and respond to differences caused by different work and social structures
- ◆ how to decide whether the learners are fluent to a high enough level to take part in the training programme
- ◆ how to identify and sensitively deal with any possible differences or tensions between the learners caused by their social and religious backgrounds
- ◆ how to identify appropriate uses of names and titles and dress codes which will encourage learners to feel at ease
- ◆ how to identify and provide for different cultural and social backgrounds in written and visual materials
- ◆ how to identify any necessary adaptations to materials to provide for social and cultural differences
- ◆ how to use interpreters and translators if they are needed

Unit L20: Support competence achieved in the workplace

Product Evidence

An **action plan** for **each** of two members of staff which has been agreed by them

plus

A **record of observation** of you assessing performance in the workplace by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place)

plus

A **record** of how you reached your performance decisions

plus

A **review plan** for each of the two staff members which have been agreed by them.

The action plans must show how you:

- ◆ agreed the tasks to be observed with the staff member, when the observation will take place and the standards they are expected to achieve
- ◆ advised the staff members what evidence to collect

The observation must include how you:

- ◆ sought agreement from others you identified who may be affected by your assessments
- ◆ watched the staff members performance safely and identified where they have met the agreed standards
- ◆ asked questions to check knowledge and understanding
- ◆ ensured authenticity of evidence provided by the candidate
- ◆ confirmed your performance decisions prior to giving feedback
- ◆ ensured the staff member understood your performance decision

The observation must include feedback to the staff member which:

was at an appropriate time and place

was as soon as practicable after their assessment

was clear and useful

was constructive and encouraging

identified any further training or development needs

inform staff how they can improve their performance if necessary

The record of performance decisions (for both members of staff) must show how you:

- ◆ reached your decisions
- ◆ identified areas where staff have met the required standards
- ◆ identified areas where staff have not met the required standards and further evidence is required

You need to note:

- ◆ what you will do if the staff member does not agree with your decisions about their performance
- ◆ who requires these records and how/where are they kept

The **review plan** must show follow up actions and next steps you and the staff member have agreed on.

In preparing to support competence in the workplace you should consider the following:
how to ensure that legal requirements to protect the environment and the health and safety are met during the assessment process
how to take account of the assessment requirements of awarding bodies and others when assessing competence in the workplace
who to involve when you have a problem making an assessment judgement, and the procedures you should follow

Unit L21: Plan how to provide basic skills in the workplace

Product Evidence

One development plan for providing basic skills for **one organisation** supported by **one organisation-wide**, basic skills **competence audit**.

plus

One record of how you work with others in the organisation to develop basic skills.

The **development plan** must show how you:

- ◆ worked out the business priorities of the organisation
- ◆ set the conditions for success and worked out how basic skills would meet the organisation's needs
- ◆ reviewed current training in the workplace and the learners that prevent people from getting training
- ◆ ensured that your plan to put the development of basic skills into practice takes account of work patterns and resources
- ◆ identified ways of using specialist expertise in assessing basic skills within the practices of the organisation
- ◆ analysed the need for basic skills that are relevant to the needs of the organisation
- ◆ identified who in the organisation needs to be involved in planning the development of basic skills and putting it into practice

The **competence audit** must be an organisation-wide differentiated basic skills competence audit and show how you:

- ◆ identified the general levels of basic skills that are needed for job roles
- ◆ identified and recorded the basic skills that individuals in the organisation have already achieved

The **record** must show how you:

- ◆ persuade appropriate members of the organisation that basic skills are important
- ◆ present basic skills development in a positive way to learners and respond appropriately to their worries
- ◆ work with learners and line managers to set appropriate goals for developing basic skills
- ◆ identify opportunities and obstacles in the workplace in relation to individuals' basic skills development

In preparing the development plan, competence audit and record you should consider the following:

- ◆ how to relate policy and practice to the organisation's management structures and work processes
- ◆ how to relate policy and practice to the organisation's employment policies and priorities, including staff sick leave, choosing, training, keeping and appraising staff, and staff having a variety of skills
- ◆ how to support developing basic skills by using the organisation's communication systems and documents

- ◆ how to support policy and practice by recognising internal opportunities and limits
- ◆ how to analyse training needs which supports assessing basic skills
- ◆ how to relate basic skills competencies to systems of working
- ◆ how to identify the things that prevent staff members from taking part in basic skills programmes and how to overcome skills
- ◆ how to identify the things that influence individual commitment and motivation in relation to basic skills
- ◆ how to relate to ethical factors that influence basic skills work
- ◆ how to assess the levels of basic skills that learners currently have
- ◆ how to identify the coping strategies of the people who need to learn basic skills
- ◆ how to measure and recognise the basic skills that learners have achieved
- ◆ how to identify different learning styles and the effect they have on learning basic skills
- ◆ how to monitor national and local policies and programmes that relate to basic skills in the workplace
- ◆ how legislation requirements for diversity and fairness at work may affect how basic skills are developed in the workplace
- ◆ how social and associated changes in the labour market affect the need for basic skills in the workplace

Unit L22: Introduce training for basic skills in the workplace

Product Evidence

One record of you working with **two** individual learners and **two** examples of learning materials.

plus

One record showing how you introduce training for basic skills in the workplace.

The **record** of working with **two** individual learners must show how you:

- ◆ influenced conditions in the workplace to create a positive learning environment
- ◆ identified the people in the workplace who can support the learners
- ◆ put learners in touch with the people who can support them to make sure they can learn effectively
- ◆ developed learning materials relevant to the individuals work roles and which motivated the learners
- ◆ developed the individual's learning programmes based on their identified needs and agreed goals
- ◆ encouraged an open and safe learning environment
- ◆ agreed procedures with the learners and supporters to monitor and review their basic skills programmes

The **record** must show how you:

- ◆ deliver basic skills programmes which relate to the organisation's needs and circumstances, including work patterns and personal choices
- ◆ identify which people outside the organisation can deliver basic skills and support and get them involved in the programme
- ◆ involve other people and agencies from outside the workplace if appropriate
- ◆ encourage an open and safe learning environment in the workplace that is based on a positive approach to basic skills and access for anyone who wants to take part
- ◆ encourage people to talk about any problems they have with basic skills in a way that does not threaten or harm other people and is based on trust
- ◆ identify coping strategies that people who need to learn basic skills use, and how other people in the workplace can respond to them
- ◆ set up appropriate support arrangements for people learning basic skills and any requirements for confidentiality
- ◆ ensure that other people in the workplace understand basic skills so they can support learners effectively
- ◆ ensure that other people in the workplace understand external support arrangements so they can support learners effectively
- ◆ establish and make clear the roles of people from inside and outside the organisation to ensure learners are supported and responsibilities are shared
- ◆ ensure you can evaluate the outcomes of the support process effectively against the organisation's plans and learner's goals

In preparing the records you should consider the following:

- ◆ how to relate delivery to the organisation's aims
- ◆ how to relate delivery to the organisation's priorities
- ◆ how to relate delivery to the organisation's and the individual's work
- ◆ how to identify the things that influence learners' commitment and motivation towards basic skills programmes
- ◆ how to identify ethical factors that influence how basic skills are delivered
- ◆ how to encourage learners to recognise their achievements in basic skills
- ◆ how to identify different learning styles and their effect on how people learn basic skills
- ◆ how to check learners' understanding and progress
- ◆ how to evaluate outcomes and build commitment from learners
- ◆ how to monitor the nature and structure of national and local policies and programmes on basic skills in the workplace
- ◆ how legislation requirements for diversity and fairness at work may affect delivering basic skills in the workplace
- ◆ how to identify and assess appropriate ways of supporting learners and how to use these
- ◆ how to encourage people to take part in basic skills training

Unit L23: Support how basic skills are delivered in the workplace

Product Evidence

One record which shows how you identify the needs and opportunities for learning basic skills in the workplace.

plus

One record of how you help to deliver basic skills in the workplace.

The **record** identifying the needs and opportunities for learning basic skills in the workplace must show how you:

- ◆ identified the different demands of individual jobs, work processes and documents
- ◆ matched the demands of the workplace to particular basic skills
- ◆ helped to assess existing levels of basic skills
- ◆ encouraged individuals to identify their learning aims and preferred styles of working
- ◆ identified how the way work was organised would affect how basic skills could be developed
- ◆ identified ways work activities could provide opportunities for learning
- ◆ identified the effect of the work culture on learning opportunities
- ◆ helped work out an appropriate code of conduct for supporting learning in the workplace
- ◆ helped persuade people within the organisation that it is important to develop skills in the workplace

The **record** showing how you help to deliver basic skills in the workplace must show how you:

- ◆ set up and contribute to appropriate ways of delivering learning
- ◆ give advice and guidance on the learning opportunities that are available
- ◆ identify appropriate systems to support learners in the workplace
- ◆ develop links between existing learning opportunities in the workplace
- ◆ identify the people in the workplace who can support learners
- ◆ get the commitment of supports
- ◆ identify and work with people and organisations who can deliver training and provide support
- ◆ help raise awareness of the learning needs of the organisation
- ◆ identify ways of making learning opportunities part of the organisation
- ◆ identify and secure the resources you need to deliver learning in the workplace effectively

In preparing the reports you should consider the following:

- ◆ how basic skills are defined
- ◆ how the organisation's culture can influence learning opportunities
- ◆ how to identify and apply appropriate codes of conduct for supporting learning in the workplace

- ◆ how to identify, evaluate and promote the benefits of developing basic skills to meet the organisation's goals
- ◆ how to apply the basic skills curricula to work activities
- ◆ how to identify and access the learning and development opportunities that are available locally
- ◆ how to identify appropriate funding for learners
- ◆ how to apply equal opportunities practices and other practices that do not discriminate against people
- ◆ how to monitor the nature and structure of national and local developments and policies on basic skills in the workplace
- ◆ how legislation requirements for diversity and fairness at work may affect how basic skills are delivered in the workplace

Unit L24: Support people learning basic skills in the workplace

Product Evidence

A **report** identifying the support you have given to two learners in the workplace.

or

A **record** of an **observation** by an assessor or a witness. (This witness must have been agreed by the assessor prior to the observation taking place.)

The **record** or **observation** must show how you:

- ◆ helped the two learners to work out what they want or need to learn to be effective at work
- ◆ ensured that you listened carefully and sympathetically and asked questions in a way which did not embarrass the learners
- ◆ gave them clear and relevant information about basic skills opportunities
- ◆ made initial assessments of their current skills
- ◆ suggested ways for them to work towards their learning aims
- ◆ supported them in taking the next steps
- ◆ involved other colleagues to support the learners
- ◆ helped learners with reading, writing and numeracy
- ◆ gave the learners opportunities to practice and develop specific skills
- ◆ reviewed the progress with the learners and others if necessary
- ◆ arranged on-going support for the learners

In preparing the record you should consider the following:

- ◆ how the organisation is structured and where to find learning opportunities
- ◆ how to evaluate the demands of the workplace
- ◆ how to identify the reading, writing and numeracy levels needed to be effective at work
- ◆ how to apply the basic skills curricula to work activities
- ◆ how legislation requirements for diversity and fairness at work may affect how basic skills are delivered in the workplace

Unit G2: Contribute to the development of learning within the organisation

Product Evidence

One record and/or a **record** of a **professional discussion** showing how you contribute to the development of learning within the organisation.

Note: The evidence provided must be for one organisation with supporting documentation.

The **record** and/or **professional discussion** must show how you:

- ◆ contribute to the definition of learning and its role within the organisation
- ◆ establish how learning will contribute to organisational performance
- ◆ contribute to a shared understanding of the learning needs of the organisation
- ◆ establish the indicators for successful organisational learning
- ◆ identify existing opportunities for learning within the organisation
- ◆ identify the barriers to organisational learning and how they may be overcome
- ◆ maximise access to learning opportunities in all the core activities of the organisation
- ◆ encourage individuals to take responsibility for and structure their own learning and contribute to the learning of others
- ◆ build learning potential and opportunities into appropriate aspects of the organisation's structures and activities
- ◆ identify barriers to effective learning inherent in organisational structures and processes and review ways of overcoming them
- ◆ match individual learning aspirations to organisational needs
- ◆ identify alternative forms of delivering learning and development and match them to individual and organisational priorities
- ◆ create opportunities for group and team learning
- ◆ create opportunities for regular personal and team audits or learning successes, mistakes and future needs
- ◆ contribute to the review of shared organisational learning goals
- ◆ review achievements against indicators of success and continuous learning
- ◆ apply the results of learning throughout the organisation and its processes
- ◆ gather information on individual and shared future learning needs across the organisation
- ◆ share assumptions and results of reviews openly with others
- ◆ review alternative ways of delivering learning which cater for diversity of need and differing learning styles

In preparing the record and/or record of professional discussion you should consider the following:

- ◆ how the learning culture relates to organisational aims and objectives
- ◆ how to promote the organisational benefits of a positive learning culture
- ◆ how to establish and overcome the likely factors which will hinder a positive learning culture

- ◆ the indicators of a successful learning organisation in terms of new ways of interacting, re-defining relationships and work practices and learning processes and their outcomes
- ◆ issues of equality, diversity and access, and how they influence learning entitlement
- ◆ how to develop a culture of sustained organisational learning
- ◆ ways of accessing learning opportunities and systems
- ◆ how to identify the learning processes and tools needed to react to challenges and change
- ◆ ways of achieving knowledge and skills transfer
- ◆ ways of motivating individuals to look for learning opportunities in their work
- ◆ ways of identifying and pooling shared knowledge and experience
- ◆ the role of learning groups and teams
- ◆ how to identify and quantify the external influences on the implementations of learning systems within the organisation, including economic, social and political
- ◆ how to analyse and make use of relevant national and international debates relating to the role of learning within an organisation

Unit G3: Evaluate and develop own practice

Product Evidence

One record identifying how you evaluate your own practice and identify your own development needs.

plus

A **personal action plan** showing how you review and develop yourself.

The **record and personal action plan** must show how you:

- ◆ evaluate your own practice against set targets and goals
- ◆ use a range of valid and reliable evidence to assess your own work which includes an assessment of the effects of your own behaviour and values on others
- ◆ have involved others in the interpretation of evidence
- ◆ use evidence to reflect on your own practice and professional issues
- ◆ are prepared to accept criticism in a positive manner and assess its validity and importance
- ◆ revise goals and target in the light of reviewing evidence of performance
- ◆ set and prioritise clear and realistic goals and targets for your own development
- ◆ base goals and targets on the accurate assessment of all relevant information relating to own work and achievement, including developments in professional practice and related areas
- ◆ devise a personal action plan and review it regularly
- ◆ try out developments in own practice in a way which does not cause problems for others
- ◆ evaluate developments in own practice and ensure continued self-development

In preparing the record you should consider the following:

- ◆ ways of identifying job and organisational needs
- ◆ organisational policy relating to professional practice and its implications for own development
- ◆ methods of evaluating suggested changes in the context of one's own current work
- ◆ how to apply external trends and developments into own performance

Unit P2: Develop a strategy and plan to provide all people resources for the organisation

Product Evidence

You must provide one or more candidate reports showing how **each** Performance Criteria in this Unit has been met.

You may, if you prefer, write your candidate report(s) on an event/topic basis rather than Element by Element or Unit by Unit.

Candidate reports may be written or oral (including audio or video) with sufficient cross-referencing to enable auditing by assessors and verifiers.

You must also provide evidence to demonstrate your competence in this Unit.

Your evidence must include:

- ◆ a review of the organisation's strategic objectives and existing structures and processes and their implications for people resources
- ◆ quantified and prioritised people resource requirements for the organisation based on sufficient and accurate data
- ◆ the development of an effective and ethical people resourcing strategy and plan including the impact of e-personnel systems and which is consistent with the plans and processes of other parts of the organisation
- ◆ benchmarks for the evaluation of the people resourcing strategy and plan
- ◆ a strategy to obtain commitment from employees and their representative
- ◆ the establishment of a people resource budget and related action plan
- ◆ your role in steering and influencing the implementation of the people resourcing strategy and plan
- ◆ evaluation of the people resourcing strategy and plan against the benchmark criteria with appropriate recommendations

In your candidate report(s), you **must**:

- ◆ show how each of the knowledge requirements for the Unit have been met and demonstrated
- ◆ provide an evidence matrix (or matrices) that cross references your candidate report(s), the Unit Performance Criteria, the Unit knowledge requirements and the required evidence

Your evidence matrix or matrices must clearly indicate in which of piece of evidence or candidate report each of the Performance Criteria and knowledge requirements from this Unit have been addressed.

Unit P8: Develop a strategy and plan for the promotion of equality of opportunity and diversity

Product Evidence

You must provide one or more candidate reports showing how **each** Performance Criteria in this Unit has been met.

You may, if you prefer, write your candidate report(s) on an event/topic basis rather than Element by Element or Unit by Unit.

Candidate reports may be written or oral (including audio or video) with sufficient cross-referencing to enable auditing by assessors and verifiers.

You must also provide evidence to demonstrate your competence in this Unit.

Your evidence must include:

- ◆ a review of the existing strategy, policies and procedures for equal opportunities and diversity within the organisation
- ◆ advice and guidance from recognised sources of expertise and the involvement of other interested parties
- ◆ the impact of e-personnel systems on equality of opportunity and diversity
- ◆ development of best practice policies and procedures for equal opportunities and diversity within the organisation
- ◆ systems to monitor compliance with legal requirements, codes of practice and organisational policy
- ◆ effective communication of the equal opportunity and diversity strategy, policies and procedures to key stakeholders and records of gaining support
- ◆ benchmarks of agreed good practice and success criteria for the measurement of internal procedures
- ◆ detailed implementation plan demonstrating your responsibility and involvement for steering and influencing the implementation process
- ◆ an evaluation of the cost effectiveness and efficiency of the equality and diversity programme, including stakeholder feedback and the organisation's wider strategic objectives
- ◆ appropriate recommendations to modify or maintain the equality and diversity programme

In your candidate report(s), you **must**:

- ◆ show how each of the knowledge requirements for the Unit have been met and demonstrated
- ◆ provide an evidence matrix (or matrices) that cross references your candidate report(s), the Unit Performance Criteria, the Unit knowledge requirements and the required evidence

Your evidence matrix or matrices must clearly indicate in which of piece of evidence or candidate report each of the Performance Criteria and knowledge requirements from this Unit have been addressed.

Unit P13: Design, deliver and evaluate changes to organisational structure

Product Evidence

You must provide one or more candidate reports showing how each Performance Criteria in this Unit has been met.

You may, if you prefer, write your candidate report(s) on an event/topic basis rather than Element by Element or Unit by Unit.

Candidate reports may be written or oral (including audio or video) with sufficient cross-referencing to enable auditing by assessors and verifiers.

You must also provide evidence to demonstrate your competence in this Unit.

Your evidence must include:

- ◆ an evaluation of the existing organisational structures against organisational needs
- ◆ ?justified recommendations for any change(s) proposed to organisational structures
- ◆ an assessment of the impact of the proposed changes
- ◆ evidence of consultation with key stakeholders
- ◆ a detailed implementation plan
- ◆ accurate, complete and up to date records of any changes made
- ◆ a review and evaluation of the change processes against organisational needs, taking account of internal and external factors

In your candidate report(s), you **must**:

- ◆ show how each of the knowledge requirements for the Unit have been met and demonstrated
- ◆ provide an evidence matrix (or matrices) that cross references your candidate report(s), the Unit Performance Criteria, the Unit knowledge requirements and the required evidence

Your evidence matrix or matrices must clearly indicate in which of piece of evidence or candidate report each of the Performance Criteria and knowledge requirements from this Unit have been addressed.

Glossary of terms

Action Plan:

An agreed set of learning and training activities for an individual candidate based on a review of the requirements of the standards contained within a recognised award. It should contain a structured programme of learning experiences within an agreed time frame.

Assessment Plan:

A detailed statement of how and when specific outcomes in the standards will be assessed and by which method(s). It must also provide a clear set of actions to be carried out by the candidate, the assessor(s) and any others involved in the process with a timescale attached to each activity. This will be agreed between the candidates and one or more assessor. It may also indicate how other people such as supervisors, college tutors and others may contribute to the assessment process and how.

Assessment Record:

A record of which outcomes have been assessed with an indication of the success or otherwise of the outcome. The record must provide details of the candidate and the assessor and the outcomes assessed by which method. The record may be a standardised pro-forma issued by an awarding body, an internal record devised by an organisation or an individual assessor's record system.

Assessor:

Someone who is assessing an assessor-candidate or verifier-candidate for A and V Units.

Assessor-candidate:

Someone who is working towards A Units.

Element/Component of an Award:

A discrete assessable outcome or group of outcomes drawn from a set of national standards within the national qualifications framework. In NVQs and SVQs this is usually a Unit of competence. It must represent a substantive outcome rather than a set of sub-activities and relate to a primary function within the qualification

Endorsed Assessment Plan:

A candidate assessment plan which has been counter-signed and approved by a recognised assessor. The endorsement can relate to both the initial agreed plan and to all/any subsequent modifications to the plan in the light of progress and assessment activities. There should be a clear indication of how and why the original plan has been altered and a new set of agreed actions with timescale produced.

External Audit and Sampling:

An agreed set of activities by which internal assessment decisions are monitored, and checked for intra-assessor and inter-assessor accuracy and consistency. It also includes the review of internal standardisation processes to ensure the quality of assessment decisions and the support provided to assessors and others. It is normally a formalised process defined by an awarding body recognised by the Regulatory Authorities or other appropriate agency. It will contain procedures for identifying the frequency, level and coverage of the sampling of assessment decisions within and between recognised centres.

Internal Quality Assurance and Standardisation of assessment:

An agreed set of activities by which internal assessment decisions by different assessors are monitored and reviewed. This includes specific arrangements for ensuring the selection of suitable assessors, their induction and training in relation to specific standards and their use of appropriate assessment methods which are valid in relation to the standards being assessed. It will also include specific arrangements for the standardisation of assessment decisions between different assessors and monitoring the consistency of a single assessor's judgements over time and with a number of candidates (if appropriate). The overall quality assurance system must be endorsed by the organisation and be acceptable to the body responsible for external quality assurance of the assessment process.

Professional Discussion (verbal or written):

A structured review of practice conducted between an assessor or verifier and a person making a judgement on their competence which identifies and explores key aspects of competence not readily manifested by product evidence. The specific areas of activity to be explored must be clearly identified and agreed in advance as must the methods by which the discussion will be conducted. This could be via a presentation followed by questioning, 'what if questioning' to cover contingencies or the use of scenarios to explore practice (or other forms of mutually agreed processes). The common Evidence Requirements clearly state which aspects of competence are to be covered by each professional discussion and these must form the basis of the exchange. The purpose of the discussion is to probe the level of competence of the individual and to be certain that their actions are based on a firm understanding of principles which support practice. Thus the questioning will normally centre on the reasons for selecting specific actions, the alternatives considered and the factors taken into consideration as well as an evaluation of successes and failures and learning points for the future. The outcomes of the professional discussion should be captured by means of audio/video-tape, written summaries and evidence of structured questioning (eg question checklist or structured interview schedule).

Progress Reviews:

Formal or semi-formal meetings between assessors and candidates to identify progress within an agreed action plan and achievements against an agreed assessment plan. They should identify areas of success and identify where additional learning and training opportunities are needed and how they will be provided, by whom and when. They also provide opportunities to identify the next stages in the assessment process and the re-development of an assessment plan for the completion of the qualification.

Records:

Examples include reports, accounts, action and assessment plans, completed observation forms or witness testimonies, minutes of meetings (eg of standardisation meetings), assignments, video or audio tapes (eg of professional discussions or meetings with candidates), or any other type of evidence that forms an audit trail.

Sampling Framework/Strategy:

The methods to be used by external verifiers to monitor the quality of assessment decisions and internal quality assurance within a recognised centre using agreed procedures set down by an external awarding body. It will provide details of the level, nature and frequency of external reviews of assessment decision, by assessor, by type of evidence, by numbers of candidates and by type of centre depending upon the requirements of the qualification. It will meet the requirements for sampling imposed by appropriate external agencies and the specific monitoring regimes set down by a recognised awarding body.

Systems Documentation:

Those documents used by an assessment centre for recording all appropriate assessment decisions and internal quality assurance auditing processes. This will include records of candidates, their action plans, their assessment plans and the outcomes of progress reviews. It will also include details of assessor selection, induction, standardisation and support as well as the written outcomes of internal quality auditing and reviews. The documents used within the system can be designed by the recognised assessment centre or be those required and produced by recognised awarding bodies.

Verifier-candidate:

Someone who is working towards V Units.

Appendix A: Blank recording forms

Unit progress record

Qualification and level:

Candidate:

To achieve the whole qualification, you must prove competence in ___ **mandatory** Units and ___ **optional** Units.

Unit Checklist

Mandatory													
Optional													

Mandatory Units achieved

Unit Number	Title	Assessor's Signature	Date

Optional Units achieved

Unit:

Element:

Notes/Comments

The candidate has satisfied the Assessor and Internal Verifier that the performance evidence has been met.

Candidate:

Date:

Assessor:

Date:

Internal Verifier:

Date:

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Unit, Elements, PCs covered

Signed by candidate:

Date:

Observation record

Unit/Element(s):

Candidate:

Date of observation:

Evidence index number:

Skills/activities observed:	PCs covered:

Knowledge and understanding apparent from this observation:
--

Other Units/Elements to which this evidence may contribute:
--

Assessor's comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor's signature:

Date:

Candidate's signature:

Date:

Witness testimony

SVQ title and level:	
Candidate's name:	
Evidence index no:	
Index no of other evidence which this testimony relates to (if any):	
Element(s):	
Date of evidence:	
Name of witness:	
Designation/relationship to candidate:	
Details of testimony:	
I can confirm the candidate's evidence is authentic and accurate.	
Signed by witness:	Date:

Witness (please tick the appropriate box):

- Holds D32/D33 Award
- Is familiar with the SVQ standards to which the candidate is working

Record of questions and candidate's answers

Unit:	Element(s):
Evidence index number:	
Circumstances of assessment:	
List of questions and candidate's responses:	
Assessor's signature:	Date:
Candidate's signature:	Date: