SVQ in Direct Training and Support level 3

Candidate Guidance and Portfolio

Candidate name:

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Section 1 — General information about SVQs

Introducing SVQs

The qualification you are undertaking is a Scottish Vocational Qualification (SVQ).

SVQs are work-based qualifications which assess the skills and knowledge people have and need to perform their job role effectively. The qualifications are designed using national occupational standards.

For each industry sector there is a Sector Skills Council (SSC) which is made up of representatives from the industry or profession and it is the SSC's responsibility to develop the national occupational standards.

These standards define what employees, or potential employees, must be able to do, how well and in what circumstances to show they are competent in their work.

The Sector Skills Council for Direct Training and Support level 3 is ENTO.

Access to SVQs is open to all and you can be assessed either against a particular Unit(s) or against the full SVQ. There are no entry requirements, no prescribed method of delivery, no time constraints for completion or age limits.

SVQs are available at five levels of achievement which reflect the various technical and supervisory skills, knowledge, and experience which employees should have as they progress in their industry.

Who offers SVQs?

An organisation which offers SVQs is called a Centre. This may be a school, college, university, employer, training provider or a combination of these. The Centre has responsibility for the quality of the qualification and is required to work within an awarding body's policies and guidelines.

The Scottish Qualifications Authority (SQA) is your awarding body for this SVQ. This means that we are an organisation approved by government to design qualifications and awards. An awarding body endorses candidates' certificates so that an employer can be sure the qualification has gone through a rigorous and effective assessment process. SQA provides qualifications throughout the world and was formed by the merger of the Scottish Examinations Board (SEB) and the Scottish Vocational Education Council (SCOTVEC).

What is the structure of an SVQ?

All SVQs have a common structure and consist of standards which can be broken down into various parts:

Units & Elements	**Units** define the broad functions carried out in your particular job and are made up of a number of **elements**. Each **element** describes a specific work activity which you have to perform and may relate to skills or to the demonstration of knowledge and understanding.
Performance criteria	The level and quality of how you should carry out these activities is determined by a number of statements called **performance criteria**. **Performance criteria** are used to judge your competence.
Range/Scope statements	A **range statement** tells you in what circumstances you must be able to prove your competence and allows you to demonstrate that you can carry out tasks in different circumstances. Items included in the range statements must not be treated as optional. **Range statements** are also called **scope** in some National Occupational Standards.
Evidence requirements	The **Evidence requirements** specify the amount and type of evidence which you will need to provide to your assessor to show that you have met the standards specified in the performance criteria and in all the circumstances defined in the range statements.
Knowledge and understanding	The section on **knowledge and understanding** states what you must know and understand and how this knowledge applies to your job.

If you are not yet clear about how we define standards — just remember that the standards have been developed by experts within your industry or profession and that all candidates aiming for this particular SVQ are being assessed against the same standards.

You will find an example of an SVQ element overleaf.

An example of an SVQ Element

UNIT: (1)   Working safely in an engineering environment

This is the **UNIT** title — it describes a role and task.

Element 1   Comply with statutory regulations and organisational requirements

This is the **ELEMENT** title. It describes part of the main role and task.

Performance Criteria

You must ensure that you:

PERFORMANCE CRITERIA set out the standard of performance you need to demonstrate consistently to claim competence in a particular **element**.

1.   Describe your duties and obligations (as an individual) under the Health and Safety at Work Act 1974.
2.   Comply with Statutory Regulations at all times.
3.   Comply with organisational safety policies and procedures at all times.

Range

This means you need to cover:

1.   Relevant sections of the Health and Safety at Work Act 1974 (eg with regard to your duties to work in a safe manner, not to interfere with remove or misuse equipment provided for the safety of yourself and others, not to endanger others by your acts or omissions).

The **RANGE** defines the various circumstances in which you must be able to prove you are competent.

You must cover all of the items in the **range** statement.

Evidence Requirements

The things you must prove that you can do*:*

You need to demonstrate that you understand your duties and obligations under both statutory regulations and organisational requirements and you can do this by:

1.   Giving an adequate explanation of the duties and responsibilities of every individual as described in the Health and Safety at Work Act 1974.
2.   Ensuring that whilst carrying out your work and/or visiting other areas of the working environment you are aware of the specific safety requirements and regulations governing your activities.

Knowledge and Understanding

You must prove that you know and understand:

1.   The roles and responsibilities of your self and others under the Health and Safety at Work Act 1974.
2.   The general regulations that apply to you being at work.
3.   The specific regulations which govern your work activities.

The **KNOWLEDGE & UNDERSTANDING** Requirements state what you must know and understand and how this knowledge applies to your job.

How are SVQs achieved?

When you consistently meet the standards described in the elements and show that you have the required skills and knowledge across the range, you can then claim that you are *competent* in each Unit. You can claim certification for single Units or whole awards. Your Centre will register your claim to competence through the Awarding Body. The Awarding Body you are registered with for this SVQ is the Scottish Qualifications Authority (SQA).

Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow
G2 8DQ

The process of gaining an SVQ is flexible and depends on your needs. At the beginning of the process your assessor will review your existing competence in relation to the standards and identify the most suitable SVQ. The level you start at will depend on the type and breadth of your current job role together with your past experience, skills and any relevant prior learning.

To achieve an SVQ, or a Unit of an SVQ, you must:

♦ demonstrate you meet the requirements of the performance criteria by collecting appropriate evidence as specified by the evidence requirements. This evidence is assessed against the national standards by a qualified assessor, who will be allocated to you by your Centre. This will usually be someone who knows you, such as a manager or supervisor.

Evidence may come from:

♦ the **accreditation of prior learning** — where evidence relates to past experience or achievements
♦ **current practice** — where evidence is generated from a current job role
♦ a **programme of development** — where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
♦ a combination of these

How are SVQs assessed?

Assessment is based on what you can do and involves you, your assessor, an internal verifier and an external verifier — see "Who does what in SVQs" on the following page.

You will be asked to prove you are competent by providing evidence which shows:

♦ you can perform all the specified tasks consistently to the required standard **(performance criteria)**
♦ you understand why you are doing things **(knowledge and understanding)**
♦ you can apply the required skills in different ways **(range)**

Assessment is flexible and you can be certificated for each Unit you successfully achieve, even if you do not complete the full SVQ. There is no set period of time in which you need to complete a Unit. However, you and your assessor should still set target dates for completing each Unit, otherwise your qualification could go on forever. Be realistic though, as there are many factors such as your previous experience, demands within your workplace and an availability of resources which will affect how quickly you are able to achieve the qualification.

Who does what in SVQs?

A number of individuals and organisations have parts to play in SVQ assessment. Their roles have been designed to guarantee fair, accurate and consistent assessment.

	Who are they?	*What is their role?*
Candidates	The person who wants to achieve the SVQ - in this case, you.	Need to show they can perform to national occupational standards in order to be awarded an SVQ or Unit(s).
Assessors*	An experienced person in the same area of work as the candidate eg supervisor.	Judge the evidence of a candidate's performance, knowledge and understanding against the national occupational standards. Decide whether the candidate has demonstrated competence. Provide guidance and support to the candidate. Assist with planning assessments, giving feedback and recording candidate progress.
Internal Verifiers*	Individuals appointed by an approved Centre to ensure the quality of assessment within the Centre.	Advise assessors and maintain the quality of assessment in a Centre. Systematically sample assessments to confirm the quality and consistency of assessment decisions.
Approved Centres	Organisations approved by awarding bodies to coordinate assessment arrangements for SVQs.	Manage assessment on a day to day basis. Must have effective assessment practices and internal verification procedures. Must meet criteria laid down by awarding bodies and be able to provide sufficiently-competent assessors and internal verifiers.
External Verifiers*	Individuals appointed by the Awarding Body to ensure that standards are being applied uniformly and consistently across all Centres offering the SVQ.	Check the quality and consistency of assessments, both within and between Centres, by systematic sampling. Make regular visits to Centres to ensure they still meet the criteria to deliver SVQs.

* Assessors and internal and external verifiers are required to have occupational expertise in the SVQs which they are assessing/verifying. They must also have, or be working towards, an appropriate qualification in assessment and verification.

What is evidence?

To claim competence for an SVQ Unit you need to gather evidence which shows you have met the standards. It is important that your evidence is easily understood so that it can be checked against the standards, by both your assessor, your Centre and the Awarding Body.

Evidence can take many forms including:

♦ direct observation of your performance by your assessor
♦ products of your work
♦ authenticated statement — witness testimony
♦ personal statement
♦ outcomes from questioning
♦ outcomes from simulation
♦ case studies
♦ assignments or projects
♦ Accreditation of Prior Learning (APL) — evidence from the past

It is important that your evidence is:

♦ **valid** — it relates to the SVQ standard you are trying to prove
♦ **authentic** — the evidence, or an identified part of it (eg a report) was produced by *you*
♦ **consistent** — achieved on more than one occasion
♦ **current** — usually not more than two years old
♦ **sufficient** — covers all the performance and knowledge requirements laid down in the standards

Your evidence may be collected through a range of sources, such as employment, voluntary work, training programmes and interests/activities which you perform outside your work. It can also be produced in various formats, eg your own reports; testimonies from colleagues, supervisors or members of the public; projects; models; audio tapes, photographs; videos.

When you first begin your SVQ, you and your assessor should identify all the Units and elements where you can use **integration of assessment**. Further details about integration of assessment can be found on page 10.

Demonstrating knowledge, understanding and skills

In order to meet the standards, you may also be required to prove knowledge and understanding. Each Unit contains a list summarising the knowledge, understanding and skills a candidate must possess. Evidence of how these have been achieved and applied could be included in the performance evidence as one or all of the following:

♦ descriptions of why a particular approach was used
♦ personal reports about the learning process
♦ reflective reports which include how a theory or principle was applied
♦ assessment interviews
♦ assessment tests
♦ responses to questioning

These should be included in your portfolio.

How will my assessor check I have the knowledge and understanding listed in the standards?

For some Units, it will be clear to your assessor that you have the required knowledge and understanding from how you carry out your work. This is often referred to as *knowledge and understanding apparent from performance*. There will be other occasions though, when your assessor will be unsure if you know why, for example, it is important to give information to clients in certain situations. This could be because your assessor has not had the opportunity to observe all the performance criteria and range during assessment. In these situations, your assessor may wish to assess your knowledge and understanding by asking you some questions. These questions can be given orally or in writing, but will be recorded in your portfolio as evidence.

Your assessor could also check you have the required level of knowledge and understanding by asking you to produce personal statements or to complete a project or assignment.

What if I have previous experience and knowledge and understanding from work and other qualifications?

If you have previous work experience, skills, and knowledge and understanding which you feel is relevant to your SVQ, you should tell your assessor about it. Your assessor may ask you for more proof in the form of letters from previous employers/training providers or details about any courses you have completed.

For example, you may have achieved an HNC in a relevant subject in which case your assessor may feel that you already have some of the knowledge and understanding required for the SVQ.

The process of matching your previous experience and learning is often referred to as the Accreditation of Prior Learning (APL). The purpose of this process is to try and give you some credit towards your SVQ for things you can already do to the national standard. Your assessor judges the evidence available and matches it against the requirements of the SVQ. This means that your assessor should not have to assess you for these things all over again.

However, the success of this process depends on *you* telling *your assessor* what previous work experience or knowledge and understanding you have and how you think it is relevant to your SVQ. The more information you can supply to support your claims, the easier it should be to convince your assessor that you are competent.

When can simulation be used?

Throughout your SVQ, the emphasis is on you being able to carry out real work activities so assessment will normally be carried out in the workplace itself.

There may be times, however, when it might not be appropriate for you to be assessed while you are working. For example your SVQ might require you to carry out emergency or contingency procedures (for safety or confidentiality reasons) or your job role may not cover all aspects of the qualification. In such instances, when you have no other means of generating evidence, **simulation** might be appropriate.

Simulation is any structured exercise involving a specific task which reproduces real-life situations. Care must be taken though to ensure that the conditions in which you are assessed *exactly* mirror the work environment ie it is a **realistic working environment**.

You and your assessor should check the assessment strategy for your SVQ carefully to find out the Sector Skills Council (SSC's) view of what constitutes a realistic working environment. Some SSCs stipulate the specific elements which are suitable for this approach.

Integration of assessment

It is not necessary for you to have each element assessed separately — doing so could result in assessment which takes too long and places too great a burden on you and your assessor.

There will be instances when you will be able to use one piece of evidence to prove your competence across different elements or performance criteria. You may even find that evidence is relevant for different Units — this is called **integration of assessment**.

When you first begin your SVQ, you and your assessor will spend time looking at the standards, planning how much time you are both able to devote to the qualification and drawing up an action plan.

At this stage, you should identify any activities which relate to more than one Unit or outcome and arrange for the best way to collect a single piece of evidence which satisfactorily covers all the performance criteria.

If you are going to integrate assessments, make sure that the evidence is cross-referenced to the relevant Units. Details of how to cross reference your evidence can be found in Section 2 "How to compile your portfolio".

Section 2 — How to compile your portfolio (including worked examples)

General information

A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

The production of a well-organised, clearly labelled portfolio which relates each piece of evidence to the relevant outcomes and performance criteria requires a careful methodical approach. When your assessor looks through your portfolio, they will find the task of making judgements about your competence much easier if the information in it is presented in a logical sequence.

You will need to present your evidence in a format that is easy to read and in which materials can be added or taken away. This section gives suggestions on how to lay out and present your evidence and includes worked examples. There are also forms and matrices which will assist you to chart your progress through the award.

You do not have to lay out your evidence in the way suggested but you may find it helpful to do so. Each portfolio will be different in content but all should include information about you (the candidate), the organisation where you are undertaking your qualification, the assessor and so on.

Evidence Collection Process

Assessment Plan	→	You and your assessor
Collect Evidence	→	You and your assessor if observation/questioning is required
Present evidence	→	You and your assessor
Reference acceptable evidence	→	Assessor will judge evidence and give you feedback on which evidence meets the standards
Record evidence in element achievement record	→	You
Store evidence in portfolio	→	You

Planning your portfolio

Start by carefully reading through the standards and, together with your assessor, decide which Units you might like to work on first. You do not have to do the Units in order. There may be some Units that relate to tasks which you carry out on a regular basis, therefore making it easier to collect evidence right away. Alternatively, there may be activities in other Units which you only undertake now and again, these can be left until the opportunity arises for you to collect evidence.

Before you start looking for different kinds of evidence and deciding if they should be included in your portfolio, you will find it helpful to plan how you will carry out the tasks and how long they are going to take.

The plan is usually referred to as an **"assessment plan"**. It should be produced in discussion with your assessor and will set out the different stages in developing your portfolio. You will probably want to produce a plan for each Unit.

It is unlikely that you will be able to complete all of the Units straight away and you should therefore think about starting with those Units where you have a lot of experience and in which you work well. You should also remember to identify any opportunities for **integration of assessment**.

We have provided you with a "**Unit progress record**" — see Example 2. Each time you complete a Unit, your assessor should sign and date the relevant section on the form. At this stage, it might be a good idea to check that all your evidence and recording documents have been completed correctly and can easily be located. You can then circle the reference number of that Unit in the checkboxes at the top of the form so that you can see at a glance what stage you are at in your SVQ.

Starting your portfolio

Make sure that you clearly label your portfolio (or disk if you are recording your evidence electronically) with your name together with the title and level of the award.

Your portfolio will need a *title page* and a *contents page.* You should also complete a *Personal Profile* which records details about yourself and your job as well as providing information about your employer, training provider or college. Blank samples of these forms are provided in Section 4.

We recommend that you compile your portfolio in the following order:

<div align="center">

Title Page

Contents Checklist

Personal Profile

Unit Progress Record

Completed Element Achievement Records

Index of Evidence

Pieces of evidence

Glossary of terms

Standards

</div>

Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	**Page/Section number**
Title page for the portfolio	☐	
Personal profile		
♦ your own personal details	☐	
♦ a brief CV or career profile	☐	
♦ description of your job	☐	
♦ information about your employer/training provider/ college	☐	
Unit Assessment Plans	☐	
Unit progress record	☐	
Completed Element Achievement Records for each Unit		
♦ signed by yourself, your assessor and the internal verifier (where relevant)	☐	
♦ Evidence reference numbers included	☐	
Index of evidence (with cross-referencing information completed)	☐	
Evidence (with reference numbers)		
♦ observation records	☐	
♦ details of witnesses (witness testimony sheets)	☐	
♦ personal statements	☐	
♦ products of performance	☐	

Collecting your evidence

All of the evidence which you collect and present for assessment must be relevant to your SVQ. Your assessor will help you choose which pieces of evidence you should include.

We have provided blank forms in Section 4 of this document, which you can photocopy to help you record and present your evidence. Although we have provided you with sample forms, your Centre may have their own recording documents which they would prefer you to use.

Some of these forms eg **observation records** and the **record of questions and answers**, will be completed by your assessor. Other forms (**witness testimonies**) will be used by people other than your assessor to testify that they have observed you doing your job, and there is one for you to complete called a **personal statement**.

Explanations are given below about how and when these forms should be used.

Observation record (Example 5)

The observation record is used by your assessor to record what tasks you have performed and to what standard. There is also a section for your assessor to note which other Units or outcomes are covered by this evidence ('integration of assessment').

The assessor will discuss with you which performance criteria and range you have successfully achieved and give you feedback. This form should then be given a reference number and included in your portfolio as part of your evidence.

Witness testimony (Example 6)

There may be occasions when your assessor is not available to observe you carrying out certain aspects of your job. In such instances, it may be appropriate for another person to comment about your performance by completing a statement called a 'witness testimony'.

Witness testimony should only be used as supporting evidence and should:

♦ be provided by a person, not related to you, who is in a position to make a valid comment about your performance eg supervisor, line manager or possibly a client/customer
♦ contain comments which specifically relate your performance to the standards
♦ be authenticated by the inclusion of the witness's signature, role, address, telephone number and the date

It is unlikely that your assessor would make an assessment decision based on witness testimony alone. They would normally supplement this type of evidence with questioning.

Record of questions and candidate's answers (Example 7)

This form is used to record any questions which your assessor may ask, to establish whether you have the required level of knowledge and understanding associated with each Unit. There is also space on the form for your answers to be noted.

Personal statement (Example 4)

There will be times when you need to put a piece of your evidence in context for your assessor so that they can decide if it is relevant to your SVQ. You can complete personal statements to help you do this - these can relate either to the pieces of evidence or to each outcome or Unit.

For example, you may refer to paperwork which is often used in your organisation to help you pass on information to a colleague. It may not be clear to an assessor why you are communicating to your colleague in this way and a **brief** explanation of the paperwork and why it is relevant to a particular part of your SVQ may be required.

A personal statement might also be used to record your experience of something, such as, how you handled a specific situation. This can be documented in your personal statement and should be a description of what you did, how you did it and why you did it. It will also allow you to include the people who were present and either assisted you or witnessed your actions. This, in turn, might identify who you should approach for 'witness testimony'. In your personal statement you could also refer to product evidence that you have produced (eg reports, notes, completed forms), these can also be included as evidence in your portfolio.

The personal statement can be a piece of evidence in itself and should therefore be included in your portfolio.

Presenting your evidence

It is important to present all of your evidence in a clear, consistent and legible manner. Your assessor will then find it much easier to make appropriate judgements about the quality, sufficiency and currency of the materials you are putting forward for consideration.

It is not necessary to produce all of your evidence in typewritten format - some hand-written pieces of evidence, such as notes, will be perfectly acceptable.

There may also be items of evidence which you cannot physically include in your portfolio. This might be for confidentiality reasons or it could be that something which you have produced as part of your day-to-day work is normally kept in a filing cabinet or stored electronically in a PC.

In compiling your portfolio, we suggest that anything you produce as part of your day-to-day work is kept in its normal location, but those pieces of evidence which have been produced specifically for your SVQ, eg witness testimony statements or personal statements, are filed in your portfolio. However, assessors and verifiers should be able to locate and access your evidence at all times. It is, therefore, very important that you clearly reference every item of evidence.

Referencing your evidence

Your assessor, as well as the internal and external verifiers, will need to find their way around your portfolio, so you should give each piece of evidence a number.

Remember, that where you have used "integration of assessment", you need to give details of all the Units and elements which are linked to a specific piece of evidence. The links should be noted on the pieces of evidence themselves as well as on the index of evidence (cross-referencing).

How to complete the Index of evidence (Example 1)

You should complete an *index of evidence* sheet and file it immediately before the actual pieces of evidence in your portfolio.

The index of evidence should be completed by:

♦   entering the evidence number in the first column
♦   giving a brief description of each piece of evidence in the second column
♦   explaining where the evidence can be found in the third column

You must make sure that the information contained in the evidence index is accurate when you give your portfolio to your assessor, particularly in relation to where the evidence can be located.

Completing the Element Achievement Records (Example 3)

There is an Element achievement record for every element within this portfolio. These records have been designed to allow you to record the evidence you have gathered for each element. Each record has boxes across it which represent the performance criteria, range statement, evidence requirements and knowledge and understanding statement, these will differ from element to element so it is important to make sure you are using the right one. Whilst collecting your evidence you should use these grids to display the performance criteria, range, knowledge and understanding and evidence requirement that piece of evidence relates to. In the first box write the evidence index number you have given to that piece of evidence. In the second box give a brief description of the evidence, then tick against the relevant performance criteria, range, evidence requirements and knowledge and understanding.

Worked examples

To give you a clearer picture of how to compile your portfolio, you will find worked examples of the various forms over the next few pages. You should ask your assessor for further advice and support if you are still unsure about how to use the forms and who should complete them.

Index of evidence   (Example 1)

SVQ title and Level: Using IT at Level 3

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)
1	Action plan identifying customer requirements	Yes	
2	Personal Statement	Yes	
3	Witness Testimony	Yes	
4	Record of Questions and Answers	Yes	
5	Log of configuration details and errors	Yes	
6	Observation Checklist	Yes	
7	Procedure for shutting down system	Yes	
8	Company media storage policy	No. Can be found with General Manager	

Unit progress record   (Example 2)

Qualification and Level: Using IT at Level 3

Candidate: Anne Thomas

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

Unit Checklist - circle the reference number of each Unit as you complete it.

> Circle the reference numbers as you complete each Unit. You can then easily see what stage you have reached in your SVQ.

Mandatory	206	301	302	303	308				
Optional	305	306	311	312	326	327			

Mandatory Units

Unit Number	Title	Assessor	Date
206	Ensure your own actions reduce risks to H&S		
301	Select and enable IT for use	P.Jones	28/4/2000
302	Maintain the Software Environment	P.Jones	28/4/2000
303	Develop & maintain the effectiveness of the IT working environment	P. ~~es~~	8/4/2000
308	Develop your own effectiveness and professionalism		

Optional Units

> This section of the form is for your assessor to sign each time you successfully achieve a Unit.

Unit Number	Title	Assessor	Date
305	Design & produce documents using graphics		
306	Design & produce spreadsheets		
311	Design and use databases		
312	Design & produce documents using graphics		
326	Design & produce presentations using IT		
327	Control the use of electronic communication		

Element achievement record   (Example 3)

Unit title: Select & enable IT for use

Element: 301.1 Select & configure equipment for use

Evidence Index No	Description of Evidence	Performance Criteria								Range			Knowledge & Understanding				
		a	b	c	d	e	f	g	h	1	2	3	K1	K2	K3	K4	K5
1	*Action Plan*	✔	✔			✔				✔							
2	*Personal Statement*	✔	✔			✔				✔							
3	*Copy of Legislation*			✔	✔							✔					
5	*Record of Questions & Answers*	✔	✔	✔		✔				✔	✔	✔					
6	*Log of Configuration Details*						✔	✔	✔		✔						

These numbers relate to your Evidence Index and will allow your assessor to find your evidence easily

Give a brief description of the evidence you are offering for assessment against each performance criteria, range and piece of knowledge and understanding

As you collect your evidence for assessment you should tick the relevant boxes. There is a box which represents each performance criteria and range in the element

Candidates should enter which areas of knowledge and understanding that piece of evidence covers.

Candidate: _____   Assessor: _____   IV: _____

Date: _____   Date: _____   Date: _____

Personal statement (Example 4)

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, pcs, and range covered
4/4/00	1	Statement that I know and understand customer requirements. Names of customer and software and hardware requirements in portfolio. Statements that I understand how to set up, equipment, configure software that met customer requirements. Details of equipment and software with dates are listed in portfolio.	1	301.1.a,b,e Range 1

Candidate signature: *Anne Thomas*

Date: *2/4/2000*

Observation Record   **(Example 5)**

Unit/Element(s): (301) Select and Enable IT for Use

Candidate: _Anne Thomas_   Date of observation: _28/4/2000_

Evidence index number: 8

Skills/activities observed:	PCs and range covered:
Saving and storing files	Element 301.3 PCs: a-f Range: **materials** (consumables, removable storage media), **regulations** (current legislation, manufacturer's instructions, organisational procedures), **system** (application software, hardware, system software).

Knowledge and understanding apparent from this observation:

Candidate can save and organise files. She can delete unwanted files and can shut down system according to organisation's procedures and manufacturer's instructions.

Other Units/elements to which this evidence may contribute:

302.1.b,c Range 1,3

Assessor comments and feedback to candidate:

I can confirm the candidate's performance was satisfactory.

Assessor signature: _Peter Jones_   Date: _28/4/2000_

Candidate signature: _Anne Thomas_   Date: _28/4/2000_

Witness testimony   (Example 6)

SVQ title and Level:	Using IT Level 3
Candidate name:	*Anne Thomas*
Evidence index no:	4
Where applicable, evidence no. to which this testimony relates:	
Element(s):	301.2 **Range:** 1
Date of evidence:	8/4/2000
Witness name:	Ian Cummings
Designation/relationship to candidate:	Line manager
Details of testimony:	

I can attest that I observed Anne Thomas following company and national regulations in the use of software. She understands and has knowledge of these regulations and I observed her following them when selecting and configuring software.

I can confirm the candidate's evidence is authentic and accurate.

Witness signature: *Ian Cummings*

Name: Ian Cummings

Date: **8/4/2000**

Please tick the appropriate box:

[✓] **A1/A2 or D32 / D33 Award**

[✓] **Familiar with the SVQ standards to which the candidate is working**

Record of questions and candidate's answers (Example 7)

Unit:	301 Select & enable IT for use	Element(s): 1

Evidence index number: 5

Circumstances of assessment:
As part of the staff induction scheme IT staff are regularly interviewed and asked about their knowledge and skills. Anne Thomas was interviewed on the 21 March 2000 and below is a summary of the interview where it relates to her knowledge of resources and problem solving.

List of questions and candidate's responses:

Q: If a member of staff asked you for a particular piece of equipment, would procedures would you follow?

A: I would ensure that a hardware requisition form has been filled out with the rational for needing such equipment, countersigned by their line and general managers. If approved, next step would be to ask the member of staff if they need specific training.   Pc 301.1.a,b,e Range 1,2,3

Q: You discover that a member of staff has installed a piece of software on their workstation PC. What do you do?

A: If they installed it themselves then this is a serious breach of company regulations and I would inform the IT manager. I would then remove the software. Pc 301.1.c, Range 2,3

Assessor's signature:	Davinder Singh	Date:	21/3/2000
Candidate's signature:	*Anne Thomas*	Date:	21/3/2000

Section 3 — The Units and recording documents for your SVQ

Unit Progress Record

Qualification and level: Direct Training and Support level 3

Candidate: _____

To achieve the whole qualification, you must prove competence in all **6 mandatory** Units plus any **2** from Option A and **one** from Option B.
Please note the table below shows the SSC identification codes listed alongside the corresponding SQA Unit numbers. It is important that the SQA Unit numbers are used in all your recording documentation and when your results are communicated to SQA. SSC identification codes are **not valid** in these instances.

Unit Checklist - circle the reference number of each Unit as you complete it.

Mandatory	G3	L3	L5	L6	L16	L9
Optional Set A	L10	L11	L13	L13		
Optional Set B	L14	L15	A1	L20		

Mandatory Units *(all Units should be completed)*

SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
D9RL 04	G3	Evaluate and develop own practice			
D9RN 04	L3	Identify individual learning aims and programmes			
D9R5 04	L5	Agree learning programmes with learners			
D9RF 04	L6	Develop training sessions			
D9RW 04	L16	Monitor and review progress with learners			
D9R8 04	L9	Create a climate that promotes learning			
Optional A *(candidates should choose two optional Units from this section)*					
D9RK 04	L10	Enable learning through presentations			
D9RJ 04	L11	Enable learning through demonstrations and instruction			

SQA Unit Number	SSC Unit Number	Title	Assessor	Internal Verifier	Date
D9RH 04	L12	Enable individual learning through coaching			
D9RG 04	L13	Enable group learning			
Option B *(candidates should choose one optional Unit from this section)*					
D9T7 04	L14	Support learners by mentoring in the workplace			
D9T4 04	L15	Support and advise individual learners			
D94L 04	A1	Assess candidates using a range of methods			
D9T5 04	L20	Support competence achieved in the workplace			

Unit G3   **Evaluate and develop own practice**

Element 1 (G3.1)   **Evaluating own practice**
Element 2 (G3.2)   **Identifying self-development needs**

Unit Summary

This Unit is appropriate for you if your role involves:

♦   Reflecting own practice
♦   Reviewing own practice against goals
♦   Setting and prioritising goals and targets for self-development
♦   Adapting practice in the light of changes in professional practices

The activities you are likely to be involved in:

♦   identifying goals and targets set by self, national standards and codes of conduct, current competence, anticipated future demands, personal aspirations and organisational needs
♦   reviewing performance using work results, appraisals, formative assessments and the views of colleagues and clients
♦   developing and monitoring a personal action plan
♦   trying out and evaluating the results of developments to own practice
♦   identifying and responding to changes in professional practice, national and local systems as well as organisational policy and procedures

What this Unit covers:

♦   evaluating own practice
♦   identifying self-development needs

Unit G3   Evaluating and develop own practice

Element 1 (G3.1)   **Evaluate own practice**

Performance Criteria
You must be able to do the following:

a   Evaluate own practice against set targets and goals.
b   Use a range of valid and reliable evidence to assess own work which includes an assessment of the effects of your own behaviour and values on others.
c   Involve others in the interpretation of evidence.
d   Use evidence to reflect on own practice and professional issues.
e   Accept criticism in a positive manner and assess its validity and importance.
f   Revise goals and targets in the light of reviewing evidence of performance.

Evidence Requirements

Unit G3   Evaluate and develop own practice

Element 1 (G3.1)   **Evaluate own practice**

No	Description of Evidence	Performance Criteria					
		a	b	c	d	e	f

Unit G3   Evaluate and develop own practice

Element 1 (G3.1)   Evaluate own practice

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:**

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Unit G3   Evaluate and develop own practice

Element 2 (G3.2)   **Identify self-development needs**

Performance Criteria
You must be able to do the following:

a   Set and prioritise clear and realistic goals and targets for own development.
b   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.
c   Devise a personal action plan and review it regularly.
d   Try out developments in own practice in a way which does not cause problems for others.
e   Evaluate developments in own practice and ensure continued self-development.

Evidence Requirements

Unit G3   Evaluate and develop own practice

Element 2 (G3.2)   **Identify self-development needs**

No	Description of Evidence	Performance Criteria				
		a	b	c	d	e

Unit G3   Evaluate and develop own practice

Element 2 (G3.2)   **Identify self-development needs**

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:** _____

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Unit G3   Evaluate and develop own practice

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of assessments of competence

1   ways of identifying job and organisational needs
2   organisational policy relating to professional practice and its implications for own development

Principles and concepts

3   methods of self-assessment
4   how to interpret evidence of own performance
5   methods of reviewing and interpreting developments in professional practice
6   factors which impact on the ability to identify own development needs
7   appropriate people to support the interpretation of evidence of own performance
8   how to prioritise self-development needs
9   methods of personal action planning
10   methods of evaluating suggested changes in the context of one's own current work

External factors influencing the assessment of national standards

11   how to apply external trends and developments into own performance.

Unit G3   Evaluate and develop own practice

No	Description of Evidence	Knowledge and Understanding (Whole Unit)										
		1	2	3	4	5	6	7	8	9	10	11

Unit G3   **Evaluate and develop own practice**

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:** _____

Unit L3   Identify individual learning aims and programmes

Element 1 (L3.1)   **Review learning and development achievements and opportunities**
Element 2 (L3.2)   **Identify and agree learning aims and programmes**

Unit Summary

This Unit is appropriate for you if your role involves:

♦ carrying out an initial assessment of learning aims and needs with learners
♦ helping individuals to identify their personal goals and learning objectives
♦ helping learners to choose an appropriate learning programme

The activities you are likely to be involved in:

♦ holding interviews with learners in the early planning stages
♦ carrying out an initial in–depth assessment with learners of their past experiences and achievements
♦ looking at personal circumstances and resources that are relevant to their learning needs
♦ reviewing possible learning programmes and their consequences for learners
♦ giving learners information about learning programmes and relevant qualifications
♦ looking at what learners already need to know to take part in learning programmes, how you will deliver the programmes, and other areas of learning

What the Unit covers:

♦ review learning and development achievements and opportunities
♦ identify and agree learning aims and programmes

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
♦ make 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

Unit L3   Identify individual learning aims and programmes

♦   gave the relevant information in away 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 L3   Identify individual learning aims and programmes

Element 1 (L3.1)   **Review learning and development achievements and opportunities**

Performance Criteria
You must be able to do the following:

a   review current and past achievements with the learner
b   give individuals suitable materials and facilities to help them identify their learning requirements
c   work out the individual's preferred learning styles using appropriate processes
d   use appropriate types of initial assessments that help learners to make a realistic judgement of their achievements and future learning needs
e   encouraging individuals to ask questions and express their views on their learning needs
f   give learners constructive feedback on their expectations and the opportunities available to them for development

Evidence Requirements

Unit L3   Identify individual learning aims and programmes

Element 1 (L3.1)   **Review learning and development achievements and opportunities**

No	Description of Evidence	Performance Criteria					
		a	b	c	d	e	f

Unit L3　　　　　　　　**Identify individual learning aims and programmes**

Element 1 (L3.1)　　　　　　**Review learning and development achievements and opportunities**

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:** _____

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Unit L3   Identify individual learning aims and programmes

Element 2 (L3.2)   **Identify and agree learning aims and programmes**

Performance Criteria
You must be able to do the following:

a   give learners relevant information in a way which helps them to make an informed choice about their needs
b   confirm the learner's needs and expectations
c   review alternative learning and development programmes and learners' needs
d   help learners to choose an appropriate programme and identify their learning priorities to succeed in that programme
e   refer learners to other sources if they need more information
f   identify the resources available within the organisation for delivering learning and development needs
g   refer learners to other organisations if your own learning and development programme cannot meet their needs
h   plan a suitable learning programme that promotes the individual's ability to learn and succeed
i   make a record of any outcomes and of action you or the learner have agreed to take

Evidence Requirements

Unit L3   Identify individual learning aims and programmes

Element 2 (L3.2)   **Identify and agree learning aims and programmes**

No	Description of Evidence	Performance Criteria								
		a	b	c	d	e	f	g	h	i

Unit L3   Identify individual learning aims and programmes

Element 2 (L3.2)   **Identify and agree learning aims and programmes**

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:** _____

Unit L3   Identify individual learning aims and programmes

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of evaluation within learning and development

1   how to choose and use appropriate types of initial assessment
2   how to introduce, promote and negotiate learning programmes with learners
3   how to identify information that is relevant to planning what action needs to be taken
4   how to identify relevant and valid evidence of achievement and competence
5   how to identify individual learning needs
6   how to identify things that could influence which learning programmes learners choose
7   how to identify and review different learning styles
8   how to use processes for planning action
9   how to design learning programmes

Principles and concepts

10   how to identify issues of equal opportunities and practices that do not discriminate against other people in promoting individual learning
11   how to use appropriate interviewing and questioning techniques
12   how to identify and prepare for the types of information learners are likely to need
13   how to use developments in technology and e–learning in the process of identifying the competence and needs of learners
14   how to put learners at their ease
15   how to put information for individual learners in an order they can use
16   how to decide whether the language you will be using is appropriate for individual learners
17   how to find out the views of learners
18   how to give constructive feedback that meets the needs of the learners
19   how to apply the organisation's policy on confidentiality and data protection

Unit L3   Identify individual learning aims and programmes

20   how to record and store information
21   how to identify the information other people need to take the action plan forward
22   how to identify and set out the learning opportunities that are available

External factors influencing learning programmes

23   how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning
24   how to identify the external influences on putting learning and development policies into practice, including economic, social and political
25   how to analyse and use developments in learning and new ways of delivery, including technology–based assessment and e–learning support

Unit L3   Identify individual learning aims and programmes

No	Description of Evidence	Knowledge and Understanding (Whole Unit)																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

Unit L3   **Identify individual learning aims and programmes**

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:** _____

Unit L5   Agree learning programmes with learners

Element 1 (L5.1)   **Negotiate learning programmes with learners**
Element 2 (L5.2)   **Review learning programmes and agree changes with learners**

Unit Summary

This Unit is appropriate for you if your role involves:

♦ negotiating learning programmes with learners
♦ reviewing and amending learning programmes
♦ making judgements about learners' needs

The activities you are likely to be involved in:

♦ taking account of the learning styles, needs and goals of learners
♦ negotiating learning programmes in terms of appropriate learning objectives, learning activities, assessment, review and certification processes, timescales and priorities and the extra support available
♦ negotiating different types of learning programmes
♦ working within the limits of resources
♦ explaining and discussing ways of working, including learning agreements, rules and norms, health and safety, equal opportunities, appeals procedures, confidentiality, attendance, and roles and responsibilities of learners and other people
♦ making professional judgements about how to meet learners' needs
♦ collecting information and reviewing how learning programmes are progressing
♦ reviewing the effect of technology–based learning and e–learning on how programmes are designed and delivered
♦ agreeing appropriate adjustments to learning programmes, including their contents, methods of learning, and resources and support for learners

What the Unit covers:

♦ negotiating learning programmes with learners
♦ reviewing learning programmes and agreeing changes with learners

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 to 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, capabiliti8es, 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 to 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 a 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 reviews 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

Unit L5 **Agree learning programmes with learners**

- 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 L5   Agree learning programmes with learners

Element 1 (L5.1)   **Negotiate learning programmes with learners**

Performance Criteria
You must be able to do the following:

a   negotiate learning programmes with learners which are based on an accurate assessment of their learning needs, capabilities, goals and learning situation
b   explain what learning opportunities, methods and resources are available to learners, including technology–based learning
c   identify and explain the boundaries of negotiation and the limits on the options available to learners
d   explain to learners how they can progress from the learning programme
e   explain and discuss ways you expect to work with learners
f   give learners enough information about learning programmes in a way which allows them to make informed decisions and meets their needs
g   encourage learners to express their wishes and concerns and to ask questions
h   identify and deal with any disagreements with learners about learning programmes in a way which maintains an effective learning relationship

Evidence Requirements

Unit L5   Agree learning programmes with learners

Element 1 (L5.1)   **Negotiate learning programmes with learners**

No	Description of Evidence	Performance Criteria							
		a	b	c	d	e	f	g	h

Unit L5   Agree learning programmes with learners

Element 1 (L5.1)   **Negotiate learning programmes with learners**

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:** _____

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Unit L5   Agree learning programmes with learners

Element 2 (L5.2)   **Review learning programmes and agree changes with learners**

Performance Criteria

You must be able to do the following:

a   explain and agree with learners who you will use information from the review
b   use appropriate methods of carrying out reviews within agreed timescales
c   encourage learners to comment on the learning programme
d   identify any issues on the opportunity of information learners have given you and agree how you will handle sensitive information
e   interpret information and reviews about the learning programme in a way that you can justify
f   record, pass on and use the results of the review as agreed
g   make suitable changes to the learning programme
h   agree the changes with learners and the other people involved in delivering the learning programme

Evidence Requirements

Unit L5 Agree learning programmes with learners

Element 2 (L5.2) **Review learning programmes and agree changes with learners**

No	Description of Evidence	Performance Criteria							
		a	b	c	d	e	f	g	h

Unit L5   **Agree learning programmes with learners**

Element 2 (L5.2)   **Review learning programmes and agree changes with learners**

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:** _____

Unit L5   Agree learning programmes with learners

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of learning programmes

1   how to introduce, promote and negotiate learning programmes with learners
2   which learning opportunities and methods are available
3   how to draw up and review learning programmes based on learning needs, learning styles and learners' choices and goals
4   how to use self–directed learning within the design process, based on technology–based delivery and e–learning support
5   how to identify and agree the roles and responsibilities of practitioners and learners
6   how to use the resources and support available for learners
7   how to identify and explain how learners can progress and which options are available to them to gain qualifications
8   how to involve learners in the review process
9   what the organisation's confidentiality policies and other policies cover
10   how reviews fit into in the process of improving the quality of the service offered to learners

Principles and concepts

11   how to apply issues of equal opportunities and practices that do not discriminate against people
12   how to apply health, safety and environmental protection legislation and good practice
13   how to put learners at their ease
14   how to get the views of learners
15   how people learn and what barriers prevent them from learning
16   how to identify and evaluate changes and developments in technology and e–learning and their relevance to how the organisation delivers learning and development
17   how to evaluate the effect of the size of groups and the different needs of group members on the options for the learning programme
18   how to put information in order and decide whether the language you will be using is appropriate for individual learners

Unit L5   Agree learning programmes with learners

19   how to interpret and analyse the results of evaluations
20   how your own opinion is likely to affect your interpretation of results and how to avoid this

External factors influencing learning agreements

21   how to follow to external requirements for learning contracts and plans
22   how to analyse and use developments in learning and new ways of deliver, including technology–based delivery and e–learning support

Unit L5   Agree learning programmes with learners

No	Description of Evidence	Knowledge and Understanding (Whole Unit)																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22

Unit L5   **Agree learning programmes with learners**

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:** _____

Unit L6   Develop training sessions

Element 1 (L6.1)   **Identifying options for training sessions**
Element 2 (L6.2)   **Delivering training sessions for learners**

Unit Summary

This Unit is appropriate for you if your role involves:

♦ developing training sessions for individuals and groups

The activities you are likely to be involved in:

♦ reviewing different ways of delivering a sessions
♦ identifying the types of activities to use in a session
♦ developing exercises for learners
♦ deciding on the appropriate use of demonstrations and presentations
♦ planning instruction materials
♦ deciding on the appropriate use of individual and group activities
♦ deciding when one–to–one coaching is appropriate
♦ reviewing the potential for using technology–based learning and e–learning methods as part of the session
♦ preparing materials and equipment for different types of sessions
♦ evaluating how effective the session is against learning objectives

What the Unit covers:

♦ identifying options for training sessions
♦ delivering training sessions for learners

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 sessions.

Note: This refers to 6.1 (C).

The **training plans** must show how you:
♦   identified the purposes and necessary outcomes for the training sessions
♦   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

Unit L6   Develop training sessions

- ♦ 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 L6   Develop training sessions

Element 1 (L6.1)   **Identify options for training sessions**

Performance Criteria
You must be able to do the following:

a   identify the purpose of and necessary outcomes from the training session
b   produce specific aims and objectives for the session
c   identify different ways you could deliver the session
d   consider the appropriate use of technology–based delivery and e–learning
e   choose ways of delivering the session which meet the aims and objectives of the session
f   identify the resources you need to deliver the session

Evidence Requirements

Unit L6   Develop training sessions

Element 1 (L6.1)   **Identify options for training sessions**

No	Description of Evidence	Performance Criteria					
		a	b	c	d	e	f

Unit L6   Develop training sessions

Element 1 (L6.1)   **Identify options for training sessions**

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:** _____

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Unit L6   Develop training sessions

Element 2 (L6.2)   **Deliver training sessions for learners**

Performance Criteria
You must be able to do the following:

a   ensure all learning materials are available
b   ensure that the method you have chosen will promote equal opportunities and access
c   include a range of appropriate techniques and activities throughout the session, including technology–based learning
d   evaluate how effective the session is against the aims and objectives

Evidence Requirements

Unit L6   Develop training sessions

Element 2 (L6.2)   **Deliver training sessions for learners**

		Performance Criteria			
No	**Description of Evidence**	a	b	c	d

Unit L6   **Develop training sessions**

Element 2 (L6.2)   **Deliver training sessions for learners**

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:**

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Unit L6   Develop training sessions

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of learning sessions

1   how to produce aims and objectives for specific sessions
2   how to choose appropriate ways of delivering training in relation to the objectives of the session and learners' needs
3   how to ensure that the way you have chosen will help individual learners achieve the necessary outcomes of the session
4   how to match the delivery method to the necessary outcomes of the session
5   how to monitor and review learners' progress in the session
6   how to evaluate the effectiveness of the session against aims and objectives
7   how to identify and evaluate changes and developments in technology and e–learning and their relevance to how the organisation delivers learning and development

Principles and concepts

8   how to identify the resources you need to deliver effective learning sessions
9   how to identify and use an appropriate place and environment for effective learning
10   how to assess which materials are the most suitable for learners
11   how to get the necessary resources to deliver the session
12   how to ensure you promote equal opportunities through the materials and methods you use

External factors influencing learning sessions

13   how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning sessions
14   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

No	Description of Evidence	Knowledge and Understanding (Whole Unit)													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14

Unit L6   Develop training sessions

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:** _____

Unit L16   Monitor and review progress with learners

Element 1 (L16.1)   **Reviewing progress with learners**

Unit Summary

This Unit is appropriate for you if your role involves:

♦ monitoring the development of individual learners
♦ reviewing progress with learners

The activities you are likely to be involved in:

♦ making an initial assessment of learners
♦ reviewing progress and setting new learning objectives
♦ collecting and analysing information from learners, practitioners, mentors and assessors
♦ reviewing achievements and difficulties, and dealing with learners' concerns

What the Unit covers:

♦ reviewing progress with learners

Unit L16   Monitor and 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

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Unit L16　　　　　　　　Monitor and review progress with learners

Element 1 (L16.1)　　　　　**Review progress with learners**

Performance Criteria
You must be able to do the following:

a　　　base your reviews of progress on the views of learners and your assessment of their progress to date
b　　　check that the information you use in the review with learners is accurate and unbiased
c　　　encourage learners to express their views on their own progress
d　　　match information to learning objectives to see what learners have achieved
e　　　give learners positive feedback
f　　　identify new learning needs and objectives
g　　　identify and agree any changes to the learning programme as a result of the review
h　　　record, pass on and use the results of the review

Evidence Requirements

Unit L16   Monitor and review progress with learners

Element 1 (L16.1)   **Review progress with learners**

No	Description of Evidence	Performance Criteria							
		a	b	c	d	e	f	g	h

Unit L16   **Monitor and review progress with learners**

Element 1 (L16.1)   **Review progress with learners**

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:** _____

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Unit L16   Monitor and review progress with learners

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of the review process

1   how to involve learners in the review and assessment processes
2   how to encourage individuals and groups to take part in the review process
3   how to set and renegotiate learning objectives
4   how to match the results of reviews to the changes the learning programmes require

Principles and concepts

5   how to collect and analyse information for review and assessment purposes
6   how to identify and use appropriate sources of reliable and valid information
7   how to prioritise and summarise information correctly
8   how to record and store information for review and assessment purposes
9   how to use information technology to keep records
10   how to put learners at their ease
11   how to give learners constructive feedback
12   how to put information in order
13   how to apply interview and discussion techniques

External factors influencing human resource development

14   how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice
15   how to identify and apply relevant legislation to individuals' rights

Unit L16   Monitor and review progress with learners

No	Description of Evidence	Knowledge and Understanding (Whole Unit)														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

Unit L16   Monitor and review progress with learners

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:** _____

Unit L9   Create a climate that promotes learning

Element 1 (L9.1)   Develop a good relationship with learners
Element 2 (L9.2)   Support learners
Element 3 (L9.3)   Promote anti–discriminatory practice

Unit Summary

This Unit is appropriate for you if your role involves:

♦   developing a good relationship with learners
♦   supporting learners
♦   providing equal opportunities and access to achievement for everybody

The activities you are likely to be involved in:

♦   creating a good working relationship with learners
♦   giving learners information and advice to help their learning
♦   giving learners access to extra support services
♦   removing unnecessary barriers to learning
♦   monitoring your own reactions to learners so you can still be effective

What the Unit covers:

♦   developing a good relationship with learners
♦   support learners
♦   promoting practices that do not discriminate against other people

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 or 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

Unit L9   Create a climate that promotes learning

♦ get appropriate advice if you are not sure about practices that do not discriminate against other people of 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 or 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 t 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 individual's 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 L9   Create a climate that promotes learning

Element 1 (L9.1)   **Develop a good relationship with learners**

Performance Criteria

You must be able to do the following:

a   make learners feel welcome by giving them the time and attention they need
b   work with learners in a way that shows you accept them and want to listen to them
c   identify and respond to the verbal communication and body language of learners
d   encouraging learners to express concerns, make comments and ask questions at their own speed
e   encourage learners to express their views without having a negative effect on the rights of other people
f   communicate with learners in a manner, and at a level and speed, that is appropriate to their abilities, personal beliefs and choices
g   identify and reduce any limits or barriers to communication with learners

Evidence Requirements

Unit L9   Create a climate that promotes learning

Element 1 (L9.1)   **Develop a good relationship with learners**

No	Description of Evidence	Performance Criteria						
		a	b	c	d	e	f	g

Unit L9   **Create a climate that promotes learning**

Element 1 (L9.1)   **Develop a good relationship with learners**

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:** _____

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Unit L9   Create a climate that promotes learning

Element 2 (L9.2)   **Support learners**

Performance Criteria
You must be able to do the following:

a   promote the rights and choices of learners in a way which is consistent with your role
b   recognise and review the effect your own competence, values and beliefs have on the way learners are supported
c   get appropriate guidance if you have difficulties in supporting learners
d   recognise and explain any limits to the support available for learners
e   explain to learners where they can find extra support and give them relevant and timely information on support
f   carry out referral processes in a positive way that supports learners and their objectives

Evidence Requirements

Unit L9   Create a climate that promotes learning

Element 2 (L9.2)   **Support learners**

No	Description of Evidence	Performance Criteria					
		a	b	c	d	e	f

Unit L9   **Create a climate that promotes learning**

Element 2 (L9.2)   **Support learners**

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:** _____

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Unit L9   Create a climate that promotes learning

Element 3 (L9.3)   **Promote anti–discriminatory practice**

Performance Criteria
You must be able to do the following:

a   show that you do not discriminate against individual learners
b   ensure that you do not exploit learners or misuse your role and power
c   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
d   take appropriate and consistent action when learners or colleagues discriminate against other people
e   support individuals who want to complain about discrimination
f   take appropriate action if a colleague discriminates against somebody

Evidence Requirements

Unit L9   Create a climate that promotes learning

Element 3 (L9.3)   **Promote anti–discriminatory practice**

No	Description of Evidence	Performance Criteria					
		a	b	c	d	e	f

Unit L9　　　　　　　　**Create a climate that promotes learning**

Element 3 (L9.3)　　　　　**Promote anti–discriminatory practice**

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:** _____

Unit L9   Create a climate that promotes learning

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of providing learning

1   how to identify issues of equal opportunities and practices that do not discriminate against people in relation to promoting individual learning
2   how to work with learners effectively
3   how to encourage learners to express their views
4   how to promote learners' rights and choices
5   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, or a lack of facilities
6   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

Principles and concepts

7   how to develop a good relationship with learners
8   how to identify and prepare the types of information learners are likely to need
9   how to put information in an order that is suitable for individual learners
10   how to decide whether the language you will be using is appropriate for individual learners
11   how to identify and deal with any difficulties you may have in supporting learners, including different values and beliefs
12   how to identify and give information on learning programmes, qualifications and how to progress through the learning programme
13   how to identify and deal with discrimination

Unit L9   Create a climate that promotes learning

External factors influencing the learning environment

14   how to make sure that everybody acts in line with health, safety and environmental protection legislation and best practice
15   how to identify and use the concepts of unlawful, direct or indirect discrimination
16   how to use equal opportunities codes of practice effectively
17   how to identify and apply relevant legislation on individuals' rights
18   how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
19   how to analyse and use developments in learning and new ways of delivery

Unit L9   Create a climate that promotes learning

No	Description of Evidence	Knowledge and Understanding (Whole Unit)																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Unit L9   Create a climate that promotes learning

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:** _____

Unit L10   Enable learning through presentations

Element 1 (L10.1)   **Giving presentations to groups**
Element 2 (L10.2)   **Produce follow–up exercises**

Unit Summary

This Unit is appropriate for you if your role involves:

♦ making effective presentations
♦ producing follow–up activities after presentations

The activities you are likely to be involved in:

♦ identifying individual needs and learning styles
♦ choosing appropriate presentation techniques
♦ structuring presentations
♦ adapting presentations to take account of technology–based learning

What the Unit covers:

♦ giving presentations to groups
♦ producing follow–up exercises

Unit L10   Enable learning through presentations

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

Unit L10   **Enable learning through presentations**

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 L10   Enable learning through presentations

Element 1 (L10.1)   **Give presentations to groups**

Performance Criteria
You must be able to do the following:

a   take account of the size and different needs of the people in the group when deciding on how to deliver the presentation
b   present information in a tone, manner and at a speed which is appropriate to the needs and capabilities of the learner
c   recognise and respond to individual needs and learning styles
d   use visual aids which support the information you are presenting and use technology–based learning if it is available
e   encourage learners to ask questions and get explanations at appropriate stages in the presentation
f   give clear and accurate information to reinforce learning pints in the presentation
g   reduce distractions and disruptions as much as possible

Evidence Requirements

Unit L10 Enable learning through presentations

Element 1 (L10.1) **Give presentations to groups**

No	Description of Evidence	Performance Criteria						
		a	b	c	d	e	f	g

Unit L10   **Enable learning through presentations**

Element 1 (L10.1)   **Give presentations to groups**

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:** _____

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Unit L10   Enable learning through presentations

Element 2 (L10.2)   **Produce follow–up exercises**

Performance Criteria
You must be able to do the following:

a   choose exercises and activities which will reinforce the main areas of the presentation
b   ensure group members understand the aims and expected outcomes of the exercises and activities
c   give clear guidance and instructions on how to take part in the exercises and activities
d   ensure that the manner, level and speed of communication throughout the process encourages the learner to take part and understand
e   get involved in the exercises and activities to make sure they are effective
f   give learners positive feedback on the process and learning outcomes

Evidence Requirements

Unit L10   Enable learning through presentations

Element 2 (L10.2)   **Produce follow–up exercises**

		Performance Criteria					
No	Description of Evidence	a	b	c	d	e	f

Unit L10   **Enable learning through presentations**

Element 2 (L10.2)   **Produce follow–up exercises**

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:** _____

Unit L10   Enable learning through presentations

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of providing learning

1   which types of learning are best achieved and supported through presentations
2   the separate areas of exercises and activities which encourage learning
3   how to choose from a range of presentation techniques
4   how to put information in order and decide whether the language you will be using is appropriate for the learners
5   how to adapt presentations and activities to support learning
6   how to identify and use different learning opportunities
7   how to structure presentations and activities

Principles and concepts

8   how to put learners at their ease and encourage them to take part
9   how to choose appropriate activities
10   which factors are likely to prevent learning and how to overcome them
11   how to check learners' understanding and progress
12   how to choose and prepare appropriate visual aids
13   how to identify and evaluate changes and developments in technology and e–learning and whether they are relevant to delivering learning and development
14   how to use appropriate forms of questioning during presentations
15   the separate areas of presentations which encourage learning
16   how to choose from a range of exercises and activities

Unit L10   Enable learning through presentations

External factors influencing the learning environment

17   how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice
18   how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
19   how to analyse and use developments in learning and new ways of delivery, including technology–based learning

Unit L10   Enable learning through presentations

No	Description of Evidence	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

The "Knowledge and Understanding (Whole Unit)" spans columns 1–19.

Unit L10　　　　　Enable learning through presentations

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:** _____

Unit L11   Enable learning through demonstrations and instruction

Element 1 (L11.1)   **Demonstrating skills and methods to learners**
Element 2 (L11.2)   **Instructing learners**

Unit Summary

This Unit is appropriate for you if your role involves:

♦   demonstrating skills and methods to learners
♦   instructing learners in procedures and processes

The activities you are likely to be involved in:

♦   demonstrating how equipment is used
♦   showing a learner how to do something
♦   give learners instructions on what to do or who to carry out a particular activity
♦   deciding when you should use demonstration or instruction to encourage learning
♦   reviewing the potential use of technology–based learning
♦   checking on the progress of learners
♦   giving feedback to learners

What the Unit covers:

♦   demonstrating skills and methods to learners
♦   instructing learners

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

Unit L11   **Enable learning through demonstrations and instruction**

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 t 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 L11   Enable learning through demonstrations and instruction

Element 1 (L11.1)   **Demonstrate skills and methods to learners**

Performance Criteria
You must be able to do the following:

a   base the demonstration on an analysis of the skills needed and the order they must be learned in
b   ensure that the demonstration is accurate and realistic
c   structure the demonstration so the learner can get the most out of it
d   encourage learners to ask questions and get explanation at appropriate stages in the demonstration
e   give learners the opportunities to practice the skill being demonstrated and give them positive feedback
f   give extra demonstrations of the skills being taught to reinforce learning
g   ensure that demonstrations take place in a safe environment and allow learners to see the demonstration clearly
h   respond to the needs of learners during the demonstration
i   reduce distractions and disruptions as much as possible

Evidence Requirements

Unit L11   Enable learning through demonstrations and instruction

Element 1 (L11.1)   **Demonstrate skills and methods to learners**

No	Description of Evidence	Performance Criteria								
		a	b	c	d	e	f	g	h	i

Unit L11   Enable learning through demonstrations and instruction

Element 1 (L11.1)   **Demonstrate skills and methods to learners**

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:** _____

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Unit L11   Enable learning through demonstrations and instruction

Element 2 (L11.2)   **Instruct learners**

Performance Criteria
You must be able to do the following:

a   match instruction to the needs of the learners
b   identify which learning outcomes will be achieved through instruction
c   ensure that the manner, level and speed of the instruction encourages learners to take part
d   regularly check that learners understand and adapt instruction as appropriate
e   give learners positive feedback on the learning experience and the outcomes achieved
f   identify anything that prevents learning and review this with the learners

Evidence Requirements

Unit L11   Enable learning through demonstrations and instruction

Element 2 (L11.2)   **Instruct learners**

No	Description of Evidence	Performance Criteria					
		a	b	c	d	e	f

Unit L11   Enable learning through demonstrations and instruction

Element 2 (L11.2)   **Instruct learners**

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:** _____

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Unit L11　　　　　　Enable learning through demonstrations and instruction

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of demonstrations and instruction

1   the separate areas of demonstrations which encourage learning
2   which types of learning are best achieved and supported through demonstrations
3   how to identify and use different learning opportunities
4   how to structure demonstrations and instruction sessions
5   how to choose from a range of demonstration techniques

Principles and concepts

6   how to put learners at their ease and encourage them to take part
7   how to choose between demonstration and instruction as learning methods
8   how to identify individual learning needs
9   which factors are likely to prevent learning and how to overcome them
10   how to check learners' understanding and progress
11   how to put information in order and decide whether the language you will be using is appropriate for the learners
12   how to choose and prepare appropriate materials, including technology–based materials
13   the separate areas of instructional techniques which encourage learning
14   which types of learning best achieved and supported through instruction

External factors influencing human resource development

15   how to make sure everybody acts in line with health, safety and environmental protection legislation and best practice
16   now to analyse and use developments in learning and new ways of delivery, including technology–based learning

Unit L11   Enable learning through demonstrations and instruction

No	Description of Evidence	Knowledge and Understanding (Whole Unit)															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Unit L11   **Enable learning through demonstrations and instruction**

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:** _____

Unit L13   Enable group learning

Element 1 (L13.1)   **Managing group dynamics**
Element 2 (L13.2)   **Enabling the group to learn together**

Unit Summary

This Unit is appropriate for you if your role involves:

♦   managing group work to improve learning

The activities you are likely to be involved in:

♦   identifying where group work is appropriate to learning
♦   setting up learning groups
♦   identifying and managing group dynamics and power balances
♦   enabling group activities

What the Unit covers:

♦   managing group dynamics
♦   enabling the group to learn together

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

Unit L13　　　　　Enable group learning

♦ 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 L13   Enable group learning

Element 1 (L13.1)   **Manage group dynamics**

Performance Criteria
You must be able to do the following:

a   use an appropriate range of skills to enable and manage learning within the group
b   find a balance between the tasks the group has to achieve and the group process
c   encourage all members of the group to take part effectively
d   ensure that the manner, level and speed of communication is appropriate for group members
e   challenge behaviour in groups that discriminates against people
f   use the power, authority and influence within the group to improve learning
g   manage any differences within the group so that all members of the group can continue to learn

Evidence Requirements

Unit L13   Enable group learning

Element 1 (L13.1)   **Manage group dynamics**

No	Description of Evidence	Performance Criteria						
		a	b	c	d	e	f	g

Unit L13   Enable group learning

Element 1 (L13.1)   **Manage group dynamics**

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:**

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Unit L13   Enable group learning

Element 2 (L13.2)   **Enable the group to learn together**

Performance Criteria
You must be able to do the following:

a   agree the purpose, processes and intended outcomes of group activity with the group
b   adapt group activities to the size and different needs of the people in the group
c   get involved in group activities, when necessary to improve the learning process
d   encourage members to identify the things which contribute to individual and group learning within the group
e   monitor the progress of individuals within the group in an appropriate way
f   give members feedback on the progress they have made and the process of learning within the group
g   manage the timing and speed of group activities effectively
h   identify and manage the dynamics of the group activity effectively

Evidence Requirements

Unit L13　　　　　　　Enable group learning

Element 2 (L13.2)　　　　　**Enable the group to learn together**

No	Description of Evidence	Performance Criteria							
		a	b	c	d	e	f	g	h

Unit L13   Enable group learning

Element 2 (L13.2)   **Enable the group to learn together**

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:** _____

Unit L13   Enable group learning

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of learning materials

1   how to deal with individual needs in a group
2   how to balance the needs of tasks and group processes
3   which learning situations are appropriate for group work activities
4   how to identify and apply different types of group work
5   how to identify the typical roles groups perform in learning situations
6   how to identify and manage the group dynamics in learning situations in terms of formation, maintenance and closing
7   how to identify the things that are likely to affect learning and behaviour in groups
8   how to deal with issues of power and authority in groups
9   how learning and group processes affect each other

Principles and concepts

10   how to identify and manage equal opportunities issues and practices that do not discriminate in group activities
11   how to find out the views of learners and deal with individual needs in group processes
12   how to put groups at ease
13   how to manage the different learning styles of learners in groups
14   how to interpret non–verbal communication
15   how to facilitate learning and when to intervene in group activities
16   how to put information in order and decide whether the language you will be using is appropriate for individuals within the group
17   how to monitor learners' progress in a group setting
18   how to recognise and manage the different aspects of group dynamics

Unit L13   Enable group learning

External factors influencing the learning environment

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

Unit L13   Enable group learning

No	Description of Evidence	Knowledge and Understanding (Whole Unit)																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Unit L13   Enable group learning

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:** _____

Unit L14   Support learners by mentoring in the workplace

Element 1 (L14.1)   **Planning the mentoring process**
Element 2 (L14.2)   **Setting up and maintaining the mentoring relationship**
Element 3 (L14.3)   **Giving mentoring support**

Unit Summary

This Unit is appropriate for you if your role involves:

♦ mentoring trainees in the workplace
♦ supporting personal development through learning in the workplace

The activities you are likely to be involved in:

♦ agreeing the nature of mentoring in the workplace
♦ creating an appropriate environment in which mentoring can take place
♦ mentoring trainees as they put their training plan into practice
♦ giving trainees information, advice and guidance on their work roles and expectations
♦ reviewing the potential for technology–based support for the mentoring process, including mentoring on–line
♦ identifying and providing resources and facilities that meet the needs of the trainee
♦ giving trainees encouragement and support to stay motivated

What the Unit covers:

♦ planning the mentoring process
♦ setting up and maintaining the mentoring relationship
♦ giving mentoring support

Unit L14   Support learners by mentoring in the workplace

Product Evidence

A **mentoring plan** for each of two individuals 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

Unit L14   Support learners by mentoring in the workplace

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 have 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

Unit L14   Support learners by mentoring in the workplace

- ♦ 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

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Unit L14   Support learners by mentoring in the workplace

Element 1 (L14.1)   **Plan the mentoring process**

Performance Criteria
You must be able to do the following:

a   explain your role as a mentor in the workplace and the activities everyone will perform
b   identify how mentoring can contribute to the training programme in the workplace
c   identify the resources and facilities needed to perform your role as a mentor
d   identify who else could be involved in mentoring in the workplace and what their role should be
e   explain the relationship between the mentor, the people the mentor is helping and other people in the organisation
f   identify sources of information and support to help you in your role as mentor
g   agree how you will keep to the ethical code for mentoring in your organisation
h   plan when, where and how often mentoring sessions should be arranged to ensure an appropriate environment for mentoring
i   ensure you have prepared documents and activities which will help trainees in the early stages of mentoring

Evidence Requirements

Unit L14   Support learners by mentoring in the workplace

Element 1 (L14.1)   **Plan the mentoring process**

No	Description of Evidence	Performance Criteria								
		a	b	c	d	e	f	g	h	i

Unit L14   **Support learners by mentoring in the workplace**

Element 1 (L14.1)   **Plan the mentoring process**

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:** _____

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Unit L14   Support learners by mentoring in the workplace

Element 2 (L14.2)   **Set up and maintain the mentoring relationship**

Performance Criteria
You must be able to do the following:

a   behave in a way that shows you accept the trainee you are supporting
b   discuss, explain and agree the roles and expectations involved in the mentoring relationship
c   agree the aims of the mentoring process and the rules that you will both work within
d   agree the mentoring support which will help trainees meet the needs of their workplace programme
e   agree the boundaries of the mentoring relationship and how they will be recognised and maintained
f   agree with trainees where and how often mentoring sessions take place
g   agree how progress and any problems will be reviewed during mentoring sessions

Evidence Requirements

Unit L14   Support learners by mentoring in the workplace

Element 2 (L14.2)   **Set up and maintain the mentoring relationship**

No	Description of Evidence	Performance Criteria						
		a	b	c	d	e	f	g

Unit L14   **Support learners by mentoring in the workplace**

Element 2 (L14.2)   **Set up and maintain the mentoring relationship**

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:** _____

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Unit L14   Support learners by mentoring in the workplace

Element 3 (L14.3)   **Give mentoring support**

Performance Criteria
You must be able to do the following:

a   set aside enough time for each mentoring session
b   help trainees to express and discuss ideas and any concerns affecting their experience in the workplace
c   give trainees information and advice that will help them to be effective in the workplace
d   give trainees the opportunities which help them understand and adapt to the working environment
e   identify ways of developing trainees' confidence in performing activities in the workplace
f   help trainees take increasing responsibility for developing their skills in the workplace
g   give trainees the opportunities to get experience in the workplace to increase their confidence and self–development
h   help trainees look at issues from an unbiased point of view that helps them make informed choices
i   give trainees honest and constructive feedback
j   identify when the mentoring relationship needs to change to still be effective, and agree any changes with the trainee
k   identify when the mentoring relationship has reached its natural end, and review the process with the trainee
l   agree what extra support and help the trainee needs or can access
m   plan how to provide extra support and help

Evidence Requirements

Unit L14   Support learners by mentoring in the workplace

Element 3 (L14.3)   **Give mentoring support**

No	Description of Evidence	Performance Criteria												
		a	b	c	d	e	f	g	h	i	j	k	l	m

Unit L14   **Support learners by mentoring in the workplace**

Element 3 (L14.3)   **Give mentoring support**

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:** _____

Unit L14   Support learners by mentoring in the workplace

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of mentoring in the workplace

1   how to give an overview of the training programme and see how the different areas of the workplace fit together
2   how to identify appropriate mentoring activities in relation to the training programme in the workplace
3   how to identify opportunities to develop skills and increase confidence in the workplace such as changes to work roles, job shadowing and setting specific tasks
4   how to monitor how effective, and how appropriate the mentoring relationship is
5   how to explain and agree your role as mentor within the organisation
6   how to promote the interests of the trainee in the organisation
7   how to show you use good practice in the workplace
8   how to identify and involve other people in the workplace in the mentoring process
9   how to identify and secure the resources and facilities needed for the mentoring process
10   how to identify the information and advice trainees are likely to need, and the expectations of your own role, the mentoring scheme and the organisation you are working with
11   how to identify and use sources of support

Principles and concepts

12   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

Unit L14   Support learners by mentoring in the workplace

- ♦   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
13   how to work out mutual roles and responsibilities in the mentoring relationship
14   how to realistically assess the technical and personal skills needed in acting as a mentor to a trainee
15   how to listen, ask questions and negotiate
16   how to gain and keep the enthusiasm and commitment of trainees
17   how to explore issues with trainees without judging them
18   how to motivate trainees and develop their self–confidence
19   how to agree you will keep information confidential during the mentoring process
20   how to encourage trainees to express themselves
21   how to identify and give trainees appropriate information
22   how to use review and evaluations to encourage trainees to be independent
23   how to identify sources of extra support that are available to the trainee
24   how to identify and use sources of and procedures for referral to other agencies
25   how to identify and use technology–based support for the mentoring process

External factors influencing the mentoring process

26   how to identify and apply responsibilities in relation to health, safety and environmental protection legislation
27   how to agree rules on confidentiality and data protection within the mentoring relationship
28   how to identify and act within the requirements of a mentoring scheme and the organisation's policies

Unit L14   Support learners by mentoring in the workplace

No	Description of Evidence	Knowledge and Understanding (Whole Unit)																											
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28

Unit L14   Support learners by mentoring in the workplace

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:** _____

Unit L15   Support and advise individual learners

Element 1 (L15.1)   **Giving individual learners guidance to help them plan their learning**
Element 2 (L15.2)   **Advising and supporting individual learners in managing their own learning**

Unit Summary

This Unit is appropriate for you if your role involves:

♦ giving learners guidance and support
♦ helping learners to manage their own learning

The activities you are likely to be involved in:

♦ giving learners relevant information
♦ helping learners to plan their learning
♦ organising and arranging the resources to support learning
♦ helping individuals to develop their learning skills

What the Unit covers:

♦ giving individual learners guidance to help them plan their learning
♦ advising and supporting individual learners in managing their own learning

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

Unit L15   Support and advise individual learners

♦ 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
♦ helping 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 L15   Support and advise individual learners

Element 1 (L15.1)   **Give individual learners guidance to help them plan their learning**

Performance Criteria
You must be able to do the following:

a   identify the types of guidance learners are likely to need when they are planning their learning
b   agree with learners the sort of guidance they want
c   refer learners to other sources of guidance if they need it
d   take account of each learner's personal circumstances, beliefs, capabilities, aspirations and learning situation
e   giving learners advice and guidance on learning opportunities and methods, qualification routes and progression
f   give guidance that is appropriate to the learner
g   ensure you give advice in a way which encourages the learner to develop and make their own decisions
h   ensure you give unbiased information and guidance which helps learners to make informed decisions

Evidence Requirements

Unit L15 Support and advise individual learners

Element 1 (L15.1) Give individual learners guidance to help them plan their learning

No	Description of Evidence	Performance Criteria							
		a	b	c	d	e	f	g	h

Unit L15   Support and advise individual learners

Element 1 (L15.1)   **Give individual learners guidance to help them plan their learning**

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:** _____

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Unit L15   Support and advise individual learners

Element 2 (L15.2)   **Advise and support individual learners in managing their own learning**

Performance Criteria
You must be able to do the following:

a   identify and agree learners' needs for advice and support
b   identify which areas learners need to be responsible for in order to achieve their learning objectives
c   help learners identify the competencies and resources they will need to manage their own learning
d   discuss with learners an appropriate use of technology–based methods to support their learning
e   give learners guidance on how to develop their ability to manage their own learning
f   ensure you give learners unbiased information and advice
g   explain to learners the ongoing support that is available to them
h   identify and deal with any difficulties learners have in managing their learning and give them guidance on how to overcome the difficulties

Evidence Requirements

Unit L15   Support and advise individual learners

Element 2 (L15.2)   **Advise and support individual learners in managing their own learning**

No	Description of Evidence	Performance Criteria							
		a	b	c	d	e	f	g	h

Unit L15   **Support and advise individual learners**

Element 2 (L15.2)   **Advise and support individual learners in managing their own learning**

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:** _____

Unit L15   Support and advise individual learners

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of supporting learners

1   how to identify and evaluate the things that affect learners' ability to plan their own learning
2   how to ensure that each learner receives sufficient support to ensure their entitlement to learning is met
3   how to promote learners' rights and choices
4   how to identify the available options for support and match these to individual learning needs
5   how to identify appropriate types of guidance for learners and how learners can access them
6   how to give learners information, advice and support in a way that encourages them to develop and be independent

Principles and concepts

7   how people learn to identify issues of equal opportunities and practices that do not discriminate against other people in relation to learning support
8   how to identify and prepare for the types of information learners are likely to need
9   how to identify and evaluate the potential of using technology to support learners
10   how to put information for individual learners into an order which they will understand
11   how to find out the views of learners
12   how to develop a good working relationship with learners
13   how to identify and resolve difficulties in supporting learners, including different values and beliefs
14   how to identify and maintain a database of referral sources and procedures
15   how to give advice in a constructive way which encourages learners to be independent
16   how to identify and work within your own limits of competence in relation to managing learning
17   how to identify and give details of routes for progression and further learning opportunities

Unit L15   Support and advise individual learners

External factors influencing human resource development

18   how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice
19   how to identify and apply relevant legislation to individuals' rights
20   how to analyse and use developments in learning and new ways of delivery, including technology–based learning

Unit L15 Support and advise individual learners

No	Description of Evidence	Knowledge and Understanding (Whole Unit)																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Unit L15   Support and advise individual learners

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:** _____

Unit A1 (D94L 04)　　Assess candidates using a range of methods

Element 1 (A1.1)	**Develop plans for assessing competence with candidates**
Element 2 (A1.2)	**Judge evidence against criteria to make assessment decisions**
Element 3 (A1.3)	**Provide feedback and support to candidates on assessment**
Element 4 (A1.4)	**Contribute to the internal quality assurance process**

Unit Summary

This unit is appropriate for you if your role involves:

♦ assessing candidates against agreed standards of competence using a range of assessment methods
♦ giving candidates feedback on your assessment decisions
♦ contributing to the internal quality assurance processes

The activities you are likely to be involved in:

♦ developing realistic plans for learning and assessment with candidates
♦ understanding assessment requirements
♦ planning the assessment process with candidates and the other people involved
♦ helping candidates to meet the agreed assessment requirements
♦ reviewing the candidate's level of competence and identifying what they need to do to be fully competent
♦ supporting candidates with different needs during your assessment
♦ using a variety of assessment methods
♦ making a record of your assessment decisions
♦ giving candidates feedback on their performance and reviewing their progress throughout the assessment process
♦ using different types of evidence to give an overall assessment of competence
♦ working with the other people involved in the assessment process, such as workplace supervisors and other teachers or trainers

Unit A1 (D94L 04)   Assess candidates using a range of methods

What this unit covers:

♦   developing plans for assessing competence with candidates
♦   judging evidence against agreed standards to make assessment decisions
♦   giving candidates feedback and support on your assessment decisions
♦   contributing to the internal quality assurance process

Scope

This unit covers assessing of candidates by using different assessment methods. These include:
1   Watching candidates perform in the workplace.
2   Asking candidates questions.
3   Taking account of past experience and achievements.
4   Setting tests.
5   Setting projects and tasks.
6   Arranging simulations.
7   Assessing the candidate's report of their work.
8   Using evidence from other people, including peers and witnesses.

Assessment can include using material from Awarding Bodies and from within your own organisation. It can also include assessing the competence of those who assess candidates as a major part of their role.

Observation may take place in person or using appropriate technology such as a video tape. Evidence may also include examining products. All candidates must show they have agreed assessment requirements. You must also show you are aware of and understand the appeals and complaints procedures and the processes of handling them.

Unit A1 (D94L 04)   Assess candidates using a range of methods

Knowledge Requirements

a)   A record of oral or written explanation from the assessor-candidate, during which he or she reviews any method of assessment not covered by performance evidence.

Ref:

The explanation should:

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

b)   A record of written or oral explanation of the following procedures used in the assessor-candidate's centre:

Ref:

♦   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

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

Ref:

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Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 1 (A1.1)   **Develop plans for assessing competence with candidates**

Performance Criteria
You must be able to do the following:

a   develop and agree an assessment plan with candidates
b   check that all candidates understand the assessment process involved, the support available to them and the complaints and appeals procedure
c   agree fair, safe, valid and reliable assessment methods
d   identify appropriate and cost–effective opportunities for assessing performance
e   plan for using different types of evidence
f   identify how the past experience and achievements of candidates will contribute to the assessment process
g   identify and agree any special arrangements needed to make sure the assessment process is fair
h   identify how other people will contribute to assessments and what support they may need
i   identify how to protect confidentiality and agree arrangements to deal with sensitive issues
j   agree how you will handle any difficulties or disputes during the assessment
k   agree when assessment will take place with candidates and the other people involved
l   agree arrangements with candidates for reviewing their progress against the assessment plan
m   review and update assessment plans to take account of what the candidates have achieved

Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 1 (A1.1)   Develop plans for assessing competence with candidates

Evidence Requirements

a)   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 certified (eg SVQ/NVQ Unit, National Unit)
♦   indicate which assessment methods will be used
♦   show how and when assessment will take place

Total: Three assessment plans   Ref:

Over the three plans the assessor–candidate will:
♦   cover a minimum of four 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 advisors, mentors, line managers)

b)   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   Ref:

c)   Produce written progress reviews conducted with a minimum of 2 candidates, including evidence of having updated assessment plans

Total: Two written reviews   Ref:

Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 1 (A1.1)   Develop plans for assessing competence with candidates

No	Description of Evidence	Performance Criteria													Scope							
		a	b	c	d	e	f	g	h	i	j	k	l	m	1	2	3	4	5	6	7	8

Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 1 (A1.1)   Develop plans for assessing competence with candidates

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:** _____

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Unit A1 (D94L 04) Assess candidates using a range of methods

Element 2 (A1.2) Judge evidence against criteria to make assessment decisions

Performance Criteria
You must be able to do the following:

a use the agreed assessment methods to assess competence in appropriate situations
b use the past experience and achievements of candidates as part of the assessment of their current competence
c ensure that the evidence comes from the candidate's own work
d make safe, fair, valid and reliable decisions about the competence of candidates, only on the agreed standard
e collect evidence from other people involved in the assessment process
f apply any agreed special arrangements to make sure the assessment is fair
g base your decisions on all the relevant evidence of candidates' performance and knowledge, take this evidence from as many places as possible
h explain and resolve any inconsistencies in the evidence
i make record of the outcomes of assessments by using the agreed recording system
j speak to the appropriate person if you and the candidate cannot agree on your assessment of their performance

Evidence Requirements

a) Assessment evidence showing the assessor-candidate's decision 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   Ref:

Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 2 (A1.2)   Judge evidence against criteria to make assessment decisions

No	Description of Evidence	Performance Criteria										Scope							
		a	b	c	d	e	f	g	h	i	j	1	2	3	4	5	6	7	8

Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 2 (A1.2)   **Judge evidence against criteria to make assessment decisions**

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:** _____

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Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 3 (A1.3)   **Provide feedback and support to candidates on assessment decisions**

Performance Criteria

You must be able to do the following:

a   give candidates feedback at an appropriate time and place
b   give candidates feedback in a constructive and encouraging way, which meets their needs and is appropriate to their level of confidence
c   clearly explain your assessment decisions on whether candidates' evidence of competence is good enough
d   give candidates advice when they cannot prove their competence and on how they can develop the necessary skills or provide more evidence
e   encourage candidates to get advice on your assessment decisions
f   identify and agree the next steps in the assessment process and how candidates will achieve these
g   follow the agreed complaints and appeals procedures if candidates disagree with your assessment decisions

Evidence Requirements

a)   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

Ref:

b)   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

Ref:

Unit A1 (D94L 04) Assess candidates using a range of methods

Element 3 (A1.3) Provide feedback and support to candidates on assessment decisions

No	Description of Evidence	Performance Criteria							Scope							
		a	b	c	d	e	f	g	1	2	3	4	5	6	7	8

Unit A1 (D94L 04)   **Assess candidates using a range of methods**

Element 3 (A1.3)   **Provide feedback and support to candidates on assessment decisions**

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:** _____

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Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 4 (A1.4)   Contribute to the internal quality assurance process

Performance Criteria
You must be able to do the following:

a   ensure your assessment records are accurate and up to date, and provide an adult trail of evidence
b   contribute to standardisation arrangements so that your assessment decisions are in line with others
c   give accurate and timely information on assessments
d   contribute to the agreed quality assurance process

Evidence Requirements

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

Total: A minimum of two records

Ref:

b)   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 this publication for additional guidance

Total: Four reviews — one for each of the pieces of candidate evidence

Ref:

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

Total: One statement

Ref:

Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 4 (A1.4)   Contribute to the internal quality assurance process

No	Description of Evidence	Performance Criteria				Scope							
		a	b	c	d	1	2	3	4	5	6	7	8

Unit A1 (D94L 04)   Assess candidates using a range of methods

Element 4 (A1.4)   **Contribute to the internal quality assurance process**

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:** _____

Sources of evidence

Work Activities
- discussion with candidates
- discussion with others

Products or Outcomes
- assessment plans
- assessment plan reviews
- observation of assessment evidence/records
- records of candidate feedback
- records of assessor-candidate feedback
- internal verification records
- internal verification/standardisation meeting minutes/records

Records of Explanations
- selection, implementation and evaluation of assessment methods
- covering specified criteria (as per Evidence Requirements)
- for areas of knowledge not demonstrated through performance evidence
- covering knowledge requirements (in Evidence Requirements)

Statements
- statement from Internal Verifier on your contribution to quality assurance procedures

*A1.4

An internal standardisation meeting will normally involve all assessors for a particular qualification and their internal verifier. At the meeting, evidence produced by candidates and judgements made by the assessors will be compared to ensure that there is a level of consistency and that the decisions being made meet national standards across the team. Equally there will be consideration of evidence that has been deemed not to have met the national standard. The meeting might focus on a particular unit, an assessment method or a type of evidence.

Ideally, pieces of evidence which have been assessed by the assessor-candidate should form part of this standardisation process as it allows them to standardise their work against that of more experienced assessors.

Source: ENTO Frequently Asked Questions, version 9, 20/04/05

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Unit A1 (D94L 04)   Assess candidates using a range of methods

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of assessments of competence

1   how to identify and use different types of evidence when carrying out assessments
2   how to identify and compare different types of evidence when making your assessment decisions
3   how to collect evidence in ways that are cost–effective and timely
4   how to collect and use evidence from candidates' prior experience and achievements within the current assessment process
5   how to develop and agree assessment plans with candidates and the other people involved
6   how to accurately assess performance against specific parts of a standard
7   how to take appropriate action and help candidates develop their competence
8   how to change assessment procedures to meet the individual needs of candidates
9   how to identify the difficulties in making safe, fair, valid and reliable assessments of evidence and who to involve in such cases
10   how to follow standardisation and internal quality assurance procedures

Principles and concepts

11   how to measure existing levels of competence
12   how to make valid and reliable assessments of candidates' knowledge
13   how to make valid and reliable assessments of candidates performance
14   how to make sure you have covered all the agreed criteria during an assessment
15   how to check that the evidence is the candidates' own work
16   how to make sure that supporting evidence supplied by other people is reliable
17   how to encourage candidates to consider and use their past experience and achievements
18   how to give constructive feedback on existing levels of competence and what candidates need to do be fully competent

Unit A1 (D94L 04)   Assess candidates using a range of methods

19   how to involve candidates in planning assessments
20   how to keep to the Data Protection Act
21   how to encourage candidates who have different levels of confidence and experience to take an active part in their assessment
22   how to use language and behaviour which does not discriminate against any candidate
23   how to meet the different needs of candidates
24   how to give feedback to candidates with different levels of confidence and experience
25   how to encourage candidates to ask questions and get advice
26   how to monitor and review progress with candidates
27   how to identify changes in levels of candidates' competence and assess how this affects your own competence
28   how to use opportunities to update your skills and experience
29   how to identify and use information on current assessment best practice
30   how to use personal development opportunities to improve your assessment skills

External factors influencing the assessment of national standards

31   how to meet candidates' needs for access to safe, fair, valid and reliable assessment, in line with relevant legislation
32   how to recognise and challenge unfair discrimination in assessments
33   who to get advice from about meeting candidates' special assessment requirements
34   how to identify and plan for issues of confidentiality and data protection during the assessment process
35   how to record, store and pass on assessment decisions to other people within an agreed system
36   how to identify and assess things that can influence your own competence
37   how to identify appropriate sources of support for your own development

Unit A1 (D94L 04)   Assess candidates using a range of methods

No	Description of Evidence	Knowledge and Understanding (Whole Unit)																																			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37

Unit A1 (D94L 04)   Assess candidates using a range of methods

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:** _____

Unit L20   **Support competence achieved in the workplace**

Element 1 (L20.1)   **Assess performance in the workplace against agreed standards**
Element 2 (L20.2)   **Give staff members support in the workplace and feedback on their performance**

Unit Summary

This Unit is appropriate for you if your role involves:

♦   Identifying opportunities to develop and assess competence in the workplace

The activities you are likely to be involved in:

♦   agreeing work patterns which give staff members opportunities to develop and show their competence
♦   agreeing which aspects of competence can be assessed in the workplace
♦   identifying opportunities for assessing competence in the workplace
♦   watching staff members perform tasks in the workplace
♦   asking questions to make sure staff members understand what they are doing and why
♦   giving staff members guidance and feedback on their performance and identifying any training or development they need

What the Unit covers:

♦   assessing performance in the workplace against agreed standards
♦   giving staff members support in the workplace and feedback on their performance

Unit L20   Support competence achieved in the workplace

Product Requirements

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 L20   Support competence achieved in the workplace

Element 1 (L20.1)   **Assess performance in the workplace against agreed standards**

Performance Criteria
You must be able to do the following:

a   agree with staff members which tasks you will need to see them perform in the workplace
b   agree with staff members how and when you will watch them perform their work activities to compare their performance with the agreed standards
c   give staff members advice on how to collect appropriate evidence from the workplace
d   identify who may be involved in or affected by your assessments and agree arrangements with them
e   watch the staff member's performance safely and identify where they have met the agreed standards
f   ask questions to check staff members' knowledge and understanding of workplace activities
g   ensure that the evidence you consider meets the required necessary standards and comes from staff members' own work
h   decide if you are prepared to confirm that the staff member's performance meets relevant parts of the agreed standards
i   identify gaps in evidence of competence, and how these may be filled in the workplace
j   keep the records of your assessments safe and pass them on by following agreed procedures

Evidence Requirements

Unit L20   Support competence achieved in the workplace

Element 1 (L20.1)   **Assess performance in the workplace against agreed standards**

No	Description of Evidence	Performance Criteria									
		a	b	c	d	e	f	g	h	i	j

Unit L20   Support competence achieved in the workplace

Element 1 (L20.1)   **Assess performance in the workplace against agreed standards**

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:** _____

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Unit L20   Support competence achieved in the workplace

Element 2 (L20.2)   **Give staff members support in the workplace and feedback on their performance**

Performance Criteria
You must be able to do the following:

a   make sure that the staff member understands your assessment decision
b   choose an appropriate time and place to give feedback to the staff member
c   give staff members clear and useful feedback on their performance as soon as possible after your assessment
d   be constructive and encouraging when giving feedback
e   tell staff members how they can improve their performance if necessary
f   identify and agree any further training or development staff members need before completing your assessment process
g   if you and the staff member cannot agree on your assessment of their competence, refer the matter to the appropriate person
h   record the follow–up action and the next steps you and the staff member have agreed on

Evidence Requirements

Unit L20   Support competence achieved in the workplace

Element 2 (L20.2)   **Give staff members support in the workplace and feedback on their performance**

No	Description of Evidence	Performance Criteria							
		a	b	c	d	e	f	g	h

Unit L20   **Support competence achieved in the workplace**

Element 2 (L20.2)   **Give staff members support in the workplace and feedback on their performance**

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:** _____

Unit L20   Support competence achieved in the workplace

Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of assessments in the workplace

1   how to provide opportunities for carrying out assessments in the workplace
2   how to review assessment plans and identify where work activities can be assessed
3   how to identify tasks you can see in the workplace and which aspects of competence they show
4   how to agree arrangements for watching a staff member perform tasks in the workplace
5   how to watch staff members without disrupting or affecting their work activities
6   who else in the workplace you should involve when assessing staff members' competence
7   how to record your assessments and pass information on to other people
8   how to use your assessments to motivate staff members

Principles and concepts

9   how to identify what the staff member needs to meet agreed levels of competence
10   how to make accurate and fair comparison between a staff member's performance and appropriate agreed standards
11   how to use normal work activities to assess staff members' competence
12   how to provide assessment opportunities which are fair, consistent and do not discriminate against any member of staff
13   how to ask questions which check staff members' understanding of what they are doing without leading then
14   how to give constructive feedback to staff members
15   how to encourage staff members to ask questions and seek advice

External factors influencing assessment in the workplace

16   how to ensure that legal requirements to protect the environment and health and safety are met during the assessment process
17   how to take account of the assessment requirements of awarding bodies and others when assessing competence in the workplace

Unit L20   **Support competence achieved in the workplace**

18   who to pass information on to, and when
19   who to involve when you have a problem making an assessment judgement, and the procedures you should follow

Unit L20   Support competence achieved in the workplace

No	Description of Evidence	Knowledge and Understanding (Whole Unit)																		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

Unit L20   **Support competence achieved in the workplace**

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:** _____

Glossary of terms

Advisor a person who carries out, either singly or in combination, the functions of advising a candidate, collecting evidence of his or her competence on behalf of the assessor and authenticating the work candidates have undertaken. A mentor might also provide witness testimony.

Assessment the process of generating and collecting evidence of a candidate's performance and judging that evidence against defined criteria.

Assessor the person designated in a Centre to be responsible for collecting evidence of candidates' competence, judging it and recording achievement.

Authentication the process by which an advisor or assessor confirms that an assessment has been undertaken by a candidate and that all regulations governing the assessment have been observed.

Candidate the person enrolling for an SQA qualification.

Centre the college, training organisation or workplace where SQA qualifications are delivered and assessed.

Element of competence statements which define the products of learning. The statements describe the activities that the candidate needs to perform in order to achieve the Unit. They contain performance criteria and sometimes statements on range and evidence. (see outcome)

Evidence materials the candidate has to provide as proof of his or her competence against specified performance criteria.

Evidence requirements specify the evidence that must be gathered to show that the candidate has met the standards laid down in the performance criteria.

External verifier the person appointed by the SQA who is responsible for the quality assurance of a Centre's provision. An external verifier is often appointed on a subject area basis or for cognate groups of Units.

Instrument of assessment a means of generating evidence of the candidate's performance.

Internal verifier the person appointed from within the Centre who ensures that assessors apply the standards uniformly and consistently.

Observation a means of assessment in which the candidate is observed carrying out tasks that reflect the performance criteria given in outcomes.

Outcome statement which defines the products of learning. They describe the activities the candidate has to perform to achieve the Unit, and contain performance criteria, and, sometimes, statements on range and evidence (see elements of competence).

Performance criteria statements which describe the standard to which candidates must perform the activities which are stated in the outcome.

Portfolio   a compilation of evidence which can form the basis for assessment. The portfolio is commonly used in SVQ awards and in alternative routes to assessment such as APL and credit transfer.

Product evaluation   a means of assessment which enables the quality of a product produced by the candidate, rather than the process of producing it, to be evaluated.

Range/Scope   a statement in the Unit which specifies the different contexts in which the activities described in the outcome have to be demonstrated. Where they appear, range/scope statements are mandatory.

Section 4 - Blank recording forms

This section consists of the blank forms referred to in Section 2 for you to photocopy. You may find these useful when compiling your portfolio.

Portfolio title page

Your name: _____

Job title: _____

Name of Employer/
Training Provider/
College: _____

Their address: _____

_____

Tel no: _____

SVQ: _____

Level: _____

Units submitted for assessment:

Mentor: _____

(Please provide details
of Mentor's experience) _____

Assessor: _____

Date: _____

Personal profile

Name

Address

Postcode

Tel no Home: Work:

Job title

Relevant experience

Description of your current job

Previous work experience

Qualifications and training

Continued overleaf ....

Qualifications and Training (continued)

Voluntary work/interests

Name of Employer/Training Provider/College

Address

Postcode

Tel no

Type of Business

Number of Staff

Structure of organisation (include chart or diagram if available)

Contents checklist

You might also find it useful to complete the following checklist as you work your way through your portfolio. This will help you to see if you have included all the relevant items. Once you have completed your portfolio, you will be able to use this checklist again as a contents page, by inserting the relevant page or section numbers in the right hand column.

	Completed?	**Page/Section number**
Title page for the portfolio	☐	
Personal profile		
♦ your own personal details	☐	
♦ a brief CV or career profile	☐	
♦ description of your job	☐	
♦ information about your employer/training provider/ college	☐	
Unit Assessment Plans	☐	
Unit progress record	☐	
Completed Element Achievement Records for each Unit		
♦ signed by yourself, your assessor and the internal verifier (where relevant)	☐	
♦ evidence reference numbers included	☐	
Index of evidence (with cross-referencing information completed)	☐	
Evidence (with reference numbers)		
♦ observation records	☐	
♦ details of witnesses (witness testimony sheets)	☐	
♦ personal statements	☐	
♦ products of performance	☐	

Index of evidence

SVQ title and level:

Evidence number	Description of evidence	Included in portfolio (Yes/No) If no, state location	Sampled by the IV (initials and date)

Personal statement

Date	Evidence index number	Details of statement	Links to other evidence (enter numbers)	Units, elements, pcs, and range covered

Candidate signature: _____   Date: _____

Observation record

Unit/Element(s):

Candidate: _____ **Date of observation:** _____

Evidence index number: _____

Skills/activities observed:	PCs and range covered:

Knowledge and understanding apparent from this observation:

Other Units/elements to which this evidence may contribute:

Assessor 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 name: _____

Evidence index no: _____

Where applicable, evidence no. to which this testimony relates: Element(s): _____   _____

Date of evidence: _____

Witness name: _____

Designation/relationship to candidate: _____

Details of testimony:

I can confirm the candidate's evidence is authentic and accurate.

Witness signature: _____

Name: _____

Date: _____

Please tick the appropriate box:

☐ **A1/A2 or D32 / D33 Award**

☐ **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:

Q:

A:

Q:

A:

Q:

A:

Q:

A:

Q:

A:

Assessor's signature:	Date:
Candidate's signature	Date:

UNIT:

Element

No	Description of Evidence																																		

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:** _____

Scottish Qualifications Authority

Portfolio: Direct Training and Support level 3

We hope this portfolio was appropriate to your needs. We welcome feedback on our products and services. If you have any comments on this document, please use this form to let us know about them. Thank you.

Comments

Please return this form to:

Development Co-ordination Unit
Scottish Qualifications Authority
The Optima Building
58 Robertson Street
Glasgow G2 8DQ

Optional information:

Name:

Organisation: