

SVQ in Coordination of Learning and Development Provision level 4

Candidate Guidance and Portfolio

Candidate name:

Publication code: Z0200

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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 Coordination of Learning and Development Provision level 4 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

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

You must ensure that you:

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
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58 Robertson Street
Glasgow
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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.

| | <i>Who are they?</i> | <i>What is their role?</i> |
|----------------------------|---|---|
| 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's (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

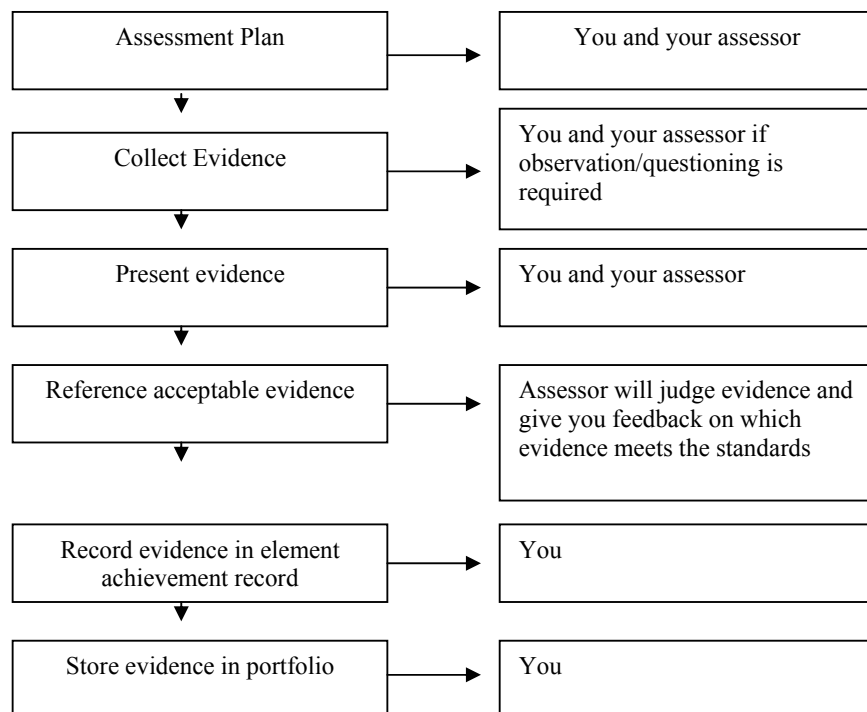
A portfolio, like a log book, is a way of recording evidence of your achievements. It is a collection of different items of evidence which indicates that you have the required skills, knowledge and understanding to support your claim to a qualification.

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



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:

Title Page

Contents Checklist

Personal Profile

Unit Progress Record

**Completed Element
Achievement Records**

Index of Evidence

Pieces of evidence

Glossary of terms

Standards

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 | <input type="checkbox"/> | |
| Personal profile | | |
| ◆ your own personal details | <input type="checkbox"/> | |
| ◆ a brief CV or career profile | <input type="checkbox"/> | |
| ◆ description of your job | <input type="checkbox"/> | |
| ◆ information about your employer/training provider/college | <input type="checkbox"/> | |
| Unit Assessment Plans | <input type="checkbox"/> | |
| Unit progress record | <input type="checkbox"/> | |
| Completed Element Achievement Records for each Unit | | |
| ◆ signed by yourself, your assessor and the internal verifier (where relevant) | <input type="checkbox"/> | |
| ◆ Evidence reference numbers included | <input type="checkbox"/> | |
| Index of evidence (with cross-referencing information completed) | <input type="checkbox"/> | |
| Evidence (with reference numbers) | | |
| ◆ observation records | <input type="checkbox"/> | |
| ◆ details of witnesses (witness testimony sheets) | <input type="checkbox"/> | |
| ◆ personal statements | <input type="checkbox"/> | |
| ◆ products of performance | <input type="checkbox"/> | |

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. Jones | 8/4/2000 |
| 308 | Develop your own effectiveness and professionalis | | |

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

Optional Units

| | | | |
|-----|---|--|--|
| 305 | Design & produce docum | | |
| 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 | <p>Statement that I know and understand customer requirements. Names of customer and software and hardware requirements in portfolio.</p> <p>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.</p> | 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: | <i>Anne Thomas</i> | |
| 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: | <p>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.</p> | |
| <p>I can confirm the candidate's evidence is authentic and accurate.</p> | | |
| Witness signature: | <i>Ian Cummings</i> | |
| 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 | |
| <p>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.</p> | |
| <p>List of questions and candidate's responses:</p> <p>Q: If a member of staff asked you for a particular piece of equipment, would procedures would you follow?</p> <p>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</p> <p>Q: You discover that a member of staff has installed a piece of software on their workstation PC. What do you do?</p> <p>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</p> | |
| Assessor's signature: Davinder Singh | Date: 21/3/2000 |
| Candidate's signature: <i>Anne Thomas</i> | Date: 21/3/2000 |

Section 3 — The Units and recording documents for your SVQ

Unit Progress Record

Qualification and level: Coordination of Learning and Development Provision level 4

Candidate: _____

To achieve the whole qualification, you must prove competence in all **6 mandatory** Units plus **1 optional** Unit.

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 | L3 | L4 | L5 | L8 | L17 | G3 |
| Optional | L9 | L7 | L15 | L16 | L2 | V1 |

Mandatory Units (*all Units should be completed*)

| SQA Unit Number | SSC Unit Number | Title | Assessor | Internal Verifier | Date |
|------------------------|------------------------|---|-----------------|--------------------------|-------------|
| D9RN 04 | L3 | Identify individual learning aims and programmes | | | |
| D9R9 04 | L4 | Design learning programmes | | | |
| D9R5 04 | L5 | Agree learning programmes with learners | | | |
| D9RT 04 | L8 | Manage the contribution of other people to the learning process | | | |
| D9RM 04 | L17 | Evaluate and improve learning and development programmes | | | |
| D9RL 04 | G3 | Evaluate and develop own practice | | | |

Optional Units (*one Unit should be completed*)

| | | | | | |
|---------|----|---|--|--|--|
| D9R8 04 | L9 | Create a climate that promotes learning | | | |
|---------|----|---|--|--|--|

| SQA Unit Number | SSC Unit Number | Title | Assessor | Internal Verifier | Date |
|--------------------------------|--------------------------------|---|-----------------|------------------------------|-------------|
| D9RY 04 | L7 | Prepare and develop resources to support learning | | | |
| D9T4 04 | L15 | Support and advise individual learners | | | |
| D9RW 04 | L16 | Monitor and review progress with learners | | | |
| D9RP 04 | L2 | Identify the learning and development needs of the organisation | | | |
| D94P 04 | V1 | Conduct internal quality assurance of the assessment process | | | |

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 |
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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

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

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 L4

Design learning programmes

Element 1 (L4.1)

Choosing options for meeting learning needs

Element 2 (L4.2)

Designing learning programmes for learners

Unit Summary

This Unit is appropriate for you if your role involves:

- ◆ designing learning programmes
- ◆ identifying and choosing training and other learning options to meet learners' needs
- ◆ setting out the resources needed to deliver learning programmes
- ◆ developing the detailed contents of programmes

The activities you are likely to be involved in:

- ◆ working at a range of issues which affect learners' abilities to meet their learning objectives, including delivery methods, times, places, access, guidance and support, and assessment opportunities
- ◆ designing learning programmes for individuals and groups with different needs and circumstances and groups of different sizes
- ◆ identifying and evaluating different learning processes, such as work experience, job shadowing, courses, resource-based learning, open and flexible learning, distance learning, mentoring and coaching
- ◆ designing programmes which develop competencies, skills, knowledge and Key/Core Skills
- ◆ reviewing the effect of technology-based delivery and e-learning on the design of learning programmes

What the Unit covers:

- ◆ choosing options for meeting learning needs
- ◆ designing learning programmes for learners

Unit L4

Design learning programmes

Product Evidence

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

plus

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

The report must show how you:

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

The learning programmes must show how you:

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

Unit L4

Design learning programmes

In preparing the learning programmes you should consider the following:

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

Unit L4

Design learning programmes

Element 1 (L4.1)

Choose options for meeting learning needs

Performance Criteria

You must be able to do the following:

- a identify the learning needs you must deal with
- b identify a range of options for meeting the learning needs
- c identify how technology-based learning and delivery will influence the options available
- d choose the most appropriate options to meet the learning needs
- e provide equal opportunities and access to learning and achievement

Evidence Requirements

Unit L4

Design learning programmes

Element 1 (L4.1)

Choose options for meeting learning 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 L4

Design learning programmes

Element 2 (L4.2)

Design learning programmes for learners

Performance Criteria

You must be able to do the following:

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

Evidence Requirements

Unit L4

Design learning programmes

Element 2 (L4.2)

Design learning programmes 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 L4

Design learning 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 learning programmes

- 1 how to design learning programmes which meet different learning needs
- 2 the features and the conditions needed for success in a given learning process
- 3 how to use different learning opportunities and create an organised learning programme
- 4 how to identify and evaluate the realistic options that are available in learning and development

Principles and concepts

- 5 how to identify issues of equal opportunities and practices that do not discriminate against other people in promoting individual learning
- 6 how to identify and evaluate changes and developments in technology and e-learning and their relevance to delivering learning and development
- 7 which approaches to use in designing learning programmes to meet learning needs
- 8 how to monitor and review learning programmes
- 9 how to monitor and review learners' progress
- 10 how to evaluate how effective learning programmes are

External factors influencing learning programmes

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

Unit L4

Design learning 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, capabilities, goals and learning situation
- ◆ explain what learning opportunities, methods and resources are available to learners, including technology-based learning
- ◆ identify and explain the boundaries of negotiation and the limits on the options available to learners
- ◆ explain to learners how they can progress from the learning programme
- ◆ explain and discuss ways 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

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

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

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 L8

Manage the contribution of other people to the learning process

Element 1 (L8.1)

Agree roles and resources with contributors

Element 2 (L8.2)

Co-ordinate the activities of contributors

Element 3 (L8.3)

Monitor and review how effective contributors are

Unit Summary

This Unit is appropriate for you if your role involves:

- ◆ co-ordinating a range of people who contribute to a learning programme
- ◆ delivering learning programmes by working with other people
- ◆ ensuring that learning programmes are organised

The activities you are likely to be involved in:

- ◆ identifying the people who will contribute to learning programmes and explaining the requirements to them
- ◆ giving contributors information on their role in the overall learning programme
- ◆ monitoring the quality of individual contributions
- ◆ working with contributors and giving them guidance on the requirements

What the Unit covers:

- ◆ agreeing roles and resources with contributors
- ◆ co-ordinating the activities of contributors
- ◆ monitoring and reviewing how effective contributors are

Unit L8

Manage the contribution of other people to the learning process

Product Evidence

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

plus

One or more of the following:

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

The **record** must show how you:

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

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

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

Unit L8

Manage the contribution of other people to the learning process

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

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

In preparing for the observation or professional discussion and record:

- ◆ how to apply equal opportunities and practices that do not discriminate against people to individual contributions
- ◆ how to support contributors to ensure they are effective
- ◆ how to identify and meet any legal requirements
- ◆ how to ensure everybody acts in line with health, safety and environmental protection good practice
- ◆ how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- ◆ how to analyse and use developments in learning and new ways of delivery, including technology-based learning and e-learning

Unit L8

Manage the contribution of other people to the learning process

Element 1 (L8.1)

Agree roles and resources with contributors

Performance Criteria

You must be able to do the following:

- a give contributors clear and accurate information about the learning programme, the needs of learners and the planned outcomes
- b ensure that individual contributions are co-ordinated as part of an organised learning programme
- c assess how competent the contributor is to provide the necessary input
- d agree the learning objectives to be covered
- e agree how you will evaluate inputs
- f give contributors appropriate support materials, including technology-based materials

Evidence Requirements

Unit L8

Manage the contribution of other people to the learning process

Element 1 (L8.1)

Agree roles and resources with contributors

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 L8

Manage the contribution of other people to the learning process

Element 2 (L8.2)

Co-ordinate the activities of contributors

Performance Criteria

You must be able to do the following:

- a give contributors accurate information about learners and their progress and the activities of other contributors
- b give contributors the opportunities to work together effectively
- c regularly work with contributors to monitor progress
- d give each contributor all necessary guidance and support on requirements, procedures and timescales

Evidence Requirements

Unit L8

Manage the contribution of other people to the learning process

Element 2 (L8.2)

Co-ordinate the activities of contributors

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 L8

Manage the contribution of other people to the learning process

Element 3 (L8.3)

Monitor and review how effective contributors are

Performance Criteria

You must be able to do the following:

- a give contributors the opportunities to respond to comments on their performance and the quality of their input
- b monitor who organised the learning experience is and the value of individual contributions to it
- c ensure that contributors give evidence of having achieved the agreed outcomes
- d evaluate contributions against agreed criteria
- e give contributors constructive feedback on their performance, including poor performance or lack of competence
- f give clear and justified reasons if you no longer want to use a contributor for future learning programmes

Evidence Requirements

Unit L8

Manage the contribution of other people to the learning process

Element 3 (L8.3)

Monitor and review how effective contributors are

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 L8

Manage the contribution of other people to the learning process

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 the overall aims and objectives of learning programmes and the place of individual contributions
- 2 how to use individual contributions in an organised learning programme
- 3 how to identify and evaluate the competence of contributors
- 4 how to manage individual contributions within an overall budget and timescale

Principles and concepts

- 5 how to identify and provide the information contributors need
- 6 how to ensure contributions are suitable for learners' needs
- 7 how to set out specific outcomes for each contributor
- 8 how to apply equal opportunities, and practices that do not discriminate against people, to individual contributions
- 9 how to monitor and review contributors' inputs to the overall learning programme
- 10 how to evaluate contributions against the necessary outcomes
- 11 how to work with contributors to ensure they make an effective contribution
- 12 how to support contributors to ensure they are effective
- 13 how to produce materials which are suitable for learners
- 14 what type of evidence is suitable for achieving the agreed outcomes
- 15 how to give constructive feedback
- 16 how to identify and meet any legal requirements

Unit L8

Manage the contribution of other people to the learning process

External factors influencing learning agreements

- 17 how to ensure everybody acts in line with health, safety and environmental protection good 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 and e-learning

Unit L8

Manage the contribution of other people to the learning 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: _____

Unit L17

Evaluate and improve learning and development programmes

Element 1 (L17.1)

Choosing how to evaluate programmes

Element 2 (L17.2)

Analyse information to improve learning and development programmes

Element 3 (L17.3)

Make improvements to learning and development programmes

Unit Summary

This Unit is appropriate for you if your role involves:

- ◆ provide quality learning and development programmes
- ◆ evaluating learning and development programmes
- ◆ responding to developments in learning and development
- ◆ planning and introducing improvements in learning and development programmes

The activities you are likely to be involved in:

- ◆ setting evaluation objectives and criteria, including performance indicators, national standards and organisational standards
- ◆ evaluating delivery methods and systems, assessment procedures, how resources are used, including people, finance, time, aims, objectives and outcomes
- ◆ reviewing the possibility of greater use of technology-based learning programmes and learner support
- ◆ collecting information from learners, practitioners, colleagues and clients through questionnaires, individual interviews, group interviews and desk research
- ◆ analysing results
- ◆ making proposals for improvements to programmes
- ◆ preparing detailed plans with colleagues

What the Unit covers:

- ◆ choosing how to evaluate programmes
- ◆ analysing information to improve learning and development programmes
- ◆ making improvements to learning and development programmes

Unit L17

Evaluate and improve learning and development programmes

Product Evidence

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

plus

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

The **record** must show how you:

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

The **evaluation** must show how you:

- ◆ identified the information you needed to evaluate programmes
- ◆ collected relevant information using suitable methods and procedures
- ◆ produced samples which were sufficiently representative to give reliable results
- ◆ asked questions which were clear
- ◆ ensured that your evaluation caused as little disruption as possible to the training and development of learners
- ◆ told learners why you were carrying out the evaluation and encouraged them to give their views
- ◆ recorded information accurately and followed the rules of confidentiality
- ◆ set out the objectives you would achieve by making improvements
- ◆ discussed how practically the proposed improvements would be with other people
- ◆ prioritised improvements according to their cost and benefit
- ◆ identified the resources you would need to make improvements to programmes
- ◆ identified how technology-based delivery and e-learning could be introduced to improve the programme
- ◆ ensured that plans to make improvements were practical and realistic

Unit L17

Evaluate and improve learning and development programmes

- ◆ spoke to people who would put the plans into practice and took account of their views in the final plan
- ◆ gave people affected by the plan clear information about the changes and the opportunities to ask for explanations on anything they did not understand
- ◆ identified and dealt with obstacles and problems when putting the plans into practice and reported them to the appropriate people
- ◆ collected enough information to monitor how successful the plans would be

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

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

Unit L17

Evaluate and improve learning and development programmes

Element 1 (L17.1)

Choosing how to evaluate programmes

Performance Criteria

You must be able to do the following:

- a identify which of the organisation's objectives the learning and development programme needs to meet and measure how far it does this
- b identify the main objectives and outcomes of the programme against the needs of the organisation and the individuals taking part in the programme
- c identify the purpose, range and level of the evaluation
- d choose appropriate ways of evaluating how learning is delivered
- e specify the evaluation criteria for outcomes and delivery
- f confirm that the resources are available to carry out the evaluation
- g agree with the appropriate people how you will carry out the evaluation
- h specify a plan for putting the evaluation into practice

Evidence Requirements

Unit L17

Evaluate and improve learning and development programmes

Element 1 (L17.1)

Choosing how to evaluate 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: _____

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Unit L17

Evaluate and improve learning and development programmes

Element 2 (L17.2)

Analyse information to improve learning and development programmes

Performance Criteria

You must be able to do the following:

- a identify the information you need to evaluate programmes
- b collect relevant information using suitable methods and procedures
- c product samples which are sufficiently representative to give reliable results
- d ask questions which are clear
- e ensure that your evaluation causes as little disruption as possible to the training and development of learners
- f tell learners why you are carrying out the evaluation and encourage them to give their views
- g record information accurately and follow the rules of confidentiality

Evidence Requirements

Unit L17

Evaluate and improve learning and development programmes

Element 2 (L17.2)

Analyse information to improve learning and development 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: _____

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Unit L17

Evaluate and improve learning and development programmes

Element 3 (L17.3)

Make improvements to learning and development programmes

Performance Criteria

You must be able to do the following:

- a set out the objectives you will achieve by making improvements
- b discuss how practical the proposed improvements are with other people
- c prioritise improvements according to their cost and benefit
- d identify the resources you need to make improvements to programmes
- e identify how technology-based delivery and e-learning could be introduced to improve the programme
- f ensure that plans to make improvements are practical and realistic
- g speak to the people who will put the plans into practice and take account of their views in the final plan
- h give the people affected by the plan clear information about the changes and the opportunities to ask for explanations on anything they do not understand
- i identify and deal with obstacles and problems when putting the plans into practice and report them to the appropriate people
- j collect enough information to monitor how successful the plans are

Evidence Requirements

Unit L17

Evaluate and improve learning and development programmes

Element 3 (L17.3)

Make improvements to learning and development 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: _____

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Unit L17

Evaluate and improve learning and development 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 identify and apply specific conditions to effectively measure:
 - ◆ the quality of the learning experience
 - ◆ the effectiveness of the delivery methods used, including the potential of technology-based learning and e-learning
 - ◆ the thoroughness of quality assurance arrangements
- 2 how to identify all valid sources of feedback, including learners and colleagues, and examining and inspection authorities
- 3 how to use information taken from evaluations to improve the quality of learning and development programmes

Principles and concepts

- 4 how to analyse information and draw conclusions from it
- 5 how to choose methods and procedures for collecting information
- 6 how to identify and assess the potential of technology-based learning and e-learning when evaluating programmes
- 7 how to establish a representative sample
- 8 how to use appropriate techniques for asking questions

External factors influencing human resource development

- 9 how to keep to data protection legislation
- 10 how to meet the requirements of awarding bodies and inspection authorities
- 11 how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice
- 12 how to analyse and use developments in learning and new ways of delivery, including technology-based learning and e-learning

Unit L17

Evaluate and improve learning and development 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 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

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 | | | | |
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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

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

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 or if you think you may have discriminated against someone
- ◆ take appropriate and consistent action when learners or colleagues discriminate against other people
- ◆ support individuals who want to complain about discrimination
- ◆ take appropriate action if a colleague discriminates against somebody

You should be prepared to discuss the following:

- ◆ how to identify issues 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 to identify and use the concepts of unlawful, direct or indirect discrimination
- ◆ how to use equal opportunities codes of practice effectively
- ◆ how to identify and apply relevant legislation on 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

Notes/Comments

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

Candidate: _____

Date: _____

Assessor: _____

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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

Notes/Comments

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

Candidate: _____

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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 | | | | | |
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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

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 L7

Prepare and develop resources to support learning

Element 1 (L7.1)

Develop learning materials

Element 2 (L7.2)

Choosing materials to support learning

Unit Summary

This Unit is appropriate for you if your role involves:

- ◆ designing and producing learning and development materials
- ◆ preparing the places, materials and equipment you need for learning and development sessions

The activities you are likely to be involved in:

- ◆ working out exactly what materials you need
- ◆ looking at a range of design options
- ◆ reviewing the role of technology-based learning and development opportunities and e-learning systems in the design of materials
- ◆ identifying and solving problems in the design process
- ◆ testing materials and making any necessary changes
- ◆ assessing how you can use technology to design learning
- ◆ developing written, visual and audio-visual learning materials
- ◆ working out realistic simulations
- ◆ identifying the training facilities and equipment you need
- ◆ changing existing materials

What the Unit covers:

- ◆ developing learning materials
- ◆ choosing materials to support learning

Unit L7

Prepare and develop resources to support learning

Product Evidence

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

plus

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

The **record** must show how you:

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

Unit L7

Prepare and develop resources to support learning

In preparing the record you should consider the following:

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

Unit L7

Prepare and develop resources to support learning

Element 1 (L7.1)

Develop learning materials

Performance Criteria

You must be able to do the following:

- a agree the learning objectives the materials need to support
- b identify who is going to be using the materials and what their needs are
- c choose materials and ways of delivering learning which are suitable to the subjects covered, learning situation and length of the learning programme
- d choose appropriate equipment and facilities which will promote effective learning
- e evaluate the potential for delivering computer-based learning
- f assess existing computer-based information materials to see if they meet the needs of the learning programme
- g adapt materials from external sources, taking account of copyright law
- h ensure that learners understand the purpose of the materials and how they should use them
- i give learners clear guidance and instructions on how to use the materials correctly
- j ensure that the language, style and format of the materials is appropriate to the needs of the learners
- k test the materials and change them if necessary

Evidence Requirements

Unit L7

Prepare and develop resources to support learning

Element 1 (L7.1)

Develop learning materials

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 L7

Prepare and develop resources to support learning

Element 2 (L7.2)

Choose materials to support learning

Performance Criteria

You must be able to do the following:

- a choose learning materials which are suitable for the identified learners
- b match materials to the learning environment
- c ensure that the language and format of the materials are appropriate to the needs of the learners and that you use an appropriate way of delivering the learning programme
- d adapt learning materials to meet the learning objectives
- e produce support materials in a style and format that are appropriate to the needs and capabilities of the learners
- f choose and prepare realistic simulation and exercise materials which are relevant to learners
- g adapt materials from external sources, taking account of copyright law
- h ensure that the materials you have chosen support equal opportunities and diversity
- i ensure that training facilities are appropriate, available and meet health, safety and environmental protection requirements
- j keep within agreed budgets when choosing materials and facilities
- k identify and resolve any problems with the materials and facilities

Evidence Requirements

Unit L7

Prepare and develop resources to support learning

Element 2 (L7.2)

Choose materials to support 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 L7

Prepare and develop resources to support 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 use design principles when developing learning materials
- 2 how to assess which materials are the most suitable for individual learners and the learning activity
- 3 how to assess learners' needs in relation to learning objectives and how you will deliver learning
- 4 how to identify possible design problems in using computer-based learning materials, and relating to the:
 - learning skills of potential users
 - cultural and religious barriers to learning
 - other parts of the learning programme
 - links with qualifications
 - routes for progression
 - cost
- 5 how to choose ways of testing the learning programme that is appropriate for the material and the learners
- 6 how to accurately identify costs and timescales for design
- 7 how to identify and avoid common design problems
- 8 how to identify appropriate uses of visual, written and electronic materials to promote learning
- 9 how to make the most of different resources

Unit L7

Prepare and develop resources to support learning

Principles and concepts

- 10 how to identify and evaluate e-learning opportunities when developing materials
- 11 how to keep to copyright law
- 12 how to ensure that materials are designed and developed which reflect equal opportunities and the diversity of the learners
- 13 how to develop appropriate simulation and exercise activities
- 14 how to identify and evaluate changes and developments in technology and e-learning and their relevance to how the organisation delivers learning and development
- 15 how to ensure that materials and facilities are relevant to learners
- 16 how to produce materials which are suitable for learners
- 17 how to present materials to learners
- 18 how to structure materials to support learning

External factors influencing the development of learning materials

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

Unit L7

Prepare and develop resources to support learning

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

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

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

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

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

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 L2

Identify the learning and development needs of the organisation

Element 1 (L2.1)

Review how capable the whole organisation is of meeting its development needs

Element 2 (L2.2)

Developing a learning and development programme for the organisation

Unit Summary

This Unit is appropriate for you if your role involves:

- ◆ identifying the learning and development opportunities within the organisation
- ◆ identifying the expectations of stakeholders and sponsors, and getting their commitment
- ◆ identifying overall learning and training needs
- ◆ managing learning and development in the organisation

The activities you are likely to be involved in:

- ◆ using adults, surveys and interviews to identify learning and development needs
- ◆ identifying the development needs and opportunities for individual work roles
- ◆ reviewing developments in technology-based learning
- ◆ identifying the existing abilities and competences of individuals within the organisation and planning future training and development needs
- ◆ responding to external factors that influence human resources
- ◆ working with other people on major new developments
- ◆ getting the commitment of other people

What the Unit covers:

- ◆ reviewing how capable the whole organisation is of meeting its development needs
- ◆ developing a learning and development programme for the organisation

Unit L2

Identify the learning and development needs of the organisation

Product Evidence

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

Plus

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

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

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

- ◆ objectives, needs and expectations for learning and development and confirmed these with key stakeholders
- ◆ current ability and competences to meet its objectives
- ◆ future needs on the ability to carry out its business
- ◆ resources and structures available to meet the needs of the organisation
- ◆ priority areas for learning and development

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

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

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

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

Unit L2

Identify the learning and development needs of the organisation

In preparing the record you should consider the following:

- ◆ how issues of equality, equity, diversity and access influence planning learning and development
- ◆ what responses and objections to training and development aims you are likely to get and how to deal with these
- ◆ how to access sources of information to help forecast trends and developments in learning and development
- ◆ how to identify the external influences on delivering learning and development policies, including economic, social and political

Unit L2

Identify the learning and development needs of the organisation

Element 1 (L2.1)

Review how capable the whole organisation is of meeting its development needs

Performance Criteria

You must be able to do the following:

- a identify the organisation's needs and expectations of learning and development
- b identify how learning and development contributes to the organisation's objectives and confirm this with key stakeholders
- c identify the abilities and competences the organisation needs to meet its objectives
- d evaluate the effect of the organisation's future needs on its ability to carry out its business
- e collect information on the existing levels of skills, knowledge and experience of individuals
- f identify the resources and structures available to meet the needs of the organisation
- g match the abilities of individuals with the needs of the organisation
- h identify priority areas for learning and development across the organisation

Evidence Requirements

Unit L2

Identify the learning and development needs of the organisation

Element 1 (L2.1)

Review how capable the whole organisation is of meeting its 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 L2

Identify the learning and development needs of the organisation

Element 2 (L2.2)

Develop a learning and development programme for the organisation

Performance Criteria

You must be able to do the following:

- a identify development opportunities for individuals which will improve the organisation
- b identify how skills and competences can be shared and transferred between individuals in the organisation
- c identify appropriate learning and development opportunities inside and outside the organisation
- d consider different ways of structuring and delivering learning and development, including technology-based delivery and support
- e identify effective management systems to review and monitor learning programmes
- f develop learning and development programmes for individuals and groups within the organisation that recognise the needs of the people involved
- g set out how you will put the programmes into practice and the outcomes you need to achieve
- h identify the resources you need to put the programmes into practice and how you will get those resources
- i identify the roles and responsibilities of the people delivering the programme
- j get the commitment of the people who will put the programme into practice

Evidence Requirements

Unit L2

Identify the learning and development needs of the organisation

Element 2 (L2.2)

Develop a learning and development programme for the organisation

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 L2

Identify the learning and development needs of the organisation

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 and development within the organisation

- 1 how to identify the features of and necessary conditions for an organisation that continuously learns and develops
- 2 how to identify and respond to the internal factors that drive learning needs
- 3 how issues of equality, equity, diversity and access influence the planning of learning and development
- 4 how to identify a range of possible training and development outcomes that support the organisation's strategy
- 5 how to identify the things that might affect how training is delivered and how to draw up plans to deal with these
- 6 who the main people in the organisation are who can bring about change and how to influence them
- 7 what responses and objections to training and development aims you are likely to get and how to deal with these

Principles and concepts

- 8 how to evaluate different ways of delivering learning and development – and their relevance to the needs of the organisation and individuals
- 9 how to identify and evaluate changes and developments in technology and e-learning – and their relevance to how the organisation delivers learning and development
- 10 how to identify the learning opportunities available and who to use resources to access them
- 11 how to access sources of information to help forecast trends and developments in learning and development
- 12 how to choose appropriate quality control and quality assurance systems when delivering training, and how to take account of current national debates on quality improvement

External factors influencing human resource development

- 13 how to identify the external influences on delivering learning and development policies, including economic, social and political
- 14 how to analyse and use developments in learning and new ways of delivery
- 15 how to identify and use developments in e-learning and other technological developments when planning learning

Unit L2

Identify the learning and development needs of the organisation

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 V1 (D94P 04) | Conduct internal quality assurance of the assessment process |
| Element 1 (V1.1) | Carry out and evaluate internal assessment and quality assurance systems |
| Element 2 (V1.2) | Support assessors |
| Element 3 (V1.3) | Monitor the quality of assessors' performance |
| Element 4 (V1.4) | Meet external quality assurance requirements |

Unit Summary

This unit is appropriate for you if your role involves:

- ◆ evaluating the internal assessment process
- ◆ monitoring and reviewing internal assessment audit systems
- ◆ carrying out related internal verification or moderation activities

The activities you are likely to be involved in:

- ◆ ensuring health, safety and environmental protection procedures are applied within assessment arrangements
- ◆ applying and monitoring equal opportunities and access procedures throughout all assessment procedures
- ◆ monitoring the performance of assessors
- ◆ supporting assessors to develop their skills
- ◆ monitoring and supporting the people and organisations who provide administrative support to the assessment process
- ◆ monitoring and making recommendations on the resources needed to evaluate the assessment process
- ◆ ensuring an appropriate balance of candidates to assessors
- ◆ monitoring and reporting on the achievement rates of candidates
- ◆ monitoring the progress and satisfaction of candidates
- ◆ meeting the assessment requirements of awarding bodies and other external agencies

Unit V1 (D94P 04) Conduct internal quality assurance of the assessment process

What the unit covers:

- ◆ carrying out and evaluating internal assessment and quality assurance systems
- ◆ supporting assessors
- ◆ monitoring the quality of assessors' performance
- ◆ meeting external quality assurance requirements

Scope

This unit covers the internal quality assurance system for assessment decisions. This system will meet the external requirements of the relevant awarding body, the accrediting bodies and internal procedures. These procedures may be ones that are already in place or ones that have been developed specifically to meet assessment requirements. This unit also involves monitoring assessors' decisions and the support they need, including sampling and standardisation arrangements. You will have to watch assessors at certain periods of the assessment process. You may not have to choose assessors as this may be the decision of others.

You will have to provide assessment information on particular sets of standards and give clear feedback on performance by using internal and external quality assurance processes. There must be evidence of having procedures in place for appeals and complaints within the local assessment centre, which meet external requirements.

Knowledge requirements

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

- a) A record of written or oral explanation during which the candidate-verifier reviews:
- ◆ procedures for ensuring that valid and reliable assessment methods are being used by assessors for one national set of standards which cover both knowledge and performance requirements
 - ◆ alternative methods of ensuring the accuracy and consistency of assessor judgements and why the particular methods used within the centre are effective
 - ◆ arrangements for setting up and monitoring sampling frames and internal audit of assessment process
 - ◆ the complaints and appeals procedures required by awarding bodies and how they can be/have been applied
 - ◆ how access and equality issues have been addressed in relation to assessment processes
 - ◆ how to apply rigorous assessor selection and monitoring procedures and support for assessors

- ◆ external developments in assessment and national standards and their implications for the internal assessment process
- ◆ how to use feedback on the assessment process to improve internal quality assurance arrangements

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

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Unit V1 (D94P 04) Conduct internal quality assurance of the assessment process

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

Performance Criteria

You must be able to do the following:

- a put your organisation's requirements into practice for auditing internal assessments and those of the external awarding body
- b identify the outcomes needed by the agreed standards and their consequences for internal auditing
- c carry out appropriate administrative and recording arrangements to meet external audit requirements
- d identify and ensure the agreed criteria for choosing and supporting assessors are applied
- e carry out assessment standardisation arrangements
- f ensure a procedure for complaints and appeals is in place, which meets the requirements of the awarding body — and that it is followed when necessary
- g identify and use internal and external measures of performance to adjust internal systems
- h make recommendations to improve internal quality assurance arrangements and develop a plan to put these improvements into practice

Evidence Requirements

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

Total: One record

Ref:

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

Total: One record

Ref:

Unit V1 (D94P 04)

Conduct internal quality assurance of the assessment process

Element 1 (V1.1)

Carry out and evaluate internal assessment and quality assurance systems

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 V1 (D94P 04) Conduct internal quality assurance of the assessment process

Element 2 (V1.2) Support assessors

Performance Criteria

You must be able to do the following:

- a ensure assessors have appropriate technical and vocational experience
- b ensure assessors are familiar with and can carry out the specific assessment and follow the recording and internal audit procedures
- c identify the development needs of assessors in line with:
 - ◆ principles of assessment
 - ◆ the needs of candidates
 - ◆ their technical expertise and competence
- d give assessors the chance to develop their assessment experience and competence; and monitor their progress
- e ensure assessors have regular opportunities to standardise assessment decisions
- f monitor how assessors are capable of maintaining standards

Evidence Requirements

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

Total: One list with an explanation of criteria

| |
|------|
| Ref: |
|------|

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

Total: One set of documents

| |
|------|
| Ref: |
|------|

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

Total: One induction pack

| |
|------|
| Ref: |
|------|

- d) A record of assessor standardisation meetings led by the internal verifier candidate and standardisation activities for at least 2 assessors which covers the same qualification over the complete assessment process which indicates how assessors are consistent and operate to a common standard.
See 'Sources of evidence, V1.2' in this publication for additional guidance.

Total: One record

| |
|------|
| Ref: |
|------|

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

Total: One record

| |
|------|
| Ref: |
|------|

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

Total: Two plans

| |
|------|
| Ref: |
|------|

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

Total: One action list

| |
|------|
| Ref: |
|------|

Unit V1 (D94P 04)

Conduct internal quality assurance of the assessment process

Element 2 (V1.2)

Support assessors

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 V1 (D94P 04) Conduct internal quality assurance of the assessment process

Element 3 (V1.3) Monitor the quality of assessors' performance

Performance Criteria

You must be able to do the following:

- a ensure that individual assessors are preparing for and planning assessments effectively
- b ensure that individual assessors have effective processes for making assessment decisions
- c ensure that individual assessors understand the necessary outcomes
- d ensure that individual assessors apply safe, fair, valid and reliable methods of assessing candidates' competence
- e check individual assessor's judgements to ensure they are consistent over time and with different candidates, including watching them carry out assessments
- f check a sufficient number of assessors to ensure consistency between assessors over time and with different candidates
- g check different assessment sites to ensure assessment decisions are consistent
- h ensure that assessors set up and maintain effective working relationships with candidates at all stages of the assessment process
- i ensure assessors apply relevant health, safety and environmental protection procedures, as well as quality and access criteria
- j monitor how often assessment reviews take place and how effective these are
- k monitor how often assessors give feedback to candidates and how effective this is
- l monitor how accurate and secure assessors' record-keeping is
- m give assessors accurate and helpful feedback on their assessment decisions

Evidence Requirements

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

Total: Two observations

| |
|------|
| Ref: |
|------|

- b) One observation by the external verifier of the internal verifier-candidate monitoring the performance of one assessor. It would be acceptable for this observation to be conducted by a qualified internal verifier, instead of the external verifier, provided this was supported by a written report.

Total: One observation

| |
|------|
| Ref: |
|------|

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

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

Unit V1 (D94P 04)

Conduct internal quality assurance of the assessment process

Element 3 (V1.3)

Monitor the quality of assessors' 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 V1 (D94P 04) Conduct internal quality assurance of the assessment process

Element 4 (V1.4) Meet external quality assurance requirements

Performance Criteria

You must be able to do the following:

- a identify how internal assessments will be checked externally and the information needed for this purpose
- b plan, collect and analyse information on internal assessment decisions
- c agree the timing and nature of external assessment audit arrangements
- d give supporting background information to external auditors about the assessment process
- e explain any issues raised by external auditors and give them supporting information as necessary
- f raise concerns and disagreements about external audit decisions in a clear and constructive way
- g refer any questions or concerns, which could not be dealt with internally, to the awarding body
- h give assessors feedback on external audit decisions
- i ensure that external auditing decisions are included in internal reviews of procedures

Evidence Requirements

- a) The documentation and materials presented for one successful external verification visit (no holds placed), which contains:
 - ◆ an explanation of their involvement with external verification visits
 - ◆ confirmation of the timing and nature of external verification visits
 - ◆ complete assessment records and supporting evidence as required by the awarding body
 - ◆ external reports indicating the outcome of the external quality assurance process and the procedures followed to address quality issues from such reports
 - ◆ records of internal feedback on the quality assurance process and any reviews of procedures

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

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

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Sources of evidence

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

Work Activities

- ◆ internal verification activities
- ◆ evaluation of internal assessment
- ◆ development and checking of internal verification procedures
- ◆ carry out standardisation activities/meetings

Products or Outcomes

- ◆ sampling plans
- ◆ assessor action/development plans
- ◆ assessment monitoring reports
- ◆ internal verification reports
- ◆ external verifier reports
- ◆ minutes of standardisation meetings

Records of Explanations

- ◆ in support of centre's policies and procedures
- ◆ covering areas of knowledge not demonstrated through performance evidence

Statements

- ◆ included in external verification reports
- ◆ included in quality assurance managers' reports

Sources of evidence

Element V1.2: Support assessors

Work Activities

- ◆ discussions with assessors
- ◆ chairing standardisation meetings
- ◆ checking assessment records
- ◆ agreeing development/action plans
- ◆ monitor assessor progress

Products or Outcomes

- ◆ lists of assessors
- ◆ induction checklists
- ◆ standardisation meetings
- ◆ assessor development/action plans

records of explanations covering:

- ◆ assessment information and support materials
- ◆ criteria used by centre to check vocational experience of assessors
- ◆ standardisation arrangements
- ◆ areas of knowledge not demonstrated through performance evidence

*V1.2

Standardisation meetings have to be held to review the activities of at least two assessors over the complete assessment process. This includes assessment planning, reviewing plans and progress, assessing candidate evidence using different assessment methods, making a judgement, making a decisions as to candidate competence, providing feedback and recording the assessment process in line with centres QA procedures. At least two full units must be covered over the course of these meetings.

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

Sources of evidence

Element V1.3: Monitor the quality of assessor performance

Work Activities

- ◆ discussions with assessors and candidates
- ◆ providing feedback to assessors
- ◆ monitoring assessment practice
- ◆ developing sampling plans
- ◆ discussions with external moderators

Products or Outcomes

- ◆ observation reports by the internal verifier-candidate observing assessors conduct the assessment process
- ◆ an observation report by a qualified internal/external verifier on the internal verifier-candidate monitoring an assessor's performance
- ◆ sampling plans
- ◆ external moderator reports

Records of Explanations Covering:

- ◆ areas of knowledge not demonstrated through performance evidence

Sources of evidence

Element V1.4 Meet external quality assurance requirements

Work Activities

- ◆ liaison with assessors
- ◆ liaison with person responsible for quality assurance/organising external verifier visits
- ◆ discussions with external verifier
- ◆ preparations for external verifier visits
- ◆ referring questions and/or concerns to the awarding body

Products or Outcomes

- ◆ records of communications
- ◆ assessment evidence/records
- ◆ internal verification reports
- ◆ external verifier reports
- ◆ minutes of internal meetings
- ◆ reviews of procedures

Records of Explanations Covering:

- ◆ areas of knowledge not demonstrated through performance evidence

Statements

- ◆ included in external verifier reports
- ◆ included in quality assurance manager's reports

Unit V1

Conduct internal quality assurance of the assessment process

Element 4 (V1.4)

Meet external quality assurance requirements

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 V1 (D94P 04) Conduct internal quality assurance of the assessment process

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 internal quality assurance of assessments

- 1 how to monitor and review how candidate competence is assessed and recorded
- 2 how to ensure that individual assessors are consistent and accurate in their assessment judgements over time and with different candidates
- 3 how to ensure that assessment decisions between assessors are monitored so that assessment standards are applied consistently
- 4 how to set up effective systems for reviewing assessment decisions and the progress of candidates
- 5 how to create and apply complaints and appeals procedures in line with the requirements of awarding bodies
- 6 how to monitor equality and access to assessments and practices that do not discriminate
- 7 how to choose appropriate administrative arrangements to support internal assessment audits
- 8 how to give roles and responsibilities to the people involved in the internal audit process
- 9 how to set and apply clear and effective criteria for choosing assessors
- 10 how to choose and use appropriate internal assessment evaluation methods in line with your organisation's requirements and procedures
- 11 how to use assessment decisions as a way of evaluating internal audit arrangements

Principles and concepts

- 12 how to use different ways of collecting evidence and how to choose appropriate and efficient methods of doing this
- 13 how to choose different ways of presenting evidence for assessment
- 14 how to ensure that candidates' past experience and achievements can be recognised during their assessment
- 15 how to ensure candidate's knowledge and performance is assessed
- 16 how to adapt assessment procedures to meet individual needs
- 17 how to identify the difficulties you may have in making safe, fair, valid and reliable judgements of evidence
- 18 how to identify the personal characteristics good assessors need and how to measure them
- 19 how to evaluate assessors' technical competence against the agreed standards and assessment procedures
- 20 how to identify assessment principles and make these clear to assessors

Unit V1 (D94P 04) Conduct internal quality assurance of the assessment process

- 21 how to identify appropriate standardisation procedures which will help assessors make effective decisions
- 22 how to ensure that enough resources are available to meet the needs of assessors
- 23 how to ensure assessors keep up to date with assessment practices and procedures
- 24 how to give constructive feedback and support to assessors
- 25 how to identify the development needs of assessors and where they can find the support they need
- 26 how to identify and present concerns about external audit decisions in a constructive way
- 27 how to give effective feedback to candidates and assessors on the external audit decisions
- 28 how to use external audit information in a constructive way to improve internal systems
- 29 how to identify where and how changes to internal assessment audit arrangements can and should be made

External factors influencing internal quality assurance

- 30 how to give candidates access to valid and reliable assessments in line with relevant legislation
- 31 how to identify and apply the requirements of examining and awarding bodies
- 32 how to ensure that internal systems meet the monitoring and inspection requirements of external agencies
- 33 how to identify and plan for issues of confidentiality and data protection during the assessment process
- 34 how to develop a sampling system which ensures that the audit process meets the needs of the awarding body
- 35 how to apply relevant health, safety and environmental protection and equal opportunities policies
- 36 how to plan for the requirements, order and timing of external auditing
- 37 how to choose and set up appropriate administrative arrangements to meet external auditing requirements
- 38 how to identify the extra information external auditors are likely to need and how best to provide it
- 39 how to identify and evaluate external factors that influence changes in your own area of competence
- 40 how to identify appropriate sources of support for your own development

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Unit V1 (D94P 04)

Conduct internal quality assurance of the assessment 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: _____

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 | <input type="checkbox"/> | |
| Personal profile | | |
| • your own personal details | <input type="checkbox"/> | |
| • a brief CV or career profile | <input type="checkbox"/> | |
| • description of your job | <input type="checkbox"/> | |
| • information about your employer/training provider/college | <input type="checkbox"/> | |
| Unit Assessment Plans | <input type="checkbox"/> | |
| Unit progress record | <input type="checkbox"/> | |
| Completed Element Achievement Records for each Unit | | |
| • signed by yourself, your assessor and the internal verifier (where relevant) | <input type="checkbox"/> | |
| • Evidence reference numbers included | <input type="checkbox"/> | |
| Index of evidence (with cross-referencing information completed) | <input type="checkbox"/> | |
| Evidence (with reference numbers) | | |
| • observation records | <input type="checkbox"/> | |
| • details of witnesses (witness testimony sheets) | <input type="checkbox"/> | |
| • personal statements | <input type="checkbox"/> | |
| • products of performance | <input type="checkbox"/> | |

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: _____

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

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: Coordination of Learning and Development Provision level 4

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: