

# Evidence Tracker for the SVQ in Learning and Development at SCQF level 8 Code: GV86 23

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## 1. Introduction

Purpose of this document

This document has been developed by SQA to provide evidence recording forms for the revised SVQ in Learning and Development (L&D) at SCQF level 8 produced by Instructus in 2023. The new SVQ group award includes units for mentoring and coaching although they are not included in this document as there is a direct relationship to the accompanying national occupational standards (NOS) unlike the CLD suite of L&D NOS which SQA awarding body has created specific evidence requirements.

## 2. Structure of the SVQ in Learning and Development at SCQF level 8

Candidates need to complete six units to achieve the qualification. Candidates must complete all three mandatory units and a minimum of one unit from Group A. The remaining units required can be completed from Group B if both units in Group A aren’t completed. **Please note that candidates may not count both CLDL9D and CLDLD9DI towards the SVQ.**

Mandatory units

All candidates must complete the following three units:

| Unit code | NOS code | Unit title |
| --- | --- | --- |
| J8RW 04 | CLDLD04 | Plan and Prepare Specific Learning and Development Opportunities |
| J8RX 04 | CLDLD08 | Engage and Support Learners in the Learning and Development Process |
| J8RY 04 | CLDLD10 | Reflect On, Develop and Maintain Own Skills and Practice in Learning and Development |

Optional units

**Group A:** Candidates must complete between one and two units from the following:

| Unit code | NOS code | Unit title |
| --- | --- | --- |
| J8T0 04 | CLDLD06 | Manage Learning and Development in Groups |
| J8T1 04 | CLDLD07 | Facilitate Individual Learning and Development |

**Group B:** Candidates must complete between one and two units from the following:

**Note:** Candidates cannot take both CLDL9D and CLDLD9DI.

| Unit code | NOS code | Unit title |
| --- | --- | --- |
| J8T2 04 | CLDLD02 | Identify Individual Learning and Development |
| J8T4 04 | CLDLD05 | Develop and Prepare Resources for Learning and Development |
| J8RP 04  or  J8RR 04 | CLDLD9D  or  CLDLD9DI | Assess Learner Achievement in the Workplace Using Direct Methods  or  Assess Learner Achievement in the Workplace Using Direct and Indirect Methods |
| J8T5 04 | CLDLD13 | Evaluate and Improve Learning and Development Provision |
| H41X 04 | CFAM&LDC3 | Mentor Individuals |
| J8RN 04 | CFAM&LDC4 | Coach Individuals |

### Evidence Tracker: SVQ in Learning and Development at SCQF level 8

This document includes the following:

1. Advice relating to cross-referencing evidence to standards.
2. An example evidence index.
3. An example evidence record.
4. Evidence referencing system for each Learning and Development SVQ unit which includes:

* Evidence index
* Performance criteria (PC), knowledge and understanding, and evidence requirements
* Feedback and sign-off record

### Evidence referencing

Part of your responsibility as a candidate is to organise and present your evidence to enable your assessor to check your claim for competence against the national standard to which you are being assessed.

To do this effectively, you have to:

* Understand the standards of the unit and/or SVQ.
* Ensure that if you are unsure about the meaning of a performance or knowledge requirement you check it out with your assessor.
* Understand the evidence requirements for the unit and/or SVQ. This will ensure that you don’t either under or over evidence.

Your assessor will check the sufficiency of evidence you collect. If there is insufficient evidence, you will have to collect more and your assessor will agree with you the best way of doing that.

A number of candidates find cross-referencing a bit of a challenge, but if done well, it can be beneficial to everyone in the assessment process:

* As a candidate, it offers you the opportunity to check the evidence you have gathered against the standards and identify any gaps.
* It helps your assessor to find their way around your evidence and therefore speeds up the process of making assessment decisions.
* For your verifiers — internal and external — it will assist in the sampling process and in standardisation.

There’s a range of different methods that can be used — some more complicated than others. The following example shows the use of a numeric system where evidence is matched against performance and knowledge.

#### How to reference evidence

Assemble your evidence and start listing it on the Evidence Index, numbering it as you go along 1, 2, 3, 4, 5 and so on. This means that you don’t have to worry about keeping evidence together by type or putting it in any kind of chronological order. As you identify a piece of evidence, add it to the index. It is often easier to do the numbering and indexing as you collect the evidence rather than do it all in at the end.

Decide whether you are including all the evidence in your portfolio or are leaving some in-situ. In all cases, you would complete the right-hand column of the index accordingly. For example, if evidence of you working with your learner to agree an assessment plan is normally recorded in the learner’s file, then use the location column to signpost it. If the evidence is an explanation of how you worked with your learners, then include it in your portfolio.

The evidence requirements provide you with guidance on the quantity and type of evidence you need to assemble. As you collect your evidence, add its number to the column to the right of the evidence requirements on the Tracker grid. For each piece of evidence look at the performance standard that you feel is met and then enter the number of that piece of evidence against the standard on the Evidence Record. Most of your evidence will meet more than one performance standard. As you begin to work on each new unit, go back through your Evidence Index to see if there is anything there already which can be claimed against the performance standards for the new unit. Evidence items can be used more than once.

Follow a similar process for the knowledge requirements, that is, if you feel a piece of evidence already listed shows your knowledge then put the number of that piece of evidence on the knowledge section of the record. This means you may only have to deal with those requirements for which you have no evidence when taking part in the professional discussion or your final statement.

If an evidence item is a multi-page document, it’s helpful if you guide your assessor and verifier to the part of the document that you feel meets a specific performance or knowledge requirement by writing on the document the performance standard number or knowledge requirement number. Likewise, if you’ve written an explanation, refer to the performance standard or knowledge requirement in the text or down the margin.

You can carry out these processes at any stage in your evidence collection but it can be helpful to do the numbering and cross-referencing as an ongoing exercise rather than wait until you’ve assembled all your evidence. This means that if you do identify any gaps, you can pick them up by writing an explanation or adding another piece of evidence.

### Example Evidence Index: SVQ Learning and Development at SCQF level 8

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
| --- | --- | --- | --- | --- | --- |
| 1 | Portfolio | My explanation of how I inducted two learners to the SVQ at SCQF level 7. |  |  |  |
| 2 | Learner file in office | John Murray’s job description, choice of optional units and SVQ induction form signed by him. |  |  |  |
| 3 | Learner file in office | Mary Jones’s job description, choice of optional units and SVQ induction form signed by her. |  |  |  |
| 4 | Learner file on my laptop | Confirming assessment planning arrangements via e-mail to candidates and managers. |  |  |  |
| 5 | Office | SVQ portfolio at SCQF level 5. |  |  |  |
| 6 | Portfolio | My personal statement about assessment methods |  |  |  |
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| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare and plan for assessments:**  (a) Ensure Learners understand the purpose, requirements and processes of assessment.  (b) Identify evidence that is valid, authentic and sufficient.  (c) Plan to use valid, fair and reliable and safe assessment methods.  (d) Plan assessment to meet requirements and learner needs. | 1, 2, 3  1, 5 | 1. The range of information that should be made available to learners before assessment begins.  2. The standards to be assessed and the assessment/evidence regulatory requirements.  3. The learners’ job role and their work environment and how this influences the assessment approach adopted.  4. How to judge when the learner is ready for assessment.  5. The uses, benefits and drawbacks of the different assessment methods, including those that use technology. | 1, 2, 5  1, 5  1, 2, 3  1, 4 | **Performance**  A brief explanation with supporting documentation of how the assessor-candidate confirmed:   * That their learners understood the assessment process/requirements. * There were evidence sources and assessment opportunities that ensured valid, authentic and sufficient evidence could be collected.   Evidence of planning and agreeing when, where, how and what is to be assessed with two learners, providing four assessments in total to meet the learners’ needs, job role and work environment, using as a minimum:   * observation of performance | 1, 2, 3  5 |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare and plan for assessments (continued).** |  | 6. Types of risks when assessing and how to manage them.  7. How to involve learners in planning assessments and ensure they have access to the assessment process.  8. How assessment arrangements can be adapted to meet the diverse needs of individual learners.  9. How disputes and appeals will be handled and how confidentiality will be maintained. | 1, 2, 3, 4  1  1 | Performance evidence of planning to use the other methods listed below or knowledge evidence of the benefits and drawbacks of using such methods:   * examining the learner’s products of work (created at the time of the observation) * questioning   **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussing with the assessor-candidate. * recorded questions and answers (written or oral). * assessor-candidate statement. | 5, 6  6 |

### Unit J8RW 04 Evidence Index: Plan and Prepare Specific Learning and Development Opportunities

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8RW 04: Plan and Prepare Specific Learning and Development Opportunities (CLDLD04)

**Source:** CLD Standards Council Scotland — L&D Standard 4

**What this unit is about**

This unit is about planning and preparing specific/individual learning and development opportunities, for example, formal training sessions or informal **experiences** such as periods in the workplace. It applies to planning for individuals as well as planning for groups.

The types of **activities** the candidate will be involved in include:

1. Planning specific learning and development opportunities.
2. Organising resources and arrangements for specific learning and developing opportunities.

To achieve this unit, the candidate is required to plan and prepare two different specific learning and development opportunities (sessions, work-based learning opportunities, etcetera).

The candidate’s knowledge will be assessed by taking part in a discussion with their assessor, or answering questions (written or oral), or providing a candidate statement, or a combination of all of these.

The candidate’s performance will be assessed by the assessor looking at products of work, for example:

* Written plans for the learning and development opportunities, for example, lesson plans — which also show how resources will be allocated and used.
* Information for learners.
* Notes or correspondence showing how other arrangements have been made.
* Risk assessments.
* Budgets and other resource requirements.

Products of work will also be supplemented by a discussion between the candidate and assessor.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Plan specific learning and development opportunities:**  (a) Identify the purpose and outcomes of specific learning and development opportunities in relation to agreed goals.  (b) Identify how specific learning and development opportunities will be delivered and/or facilitated and managed.  (c) Identify how learning and development opportunities will be monitored and evaluated.  (d) Develop plans which are appropriate to identified learning needs and meet organisational and legal requirements. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The importance of having clear outcomes for specific learning and development opportunities.  3. Options for delivering and/or facilitating different types of learning and development opportunities.  4. Factors to consider in selecting suitable delivery and facilitation methods.  5. The range of planning considerations relevant to ensuring that equality and diversity needs are met. |  | **Performance**  Two learning and development session/lesson plans showing the aims of the sessions/ lessons, their expected outcomes, timings within the session and delivery methods for each part.  Discussion with the assessor to confirm that the candidate has identified and taken account of all relevant policies, procedures and areas of legislation when developing the two plans.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |
| **1. Plan specific learning and development opportunities (continued).** |  | 6. Factors that need to be considered in the management of different learning and development opportunities and how to deal with these factors. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Organise resources and arrangements for specific learning and development opportunities:**  (a) Identify the resources needed to deliver and/or facilitate specific learning and development opportunities.  (b) Make preparations and arrangements for delivery and/or facilitation in accordance with the plan and organisational policies/procedures.  (c) Communicate aims and objectives to learners and agree the plan with relevant stakeholders. |  | 1. The resources, including technology, available to support delivery and/or facilitation and management of learning and development opportunities.  2. The advantages and disadvantages of different types of resources in meeting learner needs.  3 The types of preparations that need to be undertaken for different learning opportunities and why each of these is important. |  | **Performance**  Resource plans for two specific sessions/lessons.  Evidence of the arrangements the candidate made for the session/lesson and how they communicated with their learners about the session/ lesson.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Organise resources and arrangements for specific learning and development opportunities (continued).** |  | 4. How to carry out a risk assessment in relation to planning for specific learning and development opportunities, and the contingencies which should be put in place in response to risk assessments.  5. The operational requirements that should be considered in planning specific learning and development opportunities, including organisational, health and safety, budgetary and legislative guidelines.  6. Different methods of communicating aims and objectives to learners. |  |  |  |

Unit J8RW 04: Plan and Prepare Specific Learning and Development Opportunities (CLDLD04)

| Comments and/or feedback from the assessor |
| --- |
|  |

The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

### Unit J8RX 04 Evidence Index: Engage and Support Learners in the Learning and Development Process

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8RX 04: Engage and Support Learners in the Learning and Development Process (CLDLD08)

**Source: CLD Standards Council Scotland** — L&D Standard 8

**What this unit is about**

This unit is about supporting learners through the learning process by, for example, providing them with information and advice, helping them overcome barriers, helping them access the learning and experience they need, monitoring progress against expected standards and providing constructive feedback.

The types of activities the candidate will be involved in include:

1. Engaging the learner in the learning and development experience.
2. Supporting the learner through the learning and development process.
3. Providing feedback and evidence of learner achievement.

To achieve this unit the candidate is required to engage and support at least two individual learners through their learning and development process.

The candidate’s knowledge will be assessed by taking part in a discussion with their assessor, or answering questions (written or oral), or providing a candidate statement, or a combination of all of these.

Their performance will be assessed by their assessor looking at products of work, for example:

* Notes of meetings with learners.
* Records of information and advice they have made available to learners.
* Records of learning opportunities they have made available to learners (but not necessarily provided by themselves).
* Records of challenges the learners have faced and how the candidate helped them to overcome these challenges.
* Records of information the candidate has provided to others (for example, tutors or assessors) on learner achievement and progress.

The quality of the candidate’s relationship with the learners will be assessed by the assessor observing them working with the learners.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Engage the learner in the learning and development process:**  (a) Establish and maintain a positive relationship with the learner which encourages and motivates learning.  (b) Provide the learner with information and advice relevant to their needs.  (c) Enable the learner to engage with, and contribute to, their own learning.  (d) Assist the learner to access the skills, knowledge and experience they need. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The characteristics of a relationship that supports learner’s progress and provides them with motivation to learn.  3. The types of information and advice that learners may require and how to provide or access this.  4. Different strategies to enable learners to engage with learning.  5. Aspects of equality and diversity that need to be addressed when supporting learners. |  | **Performance**  Observation by the assessor of how the candidate relates to and motivates two different learners providing information and advice and helping them to access the learning and development they need. This could be in a workplace setting or through accessing learning opportunities delivered by the candidate themselves or other internal or external learning providers.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Engage the learner in the learning and development process (continued).** |  | 6. The range of techniques through which different types of learners can contribute to their own learning. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Support the learner through the learning and development process:**  (a) Help the learner overcome any barriers that prevent them taking a full part in the learning process.  (b) Support the learner in taking responsibility for their own development. |  | 1. The types of barriers to learning that different types of learners experience and how to address these.  2. How to help individuals with different types of learning needs access the skills, knowledge and experiences they need to progress.  3. The boundaries of your own role and when to refer the learner to other sources of help and support.  4. The range of resources, including support from others and technology-based solutions, that are available to support learners. |  | **Performance**  Records or witness testimony on how the candidate helped two different learners to overcome barriers to learning. If the learners have not experienced any barriers, the assessor will engage in a professional discussion to find out how the candidate would do so.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Support the learner through the learning and development process (continued).** |  | 5. Why it is important that learners take responsibility for their own learning and different methods of helping them to do so. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Provide feedback and evidence of learner achievement:**  (a) Monitor the learner’s performance against expected standards and provide evidence of achievement to others as required.  (b) Provide constructive feedback to the learner.  (c) Review learner progress and help them adapt their plans, as necessary. |  | 1. Methods that can be used to monitor learner’s performance against required standards.  2. Methods that can be used to enable learners to provide honest and constructive feedback on their learning experience and how to use this feedback when it has been collected.  3. Different methods of presenting evidence of learner achievement to others.  4. Different methods of providing the learner with constructive feedback and how to use these methods effectively. |  | **Performance**  Documented evidence that the candidate has monitored the performance of two different learners against expected standards (for example, national occupational standards, a curriculum or learning outcomes) and how they provided evidence of the learners’ achievement to other people (for example, a workplace assessor or awarding organisation).  Observation by the assessor of the candidate providing feedback to the learners, reviewing their progress and adapting their personal learning plans accordingly. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Provide feedback and evidence of learner achievement (continued).** |  | 5. The importance of reviewing learner progress and appropriate times to do so.  6. The factors which are important in helping learners to review their progress and, where necessary, adapt their plans for learning and progression. |  | **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

Unit J8RX 04: Engage and Support Learners in the Learning and Development Process (CLDLD08)

| Comments and/or feedback from the assessor |
| --- |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

### Unit J8RY 04 Evidence Index: Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8RY 04: Reflect On, Develop and Maintain Own Skills and Practice in Learning and Development (CLDLD10)

**Source:** CLD Standards Council Scotland — L&D Standard 10

**What this unit is about**

This unit is about the learning and development practitioner reflecting on their current practice, identifying their own learning and development needs and taking part in continuing professional development.

The types of activities the candidate will be involved in include:

* Evaluating own performance as a learning and development practitioner.
* Continually developing own practice as a learning and development practitioner.

To achieve this unit, the candidate is required to demonstrate reflective practice and continuing professional development in all key areas of their work.

The candidate’s performance will be assessed by the assessor looking at products of work, for example:

* records of their work on keeping up to date on the requirements of their role.
* records of how they keep abreast of developments in learning and development.
* feedback that they have stimulated from learners and colleagues.
* self-evaluations of their own practice in learning and development.
* their personal development plan and evidence of how this has been updated over time.
* records of continuing professional development activities.
* evidence of how they have shared new knowledge and skills with colleagues.

The assessor will also engage in a professional discussion with the candidate to explore how they have reflected on their practice and used these reflections to improve what they do.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Evaluate own performance as a learning and development practitioner:**  (a) Identify current performance requirements relevant to your practice.  (b) Identify trends and developments relevant to own skills, knowledge and practice.  (c) Identify and critically reflect on how own beliefs and attitudes influence own practice.  (d) Seek feedback, collect information and continually reflect on own performance. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The extent and limitations of the requirements and responsibilities associated with own role.  3. The health and safety practice and personal and social skills relevant to own area of work and management of own workload.  4. Team, organisational and own professional goals. |  | **Performance**  1. The information that the candidate keeps about what they are expected to achieve in their role. These could be national occupational standards, a role profile or job description.  2. Evidence of the candidate keeping up to-date with developments in their field, for example, through records of the research that they undertake or courses that they attend.  3. A discussion between the assessor and the candidate to ensure the candidate is aware of their own beliefs and attitudes and understand how these impact on their practice. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Evaluate own performance as a learning and development practitioner (continued).**  (e) Assess the extent to which own practice is inclusive and promotes equality and diversity.  (f) Review and evaluate own skills, knowledge and practice against available information. |  | 5. How to explore current performance requirements relevant to own practice, including role descriptors, standards, benchmarks, codes of practice, and values and principles relevant to own practice.  6. How to find out about and stay abreast of trends and developments relevant to own skills, knowledge and practice including those relating to technological developments.  7. Effective methods for assessing own values, beliefs and attitudes relevant to own skills and practice. |  | 4. Documented evidence or witness testimony that the candidate stimulates and collects feedback from others, including learners and colleagues, on their own performance as a learning and development practitioner.  5. Documented evidence supported by discussion on how the candidate evaluates how inclusive their practice is and how it promotes equality and diversity.  6. Evidence of the candidate’s evaluation of their own skills, knowledge and practice using all the other information looked at in (a)–(f) under performance. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **1. Evaluate own performance as a learning and development practitioner (continued).** |  | 8. Why it is important to understand own values, beliefs and attitudes and how it can affect own work practice as well as own learning and development.  9. Why it is important to seek feedback on own performance from all those involved in the learning process and ways that this can be done.  10. The type of information that should be collected to inform a review of own skills, knowledge and practice.  11. Ways to continuously reflect on and evaluate own efficiency and effectiveness and why this is important. |  | **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |
| **1. Evaluate own performance as a learning and development practitioner (continued).** |  | 12. Methods that can be used to assess the extent to which own practice is inclusive and promotes equality and diversity.  13. Methods that can be used to evaluate own skills knowledge and practice and the range of information that should be used to inform this process. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Continually develop own practice as a learning and development practitioner:**  (a) Prioritise areas for development and plan how learning and development will be achieved.  (b) Inform relevant individuals and use appropriate systems to report and address factors that impact negatively on own practice.  (c) Access development needed to carry out own work more effectively and continually use a range of resources to keep own knowledge, skills and practice up to date. |  | 1. The information that should be considered in the prioritisation of own learning and development needs.  2. Sources and methods of relevant continuous and professional development to facilitate own learning.  3. How research can help to update practice.  4. Methods, systems and processes for sharing evaluation information and suggesting improvements.  5. How to provide constructive criticism when suggesting improvements to colleagues. |  | **Performance**  1. A personal learning and development plan and further evidence that the candidate is following this plan and updating it as they make progress. This should include accurate and up-to-date records of learning and development undertaken and discussion as to how this is used to inform reflective practice.  2. Records or witness testimony showing that the candidate should have informed other people when they encounter any factors in their work that impact negatively on their own practice. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Continually develop own practice as a learning and development practitioner (continued).**  (d) Keep records of own actions, development plans and progress, and use them to support and inform ongoing reflective practice.  (e) Apply new knowledge and skills to consolidate learning, improve own practice, and review the effectiveness of newly acquired knowledge and skills.  (f) Share knowledge, skills and improvements to practice with colleagues. |  | 6. Why it is important to keep records of own actions, development plans and progress and how these can be used to inform ongoing reflective practice.  7. Why it is important to evaluate the effectiveness of learning resources and learning provision used for own learning and development and who this information should be shared with.  8. How sharing good practice with others can help to develop own practice.  9. The importance of continuous professional development and collaborative reflection on learning development practice. |  | 3. Products of work or testimony of others supported by discussion showing that the candidate has applied new knowledge and skills in their work and reviewed their effectiveness.  4. Evidence that the candidate has shared new knowledge, skills and improvements with others.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

Unit J8RY 04: Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development (CLDLD10)

| Comments and/or feedback from the assessor |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

### Unit J8T0 04 Evidence Index: Manage Learning and Development in Groups

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8T0 04: Manage Learning and Development in Groups (CLDLD06)

**Source: CLD Standards Council Scotland** — L&D Standard 6

**What this unit is about**

This unit is about using a range of methods to enable group members to learn and develop in a safe and supportive learning environment.

The types of activities the candidate will be involved in include:

1. Managing an effective group environment for learning and development.
2. Facilitating learning and development in groups using a range of methods.

To achieve this Unit the candidate is required to deliver at least two group learning sessions. Across these sessions, the candidate will be expected to use at least three of the following delivery methods:

* presentations
* instructions
* demonstrations
* opportunities for learners to apply knowledge and practise skills.
* experiential learning

They will also have to show that they know how to use the others.

The candidate’s knowledge will be assessed by taking part in a discussion with their assessor, or answering questions (written or oral), or providing a candidate statement, or a combination of all of these.

The candidate’s performance will be assessed by the assessor observing the learning and development sessions that they manage and the methods they use.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Manage an effective group environment for learning and development:**  (a) Prepare an environment conducive to effective learning relevant to the delivery methods.  (b) Manage a group environment in which individuals feel valued, supported, confident and able to learn.  (c) Communicate with learners in a way that meets individual and group needs.  (d) Make learners aware of the outcomes they are expected to achieve and how the planned. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The principles, uses and value of learning and development on a group basis.  3. The learners’ needs, requirements and planned outcomes relevant to their own areas of work.  4. The characteristics of a group environment that fosters learning and development for all those involved.  5. Different techniques to manage group dynamics. |  | **Performance**  Observation by the assessor of the candidate managing a supportive group learning environment on two different occasions to meet the standard shown under ‘Performance.’  The assessor will wish to see evidence of the candidate’s communication skills with the group as a whole and with individuals in the group.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Manage an effective group environment for learning and development (continued).** |  | 6. Aspects of equality and diversity that need to be addressed when facilitating learning and development in groups.  7. Different ways of encouraging behaviour and values that foster mutual respect and support the learning and development process.  8. The importance of own communication skills and different ways to communicate effectively with groups, and individuals within groups. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Facilitate learning and development in groups using a range of methods:**  (a) Balance and adjust delivery to meet individual needs while achieving planned group outcomes and agreements.  (b) Use a range of delivery methods, activities and resources to meet the needs of all group members, as appropriate to planned outcomes. |  | 1. The types of learning resources available, including those that are technology-enhanced, that can support learning and development in groups.  2. The factors to consider when selecting and using learning and development resources to facilitate learning and development in groups.  3. The range of delivery methods appropriate to learning in groups.  4. How to co-ordinate learning and development activities to meet individual and group needs. |  | **Performance**  Observation by the assessor of the candidate facilitating learning and development in two learning and development sessions. The candidate must show they can use at least three of the following delivery methods across the two sessions:   * presentations * instructions * demonstrations * opportunities for learners to apply knowledge and practise skills * experiential learning   They must also show that they know how to use the other methods. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Facilitate learning and development in groups using a range of methods (continued).**  (c) Monitor learner response and use appropriate strategies to motivate learners individually and collectively.  (d) Encourage effective communication within the group.  (e) Maintain the health and safety of learners, self and other people. |  | 5. The types of motivational strategies that would support group and individual learning and how to select these according to identified needs.  6. Techniques that can be used to monitor learner response.  7. Different ways of adapting delivery according to learner response whilst still achieving planned outcomes and agreements.  8. How to assess and manage risk whilst facilitating learning and development in groups. |  | The assessor to observe how the candidate monitors learner responses during the sessions and uses different motivational strategies for individuals and for the group as a whole. The candidate must also demonstrate how they enable communication within the group and that they have managed hazards and risks effectively during the session.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

Unit J8T0 04: Manage Learning and Development in Groups (CLDLD06)

| Comments and/or feedback from the assessor |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

### Unit J8T1 04 Evidence Index: Facilitate Individual Learning and Development

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8T1 04: Facilitate Individual Learning and Development (CLDLD07)

**Source:** CLD Standards Council Scotland — L&D Standard 7

**What this unit is about**

This unit is about using a range of methods to enable individuals to acquire or improve skills and knowledge and practise their application in context. It also covers providing feedback to learners and encouraging them to reflect on and improve what they do. This unit could be achieved as part of a coaching and/or mentoring relationship.

The types of activities the candidate will be involved in include:

1. Planning and preparing for individual learning and development.
2. Facilitating individual learning and development using a range of methods.
3. Helping the learner to reflect on their learning experience.

To achieve this unit, they are required to facilitate learning and development with at least two individual learners. When working with the learners they will be expected to use at least three of the following delivery methods:

* coaching
* instructions
* demonstrations
* opportunities for learners to apply knowledge and practise skills

They will also have to show that they know how to use the others.

Their knowledge will be assessed by the candidate taking part in a discussion with their assessor, or answering questions (written or oral), or providing a candidate statement, or a combination of all of these.

Their performance will be assessed by their assessor observing the individual learning and development that they manage and the methods that they use.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Plan and prepare for individual learning and development:**  (a) Establish and maintain a professional relationship with the learner that supports individual learning and reflection.  (b) Explore and agree the learner’s objectives, learning needs and goals.  (c) Agree a plan of learning, application and reflection. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The principles, uses and value of learning and development on an individual basis.  3. The characteristics of a relationship that supports individual learning, application and reflection.  4. Aspects of equality and diversity that need to be addressed when facilitating individual learning and development.  5. Key factors to consider when setting and agreeing goals with individual learners. |  | **Performance**  1. Observation by the assessor of the candidate working with an individual learner on two occasions to plan and prepare a learning experience with them.  2. An agreed and documented plan of learning and development for each learner.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Facilitate individual learning and development using a range of methods:**  (a) Use a range of methods and resources to help the learner acquire/develop the skills and knowledge they need.  (b) Support the learner in applying their learning in context.  (c) Maintain the health and safety of the learner, self and other people. |  | 1. The range of delivery methods appropriate to individual learning.  2. The range of resources, including support from others, that is available to support individual learning.  3. How technology can enhance resources and delivery methods for individual learning.  4. How to assess and manage risk in own area of work whilst facilitating learning and development for individuals. |  | **Performance**  1. Observation by the assessor of the candidate delivering learning and development to two different learners, demonstrating a minimum of three of the following delivery methods in total:   * coaching * instructions * demonstrations * opportunities for learners to apply knowledge and practise skills   They must also show that they know how to use the other methods (refer to performance evidence 2 below). |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Facilitate individual learning and development using a range of methods (continued).** |  |  |  | Observation by the assessor of how the candidate supports the learner in applying their learning in context, for example, by applying knowledge and skills in the workplace or under simulated conditions.  2. A professional discussion between the candidate and the assessor wherein the candidate confirms they know how to use the other methods not observed in performance evidence 1 (above.)  An observation and professional are also required to show how the candidate has managed hazards and risks effectively during the session. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Facilitate individual learning and development using a range of methods (continued).** |  |  |  | **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Help the learner to reflect on their learning experience:**  (a) Provide constructive and motivational feedback to improve the learner’s application of learning.  (b) Assist the learner to reflect on their practice and experience.  (c) Adapt learning, application and reflection to meet further needs. |  | 1. The importance of reflective practice in individual learning and development.  2. The range of techniques that can be used to encourage reflective practice by the learner.  3. How to support different types of learners in applying new or enhanced learning in context.  4. The types of barriers that learners encounter and how to develop strategies to overcome these.  5. How to adapt learning plans in response to learner progress and reflection whilst still focusing on learner needs and desired outcomes. |  | **Performance**  1. Observation by the assessor of the candidate providing feedback to two different learners and helping them to reflect on what they have done and learnt.  2. Documented evidence on how the candidate assisted the learners to adapt their own learning plans to meet further needs.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

Unit J8T1 04: Facilitate Individual Learning and Development (CLDLD07)

| Comments and/or feedback from the assessor |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

### Unit J8T2 04 Evidence Index: Identify Individual Learning and Development

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8T2 04: Identify Individual Learning and Development (CLDLD02)

**Source:** CLD Standards Council Scotland — L&D Standard 2

**What this unit is about**

This unit is about carrying out learning and development needs analyses for individual learners.

The types of activities the candidate will be involved in include:

1. Preparing to analyse individual learning and development needs.
2. Analysing individual learning and development needs.
3. Agreeing learning and development needs with the individual.

To achieve this unit, the candidate is required to carry out learning and development needs analyses with at least two different individuals.

The candidate’s knowledge will be assessed by taking part in a discussion with their assessor, or answering questions (written or oral), or providing a candidate statement, or a combination of all of these.

The candidate’s performance will be assessed by the assessor looking at products of work, for example:

* Written plans for learning and development needs analyses.
* The information they have collected through, for example, initial assessments and interviews with the learner etcetera.
* Written analysis and reports.

Their assessor will also observe the candidate providing feedback to the learners and agreeing their learning and development needs.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare to analyse individual learning and development needs:**  (a) Identify the learner’s objectives, motivation to learn and any requirements relevant to the learning needs analysis.  (b) Review the learner’s achievements, evaluating these against relevant objectives and requirements. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The principles that underpin learning needs analysis for individual learners.  3. Why it is important to identify a learner’s objectives and motivation to learn when analysing their learning needs.  4. Other requirements from organisations or external agencies that may affect a learning needs analysis.  5. Methods of reviewing a learner’s formal and informal achievements. |  | **Performance**  Documented records of interviews with learners or reports to other people with an interest in the learners’ development showing how the candidate prepared for learning and development needs analyses with two different individual learners.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion between the candidate and their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare to analyse individual learning and development needs (continued).** |  | 6. Methods of giving recognition for prior learning and achievement. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Analyse individual learning and development needs:**  (a) Assess the learner’s capabilities and potential using robust, reliable and valid methods.  (b) Analyse the learner’s capabilities and potential in the context of their objectives and other requirements. |  | 1. Methods, which include the appropriate use of technology, to carry out an initial assessment of capability and potential.  2. How to select initial assessment methods which are valid, authentic, robust, reliable and current for the learner and their objectives.  3. How to assess and manage risk when carrying out initial assessments.  4. Issues related to equality and diversity that may affect an individual learning needs analysis and how to address these. |  | **Performance**  Documented records of initial assessments carried out with learners and reports of the outcomes showing how the candidate carried out learning and development needs analyses with two different learners.  Discussion with the assessor to find out how the candidate ensured their initial assessment methods were valid, authentic, robust, reliable and current and how they drew their conclusions about the learners’ capabilities and potential. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Analyse individual learning and development needs (continued).** |  | 5. Who to make agreements with and the issues to consider when prioritising an individual’s learning needs.  6. The communication and personal skills that practitioners need when identifying individuals’ learning needs. |  | **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion between the candidate and their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Agree learning and development needs with the individual:**  (a) Agree and prioritise the learner’s learning needs.  (b) Support learners in identifying their own preferred ways of learning.  (c) Provide the learner with constructive feedback on their expectations and discuss learning and development opportunities.  (d) Maintain confidentiality agreements. |  | 1. Preferred ways of learning and how these may affect choices about possible learning and development opportunities.  2. Different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning.  3 Different methods of providing feedback to a learner on the outcomes of the learning needs analysis, and the advantages and disadvantages of these methods. |  | **Performance**  Observations by the assessor of the candidate providing feedback and agreeing learning needs and development opportunities with two different learners.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion between the candidate and their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Agree learning and development needs with the individual (continued).** |  | 4. How to maintain confidentiality and manage information in accordance with legal and organisational procedures and current legislation. |  |  |  |

Unit J8T2 04: Identify Individual Learning and Development Needs (CLDLD02)

| Comments and/or feedback from the assessor |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

### Unit J8T4 04 Evidence Index: Develop and Prepare Resources for Learning and Development

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8T4 04: Develop and Prepare Resources for Learning and Development (CLDLD05)

**Source:** CLD Standards Council Scotland — L&D Standard 5

**What this unit is about**

This unit is about preparing resources to support learning and development. It covers developing resources ‘from scratch’ as well as adapting and preparing existing resources to meet the needs of learners. It also covers the preparation of resources including the learning environment, learning materials and equipment used to support learning.

The types of activities the candidate will be involved in include:

1. Planning learning and development resources
2. Preparing learning and development resources.

To achieve this unit, the candidate is required to plan and prepare learning and development resources for at least two different learning and development opportunities for learners.

The candidate’s knowledge will be assessed by taking part in a discussion with their assessor, or answering questions (written or oral), or providing a candidate statement, or a combination of all of these.

The candidate’s performance will be assessed by their assessor looking at products of work, for example:

* The candidate’s plans for developing new resources, including identifying the needs of learners.
* The learning resources they have developed, including instructions for their use.
* Adaptations the candidate has made to existing learning resources.
* Records of how the candidate tested and amended learning resources.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Plan learning and development resources:**  (a) Agree the range and purpose of resources required.  (b) Identify the resource needs of the individuals or groups. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The different types of resources that can be used to support learning across the full range of the training cycle.  3. The range of resources available to support different types of needs.  4. The importance of distinguishing between different user needs and the factors which are important in selecting and developing resources to meet these needs. |  | **Performance**  Plans for developing learning and development resources on two occasions. These plans must show the range of resources the candidate plans to develop and their purpose. The candidate must also show that they have identified the learners’ needs and that their plans address these needs.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Plan learning and development resources (continued).** |  | 5. How to identify costs and timescales for resource development.  6. The factors which are important in selecting and developing resources to meet the needs of different learners, taking account of the need for equality and diversity.  7. The legislative, safety and professional guidelines relating to the development and adaptation of resources, including those relating to intellectual property, copyright and patents.  8. How to develop simulated exercises that replicate real working challenges. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **1. Plan learning and development resources (continued).** |  | 9. The contribution and challenges that technology can make to the development and adaptation of different types of resources and the challenges posed by these. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **2. Prepare learning and development resources:**  (a) Identify resources which are appropriate to the target group and the purpose for which they are required.  (b) Develop and prepare resources appropriate to the identified need.  (c) Adapt resources ensuring they are consistent with learning needs and professional practice. |  | 1. The factors that need to be considered in the effective preparation and development of learning resources, including those for the learning environment, learning materials and equipment.  2. How to ensure that the language, style and format of the materials are appropriate to the needs of the learners.  3. How to set-up and use equipment to support learning and development.  4. The types of adaptations that could be made to resources to make them more appropriate to learning needs and user requirements. |  | **Performance**  Learning and development resources prepared by the candidate on two occasions, including adaptations they have made.  Guidance for others prepared by the candidate on how to use the resources.  Evidence of how the candidate tested or piloted the resources before putting them into use.  A discussion between the assessor and the candidate to ensure that the candidate has taken account of legislative, safety, equality and diversity and professional guidelines when developing the resources. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **2. Prepare learning and development resources (continued).** |  | 5. The importance of checking and testing resources to make sure they are of the required standard and how to do this effectively.  6. How to make adaptations to the learning environment to support the learning process.  7. The preparation, support and qualifications that staff require to contribute effectively to learning and development activities within own area of responsibility.  8. How to develop guidance for the use of resources and how to encourage consistent application. |  | **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

Unit J8T4 04: Develop and Prepare Resources for Learning and Development (CLDLD05)

| Comments and/or feedback from the assessor |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

### Unit J8T5 04 Evidence Index: Evaluate and Improve Learning and Development Provision

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8T5 04: Evaluate and Improve Learning and Development Provision (CLDLD13)

**Source:** CLD Standards Council Scotland — L&D Standard 13

**What this unit is about**

This unit is about evaluating learning and development provision, and planning and implementing quality improvements to that provision. ‘Provision’ applies to the learning and development programmes and related activities in the candidate’s area of responsibility.

The types of activities the candidate will be involved in include:

1. Planning the monitoring and evaluation of learning and development provision.
2. Carrying out monitoring and evaluation of learning and development provision.
3. Working with others to make improvements to learning and development provision.

To achieve this unit the candidate is required to demonstrate quality assurance and continuous improvement in all key areas of their work.

Their knowledge will be assessed by taking part in a discussion with the assessor, or answering questions (written or oral), or providing a personal/reflective account, or a combination of all of these.

The candidate’s performance will be assessed by the assessor looking at products of work, for example:

* The candidate’s monitoring and evaluation plans.
* Information and data they have collected in relation to the quality of learning and development provision.
* Their evaluations of learning and development provision.
* Evidence of how they have worked with others to improve learning and development provision.

The assessor will also engage in a discussion with the candidate to explore the lessons they have learned from monitoring and evaluating learning and development provision and how they have used these lessons to improve provision.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Plan the monitoring and evaluation of learning and development provision:**  (a) Identify the purpose and scope of the evaluation.  (b) Identify quality requirements and appropriate measures of performance.  (c) Identify methods for monitoring, collecting, managing and analysing data. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The key concepts and principles of quality assurance and continuous improvement.  3. The quality requirements appropriate to own work context and work role.  4. How to research and keep up to date with quality requirements relevant to learning and development. |  | **Performance**  A monitoring and evaluation plan that includes the purpose and scope of the evaluation, the quality requirements that need to be met and the methods the candidate has selected for monitoring, collecting and managing data.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **1. Plan the monitoring and evaluation of learning and development provision (continued).** |  | 5. Industry recognised standards relevant to learning and development and the processes and activities which deliver excellence in the work context being evaluated.  6. How to identify performance indicators relevant to the area of learning and development being evaluated.  7. How to set realistic targets, the contribution that targets can make to evaluation processes and the drawbacks associated with target driven work. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Plan the monitoring and evaluation of learning and development provision (continued).** |  | 8. The strengths and weaknesses of different monitoring and information collection methods and how to develop and administer these methods.  9. The range, amount and frequency of data; qualitative and quantitative, that needs to be collected and analysed to give valid information about the quality.  10. The contribution that technology can make to the monitoring and evaluating process. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Carry out monitoring and evaluation of learning and development provision:**  (a) Collect and analyse data according to identified monitoring procedures.  (b) Identify strengths and areas for improvement.  (c) Evaluate own contribution to working within quality systems. |  | 1. The principles of information management and how to establish systems for the monitoring and management of qualitative and quantitative data.  2. Processes, procedures and methods involved in data analysis and interpretation.  3 What to monitor for specific purposes and how to record and store it.  4. How to contribute to self-assessment and evaluation processes.  5. The confidentiality and data protection legislation relevant to the collection and storage of information in learning and development. |  | **Performance**  1. The data collected by the candidate during monitoring procedures.  2. A report or records supported by discussion showing that the candidate used the data to evaluate provision and the strengths and weaknesses that they identified. They must also show that they are aware of their own role and contribution to quality systems and they understand the impact they have on quality.  **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **3. Work with others to make improvements to learning and development provision:**  (a) Work with others to plan and implement improvements to learning and development.  (b) Ensure that potential improvements are realistic and achievable.  (c) Monitor and evaluate the impact of improvements. |  | 1. The role and functions of individuals and teams in improving quality and raising standards.  2. The importance of involving the learner in quality improvement.  3 How to encourage the learner to contribute to evaluation of learning.  4. The impact of the wider learning environment on the learner experience.  5. How to use feedback to develop own practice specific to the relevant quality systems.  6. How to act on the outcomes of quality assurance including evaluation. |  | **Performance**  1. Reports or notes of meetings supported by witness testimony showing that the candidate collaborated with colleagues to plan and implement improvements to learning and development provision.  2. The evidence must show that the candidate has evaluated how realistic and achievable the suggested improvements are and that they have also tested how effective improvements to learning and development provision have been. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Work with others to make improvements to learning and development provision (continued).** |  | 7. How to contribute to quality improvement plans.  8. How to work with those involved in the learning process to influence and implement quality improvement.  9. Issues related to equality and diversity and that may affect evaluation and improvement to provision, and how to address these. |  | **Knowledge**  The candidate must show that they have all the knowledge specified. This may be evidenced through:   * discussion with their assessor * recorded questions and answers (written or oral) * candidate statement |  |

Unit J8T5 04: Evaluate and Improve Learning and Development Provision (CLDLD13)

| Comments and/or feedback from the assessor |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

### J8RP 04 Evidence Index: Assess Learner Achievement in the Workplace Using Direct Methods

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8RP 04: Assess Learner Achievement in the Workplace Using Direct Methods (CLDLD9D)

**Source:** CLD Standards Council Scotland — L&D Standard 9

**Who this unit is for**

This unit is for those who assess in the workplace using a range of assessment methods:

* observation
* questioning
* examination of work products

Someone holding this unit will be able to assess SVQs (or individual units), other workplace qualifications and in-company standards that only require one or more of these three assessment methods.

Direct assessors of this kind may also contribute to the assessment of SVQs, other workplace qualifications or in-company standards that require a wider range of assessment methods, where the final assessment decision is being made by another assessor.

For this unit, assessments must be of a substantial but realistic and manageable piece of the learner’s work. Each assessment should cover the full assessment cycle to include planning, judging evidence, providing feedback and recording the decision.

In addition, the assessor-candidate will reflect on their own assessor practice as well as identifying and undertaking ongoing continuing professional development activity.

**What this unit is about**

The types of activities the assessor-candidate will be involved in include:

* Preparing to assess
* Planning assessments
* Assessing candidate performance and knowledge
* Confirming progression and achievement

To achieve this unit, the assessor-candidate is required to assess the competence of two learners in their place of work, on two separate occasions (four assessments in total), using standards such as those provided by a national awarding/standard setting body or the learner’s employer.

The assessor-candidate’s knowledge will be assessed by their assessor observing them carrying out assessments and by looking at products of their work such as:

* Notes or documentation relating to pre-assessment planning discussions such as learner agreement documentation and induction checklists.
* Assessment plans agreed with learners.
* Records detailing assessment decisions.
* Feedback records used to convey progression/achievement to learners.
* Records of standardisation activities the assessor-candidate has been involved in.

The assessor will also observe the assessor-candidate giving feedback to at least one of the candidates and reviewing their progress.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare to assess:**  (a) Ensure candidates understand the purpose, requirements and processes of assessment. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and development programmes.  2. The role of the assessor and the relevant requirements of the role.  3. The roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles.  4. The agreed procedures for planning, preparing for and carrying out assessments. |  | **Performance**  1. An explanation of how the assessor-candidate made sure their learners understood the purpose, requirements and processes of assessment, linking with the knowledge requirements.  2. Documentation, such as an Induction participation checklist and initial learner agreement, confirming each learner’s agreement to be assessed and that they have received all of the relevant information. This evidence must cover two assessments of two learners (four assessments in total.) |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare to assess (continued).** |  | 5. How to judge when the learner is ready for assessment.  6. The range of information that should be made available to learners.  7. The key concepts and principles of assessment.  8. The current criteria against which assessments are made and the current regulations and requirements relating to their assessment.  9. The learner’s job role and their work environment and how this influences which assessment approach to use. |  | 3. An explanation of how the assessor-candidate prepared for the role and gathered information on the standards being assessed, assessment strategy/ guidance, standardisation meetings/decision logs and relevant assessment centre policies and procedures on assessment, linking with the knowledge requirements.  **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **1. Prepare to assess (continued).** |  | 10. How to ensure the health and safety of the learner is maintained during assessment. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Plan assessments:**  (a) Identify evidence that is valid, authentic, reliable, robust, current and sufficient.  (b) Plan to use valid, authentic, reliable, robust, current and sufficient assessment methods.  (c) Plan assessment to meet requirements and learner needs. |  | 1. Guidelines for assessment planning as appropriate to own area of responsibility.  2. The key concepts and principles of assessment (validity, authenticity, reliability, currency, sufficiency (VARCS)).  3. The key concepts and principles of quality assurance.  4. The uses, benefits and drawbacks of different assessment methods.  5. The types of risks that may be involved in the assessment process and how to manage these.  6. How to involve learners in the planning of assessments. |  | **Performance**  An explanation, with supporting documentation, showing how the assessor-candidate:   * Identified evidence sources and assessment opportunities, in line with the principles of assessment that ensured they could collect valid, authentic, reliable, robust, current and sufficient evidence. * Ensured they planned to use valid, authentic, reliable, robust, current and sufficient assessment methods in line with the principles of quality assurance. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Plan assessments (continued).** |  | 7. How assessment arrangements can be adapted to meet the needs of individual learners.  8. Issues related to equality and diversity that may affect the assessment process and how to address these.  9. How to make the assessment environment appropriate to the learner’s needs and the criteria being assessed.  10. The relevant procedures when there are disputes concerning assessment. |  | 2. Evidence of planning and agreeing how and what is to be assessed for at least two assessments of two learners (four assessments/ methods in total) to meet the learners’ needs. Examining work products produced by the candidate including authentication of the finished product when finished product has not been observed directly. Planning must cover the following assessment methods as a minimum:   * Observation of performance   3. Performance evidence of planning to use the other methods listed below or knowledge evidence of the benefits and drawbacks of using such methods:   * Examining work products * Questioning |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **2. Plan assessments (continued).** |  |  |  | **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **3. Assess learner performance and knowledge:**  (a) Collect evidence that is valid, authentic, reliable, robust, current and sufficient.  (b) Use assessment methods that are valid, authentic, reliable, robust, current and sufficient.  (c) Make assessment decisions against specified criteria in accordance with the relevant assessment guidance.  (d) Work with others to ensure the standardisation of assessment practice and outcomes. |  | 1. The key concepts and principles of assessment (competent versus not yet competent).  2. Appropriate criteria for judging the quality of the assessment process.  3. How to make sure that assessment decisions are made against specified criteria and are valid, reliable, fair and robust.  4. How to determine when evidence is sufficient to make an assessment decision.  5. How to judge the validity, authenticity, reliability, robustness, and currency of evidence and what to do when there is doubt. |  | **Performance**  1. Assessment records showing how assessments were carried out against specified criteria for two learners (four assessments/ methods in total). There must be evidence that the assessor-candidate has used as a minimum:   * observation of performance   2. Performance evidence of carrying out assessments using the other methods listed below or knowledge evidence of how to use such methods:   * examination of learner’s work products * questioning. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **3. Assess learner performance and knowledge (continued).** |  | 6. Standardisation processes and how to contribute to those.  7 How to co-operate and work effectively with others involved in the assessment process. |  | 3. An assessor-candidate statement confirming why they felt the assessment methods they used were valid, authentic, reliable, robust, current and sufficient.  4. An endorsing statement and/or supporting record(s) from the person responsible for internal quality assurance, confirming the assessor-candidate has met all criteria in this stage.  5. Evidence of how the assessor-candidate, when working with others, contributed to standardisation in assessment practice and outcomes, evidenced through records of the standardisation decisions made, supported by witness testimony. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Assess learner performance and knowledge (continued).** |  |  |  | **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **4. Confirm progression and achievement:**  (a) Provide feedback to the learner that affirms achievement and identifies any additional requirements.  (b) Maintain required records of the assessment process, its outcomes and learner progress.  (c) Reflect on own practice and identify professional development needs. |  | 1. The purpose and value of feedback in the assessment cycle.  2. Factors to consider when providing feedback to learners.  3. How to record and store assessment decisions, who they should be made available to and the data protection and confidentiality guidelines that should be followed.  4. The current quality requirements for assessment processes and systems in your area of responsibility.  5. The value and purpose of continuing professional development for assessment practitioners. |  | **Performance**  1. An observation by the assessor of the assessor-candidate providing feedback and reviewing progress with a minimum of one candidate.  2. Records of feedback and reviewing learner progress in relation to two candidates covering four assessments/ methods in total.  3. Authentication from the person responsible for internal quality assurance confirming the assessor- candidate has maintained records of learner progress and the outcomes of the assessment process. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **4. Confirm progression and achievement (continued).** |  |  |  | 4. Current evidence of continuing professional development in the relevant area of practice, demonstrating the assessor-candidate continues to meet the standard set out in the relevant assessment strategy.  **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

Unit J8RP 04: Assess Learner Achievement in the Workplace Using Direct Methods (CLDLD9D)

| Comments and/or feedback from the assessor |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

### Unit J8RR 04 Evidence Index: Assess Learner Achievement in the Workplace Using Direct and Indirect Methods

| Evidence number | Location | Type of evidence, for example, my explanation | Evidence number | Location | Type of evidence, for example, my explanation |
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Unit J8RR 04: Assess Learner Achievement in the Workplace Using Direct and Indirect Methods (CLDLD9DI)

**Source: CLD Standards Council Scotland** — L&D Standard 9

**Who this unit is for**

This unit is for those who assess in the workplace using a wide range of assessment methods, both direct and indirect. The person wishing to achieve this unit (the assessor-candidate) will use the following direct methods:

* observation
* examination of work products
* questioning

They may also be involved in authenticating indirect evidence such as:

* discussion with learners
* testimony of others (witnesses)
* examination of learner statements
* assessing learners in simulated environments
* Recognising Prior Learning (RPL) — formerly known as the Accreditation of Prior Achievement (APA.)

The assessment decisions made by the assessor-candidate will be used to confirm achievement in a range of situations such as assessing SVQs, other workplace qualifications or in-company standards.

For this unit, assessments must be of a substantial but realistic and manageable piece of the learner’s work. Each assessment should cover the full assessment cycle to include planning, judging evidence, providing feedback and recording the decision.

In addition, the assessor-candidate will reflect on their own assessor practice as well as identifying and undertaking ongoing continuing professional development activity.

**What this unit is about**

The types of activities the assessor-candidate will be involved in include:

1. Preparing to assess
2. Planning assessments
3. Assessing learner performance and knowledge
4. Confirming progression and achievement.

To achieve this unit, the assessor-candidate must assess the competence of two learners in their place of work, on wo separate occasions (four assessments in total), using a set of standards such as those provided by a national awarding/standard setting body or the learner’ employer.

The assessor-candidate’s knowledge will be assessed by them taking part in a discussion with their assessor (recorded/noted), or answering questions (either written or oral), or providing a statement of how and why they carried out certain activities, or a combination of these.

The assessor-candidate’s performance will be assessed by their assessor observing them carrying out assessments and by looking at products of their work such as:

* Notes or documentation relating to pre-assessment planning discussions such as learner agreement documentation and Induction checklists.
* Assessment plans agreed with the learners.
* Records detailing assessment decisions.
* Feedback records used to convey progression/achievement to the learners.
* Records of the standardisation activities the assessor-candidate has been involved in.

The assessor will also observe the assessor-candidate assessing, giving feedback to at least one of the learners and reviewing progress.

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare to assess:**  (a) Ensure learners understand the purpose, requirements and processes of assessment. |  | 1. The organisational, legal and professional requirements that should be followed when planning learning and developments programmes.  2. The role of the assessor and the relevant requirements of the role.  3. The roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles.  4. The agreed procedures for planning, preparing for and carrying out assessments. |  | **Performance**  1. An explanation of how the assessor-candidate made sure their learners understood the purpose, requirements and processes of assessment linking with the knowledge requirements.  2. Documentation, such as an Induction participation checklist and initial learner agreement, confirming each learner’s agreement to be assessed and that they have received all of the relevant information. This evidence must cover two assessments of two learners (four assessments in total.) |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
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| **1. Prepare to assess (continued).** |  | 5. How to judge when the learner is ready for assessment.  6. The range of information that should be made available to learners.  7. The key concepts and principles of assessment.  8. The current criteria against which assessments are made and the current regulations and requirements relating to their assessment.  9. The learner’s job role and their work environment and how this influences which assessment approach to use. |  | 3. An explanation of how the assessor-candidate prepared for the role and gathered information on the standards being assessed, assessment strategy/ guidance, standardisation meetings/decision logs and relevant centre policies and procedures on assessment, linking with the knowledge requirements.  **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **1. Prepare to assess (continued).** |  | 10. Agreed procedures for preparing, planning and carrying out assessments in own area of responsibility.  11. How to ensure the health and safety of the learner is maintained during assessment. |  |  |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Plan assessments:**  (a) Identify evidence that is valid, authentic, reliable, robust, current and sufficient.  (b) Plan to use valid, authentic, reliable, robust, current and sufficient assessment methods.  (c) Plan assessment to meet requirements and learner needs. |  | 1. Guidelines for assessment planning as appropriate to own area of responsibility.  2. The key concepts and principles of assessment (validity, authenticity, reliability, currency, sufficiency (VARCS)).  3. The key concepts and principles of quality assurance.  4. The uses, benefits and drawbacks of different assessment methods.  5. The types of risks that may be involved in the assessment process and how to manage these.  6 How to involve learners in the planning of assessments. |  | **Performance**  1. An explanation, with supporting documentation, showing how the assessor-candidate:   * Identified evidence sources and assessment opportunities that ensured they could collect valid, authentic, reliable, robust, current and sufficient evidence. * Ensured they planned to use valid, authentic, reliable, robust, current and sufficient assessment methods in line with principles of quality assurance. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Plan assessments (continued).** |  | 7. How assessment arrangements can be adapted to meet the needs of individual candidates.  8. Issues related to equality and diversity that may affect the assessment process and how to address these.  9. How to make the assessment environment appropriate to the learner’s needs and the criteria being assessed.  10. The relevant procedures when there are disputes concerning assessment. |  | 2. Evidence of planning and agreeing how and what is to be assessed for at least two assessments of two learners (four assessments/ methods in total) to meet the learners’ needs. Planning must cover the following assessment methods as a minimum:   * observation of performance * examination of work products * questioning   Evidence of planning to use one of the other indirect methods listed below:   * discussion with learners * testimony of others (witnesses) |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Plan assessments (continued).** |  |  |  | * examination of learner statements * assessing learners in simulated environments * Recognising Prior Learning (RPL) otherwise known as the Accreditation of Prior Achievement (APA)   3. Explanation of how to plan and use the indirect methods listed above that were not used in practice. The assessor -candidate must include the benefits and drawbacks of using each of these methods. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **2. Plan assessments (continued).** |  |  |  | **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Assess learner performance and knowledge:**  (a) Collect evidence that is valid, authentic, reliable, robust, current and sufficient.  (b) Use assessment methods that are valid, authentic, reliable, robust, current and sufficient.  (c) Make assessment decisions against specified criteria in accordance with the relevant assessment guidance.  (d) Work with others to ensure the standardisation of assessment practice and outcomes. |  | 1. The key concepts and principles of assessment (competent versus not yet competent).  2. Appropriate criteria for judging the quality of the assessment process.  3 How to make sure that assessment decisions are made against specified criteria that are (valid, reliable, fair and robust.)  4. How to determine when evidence is sufficient to make an assessment decision.  5. How to judge the validity, authenticity, reliability, robustness and currency of evidence, and what to do when there is doubt. |  | **Performance**  1. Assessment records showing how assessments were carried out against specified criteria for two learners (four assessments/ methods in total). There must be evidence that the assessor-candidate has used the following direct methods as a minimum:   * observation of performance * examination of the learners’ products of work * questioning |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Assess learner performance and knowledge (continued).** |  | 6. Standardisation processes and how to contribute to those.  7. How to co-operate and work effectively with others involved in the assessment process. |  | 2. Assessment records showing use of at least one of the indirect methods listed below and as knowledge evidence of how to assess using other such methods:   * discussion with learners * testimony of others (witnesses) * examination of learner statements * assessing learners in simulated environments * Recognising Prior Learning (RPL) otherwise known as the Accreditation of Prior Achievement (APA) |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Assess learner performance and knowledge (continued).** |  |  |  | The assessor-candidate should also provide an explanation of the methods they have not used. The evidence generated for methods not used in stage 2 may, if appropriate, be used to cover this requirement.  3. The assessor-candidate must also provide a statement confirming why they felt the assessment methods they used were valid, authentic, reliable, robust current and sufficient.  4. An endorsing statement and/or supporting record(s) from the person responsible for internal quality assurance, confirming the assessor-candidate has met all criteria in this element. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **3. Assess learner performance and knowledge (continued).** |  |  |  | 5. Evidence of how the assessor-candidate, when working with others, contributed to standardisation in assessment practice and outcomes, evidenced through records of the standardisation decisions made and supported by witness testimony.  **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **4. Confirm progression and achievement:**  (a) Provide feedback to the learner that affirms achievement and identifies any additional requirements.  (b) Maintain required records of the assessment process, its outcomes and learner progress. |  | 1. The purpose and value of feedback in the assessment cycle.  2. Factors to consider when providing feedback to learners.  3 How to record and store assessment decisions, who they should be made available to and the data protection and confidentiality guidelines that should be followed.  4. The current quality requirements for assessment processes and systems in your area of responsibility.  5. The value and purpose of continuing professional development for assessment practitioners. |  | **Performance**  1. An observation by the assessor of the assessor-candidate providing feedback and reviewing progress with a minimum of one learner.  2. Records of feedback and reviewing learner progress in relation to two learners covering four assessments/ methods in total.  3. Authentication from the person responsible for internal quality assurance confirming the assessor-candidate has maintained records of learner progress and the outcomes of the assessment process. |  |

| Performance  What the candidate must do: | Evidence reference | Knowledge  What the candidate must know: | Evidence reference | Evidence requirements | Evidence reference |
| --- | --- | --- | --- | --- | --- |
| **4. Confirm progression and achievement (continued).** |  |  |  | 4. Current evidence of continuing professional development in the relevant area of practice, demonstrating the assessor-candidate continues to meet the standard set out in the relevant assessment strategy.  **Knowledge**  The assessor-candidate must demonstrate they have the knowledge specified. This may be evidenced through one or more of the following:   * discussion with their assessor * answering written or oral questions * providing a personal statement |  |

Unit J8RR 04: Assess Learner Achievement in the Workplace Using Direct and Indirect Methods (CLDLD9DI)

| Comments and/or feedback from the assessor |
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The candidate has satisfied the assessor and internal verifier that all the requirements for the qualification and/or unit have been met.

Assessor-candidate signature: Date:

Assessor’s signature: Date:

Internal verifier’s signature: Date:

History of changes

| Edition | Description of change | Date |
| --- | --- | --- |
| Second | Removal of ‘robust’ and ‘robustness’ as a Principle of Assessment and the acronym; VARCS.  J8T2 04 (page 61): Removal of duplicate words ‘valid and reliable’ and the word ‘safe’ from Performance evidence requirements (number 2), Stage 2. | September 2025 |
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**Acknowledgements**

SQA acknowledges the valuable contribution that Scotland’s educational institutes have made in the development of qualifications.