

Unit Title:	Evaluate and improve learning and development provision
OCR unit number	13
Level:	4
Credit value:	6
Guided learning hours:	25
Unit accreditation no:	L/502/9553

Unit purpose and aim

The aim of this unit is to assess a competence of the learning and development practitioner to evaluate and improve the learning and development for which they are responsible in an ongoing basis. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 1. Understand contexts for evaluation and quality improvement of learning and development</p>	<p>The Learner can:</p> <p>1.1 Analyse the principles of quality improvement in learning and development provision</p> <p>1.2 Explain current legislative and organisational quality improvement requirements for learning and development provision</p> <p>1.3 Evaluate industry-recognised standards for learning and development</p> <p>1.4 Discuss methods to evaluate learning and development provision</p> <p>1.5 Analyse processes to raise standards in own area of learning and development practice</p> <p>1.6 Explain the role of learner involvement in evaluating and improving learning and development provision</p>	<p>AC1.1</p> <ul style="list-style-type: none"> • Methods used to evaluate the effect of learning and development – eg Kirkpatrick's model • Continuous improvement cycle • Feedback from learners/organisation and how to use it <p>AC1.2</p> <ul style="list-style-type: none"> • Continuing Professional Development (CPD) • Sources of information on current legislation that affects provision – eg Equality Act 2010 • Sources of information on current best practice – eg qualifications for practitioners; professional bodies <p>AC1.3</p> <ul style="list-style-type: none"> • Outline of current standards • How these standards can

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		<p>improve practice</p> <ul style="list-style-type: none"> • Why standards are important in learning delivery <p>AC1.4</p> <ul style="list-style-type: none"> • Tools and techniques used to evaluate provision – eg Kirkpatrick’s model • The information required and how to gather it • Use, timing and content of questionnaires, phone calls, face-to-face interviews <p>AC1.5</p> <ul style="list-style-type: none"> • Reviews of delivery methods • Reviews of outcomes against objectives • Continuous improvement cycle <p>AC1.6</p> <ul style="list-style-type: none"> • Why learners need to be involved • How to obtain and use learner feedback to enhance the learning experience
<p>2 Understand evaluation of learning and development</p>	<p>2.1 Evaluate the scope of evaluation for own area of learning and development</p> <p>2.2 Identify performance indicators that apply to own area of learning and development</p> <p>2.3 Discuss information and other evidence requirements including strengths and weaknesses of information available to evaluate learning and development</p>	<p>AC2.1</p> <ul style="list-style-type: none"> • Definition of what will be evaluated, how, when and why <p>AC2.2</p> <ul style="list-style-type: none"> • Definition of measures of success appropriate to own organisation <p>AC2.3</p> <ul style="list-style-type: none"> • How and when data will be gathered • The relative value of each type of data collected • How data may be biased and why
<p>3 Be able to evaluate learning and development</p>	<p>3.1 Follow organisational procedures for recording</p>	<p>AC3.1</p> <ul style="list-style-type: none"> • Reports produced

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in accordance with organisational requirements	<p>and reporting evaluation outcomes</p> <p>3.2 Analyse evidence of learning and development against organisational requirements</p> <p>3.3 Assess own contribution and that of colleagues to the evaluation of learning and development</p> <p>3.4 Recommend quality improvements for learning and development</p>	<ul style="list-style-type: none"> • How they comply with organisational procedure <p>AC3.2</p> <ul style="list-style-type: none"> • How the data was analysed • Conclusions drawn • Rationale for conclusions <p>AC3.3</p> <ul style="list-style-type: none"> • Identification of the practitioner's role in evaluation • How practitioners can influence outcomes of evaluation <p>AC3.4</p> <ul style="list-style-type: none"> • Reports produced • Action plans
4 Be able to improve learning and development ensuring regulatory and organisational requirements are met	<p>4.1 Prioritise and plan improvements to provision based on evaluation of learning and development</p> <p>4.2 Identify ways to monitor the impact of planned improvements to learning and development on an ongoing basis</p>	<p>AC4.1</p> <ul style="list-style-type: none"> • Proposed improvements and their order of importance • Records of discussions, meetings • Action plans with SMART objectives <p>AC4.2</p> <ul style="list-style-type: none"> • Use of an appropriate tool to monitor the effect of changes made – eg Deming's cycle

Assessment

All learning outcomes in this unit must be assessed using methods appropriate to the assessment of the knowledge and understanding.

This unit assesses occupational competence. Evidence for learning outcomes 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

Evidence requirements

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

National Occupational Standards (NOS) mapping/signposting

Learning and Development National Occupational Standards Standard 13: Evaluate and improve learning and development provision.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website www.ocr.org.uk.