

OCR LEVEL 3 NVQs IN LEARNING AND DEVELOPMENT AND DIRECT TRAINING AND SUPPORT



NVQ



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PUBLICATIONS (related to this qualification)

The NVQ Toolbox (reference code L391)

OCR publications may be purchased from:

OCR Publications, PO Box 5050, Annesley, Nottingham, NG15 0DL.

Telephone: 0870 870 6622

Facsimile: 0870 870 6621

Email: publications@ocr.org.uk

FURTHER INFORMATION

Further information may be obtained by visiting the OCR website at www.ocr.org.uk or, from the OCR Information Bureau - Telephone: (024) 7685 1509, Email: cib@ocr.org.uk - from whom the following literature is available:

National Vocational Qualifications and Other Verified Qualifications – Centre Guidance (reference code L526)

Access to Vocational Assessment (reference code L16)

(Please note that as part of our quality assurance programme, your call may be recorded or monitored for training purposes.)

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INTRODUCTION

About this scheme book and cumulative assessment record (CAR)

This scheme book and cumulative assessment record (CAR) contains important information for anyone working towards or involved in assessing or verifying the following qualifications:

OCR Level 3 NVQ in Learning and Development (OCR scheme code **3345**)

OCR Level 3 NVQ in Direct Training and Support (OCR scheme code **3413**)

The QCA qualification accreditation numbers for these qualifications can be found on pages 43 to 47 (**NVQ units of competence**).

What is an NVQ?

An NVQ (National Vocational Qualification) is a qualification which assesses someone's competence (that is the skills, knowledge and understanding they have) in a work situation. NVQs are based on national occupational standards. The standards describe the level and breadth of performance that is expected of anyone working in the industry or sector which the NVQ covers. These NVQs are based on the national occupational standards developed by the Employment National Training Organisation (ENTO), which was the government-approved national training organisation (NTO) for employment at the time of the development.

The awarding body for these NVQs is Oxford Cambridge and RSA Examinations (OCR) and the regulatory body is the Qualifications and Curriculum Authority (QCA).

What is a CAR?

A CAR is the candidate's record of their assessment over time. Hence the title, cumulative assessment record, or CAR for short. OCR will provide a CAR for each candidate registered for the assessor and verifier awards. Master recording document pages are included in this booklet to enable candidates to assemble a CAR for each of the other awards.

The information in this scheme book and car is in eight sections:

- **Guidance for candidates**
- **Guidance for centres**
- **Other related OCR qualifications**
- **Assessor and internal verifier requirements**
- **Key Skills signposting**
- **Glossary of terms**
- **NVQ units of competence**
- **Recording documents (for CAR and other purposes)**

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GUIDANCE FOR CANDIDATES

How do I achieve these qualifications?

To achieve these qualifications you must prove that you have the skills, knowledge and understanding detailed in the units of competence. Your assessor will judge, from your evidence, whether you have demonstrated the skills, knowledge and understanding to the necessary standard. You do not have to pass a written exam or have any previous qualifications, learning or experience to be able to take these qualifications. You will be expected to have a reasonable standard of literacy and numeracy.

Do I have to find my own assessor?

Your centre (the place where you have registered to take your qualification) will allocate a main assessor (or assessors) to you. A separate assessor to carry out the independent assessment will also be allocated.

Assessment will be carried out, mainly in your workplace, by qualified assessors.

What is independent assessment?

You are required to present a balance of evidence which must include a substantive component which has been assessed by someone who is independent from you. Substantive is defined here as a primary piece of outcome evidence eg an observation report. Independence is defined here as a competent job holder who is qualified as an assessor but will not act as your primary assessor or your internal verifier.

What are the units of competence?

The national occupational standards that apply to these qualifications are listed below. Each unit covers a particular activity:

Unit title	Unit Number
Assessor units	
Assess candidates using a range of methods	A1
Assess candidates' performance through observation	A2
Learning and development units	
Identify individual learning aims and programmes	L3
Design learning programmes	L4
Agree learning programmes with learners	L5
Develop training sessions	L6
Prepare and develop resources to support learning	L7
Create a climate that promotes learning	L9
Enable learning through presentations	L10
Enable learning through demonstrations and instruction	L11

Enable individual learning through coaching	L12
Enable group learning	L13
Support learners by mentoring in the workplace	L14
Support and advise individual learners	L15
Monitor and review progress with learners	L16
Respond to changes in learning and development	L18
Support competence achieved in the workplace	L20
Support how basic skills are delivered in the workplace	L23
Support people learning basic skills in the workplace	L24

Employment NTO generic units

Evaluate and develop own practice	G3
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Health and safety unit

Review health and safety procedures in workplaces	D
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The national occupational standards that apply to each of the individual qualifications listed below can be found in the section **NVQ units of competence**.

- OCR Level 3 NVQ in Learning and Development
- OCR Level 3 NVQ in Direct Training and Support

Each unit is broken down into elements, each with its own title describing the tasks to be carried out. For example:

Unit L3 Identify individual learning aims and programmes

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

Unit L4 Design learning programmes

Element L4.1	Choose options for meeting learning needs
Element L4.2	Design learning programmes for learners

Do I have to finish all the units to achieve my qualification?

No. The section **NVQ units of competence** on page 4 will show you the units you will need to achieve your full qualification.

You should choose the optional units that best suit your work situation and job role. If you finish all of the units required, you will receive a certificate listing the name of your full qualification and another certificate listing the individual units that you have achieved.

What if I have already achieved one of the units?

If you have already achieved a unit (or units) from the qualification you are registered for through another awarding body, please tell your assessor and they will arrange for this to count towards your full qualification. You will need to give your assessor your original unit certificate from your previous awarding body.

What if I cannot complete enough units to claim my qualification?

These are very flexible qualifications. They allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. We have systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification. This may also be useful to you if you need to take a break part way through your qualification, and you want us to recognise your achievements so far.

Your assessor will fill in the necessary forms to claim certificates for you.

Is this the right qualification for me?

Your assessor will carry out an initial assessment of your past experience, current skills, knowledge and understanding, and look at your real work situation and job role before agreeing with you which qualification is suitable for you.

We would recommend that you also carry out a self-assessment of your real work situation. To do this, look at the first page of each unit. This tells you about the unit and who it would be suitable for. You should consider the mandatory units first. Do the units reflect what you already do? Then look at the titles of any optional units and decide which best match your current job role. If you can match the mandatory units and sufficient optional units to your current job role, this qualification is probably the right qualification for you. You should ask your assessor to confirm that this is the right qualification for you. Your assessor will also help you confirm the most suitable optional units.

You may find that a unit or part of a unit matches something you did some time ago, perhaps in a previous job. Tell your assessor about this. While past achievements may only be acceptable if they reflect what you can do now, you may be able to use your past achievements as evidence for these qualifications.

The OCR Level 3 NVQ in Learning and Development will be suitable for you if you have direct contact with learners and work with them in the learning environment. Your work situation must give you the opportunity to be involved in a range of learning support and facilitation related tasks, which may include:

- working with individuals to identify their learning aims and agree learning programmes
- designing and developing learning programmes
- preparing resources to support learning
- carrying out presentations, demonstrations, instruction and coaching
- supporting and advising individual learners
- candidate assessment.

The OCR Level 3 NVQ in Direct Training and Support will be suitable for you if you have direct contact with learners and work with them in a government-funded learning environment. Your work situation must give you the opportunity to be involved in a range of learning support and facilitation related tasks, which may include:

- working with individuals to identify their learning aims and agree learning programmes

- carrying out presentations, demonstrations, instruction and coaching
- supporting and advising individual learners
- monitoring and reviewing progress with learners
- candidate assessment
- reviewing health and safety procedures in the workplace.

What is a real work situation?

A real work situation could be a full-time or part-time job, voluntary work, or work carried out while on work placement within an operational organisation.

It is important that your real work situation gives you the chance to carry out the tasks listed in the units of competence and to the level described.

What do the different sections of each unit describe?

Each unit describes exactly:

- what you need **to do**
- what you need to **know and understand** *and*
- the **evidence** you need to provide to prove you are competent to the standard specified.

The first page of each unit contains an overview of the unit. It briefly describes what the unit is about and will help you decide if the unit is suitable for you. The preferred methods of assessment are included on the first page.

The next section shows the **elements** that make up the unit. Each element has its own title and describes what you need to do.

The national occupational standards contain a list of performance criteria (the lettered items). Performance criteria describe what you must do and how you must do it. You must show that you can do all the things listed as performance criteria.

Following the elements are the **evidence requirements**. These list the type, quality and quantity of evidence that you need to provide to demonstrate your competence. You should read this section carefully and agree the exact nature of the evidence you will produce and how you will be assessed with your assessor.

After the evidence requirements comes a list of the **knowledge requirements** you need to be able to carry out the tasks listed in the elements to the standard specified. You can sometimes prove that you have knowledge simply by doing something, but where this is not possible, your assessor may use questioning and/or professional discussion to fully confirm your knowledge.

For example: Knowledge requirement 7 in Unit L10 specifies that you need to know **‘how to structure presentations and activities’**.

If you provide a record describing how you prepare and give presentations to groups (see **What is evidence?**) this will show that you know and understand **how** to do this (so you have met that

part of the knowledge requirement, the **how** bit). In some units eg, Unit A2, knowledge requirement 3 ‘**why it is important to make an accurate judgement against only the agreed standards**’, it is important that you demonstrate why it is important to do something. Your assessor may not be confident that you know why this is important without you providing separate evidence to prove this. In this situation, the best way to prove the **why** aspect of understanding is for your assessor to ask you some questions about **why** this aspect of your assessment is important. Your assessor’s record of the questions put to you and your answers will be the evidence you need for this part of the knowledge requirement as additional evidence.

What is evidence?

Evidence is your proof that you meet the requirements of the qualification.

Evidence could be:

- letters, faxes or emails you have prepared and sent to colleagues and students
- schedules and diaries you use to plan your work
- training sessions and materials you have prepared
- statements from witnesses
- records of discussions between yourself and your assessor
- video recordings or records of your assessor observing you carrying out your work
- completed documents you have used during your work
- reports you have written to support your other evidence and relate it to your work role.

Your assessor can also supply evidence (through their records of assessment for example, observations they have carried out and/or your responses to questions they have asked you).

Evidence can be anything that proves:

- what you can do
- how well you do it
- the level of knowledge you have in relation to what you do *and*
- the level of understanding you have about what you do, how you do it, and why you do it.

For example, evidence that you use visual aids which support the information you are presenting and using technology-based learning if it is available (Element L10.1, performance criterion d) could be:

- assessor’s notes from observing your presentation
- your report on preparation for the session accompanied by: lesson plans and examples of materials you use; results of evaluation questionnaires completed by your learners.

You must ensure that you always have the minimum evidence listed in the evidence requirements for each unit.

Statements written by other people are called witness testimonies and they must be signed and dated by the person making the statement.

Your assessor can also provide evidence to prove your skills, knowledge and understanding. Your assessor can do this by observing you carry out your duties in the workplace and writing a

report on what they observed. After your assessor has observed you, they will ask you questions to confirm what you know and understand. Your assessor's report (one piece of evidence) could be enough evidence to fulfil a number of requirements of this qualification.

For each unit of these qualifications you need evidence to prove that you:

- can do all the things described in the **performance criteria** (the lettered items listed for each element) across all the circumstances and situations described
- have provided the evidence described under **evidence requirements** *and*
- have shown that you have the **knowledge requirements**.

How much evidence do I need?

You do not have to produce a separate piece of evidence for each of the performance criteria and each knowledge requirement. Try to match each piece of evidence to as many performance criteria and knowledge requirements as possible. Minimum requirements for the quantity of evidence you must provide are listed in the section **evidence requirements**.

What happens to my evidence?

The evidence you provide will be assessed (checked by your assessor or assessors against the unit requirements). Your assessor will want you to continue providing evidence until they are satisfied that there is enough consistent proof that you are competent. To be accepted as proof of your competence, your evidence must:

- come from work you have carried out in a real work situation
- be your own work or relate to you *and*
- reflect what you can do now, not what you could do a few years ago.

Where do I keep my evidence?

You may decide to keep some of your evidence in a file (a portfolio of evidence) or you may want to record what the evidence is and where it can be found. For example, if you keep records of learner progress on a spreadsheet you may want to print a section from this record as evidence to be stored in your portfolio. However, you may decide to make a note of what records you entered and where they can be found. This is called the signposting of evidence. The important thing to remember about evidence is that it must be available for your assessor to assess and for other people (called internal and external verifiers) to have access to in the future.

Using confidential information

In some situations, the work that you are involved with may include confidential information relating to an organisation or individuals. It may not be appropriate to include this information in your portfolio of evidence.

If the evidence contains, for example, a trainee's name and address, this information could be removed from the document before it is submitted as evidence. If the evidence takes the form of

a document which is reporting on an aspect of an organisation's business or which contains personal details throughout, you could either:

- signpost the evidence within your portfolio (as long as it would be available for your assessor, internal verifier and external verifier to see) *or*
- arrange with your assessor to provide an observation report of what they have seen and how it shows that you are competent. This observation report would then form part of the evidence in your portfolio.

Who are internal and external verifiers?

An internal verifier will be employed by your centre to look after these qualifications. Internal verifiers make sure that all assessors judge evidence in the same way and to the same standard (this is called internal verification).

The external verifier is employed by OCR to monitor the quality of the assessment and internal verification decisions at a number of centres.

What records must I keep?

It is very important that you record what your assessed evidence is and where it can be found. We have designed an **evidence record sheet** for you to record your evidence and where it is located. This will allow you, your assessor and the internal and external verifiers to see what performance criteria each piece of evidence refers to. We have provided an **evidence record sheet** which can be used for each element. In addition we have provided a separate **knowledge evidence record sheet** which will allow you to record evidence which proves you have the knowledge and understanding for the unit (see **recording documents**). The recording sheets included in this booklet may be photocopied for recording further evidence. Instructions on how to use these records are included on pages 159-160.

Your assessor may give you alternative forms to use. This is acceptable as long as they include all the information needed.

Where do I keep all my records?

You must keep your **evidence record sheets** and **knowledge evidence record sheets** (or alternatives that your assessor may give you) together in a file. These sheets form your **Cumulative Assessment Record** or **CAR** for short. This is a compulsory (must do) requirement of these qualifications.

Reminders

When collecting evidence, you should do the following:

- 1 **Start by thinking about what activities you do in your current role** and match these to the units of competence specified for your chosen qualification.
- 2 **Identify evidence that you could gather naturally** while carrying out your everyday work and cross-reference these to as many performance criteria, knowledge and/or evidence requirements as possible (either within the same unit or across other units). Apply a single piece of evidence to as many units as possible. This is not only economical in terms of collecting evidence, but it also gives a more holistic, or rounded, picture of your competence.
- 3 **Go for quality rather than quantity.** Well-chosen pieces of evidence can count for much more than a vast amount of evidence which only loosely applies.
- 4 **Mix the types of evidence you offer.** A good mixture containing some observation of practice, some products of your work, some witness reports and so on, leads to a more streamlined, better-balanced approach which is more convincing to your assessor.
- 5 **Choose evidence that reflects your current competence.** Evidence can come from things you did in the past but your assessor must be convinced that the evidence you offer reflects your current competence.
- 6 **Do not treat reference materials**, such as company policies and training materials, **as evidence** because they do not demonstrate your competence.
- 7 **You can also use your assessor's records of your assessment as evidence.**
- 8 **You do not have to keep all evidence in a portfolio.** If you keep evidence somewhere else, for example, in a filing cabinet, or on a computer disk, record what the evidence is and where the evidence is located. The location of evidence needs to be clearly signposted on your evidence record sheet.
- 9 **The units of competence** do not form part of your evidence. The evidence record sheets will identify which performance criteria and knowledge requirements the evidence refers to. You will probably want to keep the units alongside your evidence but we do not need you to include a copy of the units with your evidence for assessment or verification.
- 10 Although not compulsory, you may find it useful to include a copy of your **curriculum vitae (CV)** with your evidence to show your previous qualifications and work history.
- 11 **Confidential and unavailable evidence.** Your assessor should have access to this type of evidence to assess your competence. However, in some cases your assessor's description of the evidence they have seen will be more suitable, depending on the type of evidence.
- 12 **Show your evidence to your assessor regularly.**

Don't forget your CAR (this consists of your **evidence record sheets** for each element and **knowledge evidence record sheet** for each unit). Your CAR belongs to you, it gives details of what evidence has been accepted as proof of your competence and where that evidence can be found. It is your record of what evidence has been assessed and signed off by your assessor. Your assessor will help you prepare your CAR (see page 24).

Once your assessor has decided that you have provided enough evidence to prove your competence in all elements within a unit, they will sign the unit off, and you will not need to collect any more evidence for that unit. A unit certificate can be claimed from OCR at this point. You should discuss this with your assessor.

Can my evidence count towards Key Skills units?

The evidence you produce for your qualification may prove you have the skills required for the Key Skills units. Signposting to Key Skills appears in a later section. Further guidance is given on page 35.

Access to assessment

We have tried to make sure that no unnecessary restrictions will slow down your progress. You must have the same chances as everyone else to prove your competence and collect evidence. If you need mechanical, electronic or other aids to show your competence, please talk to your assessor about this. You can use aids as long as they are generally commercially available and it is practical to use them on your employer's premises.

Appeals procedure

We do not think that you will ever have to use our appeals procedure, but if you do, the process is described on page 27.

We wish you success

To gain a full NVQ you must collect enough evidence to prove you are competent in the required units. You can then claim a full certificate. If you cannot finish all of the units for the full qualification, you may claim a 'unit certificate' which lists the unit or units which have been signed off by your assessor. You may do more than the necessary number of units in which case the additional units will be shown on your unit certificate.

**You cannot fail an NVQ, and we do not grade your results.
You are either competent or not yet competent.**

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GUIDANCE FOR CENTRES

Who are these qualifications for?

These qualifications are work-oriented and are suitable for those who have current real work experience. They are open to candidates of any age or gender and there are no entry barriers on grounds such as race, creed or previous academic attainment or learning. Candidates are expected to have a reasonable standard of literacy and numeracy.

The OCR Level 3 NVQ in Learning and Development is designed to reflect the work of those who provide support to learners, and directly design and deliver training programmes. It is likely that your role (or part of your role) will be one of trainer, instructor, coach or mentor.

The OCR Level 3 NVQ in Direct Training and Support is designed to reflect the work of those who have direct contact with learners and work with them in government-funded learning environments. It is suitable for candidates who are working directly with individual candidates or groups to identify learning needs, providing for these learning needs and supporting the individuals as they work towards their own goals. They will also take responsibility for the candidate's health and safety and may carry out assessment.

What is their purpose?

The purpose of learning and development is to support learners and provide service and resources to facilitate learning. It is recognised that employment in a learning and development role involves a diverse range of functions, tasks and activities which are constantly developing in light of technological advances and changes in working practices. Learning and development may involve more specialised tasks such as evaluation and the analysis of data or delivery of training using information technology.

It is recognised that individuals and employers must be responsible for gaining the skills needed to meet ever changing business objectives, which will in turn lead to improvement in efficiency and effectiveness throughout organisations.

These qualifications assess a candidate's competence against the national occupational standards for Learning and Development at Level 3. Candidates must prove they are competent in a wide range of learning and development activities. In both qualifications candidates must demonstrate that they are evaluating and developing their own practice.

OCR Level 3 NVQ in Learning and Development:

The aim of the overall qualification is to assess the candidate's ability to directly provide the support and assessment needed by learners to identify and achieve personal learning goals. This will include the development and delivery of learning programmes.

OCR Level 3 NVQ in Direct Training and Support:

The aim of the overall qualification is to assess the candidate's ability to directly provide support delivery and assessment needed by learners in a government-funded work-based training

environment to achieve their own personal learning goals. This will also include the responsibility for the health and safety of learners whilst in a programme.

Who is involved in the delivery of these qualifications?

Assessment centre

Any organisation, whether it is a place of employment, college or private training organisation can be approved to offer these qualifications, as long as it meets the criteria set out in the OCR publication '*National Vocational Qualifications and Other Verified Qualifications - Centre Guidance*' (reference code L526). This includes being able to provide suitable assessors and internal verifiers. For more information on how to become an OCR-approved assessment centre turn to page 27.

Once approved, an **assessment centre** will register candidates for their qualification and allocate each candidate an **assessor** or **assessors**.

Trainer

The trainer will develop a candidate's knowledge, understanding and skills in relation to the qualification that is being undertaken.

Trainers will:

- provide opportunities for learning
- provide ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- provide opportunities for a candidate to practice what they have learnt in a realistic, but safe and protected, working environment or, where this is not appropriate, in a simulated environment.

Assessor

The assessor will judge the evidence of a candidate's performance and knowledge and understanding against the units of competence in order to decide whether the candidate has demonstrated competence. The assessor will have suitable and reliable experience and be trained and qualified as an NVQ assessor. The criteria for appointing assessors are set out on page 31. An assessor may be a candidate's line manager, a tutor at college, or someone specially appointed to this role. Assessments may also be carried out by a team of assessors.

The roles of trainer and assessor are inextricably linked and may be carried out by the same person, however, training activities must be clearly separated from assessment and only **assessed evidence of competence** should be presented as evidence towards the qualification.

Independent assessor

The candidate is required to present a substantive primary piece of outcome evidence, which has been assessed by a second assessor who is independent from the candidate. This primary piece of outcome evidence can be for one or more units of competence within the target qualification.

The independent assessor must be a competent job holder who is qualified as an assessor, but will not act as the candidate's primary assessor. They may be employed by the same assessment centre or by another assessment centre. The independent assessor **must not** be the internal verifier of the candidate.

Internal verifier

Each assessor's work must be checked and confirmed by an **internal verifier** who is also a member of the staff of the assessment centre. The criteria for appointing internal verifiers are set out on page 31. The internal verifier checks and standardises assessment decisions made by the assessors in the centre.

External verifier

The **external verifier** checks the assessment and internal verification processes and decisions made in the centre and authorises the claims for certificates. The external verifier is appointed by OCR.

How are these qualifications assessed?

These qualifications are **competence-based**. This means that they are linked to a person's ability to competently perform a range of tasks connected with their work.

To gain a Learning and Development qualification a candidate must achieve the level of competence described in the units of competence. The units of competence contain the national occupational standards for Learning and Development.

Each unit contains:

- an overview, which describes what the unit is about and the activities the candidate is likely to be involved in
- knowledge requirements, which describe what the candidate must know and understand for each unit
- evidence requirements which describe what type of evidence is needed. **This section is important for assessors as it gives guidance on the minimum evidence needed.**

Each element contains:

- performance criteria (listed within the national occupational standards) against which assessors will assess candidates' competence.

The mandatory requirements for each unit of these qualifications are as follows:

- each candidate must prove that they are consistently competent in meeting the performance criteria listed for each element
- each candidate must provide evidence which meets the criteria specified under evidence requirements
- each candidate must prove that they have the necessary knowledge while demonstrating competence.

What is the structure of these qualifications?

The section **NVQ units of competence** on pages 43 to 47 outlines the structures of these qualifications.

A unit is normally the smallest part of an NVQ that a candidate can get a certificate for.

What if candidates have already achieved units?

If a candidate has achieved **any** of the units in these awards through another awarding body, OCR will accept the unit certificates issued by that body. Candidates should supply their original unit certificates with their portfolio of evidence to claim the full qualification. Only units with the same QCA reference number can be accepted towards their NVQ.

Please note that where a candidate has registered for a qualification, they should not enter with another awarding body for a qualification at the same level with the same title.

Assessment – How does it work?

It is the assessor's role to satisfy themselves that evidence is available for all the performance criteria, evidence requirements and knowledge and understanding before they can decide that a candidate has finished a unit of competence. Where performance and knowledge requirements allow evidence to be generated by indirect methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future.

Candidates may claim accreditation of prior achievement for any of the elements or units of competence, as long as the evidence fully meets the criteria and the candidate can prove that it is all their own work. It is important also that assessors are convinced that the competence claimed is still current. If the assessors have some doubts, they should take steps to assess the candidate's competence directly. An initial assessment of candidates is recommended (see **initial assessment**).

When assessors are satisfied that the candidate has met all of the requirements for a unit, they must confirm this by signing the evidence record sheet and knowledge evidence record sheet for that unit to show that the assessment process is complete.

Independent assessment

Candidates must present a balance of evidence. They must include a primary piece of outcome evidence which has been assessed by a second assessor who is independent from the candidate. This primary piece of outcome evidence can be for one or more units of competence within the target qualification. An example of this could be one record of an observation of managing and enabling group learning by an assessor.

Independence is defined here as a competent job holder who is qualified as an assessor but will not act as the candidate's primary assessor or internal verifier.

Initial assessment

It is important for centres to carry out some form of initial assessment which identifies what competence and knowledge a candidate already has and the gaps which they need to look at. This will help centres to plan the assessment because it allows the assessors to help candidates understand the best place to start collecting evidence. It will also identify units which candidates might have difficulty finishing. It is important at the initial assessment stage to ensure that candidates commence a programme leading to an appropriate qualification at the appropriate level.

Assessment planning

Assessors must take responsibility for assessment planning with candidates. This will involve agreeing a number of issues with candidates including:

- finding the best source of evidence to use for particular units
- finding the best way of assessing the candidate *and*
- confirming the best times, dates and places for the assessments to take place.

Assessors must make a note of their assessment planning and regularly give feedback to candidates.

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

Making assessment decisions

It is not important that candidates meet all the criteria every time they carry out an activity but they must consistently provide enough evidence for assessors to believe that the candidate will be competent in their working environment.

In line with the Learning and Development standard A1, assessors should:

- assess candidate performance, knowledge and understanding
- look at the evidence *and*
- question and give feedback to the candidate working towards this qualification.

They should also be satisfied that the candidate has demonstrated competence over a reasonable period of time.

Assessors should be careful to deal with the criteria as a whole when assessing a candidate's work. They cannot assess individual criteria separately, without recognising how all the criteria are connected to one another.

You can get more information on assessment in our publication, '*National Vocational Qualifications and Other Verified Qualifications - Centre Guidance*' (reference code L526).

Methods of assessment

It is the assessor's responsibility to choose the best method (from the preferred list for each unit) of assessing a candidate in relation to their individual circumstances. The methods chosen must be:

- valid
- reliable
- safe and manageable *and*
- suitable to the needs of the candidate.

Valid

A valid assessment method is one which is capable of measuring the knowledge or skills in question. For example, a written test cannot measure a candidate's practical skills or their ability to work well with others.

Validity can also be compromised if a candidate does not understand what is required of them. For example, one valid method of assessing a candidate's knowledge and understanding is to question them. If the questions posed are difficult for the candidate to understand (not in terms of the content but the way they are phrased, for example), the validity of the assessment method is questionable.

As well as assessment methods being valid, the evidence presented must also be valid. For example, it would not be appropriate to present an organisation's health and safety policy as evidence towards Element L11.1, performance criterion g '**ensure that demonstrations take place in a safe environment and allow learners to see the demonstration clearly**' as it would not allow valid assessment of that criterion. It would be more appropriate for the candidate and assessor to have a discussion about the policy and for the candidate to explain how it is relevant, illustrated with examples of their compliance to the requirements. This discussion could then be assessed by the assessor and recorded as evidence. Alternatively the candidate could submit an explanatory report.

Reliable

A reliable method of assessment will produce consistent results for different assessors on each assessment occasion. Internal verifiers must make sure that all assessors' decisions are consistent.

Safe and manageable

Assessors and internal verifiers must make sure that the assessment methods are safe and manageable and do not put unnecessary demands on the candidate and/or the organisation they work for.

Suitable to the needs of the candidate

OCR has tried to make sure that achievement of these qualifications is free from constraints outside the requirements of the candidate's job role.

Assessment arrangements can be changed, where the standards allow. The type of any special arrangement will depend on a candidate's personal circumstances, their job role, and the requirements of the particular unit (see **access to assessment**).

If centre staff think that any aspect of these qualifications unfairly restrict access and progression, they should talk to their OCR external verifier about this.

OCR has identified the following main assessment methods which are suitable for these qualifications:

- **observation** by an assessor of a candidate doing something
- **examining the evidence** by an assessor
- **questioning** the candidate or witness by an assessor.

In some situations, the assessor can speak with the candidate to provide evidence of the candidate's performance and knowledge (see **professional discussion**).

Observation

Only approved and qualified assessors (see **assessor and internal verifier requirements**) may carry out observations for the assessment of these awards. Observations carried out by others should be classed as witness testimonies.

The assessor and candidate should plan observations together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

Examining the evidence

Only approved and qualified assessors (see **assessor and internal verifier requirements**) may examine the evidence for the assessment of these awards.

Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example:

The process that the candidate carries out could be recorded in a case history, personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the qualification.

The product of a candidate's work could be assessment plans, or email messages to or from colleagues. Products relating to a candidate's competence could be minutes of meetings or notes for a presentation.

After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor should also give feedback to the candidate.

Questioning

Only approved and qualified assessors (see **assessor and internal verifier requirements**) may verbally question a candidate or witness for the assessment of these qualifications.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through.

Assessors should ask open questions, that is questions where the candidate has to give an answer other than 'yes' or 'no'. You should be careful to avoid complicated questions which may confuse the candidate.

It is important that assessors record assessment decisions after they have questioned the candidate. They must record enough information to justify the decisions they make. This does not mean that assessors must record, word for word, the questions put to the candidate and the answers the candidate gives. However, assessors must record enough information about what they asked and how the candidate replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses such as managers or supervisors and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm a candidate's competence over a period of time.

All evidence must be derived from performance within the workplace, with the exception of the performance criteria listed in the table below. These performance criteria which are unlikely to be evidenced by performance have other preferred forms of assessment as shown.

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

Professional discussion is a discussion between a candidate and an assessor. The discussion focuses on one or more case histories. The assessor asks the candidate a series of questions about the case histories and records the discussion (in writing, on audio tape, or on video tape). The assessor will need the candidate to prove how they are able to confirm their verbal testimony (and case history) in other ways, for example, product evidence and witness testimonies.

Witness testimonies can be used as evidence of a candidate's performance. Such testimonies could be made verbally to the assessor or could be written in a short note.

If a witness provides a written statement they should include the following:

- the candidate's name
- the date, time and venue of the activity carried out
- a description of the activities performed by the candidate
- the date of writing the testimony
- a description of their relationship to the candidate
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the performance criteria to which it relates. Witnesses must direct the information in their testimonies to describing what the candidate did. The assessor will then judge whether the candidate's activities demonstrate competence to the standards.

Personal statements are a candidate's own account of what they did, backed up by reference to evidence or witnesses. Candidates can also produce logs or diaries, but these must be countersigned by someone who can authenticate them as a true account of what took place.

Recording assessment

All assessed evidence must be recorded (if possible by the candidate) in the CAR (see **cumulative assessment record**). We have provided evidence record sheets and knowledge record sheets in this booklet for candidates to record their evidence. When evidence is recorded on the evidence record sheets and the knowledge evidence record sheets, assessors must identify the method they have used to assess the evidence presented (see **recording the method of assessment**). OCR external verifiers will look for this information when verifying the qualification.

It is not acceptable for the evidence record sheets and knowledge evidence record sheets to act as the only assessment records. There must be centre records which describe the assessment decision made by the assessor based on how the evidence from the candidate meets the performance criteria, evidence requirements and knowledge and understanding specifications (see **centre records**).

Recording the method of assessment

The evidence record sheets and knowledge evidence record sheets in this booklet include a box to record the method of assessment in, next to the evidence the candidate has submitted. The following list shows the individual codes you should use when filling in these record sheets:

Method of assessment used	Code to be inserted on record sheets
Observing the candidate by the assessor	O
Examining the evidence by the assessor:	
Examining the product	EP
Examining the witness testimony	EWT
Examining the case history	ECH
Examining the personal statement	EPS
Examining the written answers to questions	EWA
Questioning the candidate or witness by the assessor:	
Questioning the candidate	QC
Questioning the witness	QW
Professional discussion	PD

If a piece of evidence has been independently assessed, please add (I) after the evidence title.

You can find help on filling in the evidence record sheets and knowledge evidence record sheets on pages 159-160 of this booklet.

Performance evidence

Performance evidence provides proof of what a candidate can do. Sometimes, performance evidence can also provide evidence of what a candidate knows. Performance evidence can take the form of the following:

- products or outcomes of the candidate's work (such as, things that the candidate produced or worked on). The evidence presented for assessment may be the actual product or a record or photograph of the product. If group work is used as evidence, the candidate's contribution must be identified clearly. Other products (for example, evaluation of a training session) may have been produced by someone else but relate to the candidate and their competence
- proof of the way the candidate carried out their work (that is, the process they went through). An assessor's observation of a candidate or a witness's testimony both provide performance evidence and would be suitable for these qualifications.

It is important that candidates provide **performance evidence** for each unit as specified in the **evidence requirements**.

Where does evidence come from?

Evidence may come from a number of different sources, for example:

- performance evidence may come from a candidate carrying out workplace activities *and*
- knowledge evidence may come from a candidate carrying out workplace activities or from the candidate answering the assessor's questions.

Important: Real work

All performance evidence must come from real work.

Real work is not where performance evidence is produced by assignments set by tutors or trainers for units or elements in a controlled classroom situation.

Important: Simulation

Simulation is not allowed for these qualifications.

What medium can be used?

Evidence can take many forms, for example, photographs, videos, audio tapes, CD-ROMs, floppy disks and paper-based documents.

How much evidence is needed?

It is difficult to give a detailed answer to this question as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows:

For a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the performance criteria in each element listed in the national occupational standards
- all the knowledge requirements
- all the evidence requirements.

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

OCR may accept some evidence from candidates who have been assessed in a language other than English or Welsh as long as there is enough evidence to show that candidates are competent in English or Welsh, or both, to the standard required for competent performance throughout the UK.

Cumulative assessment record (CAR)

As well as collecting evidence, candidates must record all their assessed evidence in their personal **cumulative assessment record (CAR)**. The CAR is the candidate's record of what evidence has been accepted as proof of competence and where that evidence can be found. It can also be used to record progress towards, and achievement of, elements and units of competence.

To build a CAR a candidate will need to fill in an **evidence record sheet** and a **knowledge evidence record sheet** for each unit.

Filling in the CAR is an ongoing process involving discussion and agreement between the candidate and their assessor. The candidate should fill in and keep the CAR while working towards their qualification.

Centres can design their own recording documents if they want. You should talk about any document you want to use with your external verifier before you use them. OCR's publication '*National Vocational Qualifications and Other Verified Qualifications - Centre Guidance*' (reference code L526) includes information and criteria for designing recording documents.

We have provided other forms and recording documents that assessors and candidates might want to use for these qualifications (see **recording documents**).

Verification – How does it work?

Internal verification

It is the centre's responsibility to appoint an internal verifier to manage the internal verification process. The purpose of internal verification is to make sure and show that assessment is valid and consistent, through monitoring and sampling assessment decisions.

The role of the internal verifier is more fully explained in '*National Vocational Qualifications and Other Verified Qualifications - Centre Guidance*'.

External verification

We will appoint and train an external verifier who will visit the centre regularly to monitor the quality of assessments and internal verification.

External verifiers will want to interview candidates and assessors during their visits. Assessment records and evidence for all candidates must also be available for verifiers to see if they ask to. It is the assessor's (and not the internal or external verifiers') responsibility to 'sign off' each element and unit of competence.

Centres should have the following available for each external verification visit:

- a list of candidates registered for the qualification, together with their achievements to date plus certification records
- access to evidence (for example, up-to-date portfolios) and CARs
- completed certification record forms (CRFs) and certification summary forms (UB99s) for those candidates claiming certification
- relevant assessors and selected candidates as requested by the external verifier (EV), including those whose certificates have been claimed through direct claims status (DCS)
- all portfolios (access to evidence) relating to certificates claimed through DCS
- a copy of the external verifier's last visit report
- a sample signature list for all assessors and internal verifiers
- curricula vitae and relevant certificates of new members of the assessment team
- all centre records (see **centre records – assessment and verification** for more details)
- evidence of achieving action points since the last external verifier visit and systems audit report
- notes of any action carried out due to particular points mentioned by the systems auditor or external verifier in any correspondence since their last visit
- tutor qualification candidate matrix
- recommendations to the external verifier
- if professional discussion is used ensure all tapes and appropriate equipment (eg, video recorders) are available.

Centre records – assessment and verification

A centre must make sure that assessment and verification records are available for external verification purposes. Assessment and/or internal verification records must record the following minimum information:

- candidate's name
- title and level of qualification they are taking
- candidate's start date on the programme and confirmation of registration with OCR
- name of the assessor
- name of the internal verifier
- date and outcome of the initial assessment of the candidate
- dates and details of candidate reviews and feedback sessions
- dates of all assessments and their outcomes (that is, the decision whether the candidate has met the requirements or not) cross referenced to the element/unit
- enough detail of the assessment to justify the decision made
- dates and outcomes of internal verification
- action resulting from internal verification
- certification.

Records should show formative assessment decisions (ongoing decision-making), summative assessment decisions and feedback to the candidate.

Certification

Claiming certificates

The internal verifier must fill in a Certification Record Form (CRF) when a candidate has finished as much of the award as they want at that time.

- You can only submit a claim for certification when the candidate has finished the unit and the candidate's assessor has accepted and signed off the unit.
- Where a candidate has special assessment needs and is only able to achieve selected elements within a unit, the centre can ask for element certification. Candidates must show they have fulfilled the knowledge requirements for the unit, and the performance evidence requirements for the element, to be able to achieve an element certificate. This can be requested from Operations, OCR, Coventry Office, Westwood Way, Coventry, CV4 8JQ.

If the candidate is claiming the full qualification, then we will issue two certificates:

- a certificate listing the units *and*
- a certificate giving the full qualification title, for example:

OCR Level 3 NVQ in Learning and Development

Candidates achieving one or more units of competence but who do not meet the requirements for a full certificate, will receive a certificate listing the units they have achieved.

Important: Ten-week rule

Candidates must be registered with us for the NVQs and the assessor/verifier units for at least ten weeks before they claim for certification for a full NVQ award or the assessor units (A1 and A2) and verifier units (V1).

Key Skills units

These qualifications have been signposted to Key Skills 2000 specifications, which are available as individual units. Signposting has been provided in the section entitled **Key Skills signposting** and is designed to help candidates to identify opportunities to:

- develop Key Skills within the context of developing occupational competence
- collect evidence of achievement of Key Skills along with evidence for the qualification being assessed.

Further guidance on the signposting to Key Skills is provided on page 35.

Individual Key Skills units are available in the following six areas:

- Communication
- Application of Number
- Information Technology
- Personal Skills - Working with Others
- Personal Skills - Improving Own Learning and Performance
- Problem Solving.

For more information on Key Skills contact the OCR Information Bureau on (024) 7685 1509, email cib@ocr.org.uk

(Please note that as part of our quality assurance programme, your call may be recorded or monitored for training purposes.)

Access to assessment

OCR aims to make sure that all candidates are given equal opportunity to demonstrate their attainment. These qualifications accredit competence against specified criteria. All of these criteria must be met by all candidates independently and may not be reworded or omitted in any circumstances.

However, candidates may use mechanical, electronic and other aids in order to demonstrate competence so long as the aids are generally commercially available and can feasibly be used on employer's premises. OCR's publication '*Access to Vocational Assessment*' (reference code L16) provides further advice on assessment arrangements for candidates with special needs.

Appeals procedure

In exceptional circumstances, if a centre disagrees with a decision made by an OCR external verifier, systems auditor or evaluator the centre has the right to appeal.

Equally, if a candidate disagrees with the assessment decision, the candidate has the right to appeal.

You can get more information on the OCR Appeals Procedure in our publication '*National Vocational Qualifications and Other Verified Qualifications – Centre Guidance*' (reference code L526). This publication is also available on the OCR website www.ocr.org.uk

Centre approval

To seek approval to offer these qualifications, centres must obtain and complete an application form. Centres who are new to OCR must complete an 'Application for Approval as an OCR Centre for N/VQs (VQ1)'. Centres who already offer NVQs with OCR must complete an 'Application for Approval to Run Additional N/VQs (VQ1a)'.

**These forms are available from Operations, OCR, Coventry Office,
Westwood Way, Coventry, CV4 8JQ - Telephone (024) 7685 1509
Fax (024) 7646 8080**

Once the application and supporting documentation has been submitted to OCR, the centre can expect to be contacted with a view to setting up an evaluation visit.

Before submitting the application form, centres are advised to read the OCR booklet '*National Vocational Qualifications and Other Verified Qualifications - Centre Guidance*' for more details on all aspects covered in this introduction, including full details of the approval process and criteria.

OCR's advisory service

Centres considering seeking approval to offer these qualifications (or any other qualification we offer) might be interested to know that OCR staff are available to help with any aspect of setting up an assessment centre. Through an advisory telephone call or visit centres can benefit from experience gained in existing centres. Many centres ask for help in the following areas:

- identifying potential candidates and marketing opportunities
- meeting OCR requirements
- identifying resourcing levels both in terms of staff and equipment
- the documents needed, both for the benefit of future candidates and to ensure a smooth-running operation
- help in filling in centre approval forms (VQ1).

More information on our advisory service can be requested from the OCR Information Bureau, OCR, Coventry Office, Westwood Way, Coventry, CV4 8JQ Telephone (024) 7685 1509 or email cib@ocr.org.uk

(Please note that as part of our quality assurance programme, your call may be recorded or monitored for training purposes.)

Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The Professional Officer
(Learning and Development)
NVQ Processes
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

OTHER RELATED OCR QUALIFICATIONS

OCR offers a wide range of qualifications relevant to those working, or preparing to work, in the learning and development field, including:

OCR Level 3 Award in Assessing Candidates Using a Range of Methods (3435) * comprises unit A1 only

OCR Level 3 Award in Assessing Candidates' Performance Through Observation (3434) * comprises unit A2 only

OCR Certificate in Initial Assessment and Support of Learners (3438)

OCR Certificate in Review and Assessment of Learning (3441)

OCR Certificate in Mentoring in the Workplace (3440)

OCR Certificate in Coaching Learners in the Workplace (3436)

OCR Level 4 NVQ in Learning and Development (3346)

OCR Level 4 NVQ in Co-ordination of Learning and Development Provision (3412)

OCR Level 4 NVQ in Management of Learning and Development Provision (3414)

These qualifications are designed for those who wish to develop knowledge and skills in the areas of learning and development and are widely recognised by employers.

Candidates working in further education may also be interested in the FENTO-endorsed qualifications that OCR offers. These qualifications lead to recognised further education tutor status.

* Note: Units A1 and A2 are included as optional units in these qualifications. They are also available as single unit occupational qualifications in their own right as shown above.

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ASSESSOR AND INTERNAL VERIFIER REQUIREMENTS

Important: Assessor and internal verifier requirements

Assessors

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

Assessors - L, A and G units

All assessors will have a sound working knowledge of the content of the standards they are assessing and their assessment requirements. All assessors will either hold the assessor units D32 and D33 or A1 or, have a development plan indicating their progress towards them.

Important: Assessors of Unit A1 and/or A2 are required to have achieved their relevant assessor unit(s) (D32 & D33 or A1) before they can start to assess units A1 and A2.

Sufficient occupational competence is defined as:

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

and for both of the above:

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

Assessors - Health and Safety D unit

Sufficient occupational competence is defined as:

- having held a post for a minimum of 3 years within the last 5 years which involved performing the activities defined in the standards as a practitioner

or

- having at least 1 years experience as a trainer, instructor, assessor or manager and with at least 3 years occupational competence in the competence area of the standards

and for both of the above

- having demonstrated up-dating within the last year involving at least two of the following activities:
 - work placement
 - job shadowing
 - technical skill update training, attending courses or study related to job role
 - other appropriate occupational activity as agreed with the internal verifier.

Internal verifiers

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

Internal verifiers - L, A and G units

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

All internal verifiers will have sound working knowledge of assessment and verification principles as defined in the national standards for internal quality assurance and the particular internal verification requirements. All internal verifiers must either hold the relevant qualification for internal verifiers of national occupational standards (D34 or V1) or, have a development plan indicating their progress towards the qualification.

Important: Internal verifiers of assessor-candidates Unit A1 and/or A2 are required to have achieved their assessor and internal verification units (D32 & D33 or A1 **and** D34 or V1) before they can start to internally verify units A1 and A2.

Sufficient occupational competence is defined as:

- having been an assessor for the standards being assessed, or for a set of standards in a related occupational area, for a minimum of one year within the last two years;
- and**
- having demonstrated updating within the last year involving at least two of the following activities:
 - attending awarding body verification training courses
 - studying for learning and development units
 - study related to job role
 - collaborative working with awarding bodies
 - qualifications development work
 - other appropriate occupational activity as agreed with the external verifier.

Internal verifiers - Health and Safety D unit

Sufficient occupational competence and experience of having conducted assessments is defined as:

- having been an assessor for the standards being assessed or for a set of related occupational standards within the two years prior to first appointment as an internal verifier or
- being an existing internal verifier for a set of related occupational standards

and in either case

- having demonstrated up-dating within the last year of both occupational competence in the competence area of the standard being verified and in the area of assessment/verification involving at least one activity from each of the following two lists:
 - LIST A: occupational competence in the competence area of the standard
 - work placement
 - job shadowing
 - technical skill update training, attending courses or study related to job role
 - other appropriate occupational activity as agreed with the external verifier
 - LIST B: occupational competence in the area of assessment and verification
 - assessment or verification update training, courses or study
 - participated in standardisation exercises
 - other appropriate assessment or verification related activity as agreed with the external verifier.

Without a suitably qualified internal verifier, the approved assessment centre cannot submit claims for certification to OCR. (See OCR's '*National Vocational Qualifications and Other Verified Qualifications - Centre Guidance* ', reference code L526.)

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KEY SKILLS SIGNPOSTING

Some candidates may want to put forward evidence from their qualification towards their achievement of Key Skills units. To show where evidence from their qualification may also provide evidence opportunities for Key Skills, the Employment NTO has provided OCR with details of their signposting of the national occupational standards to the Key Skills 2000 specifications.

Signposting can only identify the possibility that a piece of evidence put forward for an NVQ unit may also meet the requirements of Key Skills. Each piece of evidence must be assessed against the Key Skills specifications to see if it is suitable.

For the Learning and Development standards, the Key Skills are signposted at unit level. A table is provided to identify which of the Key Skills are likely to be evidenced by evidence from the Learning and Development units.

Getting the evidence right

Candidates and assessors should check carefully the specific assessment requirements of the Key Skills, as they may encounter situations where they differ from that of the Learning and Development unit. A signposted opportunity should not be taken to guarantee that the form of evidence will necessarily satisfy both sets of standards.

Unit Nos	Communication	Application of Number	Information Technology	Working with Others	Improving Own Learning + Performance	Problem Solving	Personal Skills
L3	4	2	2	4	3	4	5
L4	4	3	3	4	3	4	5
L5	4	2	2	3	2	4	
L6	3	2	3	3	2	3	
L7	3	3	3	3	3	3	
L9	3	2	2	3	2	3	
L10	3	2	2	3	2	2	
L11	3	2	2	3	2	2	
L12	3	2	2	3	2	2	
L13	4	3	3	4	3	3	
L14	3	2	2	3	2	3	
L15	4	3	3	4	3	4	
L16	4	2	3	4	3	4	
L18	3	2	3	4	4	4	5
L20	4	2	2	4	3	4	
L23	3	2	2	3	3	3	
L24	4	2	2	3	3	3	
A1	3	2	2	3	3	3	
A2	3	2	2	3	3	2	
G3	3	2	2	3	4	4	

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GLOSSARY OF TERMS

Action plan

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

Assessment plan

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

Assessment record

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

Element/component of an award

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

Endorsed assessment plan

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

External audit and sampling

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

Internal quality assurance and standardisation of assessment

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

Professional discussion

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

Progress reviews

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

Sampling framework/strategy

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

Systems documentation

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

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NVQ UNITS OF COMPETENCE

The table below shows how each of the qualifications listed in this booklet are made up. The table also shows, where applicable, the old TDLB unit that the new ENTO unit replaces.

Individual qualification structures including the requirements of each qualification and the element titles are shown on pages 43 to 47.

Unit number	Unit title	Lev 3 L & D	Lev 3 DTS	Replacing TDLB
A1	Assess candidates using a range of methods	O	O	D32/33
A2	Assess candidates' performance through observation	O		D32
L3	Identify individual learning aims and programmes	M	M	A21/22
L4	Design learning programmes	O		B21
L5	Agree learning programmes with learners	M	M	C22
L6	Develop training sessions	M	M	B22
L7	Prepare and develop resources to support learning	O		B33
L9	Create a climate that promotes learning	M	M	C21
L10	Enable learning through presentations	O	O	C23
L11	Enable learning through demonstrations and instruction	O	O	C24
L12	Enable individual learning through coaching	O	O	C25
L13	Enable group learning	O	O	C27
L14	Support learners by mentoring in the workplace	O	O	
L15	Support and advise individual learners	O	O	C26
L16	Monitor and review progress with learners	M	M	D11
L18	Respond to changes in learning and development	M		
L20	Support competence achieved in the workplace	O	O	
L23	Support how basic skills are delivered in the workplace	O		
L24	Support people learning basic skills in the workplace	O		
G3	Evaluate and develop own practice	M	M	E31
D	Review health and safety procedures in workplaces		O	

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OCR LEVEL 3 NVQ IN LEARNING AND DEVELOPMENT (QUALIFICATION ACCREDITATION NUMBER - 100/2538/8)

To achieve the qualification, the candidate must complete eleven units in total. These are drawn from seven mandatory units and four optional units (two from Optional Group A and two from Optional Group B).

Mandatory units

L3 Identify individual learning aims and programmes (Y/101/4352)

- L3.1 Review learning and development achievements and opportunities
- L3.2 Identify and agree learning aims and programmes

L5 Agree learning programmes with learners (D/101/4353)

- L5.1 Negotiate learning programmes with learners
- L5.2 Review learning programmes and agree changes with learners

L6 Develop training sessions (H/101/4354)

- L6.1 Identify options for training sessions
- L6.2 Deliver training sessions for learners

L9 Create a climate that promotes learning (J/101/2936)

- L9.1 Develop a good relationship with learners
- L9.2 Support learners
- L9.3 Promote anti-discriminatory practice

L16 Monitor and review progress with learners (K/101/4355)

- L16.1 Review progress with learners

L18 Respond to changes in learning and development (M/101/4356)

- L18.1 Research the ways people learn
- L18.2 Develop learning and training methods
- L18.3 Test and change proposed training and development methods

G3 Evaluate and develop own practice (L/101/2940)

- G3.1 Evaluate own practice
- G3.2 Identify self-development needs

Optional units (Group A)

L10 Enable learning through presentations

(T/101/4357)

L10.1 Give presentations to groups

L10.2 Produce follow-up exercises

L11 Enable learning through demonstrations and instruction

(Y/101/2939)

L11.1 Demonstrate skills and methods to learners

L11.2 Instruct learners

L12 Enable individual learning through coaching

(R/101/2938)

L12.1 Coach individual learners

L12.2 Assist individual learners to apply their learning

L13 Enable group learning

(L/101/2937)

L13.1 Manage group dynamics

L13.2 Enable the group to learn together

Optional units (Group B)

L4 Design learning programmes

(A/101/4358)

L4.1 Choose options for meeting learning needs

L4.2 Design learning programmes for learners

L7 Prepare and develop resources to support learning

(F/101/4359)

L7.1 Develop learning materials

L7.2 Choose materials to support learning

L14 Support learners by mentoring in the workplace

(R/101/2941)

L14.1 Plan the mentoring process

L14.2 Set up and maintain the mentoring relationship

L14.3 Give mentoring support

L15 Support and advise individual learners

(T/101/4360)

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

L15.2 Advise and support individual learners in managing their own learning

L20 Support competence achieved in the workplace

(A/101/4361)

L20.1 Assess performance in the workplace against agreed standards

L20.2 Give staff members support in the workplace and feedback on their performance

L23 Support how basic skills are delivered in the workplace

(F/101/4362)

L23.1 Identify the needs and opportunities for learning basic skills in the workplace

L23.2 Help to deliver basic skills in the workplace

L24 Support people learning basic skills in the workplace

(J/101/4363)

L24.1 Help individuals to identify their learning needs

L24.2 Support others in the workplace to develop their basic skills

A1 Assess candidates using a range of methods

(J/101/4380)

A1.1 Develop plans for assessing competence with candidates

A1.2 Judge evidence against criteria to make assessment decisions

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

A1.4 Contribute to the internal quality assurance process

A2 Assess candidates' performance through observation

(L/101/4381)

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

A2.2 Assess candidates' performance against the agreed standards

A2.3 Assess candidates' knowledge against the agreed standards

A2.4 Make an assessment decision and provide feedback

OCR LEVEL 3 NVQ IN DIRECT TRAINING AND SUPPORT (QUALIFICATION ACCREDITATION NUMBER 100/2417/7)

To achieve a full NVQ the candidate must achieve a total of nine units - six mandatory units plus two optional units from Optional Group A and one optional unit from Optional Group B. Alternatively, candidates can choose their three optional units from Optional Group A, and none from Optional Group B.

Mandatory units

L3 Identify individual learning aims and programmes

(Y/101/4352)

L3.1 Review learning and development achievements and opportunities

L3.2 Identify and agree learning aims and programmes

L5 Agree learning programmes with learners

(D/101/4353)

L5.1 Negotiate learning programmes with learners

L5.2 Review learning programmes and agree changes with learners

L6 Develop training sessions

(H/101/4354)

L6.1 Identify options for training sessions

L6.2 Deliver training sessions for learners

L9 Create a climate that promotes learning

(J/101/2936)

L9.1 Develop a good relationship with learners

L9.2 Support learners

L9.3 Promote anti-discriminatory practice

L16 Monitor and review progress with learners

(K/101/4355)

L16.1 Review progress with learners

G3 Evaluate and develop own practice

(L/101/2940)

G3.1 Evaluate own practice

G3.2 Identify self-development needs

Optional units (Group A)

L10 Enable learning through presentations

(T/101/4357)

L10.1 Give presentations to groups

L10.2 Produce follow-up exercises

L11 Enable learning through demonstrations and instruction

(Y/101/2939)

L11.1 Demonstrate skills and methods to learners

L11.2 Instruct learners

L12 Enable individual learning through coaching

(R/101/2938)

L12.1 Coach individual learners

L12.2 Assist individual learners to apply their learning

L13 Enable group learning

(L/101/2937)

L13.1 Manage group dynamics

L13.2 Enable the group to learn together

Optional units (Group B)

L14 Support learners by mentoring in the workplace

(R/101/2941)

L14.1 Plan the mentoring process

L14.2 Set up and maintain the mentoring relationship

L14.3 Give mentoring support

L15 Support and advise individual learners

(T/101/4360)

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

L15.2 Advise and support individual learners in managing their own learning

L20 Support competence achieved in the workplace

(A/101/4361)

L20.1 Assess performance in the workplace against agreed standards

L20.2 Give staff members support in the workplace and feedback on their performance

A1 Assess candidates using a range of methods

(J/101/4380)

A1.1 Develop plans for assessing competence with candidates

A1.2 Judge evidence against criteria to make assessment decisions

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

A1.4 Contribute to the internal quality assurance process

D Review health and safety procedures in workplaces

(U1051771)

D.1 Prepare to undertake a review of health and safety in a workplace

D.2 Carry out a review of workplace health and safety implementation

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UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in:

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

What the unit covers:

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

Preferred methods of assessment for this unit:

The minimum evidence you need to provide for this unit is listed in the evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion.

For example, you could agree with your assessor to use a professional discussion to demonstrate how you have used three different types of evidence to demonstrate achievement of particular standards rather than asking you to create a written report.

UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS

Element A1.1

Develop plans for assessing competence with candidates



Performance criteria

You must be able to do the following:

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

UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS

Element A1.2

Judge evidence against criteria to make assessment decisions



Performance criteria

You must be able to do the following:

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

UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS

Element A1.3

Provide feedback and support to candidates on assessment decisions



Performance criteria

You must be able to do the following:

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

Element A1.4

Contribute to the internal quality assurance process



Performance criteria

You must be able to do the following:

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

UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS

Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

This unit covers assessing of candidates by using different assessment methods. These include:

- watching candidates perform in the workplace
- asking candidates questions
- taking account of past experience and achievements
- setting tests
- setting projects and tasks
- arranging simulations
- assessing the candidate's report of their work
- using evidence from other people, including peers and witnesses.

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

The minimum evidence you need for this unit is listed below:

<p>THREE assessment plans you have produced for a minimum of 2 different candidates.</p> <p>PLUS</p> <p>ONE record which states the assessment methods you have selected to assess specific aspects of competence.</p>	<p>Each plan must cover one full unit of competence, which can be certificated. Over the 3 plans you must cover a minimum of 4 assessment methods including the observation of candidate(s) and one opportunity to involve others in making a contribution to the assessment process.</p> <p>All candidates must show they have agreed assessment requirements.</p> <p>This record must indicate why the assessment methods are valid, reliable and fair indicators of competence and cover a minimum of four assessment methods showing how others have been involved in the assessment process.</p>
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UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS

Evidence requirements (continued)

<p>PLUS</p> <p>TWO written outcomes from progress reviews you have conducted with a minimum of 2 candidates.</p>	<p>The two written outcomes should include evidence of having updated assessment plans.</p>
<p>PLUS</p> <p>THREE assessment decision records for a minimum of 2 different candidates.</p>	<p>The assessment decision records must relate to the 3 assessment plans you are submitting for element A1.1.</p>
<p>PLUS</p> <p>ONE record which shows how you have used 3 different types of evidence to demonstrate achievement of particular standards, used observation of the candidate as an assessment method.</p>	<p>The record must explain how you implemented the assessment methods and evaluated the effectiveness of them in the light of assessing candidates. You must show how you have demonstrated competence in respect of element A1.2 criteria c), d) and g).</p>
<p>PLUS</p> <p>A minimum of ONE observation of you providing feedback to a candidate.</p>	<p>Observation may take place in person or using appropriate technology such as a video tape.</p>
<p>PLUS</p> <p>TWO records of you providing feedback to candidates on other occasions.</p>	
<p>PLUS</p> <p>ONE record of a professional discussion between you and your assessor based on feedback to candidates.</p>	<p>You must indicate how element A1.3 criteria a), d) and f) were addressed.</p>
<p>PLUS</p> <p>ONE assessment record each for 2 different candidates which have been used as part of the internal quality assurance process.</p>	

UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS

Evidence requirements (continued)

<p>PLUS</p> <p>FOUR written reviews of at least 2 pieces of evidence for each of 2 different candidates.</p> <p>PLUS</p> <p>ONE written statement from the person responsible for internal quality assurance (eg an internal verifier for N/SVQs).</p> <p>Knowledge Evidence Requirements</p> <p>ONE record of a professional discussion between you and your assessor.</p>	<p>You must have contributed to internal standardisation procedures involving these reviews.</p> <p>The statement must demonstrate how you have contributed to agreed quality assurance procedures.</p> <p>During the professional discussion you should review any method of assessment not covered by performance evidence and:</p> <ul style="list-style-type: none"> ▪ indicate the validity and reliability of each method ▪ review any potential issues of fairness and access in relation to individual assessment methods ▪ cover all of the following methods if not covered by performance evidence: <ul style="list-style-type: none"> <input type="checkbox"/> questioning <input type="checkbox"/> accreditation of prior experience and achievement <input type="checkbox"/> formal testing <input type="checkbox"/> projects and assignments <input type="checkbox"/> simulations <input type="checkbox"/> candidate and peer reports <input type="checkbox"/> evidence from others.
<p>PLUS</p> <p>ONE written or spoken explanation of the procedures used within your centre.</p>	<p>The explanation must include the following procedures:</p> <ul style="list-style-type: none"> ▪ how to provide access to assessment for candidates with individual special needs and special assessment requirements

UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS



Evidence requirements (continued)

	<ul style="list-style-type: none">▪ how disputes and appeals about assessment decisions are handled▪ the internal standardisation and quality assurance arrangements▪ how assessments are recorded▪ sources of information regarding assessment requirements and best practice.
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UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS



Knowledge requirements

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

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

The nature and role of assessments of competence

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

Principles and concepts

- 11 how to measure existing levels of competence
- 12 how to make valid and reliable assessments of candidates' knowledge
- 13 how to make valid and reliable assessments of candidates' performance
- 14 how to make sure you have covered all the agreed criteria during an assessment
- 15 how to check that the evidence is the candidates' own work
- 16 how to make sure that supporting evidence supplied by other people is reliable
- 17 how to encourage candidates to consider and use their past experience and achievements
- 18 how to give constructive feedback on existing levels of competence and what candidates need to do to be fully competent
- 19 how to involve candidates in planning assessments
- 20 how to keep to the Data Protection Act
- 21 how to encourage candidates who have different levels of confidence and experience to take an active part in their assessment
- 22 how to use language and behaviour which does not discriminate against any candidate
- 23 how to meet the different needs of candidates

UNIT A1 ASSESS CANDIDATES USING A RANGE OF METHODS



Knowledge requirements (continued)

- 24 how to give feedback to candidates with different levels of confidence and experience
- 25 how to encourage candidates to ask questions and get advice
- 26 how to monitor and review progress with candidates
- 27 how to identify changes in levels of candidates' competence and assess how this affects your own competence
- 28 how to use opportunities to update your skills and experience
- 29 how to identify and use information on current assessment best practice
- 30 how to use personal development opportunities to improve your assessment skills.

External factors influencing the assessment of national standards

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

UNIT A2 ASSESS CANDIDATES' PERFORMANCE THROUGH OBSERVATION

UNIT OVERVIEW

This unit is appropriate for you if you are involved in:

- assessing candidates against the agreed standards
- planning assessments with candidates
- giving feedback to candidates on your assessment decisions.

The activities you are likely to be involved in:

- watching staff members in line with agreed assessment plans
- assessing candidates' performance
- assessing candidates' knowledge and how they apply their knowledge
- making a record of your assessment decisions
- working with other people who are affected by the assessment process, such as line managers or supervisors
- giving feedback to candidates.

What the unit covers:

- 1 agreeing and reviewing plans for assessing candidates' performance
- 2 assessing candidates' performance against the agreed standards
- 3 assessing candidates' knowledge against the agreed standards
- 4 making an assessment decision and giving feedback.

Preferred methods of assessment for this unit:

The minimum evidence you need to provide for this unit is listed in the evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion.

Observation may take place in person or using appropriate technology such as video tape.

UNIT A2 ASSESS CANDIDATES' PERFORMANCE THROUGH OBSERVATION

Element A2.1

Agree and review plans for assessing candidates' performance



Performance criteria

You must be able to do the following:

- a) identify the best situations when you can assess performance
- b) use evidence that takes place in the workplace and ask relevant questions
- c) choose opportunities for assessment which disrupt normal work as little as possible
- d) choose opportunities for assessment which provide access to a valid, safe, reliable and fair assessment
- e) explain the options open to the candidates clearly and constructively if somebody disagrees with the proposed assessment plan
- f) discuss and agree the proposed assessment plan with the candidates and other people who may be affected
- g) review and update plans at agreed times to take account of candidates' progress

Element A2.2

Assess candidates' performance against the agreed standards



Performance criteria

You must be able to do the following:

- a) explain to candidates how the assessment of their work will take account of their needs
- b) watch candidates in a safe environment
- c) only use the agreed criteria when assessing the evidence
- d) assess evidence fairly against the agreed criteria
- e) identify and assess any other evidence that is relevant to the standards
- f) check that the evidence has come from each candidate's own work
- g) watch candidates without interfering with their work
- h) speak to the appropriate person if you or a candidate has any difficulties
- i) give candidates feedback after you have watched them in the workplace

UNIT A2 ASSESS CANDIDATES' PERFORMANCE THROUGH OBSERVATION

Element A2.3

Assess candidates' knowledge against the agreed standards



Performance criteria

You must be able to do the following:

- a) identify which areas of candidates' knowledge have been covered by watching them in the workplace
- b) collect evidence of knowledge that has not been covered by watching the candidates in the workplace
- c) use valid methods to assess candidates' knowledge
- d) ask clear questions which do not 'lead' candidates
- e) speak to the appropriate person if you or a candidate has any difficulties
- f) give candidates feedback after you have asked them questions

Element A2.4

Make an assessment decision and provide feedback



Performance criteria

You must be able to do the following:

- a) base your assessment decision on all the relevant evidence
- b) give candidates clear and constructive feedback, which meets their needs after you have given them your assessment
- c) encourage candidates to ask for advice on your assessment decision
- d) make an accurate record of your assessment decisions
- e) pass on records that are accurate and easy to read to the next stage of the process
- f) follow the agreed complaints and appeals procedures if candidates do not agree with your assessment decisions

UNIT A2 ASSESS CANDIDATES' PERFORMANCE THROUGH OBSERVATION



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

This unit covers assessing candidates by watching them in the workplace and assessing the areas of their knowledge that you cannot test by watching them work. You can do this by using materials and check lists from awarding bodies.

Observation may take place in person or using appropriate technology such as a video tape. Evidence may also include examining work products. You can use evidence from tests to support evidence of candidates' performance. You must also show you are aware of and understand the appeals and complaints procedures and the processes for handling them.

The minimum evidence you need for this unit is listed below:

<p>THREE assessment plans you have produced for a minimum of two different candidates.</p> <p>PLUS</p>	<p>Each plan must cover a minimum of 2 full components (units) of a qualification (eg 2 N/SVQ units). Each plan must indicate:</p> <ul style="list-style-type: none"> • which aspects of competence will be assessed by observation • indicate how and when observation of performance will be conducted • how issues of safety, minimum disruption to work activities and unobtrusive assessment have been planned for.
<p>TWO written outcomes from progress reviews you have conducted with a minimum of 2 candidates.</p> <p>PLUS</p>	<p>The two written outcomes should include evidence of having updated assessment plans.</p>
<p>THREE assessment decision records for a minimum of 2 different candidates.</p> <p>PLUS</p>	<p>The assessment decision records must relate to the 3 assessment plans you are submitting for A2.1.</p>

UNIT A2 ASSESS CANDIDATES' PERFORMANCE THROUGH OBSERVATION

Evidence requirements (continued)

<p>ONE record of a professional discussion.</p> <p>PLUS</p>	<p>The record of a professional discussion between you and your assessor must demonstrate how you have:</p> <ul style="list-style-type: none"> used observation of performance to demonstrate achievement of particular standards evaluated the effectiveness of observation in the light of assessing candidates.
<p>THREE assessment decision records for at least 2 of the 3 different assessment plans generated for A2.1.</p> <p>PLUS</p>	
<p>ONE record of a professional discussion between you and your assessor.</p> <p>PLUS</p>	<p>During the professional discussion you must present how you have:</p> <ul style="list-style-type: none"> used questioning to demonstrate the knowledge requirements in particular standards evaluated the effectiveness of observation in the light of assessing candidates.
<p>ONE observation.</p> <p>PLUS</p>	<p>A minimum of one observation by your assessor of you providing feedback to 1 candidate.</p>
<p>TWO records covering feedback to two different candidates.</p> <p>PLUS</p>	<p>The written records may be replaced with endorsement by another recognised assessor from a registered centre of your feedback to two different candidates.</p>
<p>TWO assessment records for 2 different candidates.</p> <p>PLUS</p>	<p>The two assessment records must have been passed on to the person responsible for internal quality assurance of the assessment process (internal verifier) in your centre.</p>
<p>ONE written statement from the person responsible for internal quality assurance (eg an internal verifier for N/SVQs).</p>	<p>The statement must demonstrate that you have contributed to agreed quality assurance procedures in your centre.</p>

UNIT A2 ASSESS CANDIDATES' PERFORMANCE THROUGH OBSERVATION



Evidence requirements (continued)

<p>Knowledge Requirements</p> <p>ONE record of a written or spoken explanation.</p> <p>PLUS</p> <p>ONE record of a written or spoken explanation of the procedures used in your assessment centre.</p>	<p>The record of a written or spoken explanation must show how you:</p> <ul style="list-style-type: none"> • identify relevant evidence from candidate activities • identify which aspects of competence can be assessed by observing performance • plan and conduct the observation process and the factors which you take into account during the process • identify which aspects of knowledge can be inferred from performance plans and conduct the questioning of candidates including the factors to take into account during the process. <p>The explanation must include the following procedures:</p> <ul style="list-style-type: none"> • how to provide access to assessment for candidates with individual special needs and special assessment requirements • how disputes and appeals about assessment decisions are handled • the internal standardisation and quality assurance arrangements • how assessments are recorded • sources of information regarding assessment requirements and best practice.
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UNIT A2 ASSESS CANDIDATES' PERFORMANCE THROUGH OBSERVATION



Knowledge requirements

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

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

The nature and role of assessments of national standards

- 1 what the national standards are and how to judge evidence against them fairly and reliably
- 2 how to identify relevant evidence from what is or may be available
- 3 why it is important to make an accurate judgement against only the agreed standards
- 4 how to identify the role of knowledge evidence in assessments and ways of collecting evidence
- 5 how to identify relevant knowledge evidence from candidates' performance
- 6 why it is important to collect evidence related to unpredictable events and how to do this
- 7 how to give candidates with special assessment requirements access to assessment.

Principles and concepts

- 8 how to involve different candidates in putting assessment plans into practice
- 9 how to encourage candidates with different levels of confidence and experience to take an active part in their assessment
- 10 how to give constructive feedback to candidates in line with your assessment decision
- 11 how to adapt feedback to candidates' different levels of confidence and experience
- 12 how to offer different types of advice in a constructive way that will allow candidates to choose different options
- 13 how to encourage candidates to ask questions and get advice
- 14 how to identify evidence that takes place naturally in the workplace and why it is important for assessments
- 15 how to choose appropriate and efficient ways of collecting performance evidence
- 16 what the available sources of knowledge evidence are and how to use them
- 17 where to get advice on when and how to use simulations and alternative sources of evidence
- 18 how to check that evidence is relevant and genuine
- 19 how to set tests, questions and simulations
- 20 how to ask questions which will give you relevant evidence while not affecting candidates' confidence
- 21 how to judge knowledge evidence fairly and reliably
- 22 how to deal with disputes and appeals in line with agreed procedures
- 23 how to identify the difficulties you may have in collecting and assessing knowledge evidence
- 24 how to collect evidence by watching candidates in the workplace without interfering with their work

UNIT A2 ASSESS CANDIDATES' PERFORMANCE THROUGH OBSERVATION



Knowledge requirements (continued)

- 25 how to identify difficulties you may have in making fair and reliable judgements on evidence
- 26 who to speak to within the local and national system if you have difficulties.

External factors influencing the assessment of national standards

- 27 how to meet candidates' needs for access to safe, fair and reliable assessments in line with relevant legislation
- 28 how to recognise and challenge unfair discrimination in assessment
- 29 how to identify different types of special assessment requirements and how to provide for them
- 30 who to get advice from when providing for particular assessment requirements
- 31 how to make a record of and process your assessment decisions
- 32 how to meet the requirements of the quality assurance process
- 33 how to use opportunities to update your skills and experience
- 34 how to identify and use information on current assessment best practice
- 35 how to use personal development opportunities to improve your assessment skills.

UNIT L3 IDENTIFY INDIVIDUAL LEARNING AIMS AND PROGRAMMES

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in include:

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

What the unit covers:

- 1 reviewing learning and development achievements and opportunities
- 2 identifying and agreeing learning aims and programmes

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion

For example, if your **record** of how you reviewed Learning and Development achievements and opportunities for two individual learners takes the form of a presentation (see Evidence requirements), your assessor may choose to observe your presentation or examine the evidence of your presentation eg presentation script/slides. In addition, your assessor may wish to ask you some questions about your presentation.

UNIT L3 IDENTIFY INDIVIDUAL LEARNING AIMS AND PROGRAMMES

Element L3.1

Review learning and development achievements and opportunities



Performance criteria

You must be able to do the following:

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

Element L3.2

Identify and agree learning aims and programmes



Performance criteria

You must be able to do the following:

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

UNIT L3 IDENTIFY INDIVIDUAL LEARNING AIMS AND PROGRAMMES



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>A record showing how you reviewed Learning & Development achievements and opportunities for two individual learners.</p> <p>PLUS</p> <p>One Record of an Observation of you by an Assessor.</p> <p>Or</p> <p>A Witness (This witness must have been agreed by the Assessor prior to the observation taking place).</p> <p>PLUS</p> <p>One Learning Programme for one of the individuals covered by the record.</p>	<p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criteria a, b, c and d from element L3.1 and c, d, e, f and g from element L3.2.</p> <p>In preparing your record the majority of the knowledge evidence should be addressed but you may need to pay particular attention to including evidence to cover knowledge items 2, 10, 11, 13, 16, 19, 20, 21, 23, 24 and 25 if these are not evidenced naturally through your record.</p> <p>It is expected that your observation will include evidence to demonstrate your competence in respect of performance criteria e, and f from element L3.1 and a and b from element L3.2.</p> <p>It is expected that your learning programmes will include evidence to demonstrate your competence in respect of performance criteria h and i from element L3.2.</p>
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UNIT L3 IDENTIFY INDIVIDUAL LEARNING AIMS AND PROGRAMMES



Knowledge requirements

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

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

The nature and role of learning aims

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

Principles and concepts

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

UNIT L3 IDENTIFY INDIVIDUAL LEARNING AIMS AND PROGRAMMES



Knowledge requirements (continued)

External factors influencing learning programmes

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

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UNIT L4 DESIGN LEARNING PROGRAMMES

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in:

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

What the unit covers:

- 1 choosing options for meeting learning needs
- 2 designing learning programmes for learners

Preferred methods of assessment for this unit:

The minimum evidence you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- examination of evidence
- questioning
- professional discussion

For example, if your **record** of how you choose options for meeting learning needs takes the form of a presentation (see Evidence requirements), your assessor may choose to observe your presentation or examine the evidence of your presentation eg presentation script/slides. In addition, your assessor may wish to ask you some questions about your presentation.

UNIT L4 DESIGN LEARNING PROGRAMMES

Element L4.1

Choose options for meeting learning needs



Performance criteria

You must be able to do the following:

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

Element L4.2

Design learning programmes for learners



Performance criteria

You must be able to do the following:

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

UNIT L4 DESIGN LEARNING PROGRAMMES



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>ONE record which identifies how you choose options for meeting learning needs.</p> <p>PLUS</p> <p>ONE Learning Programme for each of the TWO individual learners.</p>	<p>It is expected that your record will include evidence to demonstrate your competence in respect of all performance criteria in element L4.1.</p> <p>It is expected that your programmes will provide evidence to demonstrate your competence in respect of all performance criteria in element L4.2.</p> <p>These should be agreed by an appropriate person (eg supervisor, senior manager).</p> <p>In preparing your programmes the majority of the knowledge evidence should be addressed but you will need to pay particular attention to including evidence to cover knowledge items, 2, 5, 6, 11, 12 and 13 as these require a more commentary approach.</p>
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UNIT L4 DESIGN LEARNING PROGRAMMES



Knowledge requirements

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

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

The nature of the role of learning programmes

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

Principles and concepts

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

External factors influencing learning programmes

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

UNIT L5 AGREE LEARNING PROGRAMMES WITH LEARNERS

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in:

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

What the unit covers:

- 1 negotiating learning programmes with learners
- 2 reviewing learning programmes and agreeing changes with learners

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion

For example, if your **record** of how you review and agreed learning programmes with at least two learners takes the form of a presentation (see Evidence requirements), your assessor may choose to observe your presentation or examine the evidence of your presentation eg presentation script/slides. In addition, your assessor may wish to ask you some questions about your presentation.

UNIT L5 AGREE LEARNING PROGRAMMES WITH LEARNERS

Element L5.1

Negotiate learning programmes with learners



Performance criteria

You must be able to do the following:

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

Element L5.2

Review learning programmes and agree changes with learners



Performance criteria

You must be able to do the following:

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

UNIT L5 AGREE LEARNING PROGRAMMES WITH LEARNERS



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>ONE Record of an Observation by an Assessor.</p> <p>Or</p> <p>A Witness. (This witness must have been agreed by the Assessor prior to the observation taking place.)</p> <p>PLUS</p> <p>ONE Record on how you review and agree learning programmes with at least TWO learners.</p> <p>Note: Assessor questioning using hypothetical context may be accepted as evidence for L5.1(h) and L5.2(d)</p>	<p>It is expected that your observation will include evidence to demonstrate your competence in respect of all performance criteria from element L5.1 and a and b from element L5.2.</p> <p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criteria c, d, e, g and h from element L5.2.</p> <p>In preparing for the observation and your record the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to cover knowledge items 4, 5, 7, 9, 10, 11, 12, 16, 17, 18, 20, 21 and 22 if these are not evidenced naturally through your record.</p>
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UNIT L5 AGREE LEARNING PROGRAMMES WITH LEARNERS



Knowledge requirements

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

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

The nature and role of learning programmes

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

Principles and concepts

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

UNIT L5 AGREE LEARNING PROGRAMMES WITH LEARNERS



Knowledge requirements (continued)

External factors influencing learning agreements

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

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UNIT L6 DEVELOP TRAINING SESSIONS

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

- developing training sessions for individuals and groups

The activities you are likely to be involved in:

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

What the unit covers:

- 1 identifying options for training sessions
- 2 delivering training sessions for learners

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion

For example, if your **questioning** to explore the different ways you could deliver the training sessions takes the form of a professional discussion (see Evidence requirements), your assessor may agree with you to record the discussion and you may present the tape as evidence.

UNIT L6 DEVELOP TRAINING SESSIONS

Element L6.1

Identify options for training sessions



Performance criteria

You must be able to do the following:

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

Element L6.2

Deliver training sessions for learners



Performance criteria

You must be able to do the following:

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

UNIT L6 DEVELOP TRAINING SESSIONS



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>One Training Plan for an individual.</p> <p>PLUS</p> <p>ONE Training Plan for a group which identifies the aims and objectives and options for the delivery of the sessions.</p> <p>And</p> <p>ONE Report on how you develop training sessions.</p> <p>And</p> <p>ONE Record of questions your assessor asked you which explored the different ways you could deliver the session.</p> <p>Note: Assessor questioning as to alternatives considered may be accepted as evidence for element L6.1 (c).</p>	<p>It is expected that your training plan will include evidence to demonstrate your competence in respect of all performance criteria from element L6.1 and from element L6.2.</p> <p>In preparing your report the majority of the knowledge evidence should be addressed but you may need to pay particular attention to including evidence to cover knowledge items 5, 7, 9, 10, 13, and 14 if these are not evidenced naturally through your record.</p> <p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criteria c from element L6.1.</p>
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UNIT L6 DEVELOP TRAINING SESSIONS



Knowledge requirements

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

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

The nature and role of learning sessions

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

Principles and concepts

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

External factors influencing learning sessions

- 13 how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning sessions
- 14 how to analyse and use developments in learning and new ways of delivery, including technology-based delivery and e-learning support

UNIT L7 PREPARE AND DEVELOP RESOURCES TO SUPPORT LEARNING

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in:

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

What the unit covers:

- 1 developing learning materials
- 2 choosing materials to support learning

Preferred methods of assessment for this unit:

The requirement evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion

For example, if your **record** of how you develop and choose materials to support learning takes the form of a presentation (see Evidence requirements), your assessor may choose to observe your presentation or examine the evidence of your presentation eg presentation script/slides. In addition, your assessor may wish to ask you some questions about your presentation.

UNIT L7 PREPARE AND DEVELOP RESOURCES TO SUPPORT LEARNING

Element L7.1

Develop learning materials



Performance criteria

You must be able to do the following:

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

Element L7.2

Choose materials to support learning



Performance criteria

You must be able to do the following:

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

UNIT L7 PREPARE AND DEVELOP RESOURCES TO SUPPORT LEARNING



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>One Record which identifies how you develop and choose materials to support learning.</p> <p>PLUS</p> <p>Three Examples of materials you have used to support learning, one of which you have developed or adapted.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. A candidate presentation of the ILT alternatives considered maybe accepted as evidence for element L7.1 (e and f). 2. Assessor questioning of selection of materials against equality and diversity criteria maybe accepted as valid evidence for element L7.2 (h). 3. Assessor questioning on checks conducted to ensure training facilities meet HSEP requirements may be accepted as evidence for element L7.2 (i). 	<p>It is expected that your record will include evidence to demonstrate your competence in respect of all performance criteria from element L7.1 and from element L7.2.</p> <p>In preparing your record the majority of the knowledge evidence should be addressed but you may need to pay particular attention to including evidence to cover knowledge items 1, 4, 7, 10, 14, 19, and 20 if these are not evidenced naturally through your record.</p>
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UNIT L7 PREPARE AND DEVELOP RESOURCES TO SUPPORT LEARNING



Knowledge requirements

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

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

The nature and role of learning materials

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

Principles and concepts

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

UNIT L7 PREPARE AND DEVELOP RESOURCES TO SUPPORT LEARNING



Knowledge requirements (continued)

External factors influencing the development of learning materials

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

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UNIT L9 CREATE A CLIMATE THAT PROMOTES LEARNING

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in:

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

What the unit covers:

- 1 developing a good relationship with learners
- 2 supporting learners
- 3 promoting practices that do not discriminate against other people

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion

For example, if your **observation** is carried out by a witness (see Evidence requirements), your assessor may ask to examine product evidence of your session eg notes/slides/handouts. In addition, your assessor may wish to ask you some questions about your session.

UNIT L9 CREATE A CLIMATE THAT PROMOTES LEARNING

Element L9.1

Develop a good relationship with learners



Performance criteria

You must be able to do the following:

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

Element L9.2

Support learners



Performance criteria

You must be able to do the following:

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

UNIT L9 CREATE A CLIMATE THAT PROMOTES LEARNING

Element L9.3

Promote anti-discriminatory practice



Performance criteria

You must be able to do the following:

- a) show that you do not discriminate against individual learners
- b) ensure that you do not exploit learners or misuse your role and power
- c) get appropriate advice if you are not sure about practices that do not discriminate against other people or if you think you may have discriminated against someone
- d) take appropriate and consistent action when learners or colleagues discriminate against other people
- e) support individuals who want to complain about discrimination
- f) take appropriate action if a colleague discriminates against somebody

UNIT L9 CREATE A CLIMATE THAT PROMOTES LEARNING



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>One Record of an Observation by an Assessor.</p> <p>Or</p> <p>A Witness (This witness must have been agreed by the assessor prior to the observation taking place.)</p> <p>PLUS</p> <p>One Record of a Professional Discussion between your assessor and yourself.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1 Your product evidence must show how you deal with individuals and groups (4 or more learners), eg if the observation is for a group then the professional discussion should include how you deal with individuals. 2 Assessor questioning using hypothetical context may be accepted as evidence for L9.3 (c, d, e and f.) 	<p>It is expected that your observation will include evidence to demonstrate your competence in respect of all performance criteria, apart from performance criterion g, from element L9.1 and performance criteria d and e from element L9.2.</p> <p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criterion g from element L9. 1, performance criteria a, b, c, d and f from element L9.2 and all performance criteria from element L9.3.</p> <p>During your professional discussion you should be prepared to discuss the following knowledge items 1, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, and 19.</p>
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UNIT L9 CREATE A CLIMATE THAT PROMOTES LEARNING



Knowledge requirements

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

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

The nature and role of the learning environment

- 1 how to identify issues of equal opportunities and practices that do not discriminate against people in relation to promoting individual learning
- 2 how to work with learners effectively
- 3 how to encourage learners to express their views
- 4 how to promote learners' rights and choices
- 5 how to identify and deal with possible barriers to learning and achievement, including delivery methods, times, places, a lack of support for people with special needs, or a lack of facilities
- 6 how to promote equal opportunities and access to learning, including procedures for choosing and recruiting learners, and the choice of learning programmes and qualifications that are available to learners

Principles and concepts

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

External factors influencing the learning environment

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

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UNIT L10 ENABLE LEARNING THROUGH PRESENTATIONS

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

- making effective presentations
- producing follow-up activities after presentations

The activities you are likely to be involved in:

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

What the unit covers:

- 1 giving presentations to groups
- 2 producing follow-up exercises

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion

For example, if your **observation** is carried out by a witness (see Evidence requirements), your assessor may ask to examine product evidence of your presentation eg notes/slides/handouts. In addition, your assessor may wish to ask you some questions about your presentation.

UNIT L10 ENABLE LEARNING THROUGH PRESENTATIONS

Element 10.1

Give presentations to groups



Performance criteria

You must be able to do the following:

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

Element 10.2

Produce follow-up exercises



Performance criteria

You must be able to do the following:

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

UNIT L10 ENABLE LEARNING THROUGH PRESENTATIONS



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>ONE Record of how you prepare to give presentations to groups.</p> <p>PLUS</p> <p>Records of TWO Observations with TWO different groups of you giving presentations by an Assessor.</p> <p>Or</p> <p>A Witness (This witness must have been agreed by the Assessor prior to the observation taking place)</p>	<p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criteria a, c and d from element L10. 1, and p.c. a from element L10.2.</p> <p>It is expected that your records of the observations will include evidence to demonstrate your competence in respect of performance criteria b, c, d, e, f and g from element L10.1 and b, c, d, e and f from element L10.2.</p> <p>In preparing for the observation and your record the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to cover knowledge items 13, 17, 18 and 19 if these are not evidenced naturally.</p>
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UNIT L10 ENABLE LEARNING THROUGH PRESENTATIONS



Knowledge requirements

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

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

The nature and role of presentations

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

Principles and concepts

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

External factors influencing the learning environment

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

UNIT L11 ENABLE LEARNING THROUGH DEMONSTRATIONS AND INSTRUCTION

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in:

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

What the unit covers:

- 1 demonstrating skills and methods to learners
- 2 instructing learners

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you demonstrate skills and methods to learners must take the form of observations (see Evidence requirements) and your assessor may wish to ask you some further questions.

UNIT L11 ENABLE LEARNING THROUGH DEMONSTRATIONS AND INSTRUCTION

Element L11.1

Demonstrate skills and methods to learners



Performance criteria

You must be able to do the following:

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

Element L11.2

Instruct learners



Performance criteria

You must be able to do the following:

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

UNIT L11 ENABLE LEARNING THROUGH DEMONSTRATIONS AND INSTRUCTION



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>ONE record of the activity to be demonstrated.</p> <p>PLUS</p> <p>Records of TWO Observations by an Assessor Or A Witness (This witness must have been agreed by the Assessor prior to the observation taking place).</p> <p>These must cover at least one demonstration and one instruction or a combination of both.</p>	<p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criteria a, b and g from element L11.1 and b from element L11.2.</p> <p>It is expected that your observation will include evidence to demonstrate your competence in respect of all remaining performance criteria from element L11.1 and from element L11.2.</p> <p>In preparing your record the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 2, 7, 8, 9, 12, 14, 15 and 16.</p>
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UNIT L11 ENABLE LEARNING THROUGH DEMONSTRATIONS AND INSTRUCTION



Knowledge requirements

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

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

The nature and role of demonstrations and instruction

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

Principles and concepts

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

External factors influencing human resource development

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

UNIT L12 ENABLE INDIVIDUAL LEARNING THROUGH COACHING

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

- using coaching as a way of encouraging individual learning

The activities you are likely to be involved in:

- identifying individual needs and learning styles
- choosing the manner and speed of coaching
- checking on the progress of learners
- giving feedback to learners
- reviewing the potential for e-learning support for learners
- helping learners to apply their learning
- giving ongoing support to learners

What the unit covers:

- 1 coaching individual learners
- 2 helping individual learners to apply their learning

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you enable individual learning through coaching must take the form of an observation (see Evidence requirements) and your assessor may wish to ask you some further questions.

UNIT L12 ENABLE INDIVIDUAL LEARNING THROUGH COACHING

Element L12.1

Coach individual learners



Performance criteria

You must be able to do the following:

- a) identify individual needs and learning styles
- b) choose a style of coaching which meets the learning objectives of the organisation
- c) coach in a manner and at a speed which is appropriate to learners
- d) analyse the skills needed and the order they need to be learned in
- e) regularly check that learners are making progress towards learning outcomes
- f) give learners positive feedback on the learning process
- g) alter coaching in the light of learners' progress and feedback
- h) identify anything that prevents learning and review this with learners

Element L12.2

Assist individual learners to apply their learning



Performance criteria

You must be able to do the following:

- a) give learners the opportunities to practise skills, apply their knowledge and get experience in a structured way
- b) consider using technology-based support for learners, including e-support
- c) identify opportunities for learners to achieve agreed learning objectives and give them positive feedback on their progress
- d) identify opportunities to use different learning opportunities and agree action with learners
- e) give learners clear and accurate information on the resources available to help them apply their learning
- f) give learners positive feedback on the learning experience and the outcomes achieved
- g) identify anything that prevents learning and review this with learners
- h) explain to learners the ongoing support that is available to them

UNIT L12 ENABLE INDIVIDUAL LEARNING THROUGH COACHING



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>Records for two individual learners which identify the support you give through coaching.</p> <p>PLUS</p> <p>ONE record of an Observation for a coaching session with an individual learner by an Assessor Or A Witness. (This witness must have been agreed by the assessor prior to the observation taking place).</p> <p>Note: A candidate presentation of ILT alternatives considered may be accepted as evidence for element L12.2(b).</p>	<p>It is expected that your records will include evidence to demonstrate your competence in respect of performance criteria a, b, d, e, g and h from element L12.1 and a, b, c and d, from element L12.2.</p> <p>It is expected that your observation will include evidence to demonstrate your competence in respect of performance criteria c, f, g and h from element L12.1 and d, e, f, g and h from element L12.2.</p> <p>In preparing your record the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 2, 4, 10, 13, 15 and 16.</p>
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UNIT L12 ENABLE INDIVIDUAL LEARNING THROUGH COACHING



Knowledge requirements

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

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

The nature and role of coaching

- 1 how to match coaching opportunities to individual learning needs and objectives
- 2 how to put information in order and decide whether the language you will be using is appropriate for individual learners
- 3 the separate areas of coaching which encourage learning
- 4 which types of learning are best achieved and supported through coaching
- 5 how to identify the opportunities available for learners to apply their learning

Principles and concepts

- 6 how to put learners at their ease
- 7 how to identify individual learning needs
- 8 what the different learning styles are and how they affect learning
- 9 how to identify and use different learning opportunities
- 10 how to structure learning activities
- 11 how to choose and prepare appropriate materials, including technology-based materials
- 12 how to encourage learners to recognise their own achievements
- 13 how to recognise the things that are likely to prevent learning and how to overcome them
- 14 how to check learners' understanding and progress

External factors influencing human resource development

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

UNIT L13 ENABLE GROUP LEARNING

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

- managing group work to improve learning

The activities you are likely to be involved in:

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

What the unit covers:

- 1 managing group dynamics
- 2 enabling the group to learn together

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you enable group learning must take the form of an observation (see Evidence requirements) and your assessor may wish to ask you some further questions.

UNIT L13 ENABLE GROUP LEARNING

Element L13.1

Manage group dynamics



Performance criteria

You must be able to do the following:

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

Element L13.2

Enable the group to learn together



Performance criteria

You must be able to do the following:

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

UNIT L13 ENABLE GROUP LEARNING



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>ONE record of an Observation of managing and enabling group learning by an Assessor Or A Witness (This witness must have been agreed by the assessor prior to the observation taking place).</p> <p>PLUS</p> <p>ONE record of how you managed the group.</p> <p>PLUS</p> <p>ONE record of questions your Assessor asked you.</p> <p>Note: Assessor questioning using hypothetical context may be accepted as evidence for L13.1 (e and g).</p>	<p>It is expected that your observation will include evidence to demonstrate your competence in respect of performance criteria c, d, e, f and g from element L13.1 and a, c, d, e, f, g and h from element L13.2.</p> <p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criteria a, b and e from element L13.1 and b and d from element L13.2.</p> <p>In preparing your record the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 3, 5, 6, 8, 9, 10, 13, 14, 16, 18 and 19.</p>
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UNIT L13 ENABLE GROUP LEARNING



Knowledge requirements

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

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

The nature and role of group learning

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

Principles and concepts

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

External factors influencing the learning environment

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

UNIT L14 SUPPORT LEARNERS BY MENTORING IN THE WORKPLACE

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in:

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

What the unit covers:

- 1 planning the mentoring process
- 2 setting up and maintaining the mentoring relationship
- 3 giving mentoring support

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you support learners by mentoring in the workplace must take the form of an observation (see Evidence requirements) and your assessor may wish to ask you some questions about your presentation.

UNIT L14 SUPPORT LEARNERS BY MENTORING IN THE WORKPLACE

Element L14.1

Plan the mentoring process



Performance criteria

You must be able to do the following:

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

Element L14.2

Set up and maintain the mentoring relationship



Performance criteria

You must be able to do the following:

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

UNIT L14 SUPPORT LEARNERS BY MENTORING IN THE WORKPLACE

Element L14.3

Give mentoring support



Performance criteria

You must be able to do the following:

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

UNIT L14 SUPPORT LEARNERS BY MENTORING IN THE WORKPLACE



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>A Mentoring plan for each of two individual learners.</p> <p>PLUS</p> <p>ONE Record of how you prepare to mentor learners in the workplace.</p> <p>PLUS</p> <p>A record of an Observation of you mentoring learners by an Assessor Or A Witness. (This witness must have been agreed by the Assessor prior to the observation taking place.)</p>	<p>It is expected that your mentoring plan will include evidence to demonstrate your competence in respect of performance criteria h and i from element L14.1.</p> <p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criteria a, b, c, e, f and g from element L14.1 and all criteria from element L14.3 excepting i and l.</p> <p>It is expected that your observation will include evidence to demonstrate your competence in respect of performance criteria a, b, c, d, e, f and g from element L14.2 and i, j and l from element L14.3.</p> <p>In preparing your mentoring plans and record, and for the observation the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 1, 7, 11, 12, 14, 19, 26 and 27.</p>
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UNIT L14 SUPPORT LEARNERS BY MENTORING IN THE WORKPLACE



Knowledge requirements

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

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

The nature and role of mentoring in the workplace

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

Principles and concepts

- 12 how to identify and apply an appropriate code of practice for mentoring which deals with:
 - ◇ commitment to best practice
 - ◇ recognising the limits of your own experience and competence
 - ◇ setting and maintaining boundaries within the mentoring relationship
 - ◇ being open and truthful within the mentoring relationship
 - ◇ monitoring and evaluating your own performance throughout the mentoring process
 - ◇ using appropriate sources of support
 - ◇ managing differences between your own values and beliefs and the agreed ethical code
 - ◇ answering to the trainee and their organisation for your mentoring activities
- 13 how to work out mutual roles and responsibilities in the mentoring relationship
- 14 how to realistically assess the technical and personal skills needed in acting as a mentor to a trainee
- 15 how to listen, ask questions and negotiate
- 16 how to gain and keep the enthusiasm and commitment of trainees
- 17 how to explore issues with trainees without judging them
- 18 how to motivate trainees and develop their self-confidence

UNIT L14 SUPPORT LEARNERS BY MENTORING IN THE WORKPLACE



Knowledge requirements (continued)

- 19 how to agree you will keep information confidential during the mentoring process
- 20 how to encourage trainees to express themselves
- 21 how to identify and give trainees appropriate information
- 22 how to use reviews and evaluations to encourage trainees to be independent
- 23 how to identify sources of extra support that are available to the trainee
- 24 how to identify and use sources of and procedures for referral to other agencies
- 25 how to identify and use technology-based support for the mentoring process

External factors influencing the mentoring process

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

UNIT L15 SUPPORT AND ADVISE INDIVIDUAL LEARNERS

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in:

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

What the unit covers:

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

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you give individual learners guidance to help them plan their learning must take the form of an observation (see Evidence requirements) and your assessor may wish to ask you some questions about your presentation.

UNIT L15 SUPPORT AND ADVISE INDIVIDUAL LEARNERS

Element L15.1

Give individual learners guidance to help them plan their learning



Performance criteria

You must be able to do the following:

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

Element L15.2

Advise and support individual learners in managing their own learning



Performance criteria

You must be able to do the following:

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

UNIT L15 SUPPORT AND ADVISE INDIVIDUAL LEARNERS



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>ONE Record of how you give individual learners guidance to help them plan their learning.</p> <p>PLUS</p> <p>ONE Record of an Observation by an Assessor or a Witness (this witness must have been agreed by the assessor prior to the observation taking place) of you advising ONE individual learner.</p> <p>PLUS</p> <p>ONE Record of assessor questioning of how you considered ILT alternatives and how you support and advise learners other than those you are presently working with.</p> <p>Notes:</p> <ol style="list-style-type: none"> 1. Candidate presentation of ILT alternatives considered may be accepted as evidence for L15.2(d). 2. Assessor questioning using hypothetical context may be accepted as evidence for L15.2(h). 	<p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criteria a, d, g and h from element L15.1.</p> <p>It is expected that your observation will include evidence to demonstrate your competence in respect of performance criteria b, c, e, f and g from element L15.1 and a, b, c, e, g and h from element L15.2.</p> <p>It is expected that your record will include evidence of a discussion on an appropriate use of technology-based methods to support learning (L15.2d) and how they would identify and deal with any difficulties learners have in managing their learning with guidance on how to overcome the difficulties (L15.2h).</p> <p>In preparing your record and for the observation the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 1, 7, 9, 11, 13, 14, 16, 17, 18, 19 and 20.</p>
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UNIT L15 SUPPORT AND ADVISE INDIVIDUAL LEARNERS



Knowledge requirements

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

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

The nature and role of supporting learners

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

Principles and concepts

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

External factors influencing human resource development

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

UNIT L16 MONITOR AND REVIEW PROGRESS WITH LEARNERS

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

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

The activities you are likely to be involved in:

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

What the unit covers:

- 1 reviewing progress with learners

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you monitor and review progress with learners takes the form of an observation (see Evidence requirements) and your assessor may wish to ask you some further questions.

UNIT L16 MONITOR AND REVIEW PROGRESS WITH LEARNERS

Element L16.1

Review progress with learners



Performance criteria

You must be able to do the following:

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

UNIT L16 MONITOR AND REVIEW PROGRESS WITH LEARNERS



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>A Record of an Observation by an Assessor or a Witness. (This witness must have been agreed by the Assessor prior to the observation taking place.)</p> <p>PLUS</p> <p>A Record of how you monitored and reviewed progress with:</p> <ul style="list-style-type: none"> a) an individual b) a group. 	<p>It is expected that your observation will include evidence to demonstrate your competence in respect of performance criteria b, c, e and g from element L16.1.</p> <p>It is expected that your record will include evidence to demonstrate your competence in respect of performance criteria a, b, d, f, g and h from element L16.1.</p> <p>In preparing your record and for the observation the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 2, 7, 9, 13, 14 and 15.</p>
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UNIT L16 MONITOR AND REVIEW PROGRESS WITH LEARNERS



Knowledge requirements

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

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

The nature and role of the review process

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

Principles and concepts

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

External factors influencing human resource development

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

UNIT L18 RESPOND TO CHANGES IN LEARNING AND DEVELOPMENT

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

- researching learning and training theories and concepts
- developing new ways of promoting learning and training
- evaluating developments in technology-based learning and e-learning

The activities you are likely to be involved in:

- examining the things that affect learning and development
- researching learning theories and concepts through journals, articles, conferences and discussions
- reviewing developments in technology-based learning and development and the role of e-learning
- adapting systems to suit particular learning styles
- testing proposed methods and making appropriate changes to them

What the unit covers:

- 1 researching the ways people learn
- 2 developing learning and training methods
- 3 testing and changing proposed training and development methods

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you have researched the ways people learn may take the form of a presentation (see Evidence requirements) and your assessor may observe you and ask some questions about your presentation.

UNIT L18 RESPOND TO CHANGES IN LEARNING AND DEVELOPMENT

Element L18.1

Research the ways people learn



Performance criteria

You must be able to do the following:

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

Element L18.2

Develop learning and training methods



Performance criteria

You must be able to do the following:

- a) identify different learning styles and their features
- b) assess how effective existing methods of learning are
- c) develop methods to improve learning
- d) use appropriate types of technology-based learning and delivery in the ways you work
- e) involve learners and other people in developing improved methods of learning
- f) give other people clear and relevant information on improved learning methods
- g) identify the roles and responsibilities of all those involved in putting improved learning methods into practice
- h) identify the resources you need to put improved learning methods into practice.

UNIT L18 RESPOND TO CHANGES IN LEARNING AND DEVELOPMENT

Element L18.3

Test and change proposed training and development methods



Performance criteria

You must be able to do the following:

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

UNIT L18 RESPOND TO CHANGES IN LEARNING AND DEVELOPMENT



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>ONE Record of how you have RESEARCHED the ways people learn.</p> <p>PLUS</p>	<p>It is expected that your record of how you have RESEARCHED the ways people learn will include evidence to demonstrate your competence in respect of all performance criteria from element L18.1.</p>
<p>ONE Record of how you have DEVELOPED learning and training methods.</p> <p>PLUS</p>	<p>It is expected that your record of how you have DEVELOPED learning and training methods will include evidence to demonstrate your competence in respect of all performance criteria from element L18.2.</p>
<p>ONE Record of how you TESTED and CHANGED proposed training and development methods.</p>	<p>It is expected that your record of how you TESTED and CHANGED proposed training and development methods will include evidence to demonstrate your competence in respect of all performance criteria from element L18.3.</p> <p>In preparing your records the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 3, 4, 5, 10, 15, 16, 17, 18, 19, 20 and 21.</p>

UNIT L18 RESPOND TO CHANGES IN LEARNING AND DEVELOPMENT



Knowledge requirements

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

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

The nature and role of developments in learning

- 1 how to identify and use learning theories and concepts
- 2 how to recognise different learning styles and their features
- 3 how to match learning styles with learning methods
- 4 how to identify and evaluate developments in technology-based delivery and e-learning
- 5 how to identify and assess the things that affect learning, including access to materials, learning environments, social settings and relationships

Principles and concepts

- 6 how to identify appropriate sources of information on learning theories and concepts and how to access them
- 7 how to use appropriate professional sources
- 8 how to analyse information and draw conclusions from it
- 9 how to identify and use appropriate sources of information about learning theories and concepts
- 10 how to assess the effect of developments on the organisation's delivery methods
- 11 how to recognise different learning styles and their features
- 12 how to get the views of learners and other people
- 13 how to test different learning and development methods
- 14 how to get constructive feedback on the testing process
- 15 how to apply appropriate techniques to analyse information

External factors influencing human resource development

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

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UNIT L20 SUPPORT COMPETENCE ACHIEVED IN THE WORKPLACE

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

- identifying opportunities to develop and assess competence in the workplace

The activities you are likely to be involved in:

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

What the unit covers:

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

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you support staff members in the workplace and assess their competence takes the form of an observation (see Evidence requirements) and your assessor may ask some questions about your observation.

UNIT L20 SUPPORT COMPETENCE ACHIEVED IN THE WORKPLACE

Element L20.1

Assess performance in the workplace against agreed standards



Performance criteria

You must be able to do the following:

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

Element L20.2

Give staff members support in the workplace and feedback on their performance



Performance criteria

You must be able to do the following:

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

UNIT L20 SUPPORT COMPETENCE ACHIEVED IN THE WORKPLACE



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>An Action Plan for each of two members of staff which has been agreed by them.</p> <p>PLUS</p> <p>One Record of an Observation of you assessing performance in the workplace by an Assessor or a Witness (this witness must have been agreed by the assessor prior to the observation taking place) of you advising ONE individual learner.</p> <p>PLUS</p> <p>A record of how you reached your performance decisions.</p> <p>PLUS</p> <p>A review plan for each of the two staff members which have been agreed by them.</p>	<p>It is expected that your action plans will include evidence to demonstrate your competence in respect of performance criteria a, b and c from element L20.1.</p> <p>It is expected that your observation will include evidence to demonstrate your competence in respect of performance criteria d, e, f, g and h from element L20.1 and performance criteria a, b, c, d, e and f from element L20.2.</p> <p>It is expected that your record of how you reached your performance decisions will include evidence to demonstrate your competence in respect of performance criteria h, i and j from element L20.1 and performance criteria g from element L20.2.</p> <p>It is expected that your review plans will include evidence to demonstrate your competence in respect of all performance criteria from element L20.2.</p> <p>In preparing your records the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 16, 17 and 19.</p>
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UNIT L20 SUPPORT COMPETENCE ACHIEVED IN THE WORKPLACE



Knowledge requirements

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

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

The nature and role of assessments in the workplace

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

Principles and concepts

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

External factors influencing assessment in the workplace

- 16 how to ensure that legal requirements to protect the environment and health and safety are met during the assessment process
- 17 how to take account of the assessment requirements of awarding bodies and others when assessing competence in the workplace
- 18 who to pass information on to, and when
- 19 who to involve when you have a problem making an assessment judgement, and the procedures you should follow

UNIT L23 SUPPORT HOW BASIC SKILLS ARE DELIVERED IN THE WORKPLACE

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

- contributing to the development of basic skills of others in the workplace

The activities you are likely to be involved in:

- identifying areas of the workplace where basic skills can be developed
- helping to analyse the learning needs of the organisation
- helping to identify the levels of skill other people have
- helping other people in the workplace to identify their learning goals
- identifying where learning opportunities exist and how to access them
- working with people and organisations who provide basic skills training
- persuading people of the importance of basic skills training in the workplace

What the unit covers:

- 1 identifying needs and opportunities for learning basic skills in the workplace
- 2 helping to deliver basic skills in the workplace

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you support how basic skills are delivered in the workplace may take the form of a presentation (see Evidence requirements) and your assessor may ask some questions about your observation.

UNIT L23 SUPPORT HOW BASIC SKILLS ARE DELIVERED IN THE WORKPLACE

Element L23.1

Identify the needs and opportunities for learning basic skills in the workplace



Performance criteria

You must be able to do the following:

- a) identify the different demands of individual jobs, work processes and documents
- b) match the demands of the workplace to particular basic skills
- c) help to assess existing levels of basic skills
- d) encourage individuals to identify their learning aims and preferred styles of working
- e) identify how the way work is organised will affect how basic skills could be developed
- f) identify ways work activities can provide opportunities for learning
- g) identify the effect of the work culture on learning opportunities
- h) help to work out an appropriate code of conduct for supporting learning in the workplace
- i) help to persuade people within the organisation that it is important to develop skills in the workplace

Element L23.2

Help to deliver basic skills in the workplace



Performance criteria

You must be able to do the following:

- a) set up and contribute to appropriate ways of delivering learning
- b) give advice and guidance on the learning opportunities that are available
- c) identify appropriate systems to support learners in the workplace
- d) develop links between existing learning opportunities in the workplace
- e) identify the people in the workplace who can support learners
- f) get the commitment of supporters
- g) identify and work with people and organisations who can deliver training and provide support
- h) help raise awareness of the learning needs of the organisation
- i) identify ways of making learning opportunities part of the organisation
- j) identify and secure the resources you need to deliver learning in the workplace effectively

UNIT L23 SUPPORT HOW BASIC SKILLS ARE DELIVERED IN THE WORKPLACE



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>ONE Record which shows how you identify the needs and opportunities for learning basic skills in the workplace.</p> <p>PLUS</p> <p>ONE Record of how you help to deliver basic skills in the workplace.</p>	<p>It is expected that your record which shows how you identify the needs and opportunities for learning basic skills in the workplace will include evidence to demonstrate your competence in respect of all performance criteria from element L23.1.</p> <p>It is expected that your record of how you help to deliver basic skills in the workplace will include evidence to demonstrate your competence in respect of all performance criteria from element L23.2.</p> <p>In preparing your records the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 1, 3, 4, 5, 7, 11, 12, 13, 14 and 15.</p>
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UNIT L23 SUPPORT HOW BASIC SKILLS ARE DELIVERED IN THE WORKPLACE



Knowledge requirements

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

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

The nature and role of delivering basic skills in the workplace

- 1 how basic skills are defined
- 2 how the work environment affects the need for basic skills
- 3 how the organisation's culture can influence learning opportunities
- 4 how to identify and apply appropriate codes of conduct for supporting learning in the workplace.
- 5 how to identify, evaluate and promote the benefits of developing basic skills to meet the organisation's goals
- 6 how to identify ways of delivering learning and the support systems that are appropriate to the work environment

Principles and concepts

- 7 how to apply the basic skills curricula to work activities
- 8 how to assess existing levels of skills in the workplace
- 9 how to identify and choose the appropriate people and organisations to provide learning
- 10 how to choose and support the people who will support learners in the workplace
- 11 how to identify and access the learning and development opportunities that are available locally
- 12 how to identify appropriate funding for learners
- 13 how to apply equal opportunities practices and other practices that do not discriminate against people

External factors influencing the learning environment

- 14 how to monitor the nature and structure of national and local developments and policies on basic skills in the workplace
- 15 how legislation requirements for diversity and fairness at work may affect how basic skills are delivered in the workplace

UNIT L24 SUPPORT PEOPLE LEARNING BASIC SKILLS IN THE WORKPLACE

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

- helping other people to develop their skills in the workplace

The activities you are likely to be involved in:

- helping other people identify what they want or need to learn to make them effective in the workplace
- working with learners to identify their current levels of skills
- helping other people identify their preferred styles of learning
- acting as a mentor to learners
- helping the organisation to develop effective learning methods

What the unit covers:

- 1 helping individuals to identify their learning needs
- 2 supporting other people in the workplace to develop their basic skills

Preferred methods of assessment for this unit:

The minimum evidence that you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning

For example, your **record** of how you support people learning basic in the workplace takes the form of an observation (see Evidence requirements) and your assessor may ask some questions about your observation.

UNIT L24 SUPPORT PEOPLE LEARNING BASIC SKILLS IN THE WORKPLACE

Element L24.1

Help individuals to identify their learning needs



Performance criteria

You must be able to do the following:

- a) help colleagues to work out what they want or need to learn to be effective at work
- b) listen carefully and sympathetically and ask questions in a way which does not embarrass the learner
- c) give clear and relevant information about basic skills opportunities which helps other people to make an informed decision
- d) make appropriate initial assessments of the current levels of skills and how you can check these
- e) suggest ways the individual can work towards their learning aims
- f) support other people in taking the next appropriate steps
- g) keep in touch with other people in the organisation who can help in the learning process

Element L24.2

Support others in the workplace to develop their basic skills



Performance criteria

You must be able to do the following:

- a) agree how you can best support other people to learn in the workplace
- b) work with line managers and the people who provide learning opportunities to support the learner
- c) give learners appropriate mentoring support if necessary
- d) help learners with reading, writing and numeracy
- e) give learners the opportunities to practice and develop specific skills
- f) help to review the progress with other people if necessary
- g) agree any continuing contribution to other people learning
- h) identify further opportunities for learning within the workplace and let the appropriate people know

UNIT L24 SUPPORT PEOPLE LEARNING BASIC SKILLS IN THE WORKPLACE



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>A Report (1) identifying the support you have given to 2 learners in the workplace.</p> <p>Or</p> <p>A Record of an Observation (1) by An Assessor Or A Witness (This witness must have been agreed by the assessor prior to the observation taking place).</p>	<p>It is expected that your report or record of an Observation identifying the support you have given to 2 learners in the workplace will include evidence to demonstrate your competence in respect of all performance criteria from element L24.1 and performance criteria d, e and f from element L24.2.</p> <p>In preparing your record the majority of the knowledge evidence should be addressed. You may need to pay particular attention to including evidence to consider knowledge items 1, 2, 3, 4 and 9.</p>
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UNIT L24 SUPPORT PEOPLE LEARNING BASIC SKILLS IN THE WORKPLACE



Knowledge requirements

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

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

The nature and role of delivering basic skills in the workplace

- 1 how the organisation is structured and where to find learning opportunities
- 2 how to evaluate the demands of the workplace
- 3 how to identify the reading, writing and numeracy levels needed to be effective at work

Principles and concepts

- 4 how to apply the basic skills curricula to work activities
- 5 how to develop effective working relationships with learners, expert practitioners and colleagues
- 6 how to create a safe and comfortable environment in which to discuss issues of basic skill and learning needs
- 7 how to identify the appropriate systems of support in the workplace
- 8 who to go to for more information and support

External factors influencing the learning environment

- 9 how legislation requirements for diversity and fairness at work may affect how basic skills are delivered in the workplace

UNIT G3 EVALUATE AND DEVELOP OWN PRACTICE

UNIT OVERVIEW

This unit is appropriate for you if your role involves:

- reflecting on own practice
- reviewing own practice against goals
- setting and prioritising goals and targets for self-development
- adapting practice in the light of changes in professional practices.

The activities you are likely to be involved in:

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

What the unit covers:

- evaluating own practice
- identifying self-development needs.

Preferred methods of assessment for this unit:

The minimum evidence you need to provide for this unit is listed in the Evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion

For example, if your **record** of how you evaluate your own practice and identify your own development needs takes the form of a presentation (see Evidence requirements), your assessor may choose to observe your presentation or examine the evidence of your presentation eg presentation script/slides. In addition, your assessor may wish to ask you some questions about your presentation.

UNIT G3 EVALUATE AND DEVELOP OWN PRACTICE

Element G3.1

Evaluate own practice



Performance criteria

You must be able to do the following:

- a) evaluate own practice against set targets and goals
- b) use a range of valid and reliable evidence to assess own work which includes an assessment of the effects of your own behaviour and values on others
- c) involve others in the interpretation of evidence
- d) use evidence to reflect on own practice and professional issues
- e) accept criticism in a positive manner and assess its validity and importance
- f) revise goals and targets in the light of reviewing evidence of performance

Element G3.2

Identify self-development needs



Performance criteria

You must be able to do the following:

- a) set and prioritise clear and realistic goals and targets for own development
- b) base goals and targets on the accurate assessment of all relevant information relating to own work and achievement, including developments in professional practice and related areas
- c) devise a personal plan and review it regularly
- d) try out developments in own practice in a way which does not cause problems for others
- e) evaluate developments in own practice and ensure continued self-development

UNIT G3 EVALUATE AND DEVELOP OWN PRACTICE



Evidence requirements

To achieve this unit you must provide evidence to convince your assessor that you consistently meet all the performance criteria and all the knowledge requirements

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is **not** acceptable for this unit.

The minimum evidence you need for this unit is listed below:

<p>ONE record identifying how you evaluate your own practice and identify your own development needs.</p> <p>PLUS</p> <p>A personal action plan showing how you review and develop yourself.</p>	<p>It is expected that your record and personal action plan will include evidence to demonstrate your competence in respect of all performance criteria listed in element G3.1 and G3.2.</p> <p>Knowledge criteria 3 to 9 should occur naturally within your record but you will need to ensure that knowledge criteria 1, 2, 10 and 11 are also covered.</p>
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UNIT G3 EVALUATE AND DEVELOP OWN PRACTICE



Knowledge requirements

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

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

The nature and role of self-evaluation in relation to the organisation

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

Principles and concepts

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

External factors influencing learning within the organisation

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

UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES

UNIT OVERVIEW

Fundamental to this unit is not only an understanding of the terms ‘hazard’ and ‘risk’ (they have been defined in the section Key Words and Phrases and it is VERY IMPORTANT that they are understood before undertaking the unit), but a good understanding of health and safety legislation and how it applies to different workplaces.

This unit is for:

a person required to review health and safety conditions in workplaces other than their own.

This unit is about:

- preparing to carry out a review of health and safety procedures of a specified workplace to meet established procedures (laid down by the organisation for whom the person conducting the review works)
- carrying out a review to check if relevant mandatory health, safety and welfare requirements are being implemented, and reporting and recording the findings of such reviews in accordance with agreed procedures.

Elements in this unit are:

- D.1 Prepare to undertake a review of health and safety in a workplace
- D.2 Carry out a review of workplace health and safety implementation

This is what you need to show:

In Element D.1 that you understand how to prepare for a review of a workplace by planning what will be required, who to involve and by ensuring that the necessary documentation is ready beforehand.

In Element D.2 that you understand how to carry out a review in a workplace in a manner sensitive to the working environment. It includes making sure the available information is accurate and up-to-date, carrying out the review, checking compliance with health and safety practice, noting any problems and suggesting any recommendations for improvement.

UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES

Preferred methods of assessment for this unit:

The minimum evidence you will need to provide for this unit is listed in the evidence requirements section. Evidence will be assessed using one or more of the following assessment methods:

- observation
- examination of evidence
- questioning
- professional discussion

For example, if your **report** of how you review health and safety procedures in workplaces takes the form of a presentation (see Evidence requirements) your assessor may also ask some questions about your presentation.

This explains how some words and phrases have been used in this unit - bear in mind this unit covers carrying out your job in other workplaces.

Key words and phrases which you might see used frequently within the Health and Safety for People at Work units

The Health and Safety Executive (HSE) is the body appointed to support and enforce health and safety law. They have defined two important concepts as follows:

Hazard “a hazard is something with potential to cause harm”.

Risk “a risk is the likelihood of the hazard’s potential being realised”.

Almost anything may be a hazard, but may or may not become a risk. For example:

- 1 A trailing electric cable from a piece of equipment is a hazard. If it is trailing across a passageway there is a high risk of someone tripping over it, but if it lies along a wall out of the way, the risk is much less.
- 2 Toxic or flammable chemicals stored in a building are a hazard, and by their nature may present a high risk. However, if they are kept in a properly designed secure store, and handled by properly trained and equipped people, the risk is much less than if they are left about in a busy workshop for anyone to use - or misuse.

UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES

- 3 A failed light bulb is a hazard. If it is just one bulb out of many in a room it presents very little risk, but if it is the only light on a stairwell, it is a very high risk. Changing the bulb may be a high risk, if it is high up, or if the power has been left on, or low risk if it is in a table lamp which has been unplugged.
- 4 A box of heavy material is a hazard. It presents a higher risk to someone who lifts it manually than if a mechanical handling device is properly used.

Workplace	This word is used to describe the single or multiple areas in which you carry out your work.
Working practices	Any activities, procedures, use of materials or equipment and working techniques used in carrying out your job. In this unit it also covers any omissions in good working practice which may pose a threat to health and safety.
Workplace policies	This covers the documentation prepared by the employer on the procedures to be followed regarding health and safety matters. It could be the employer's safety policy statement, or general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the employees' (and 'other persons'') attention.
Other persons	This phrase refers to everyone covered by the Health and Safety at Work Act including: visitors; members of the public; colleagues; contractors; clients; customers; patients; students; pupils.
Personal presentation	This includes: personal hygiene; use of personal protection equipment; clothing and accessories suitable to the particular workplace.
Responsible persons	The person or persons at work to whom you should report any health and safety issues or hazards. This could be a supervisor, line manager or your employer.
Resources	This includes: information; documentation; personal protective equipment.

UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES

Key points regarding Health and Safety legislation and regulations

Health and Safety At Work Act 1974

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made. It is for this reason that only this piece of legislation is specifically referred to in this unit.

Employers have a legal duty under this Act to ensure, so far as is reasonably practicable, the health, safety and welfare at work of the people for whom they are responsible and the people who may be affected by the work they do.

Under this Act it is also important to be aware that all people at work, not just employers, have a duty to take reasonable care to avoid harming themselves or others through the work they do.

Risks should be reduced 'so far as is reasonably practicable'. This term means the duty-holder (in most instances the employer) can balance the cost against the degree of risk although obviously any Health and Safety Inspectors would expect that relevant good practice is followed.

According to the Act:

Employers must safeguard so far as is reasonably practicable, the health, safety and welfare at work of all the people who work for them and 'other persons'. This applies in particular to the provision and maintenance of safe plant and systems of work, and covers all machinery, equipment and substances used.

People at work also have a duty under the Act to take reasonable care to avoid harm to themselves or to others by their working practices, and to co-operate with employers and others in meeting statutory requirements. The Act also requires employees not to interfere with or misuse anything provided to protect their health, safety or welfare in compliance with the Act.

Other Legislation

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES

As many of the regulations are only relevant to certain workplaces or working practices no specific reference has been made in the Knowledge Requirements to any of these regulations. The phrase you should know and understand “*the responsibilities for health and safety as defined by any specific legislation covering your job role*” is intended to relate to those specific pieces of legislation important to the workplace and/or working practices under review and which you should be able to find out about.

UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES

Element D.1

Prepare to undertake a review of health and safety in a workplace



Performance criteria

You must ensure that:

- a) you plan a work schedule for a review of health and safety conditions in accordance with agreed procedures
- b) your selected **methods for the review** are suitable for the workplace due to be reviewed
- c) you obtain authorisation for the review to take place by the person responsible for the workplace
- d) you prioritise your activities in the schedule of work to meet the timescale
- e) you obtain the necessary resources in time for the review to take place
- f) you brief other persons involved in the review to ensure they understand its purpose and the process to be undertaken
- g) you agree the **documents and information** to be used before conducting the review



Evidence requirements

Range

Methods for the review are:

- 1 questioning
- 2 direct observation
- 3 desk research
- 4 mix of face-to-face and desk research

Documents and information relating to:

- 5 outcomes of any previous reviews
- 6 agreed procedures against which the review is to take place
- 7 recording documents

UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES

Element D.2

Carry out a review of workplace health and safety implementation



Performance criteria

You must ensure that:

- a) your personal presentation when carrying out the **review** is sensitive to the workplace at all times
- b) your **review** covers working practices in the workplace including any **areas likely to need special checking**
- c) you record, accurately, any differences between the content of previous records and the current situation
- d) you identify health and safety hazards, which could result in serious harm to persons in the workplace, from:
 - working practices, and
 - the work area
- e) in consultation with the responsible person, you list in priority order any non-compliance with health and safety regulations and laid down procedures
- f) you put forward sensible recommendations to control the hazards and agree an action plan for improving health and safety
- g) you record, fully, in accordance with established procedures:
 - the outcomes of the **review of health and safety**, and
 - the action plan
- h) you agree with the responsible persons a follow-up plan for monitoring the implementation of recommendations and corrective action

UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES

Element D.2

Carry out a review of workplace health and safety implementation



Evidence requirements

Range

Review of health and safety relating to:

- 1 an initial review
- 2 following an incident or complaint
- 3 a change in working practices

Areas for special checking:

- 4 health and safety instruction for people who are not full time
- 5 fire equipment, doors, escape routes and drills
- 6 plant, machinery, equipment and substances
- 7 risks to specific categories of people, eg those with special needs or disabilities

UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES



Unit evidence requirements

Performance evidence must be provided against each of the performance criteria and should be the primary source of evidence, but this will often be supported by questioning or other forms in order to gather evidence of the candidate’s ability to perform competently across all the range items listed. This performance evidence must be provided from real working practice. In order to demonstrate competence the candidate must be able to show consistent competent performance.

The assessor must see performance evidence for each of the range items, as specified in both elements, appropriate to your own workplace context. Performance evidence must show from the range that you have:

- carried out a minimum of two **reviews of health and safety** (range D.2) in different workplaces from those listed, and
- used a minimum of one type of **review method** (range D.1) listed, and
- agreed the use of a minimum of two types of **documentation and information** (range D.1) from those listed, and
- covered all **areas for special checking** (range D.2).

The assessor will need to be satisfied that you have the necessary knowledge and understanding to perform competently in respect of all the range items listed in this element. Answers to questions and other forms of evidence may additionally be used to demonstrate an understanding of the essential knowledge required for the unit, and for the specific knowledge required for each element.

<p>A Record of ONE Observation of you carrying out a Health and Safety Review by an Assessor or a Witness. (This witness must have been agreed by the Assessor prior to the observation taking place).</p> <p>PLUS</p> <p>One Report over time that identifies how you have planned, identified, defined and reviewed Health and Safety in your workplace. You must show your recording and reporting procedures including how you communicated with those affected.</p> <p>PLUS</p> <p>A Record of questioning or professional discussion with your assessor.</p>	<p>It is expected that your record of the observation will include evidence to demonstrate your competence in respect of all performance criteria from element D.1.</p> <p>It is expected that your report will include evidence to demonstrate your competence in respect of performance criteria a, b, f and g from element D.1 and b, c, d, e, f, g and h from D.2.</p> <p>It is expected that your record of the professional discussion will include evidence to demonstrate your competence in respect of performance criteria c, d and e from element D.1 and a from D.2.</p> <p>In preparing your record, report and for the observation knowledge evidence 1 to 17 should be addressed.</p>
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UNIT D REVIEW HEALTH AND SAFETY PROCEDURES IN WORKPLACES



Knowledge requirements

Essential knowledge and understanding for this unit:

To review health and safety procedures in workplaces you should know and understand the following aspects of health and safety legislation:

- 1 employers' and employees' legal duties for health and safety in the workplace as required by the Health and Safety at Work Act 1974
- 2 your responsibilities for health and safety as defined by any specific legislation covering your job role

To review health and safety procedures in workplaces you should know and understand the following relating to health and safety:

- 3 the structure of the organisation and persons responsible for health and safety in the workplace under review
- 4 when to report inappropriate procedures for reviewing the workplace
- 5 effective procedures for carrying out a review of health and safety in other workplaces
- 6 when it is appropriate to wear personal protective equipment
- 7 the particular health and safety risks which may be present in people's job roles
- 8 the importance of being aware of hazards and the risks which may arise in the type of workplace under review

Knowledge and understanding for specific elements:

For Element D.1 you must understand:

- 9 the work areas and the people who you are planning to review
- 10 what notice needs to be given before a review takes place
- 11 resources required for a review to take place
- 12 effective communication techniques

For Element D.2 you must understand:

- 13 the industry/occupational area in which you are carrying out the review
- 14 effective interviewing techniques
- 15 presentational and communication skills
- 16 recording and reporting procedures
- 17 developing post review follow-up plans and monitoring measures

RECORDING DOCUMENTS

We have provided recording documents in this booklet for candidates to record their evidence. Specific forms have been included for Unit D which candidates will need if they choose this as an optional unit in the OCR Level 3 NVQ in Direct Training and Support.

The following recording documents are included in this booklet:

- evidence record sheet
- evidence record sheet for Unit D
- knowledge evidence record sheet
- knowledge evidence record sheet for Unit D
- evidence summary record
- record of achievement
- witness list

Evidence record sheet (Candidates need one for each element)

This form (or a suitable alternative) is mandatory for candidates' CARs. It is the vehicle for linking evidence to the performance criteria. The evidence for the element should be listed (as it is collected) down the left-hand side. The assessment method should be indicated (see the key at the bottom of the page) and then a tick should be placed in the boxes where the evidence shows that the requirements of the element have been met. If the piece of evidence has been independently assessed please add (I) after the evidence title. The evidence record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Evidence record sheet for Unit D (Candidates need one for each element)

You will need this form for the

- OCR Level 3 NVQ in Direct Training and Support

This form (or a suitable alternative) is mandatory for candidates' CARs. It is the vehicle for linking evidence to the performance criteria and range. The evidence for the element should be listed (as it is collected) down the left-hand side. The assessment method should be indicated (see the key at the bottom of the page) and then a tick should be placed in the boxes where the evidence shows that the requirements of the element have been met. If the piece of evidence has been independently assessed please add (I) after the evidence title. The evidence record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Knowledge evidence record sheet (Candidates need one for each unit)

This form (or a suitable alternative) is mandatory for candidates' CARs. It is the vehicle for linking evidence to the knowledge requirements. The evidence for the unit should be listed (as it is collected) down the left-hand side. The assessment method should be indicated (see the key at the bottom of the page) and then the relevant items of knowledge that the candidate is claiming should be written in the final column. If the piece of evidence has been independently assessed please add (I) after the evidence title. The knowledge evidence record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Knowledge evidence record sheet for Unit D (Candidates need one for the unit)

You will need this form for the

- OCR Level 3 NVQ in Direct Training and Support

This form (or a suitable alternative) is mandatory for candidates' CARs. It is the vehicle for linking evidence to the knowledge requirements. The evidence for the unit should be listed (as it is collected) down the left-hand side. The assessment method should be indicated (see the key at the bottom of the page) and then a tick should be placed in the boxes where the evidence shows that the requirements of the unit have been met. If the piece of evidence has been independently assessed please add (I) after the evidence title. The knowledge evidence record sheet, where possible, should be filled in by the candidate with the help of an assessor if necessary.

Evidence summary record (one for each qualification)

This form is designed to list all of the assessed evidence, indicating its reference code and where it can be found. If the piece of evidence has been independently assessed please add (I) after the evidence title. It allows the candidate and assessor to see at a glance where to find each piece of evidence.

Record of achievement (one for the each qualification)

This form is designed to record a candidate's progress through the qualification. It will show, at a glance, which units the assessor considers the candidate to have finished and met all the requirements for, and which units they still need to finish. The use of this form is optional.

Witness list (one for the each qualification)

This form is designed to hold all the necessary information about witnesses who have contributed to a candidate's evidence of competence. The use of this form is optional.

Completed examples and master copies of these forms are provided on the following pages.

OCR Level 3 Award in Assessing Candidates Using a Range of Methods

Evidence Record Sheet

I confirm that the evidence provided is a result of my own work.

Element A1.1 Develop plans for assessing competence with candidates

Signature of candidate: John Jones Date: 19-10-02

Evidence reference or location	Evidence title	Assessment method	<input type="checkbox"/> Performance criteria												
			a	b	c	d	e	f	g	h	i	j	k	l	m
1	Assessment plan and rationale for J Brown	EP/ERS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
2	Assessment plan and rationale for D Ross	EP/ERS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
3	Assessment plan and rationale for D Summers (1)	EP/ERS	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
4 + 5	Assessment decision record and case history for J Brown	EP/ECH													✓
6	Assessment review with D Ross	EP													✓
7	Assessment review with D Summers	EP													✓
10	Assessor observation of assessment planning, assessment observation and feedback to J Brown	O	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion

If the piece of evidence has been independently assessed please add (I) after the evidence title

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the performance criteria for this element.

Signature of assessor: Jane Ramsden Date: 19-10-02

IV initials (if sampled): Barry Gene Date: 20-10-02

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OCR Level 3 Award in Assessing Candidates Using a Range of Methods



Knowledge Evidence Record Sheet

I confirm that the evidence provided is a result of my own work.

Unit A1 Assess candidates using a range of methods

Signature of candidate: John Jones

Date: 19-10-02

Evidence reference or location	Evidence title	Assessment method	<input checked="" type="checkbox"/> Knowledge requirements
4 + 5	Case history about assessment and assessment decisions for J Brown	EP/ECH	1, 2, 3, 4, 5
10	Assessor observation of assessment planning, assessment and feedback with J Brown	O	6, 7, 8, 9, 11, 12, 13, 14, 15, 18, 19, 21, 22, 23, 24, 25
11	Witness testimony from IV about feedback	EWT	12, 13, 14, 15, 16, 29, 31, 35, 36
13	Professional discussion about A1	PD	1, 2, 3, 4, 5, 6, 9, 12, 17, 21, 22, 23, 27, 31, 32, 33, 34
16	August standardisation meeting minutes	EP	10, 29, 36, 37
17	Witness testimony from IV about assessment practices	EWT/QW	18, 27, 33
18	Personal statement about QA procedures	EPS/EP	16, 20, 26, 28, 30, 31, 32, 33, 35, 36, 37
19	Knowledge & Understanding questions	EWA	1 - 37

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion

If the piece of evidence has been independently assessed please add (I) after the evidence title.

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the knowledge requirements for this unit.

Signature of assessor: Jane Ramsden Date: 19-10-02

IV initials (if sampled): Barry Gene Date: 20-10-02

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OCR LEVEL 3 AWARD IN ASSESSING CANDIDATES USING A RANGE OF METHODS



Evidence Summary Record

Candidate: John Jones Assessor: Jane Ramsden

Internal Verifier: Barry Gene

Evidence reference	Evidence title and description	Location if not included in portfolio of evidence
1.	Assessment plan and rationale for J Brown (Candidate 1)	Assessors record folder - JB
2.	Assessment plan and rationale for D Ross (Candidate 2)	Assessors record folder - DR
3.	Assessment plan and rationale for D Summers (Candidate 3) (1)	Assessors record folder - DS
4.	Assessment decision record for J Brown	Assessors record folder - JB
5.	Case history for assessment decision record with J Brown and justification of evidence	
6.	Assessment review with D Ross	Assessors record folder - DR
7.	Assessment review with D Summers	Assessors record folder - DS
8.	Assessment decision record for D Ross	
9.	Assessment decision record for D Summers	
10.	Assessor observation of planning, assessment and feedback given to J Brown (Candidate 1)	
11.	Witness testimony from IV about feedback given to D Ross (Candidate 2)	
12.	Witness testimony from IV about feedback given to D Summers	
13.	Professional discussion about A1	
14.	Evidence record sheets for J Brown (Candidate 1)	Assessors record folder - JB
15.	Evidence record sheets for D Ross (Candidate 2)	
16.	Minutes of August standardisation meeting	Assessors minutes folder
17.	Witness testimony from IV about assessment practice(s)	
18.	Personal report about internal QA procedures and examples of assessment paperwork	Assessment paperwork located in Quality Manual
19.	Knowledge and understanding questions	
20.	Witness testimony from D Ross/D Summers' line manager	

If the piece of evidence has been independently assessed please add (I) after the evidence title.

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OCR LEVEL 3 AWARD IN ASSESSING CANDIDATES USING A RANGE OF METHODS

Witness List

Candidate name: John Jones Candidate signature: John Jones

Evidence reference	Witness name (including contact address and telephone number and witness signature)	Witness status
11 + 17	<p><u>Mary Whitehouse, Internal Verifier</u></p> <p>ABC Training, Short Street, Inverness</p> <p>Signature of witness: <u>Mary Whitehouse</u> Date: <u>18-10-02</u></p>	C
12	<p><u>Jayne MacDonald, Administration Assessor</u></p> <p>ABC Training, Short Street, Inverness</p> <p>Signature of witness: <u>Jayne MacDonald</u> Date: <u>16-10-02</u></p>	A
20	<p><u>Trevor Brown, Customer Service Manager</u></p> <p>Scottish Tourist Board High Street INVERNESS</p> <p>Signature of witness: <u>Trevor J Brown</u> Date: <u>10-10-02</u></p>	E
Status of witness:	<p>A - An assessor, occupationally competent (but not responsible for the assessment of the candidate)</p> <p>B - An assessor who is not occupationally competent</p> <p>C - Not an assessor, but occupationally competent and familiar with the standards (eg line manager, colleague)</p> <p>D - Not an assessor, but occupationally competent and not familiar with the standards (eg supplier)</p> <p>E - Not an assessor, not occupationally competent and not familiar with the standards (eg customer)</p>	


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OCR Level 3 NVQ in Learning and Development

Evidence Record Sheet

I confirm that the evidence provided is a result of my own work.

Element _____ Signature of candidate: _____ Date: _____

Evidence reference or location	Evidence title	Assessment method	 Performance criteria												
			a	b	c	d	e	f	g	h	i	j	k	l	m

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion

If the piece of evidence has been independently assessed please add (I) after the evidence title

Shade or cross out unnecessary performance criteria

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the performance criteria for this element.

Signature of assessor: _____ Date: _____ Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled): _____ Date: _____ Countersignature of qualified IV (if required) and date: _____


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OCR Level 3 NVQ in Direct Training and Support

Evidence Record Sheet

I confirm that the evidence provided is a result of my own work.

Element _____ Signature of candidate: _____ Date: _____

Evidence reference or location	Evidence title	Assessment method	 Performance criteria												
			a	b	c	d	e	f	g	h	i	j	k	l	m

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion

If the piece of evidence has been independently assessed please add (I) after the evidence title

Shade or cross out unnecessary performance criteria

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the performance criteria for this element.

Signature of assessor: _____ Date: _____ Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled): _____ Date: _____ Countersignature of qualified IV (if required) and date: _____

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Qualification Title _____

Evidence Record Sheet

Unit D Review health and safety procedures in workplaces

Element _____

Evidence reference or location	Evidence title	Assessment method	Performance criteria								Range						
			a	b	c	d	e	f	g	h	1	2	3	4	5	6	7

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion
If the piece of evidence has been independently assessed please add (I) after the evidence title

Shade or cross out unnecessary performance criteria. *(Please photocopy this sheet for recording further evidence)*

I confirm that the evidence provided is a result of my own work. Signature of candidate: _____ Date: _____

I confirm that the candidate has demonstrated competence by satisfying all of the performance criteria and range for this element.

Signature of assessor: _____ Date: _____ (Page of)

Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled) and date: _____ Countersignature of qualified IV (if required) and date: _____

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OCR Level 3 NVQ in Learning and Development

Knowledge Evidence Record Sheet

I confirm that the evidence provided is a result of my own work.

Unit _____

Signature of candidate: _____ Date: _____

Evidence reference or location	Evidence title	Assessment method	<input type="checkbox"/> Knowledge requirements

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion

If the piece of evidence has been independently assessed please add (I) after the evidence title.

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the knowledge requirements for this unit.

Signature of assessor: _____ Date: _____ Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled): _____ Date: _____ Countersignature of qualified IV (if required) and date: _____

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OCR Level 3 NVQ in Direct Training and Support
Knowledge Evidence Record Sheet

I confirm that the evidence provided is a result of my own work.

Unit _____

Signature of candidate: _____ Date: _____

Evidence reference or location	Evidence title	Assessment method	<input type="checkbox"/> Knowledge requirements

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion

If the piece of evidence has been independently assessed please add (I) after the evidence title.

(Please photocopy this sheet for recording further evidence)

I confirm that the candidate has demonstrated competence by satisfying all of the knowledge requirements for this unit.

Signature of assessor: _____ Date: _____ Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled): _____ Date: _____ Countersignature of qualified IV (if required) and date: _____

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Qualification Title _____

Knowledge Evidence Record Sheet

Unit D Review health and safety procedures in workplaces

Evidence reference or location	Evidence title	Assessment method	Knowledge requirements																	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	

Assessment method key: O = observation of candidate; EP = examination of product; EWT = examination of witness testimony; ECH = examination of case history; EPS = examination of personal statement; EWA = examination of written answers to questions; QC = questioning of candidate; QW = questioning of witness; PD = professional discussion
If the piece of evidence has been independently assessed please add (I) after the evidence title

(Please photocopy this sheet for recording further evidence)

I confirm that the evidence provided is a result of my own work. Signature of candidate: _____ Date: _____

I confirm that the candidate has demonstrated competence by satisfying all of the knowledge requirements for this unit.

Signature of assessor: _____ Date: _____ (Page of)

Countersignature of qualified assessor (if required) and date: _____

IV initials (if sampled) and date: _____ Countersignature of qualified IV (if required) and date: _____

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OCR LEVEL 3 NVQ IN DIRECT TRAINING AND SUPPORT



Evidence Summary Record

Candidate: _____ Assessor: _____

Internal Verifier: _____

Evidence reference	Evidence title and description	Location if not included in portfolio of evidence

If the piece of evidence has been independently assessed please add (I) after the evidence title.

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OCR LEVEL 3 NVQ IN LEARNING AND DEVELOPMENT



Evidence Summary Record

Candidate: _____ Assessor: _____

Internal Verifier: _____

Evidence reference	Evidence title and description	Location if not included in portfolio of evidence

If the piece of evidence has been independently assessed please add (I) after the evidence title.

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OCR LEVEL 3 NVQ IN LEARNING AND DEVELOPMENT

Witness List

Candidate name: _____ Candidate signature: _____

Evidence reference	Witness name (including contact address and telephone number and witness signature)	Witness status
	Signature of witness: _____ Date: _____	
	Signature of witness: _____ Date: _____	
	Signature of witness: _____ Date: _____	
	Signature of witness: _____ Date: _____	
	Signature of witness: _____ Date: _____	
Status of witness:	<ul style="list-style-type: none"> A - An assessor, occupationally competent (but not responsible for the assessment of the candidate) B - An assessor who is not occupationally competent C - Not an assessor, but occupationally competent and familiar with the standards (eg line manager, colleague) D - Not an assessor, but occupationally competent and not familiar with the standards (eg supplier) E - Not an assessor, not occupationally competent and not familiar with the standards (eg customer) 	

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OCR LEVEL 3 NVQ IN DIRECT TRAINING AND SUPPORT

Witness List

Candidate name: _____ Candidate signature: _____

Evidence reference	Witness name (including contact address and telephone number and witness signature)	Witness status
	Signature of witness: _____ Date: _____	
	Signature of witness: _____ Date: _____	
	Signature of witness: _____ Date: _____	
	Signature of witness: _____ Date: _____	
	Signature of witness: _____ Date: _____	
<p>Status of witness:</p> <ul style="list-style-type: none"> A - An assessor, occupationally competent (but not responsible for the assessment of the candidate) B - An assessor who is not occupationally competent C - Not an assessor, but occupationally competent and familiar with the standards (eg line manager, colleague) D - Not an assessor, but occupationally competent and not familiar with the standards (eg supplier) E - Not an assessor, not occupationally competent and not familiar with the standards (eg customer) 		

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OCR LEVEL 3 NVQ IN LEARNING AND DEVELOPMENT

Record of Achievement

Candidate name: _____

UNIT TITLES		Assessor	Date
Mandatory Units			
Unit L3	Identify individual learning aims and programmes		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L5	Agree learning programmes with learners		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L6	Develop training sessions		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L9	Create a climate that promotes learning		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L16	Monitor and review progress with learners		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L18	Respond to changes in learning and development		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit G3	Evaluate and develop own practice		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Optional Units (Group A)			
Unit L10	Enable learning through presentations		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L11	Enable learning through demonstrations and instruction		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L12	Enable individual learning through coaching		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L13	Enable group learning		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Optional Units (Group B)			
Unit L4	Design learning programmes		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L7	Prepare and develop resources to support learning		
	<i>Centre informed YES/NO</i> <i>Date</i>		

UNIT TITLES		Assessor	Date
(Optional Units Group B - continued)			
Unit L14	Support learners by mentoring in the workplace		
	<i>Centre informed YES/NO Date</i>		
Unit L15	Support and advise individual learners		
	<i>Centre informed YES/NO Date</i>		
Unit L20	Support competence achieved in the workplace		
	<i>Centre informed YES/NO Date</i>		
Unit L23	Support how basic skills are delivered in the workplace		
	<i>Centre informed YES/NO Date</i>		
Unit L24	Support people learning basic skills in the workplace		
	<i>Centre informed YES/NO Date</i>		
Unit A1	Assess candidates using a range of methods		
	<i>Centre informed YES/NO Date</i>		
Unit A2	Assess candidates' performance through observation		
	<i>Centre informed YES/NO Date</i>		

OCR LEVEL 3 NVQ IN DIRECT TRAINING AND SUPPORT

Record of Achievement

Candidate name: _____

UNIT TITLES		Assessor	Date
Mandatory Units			
Unit L3	Identify individual learning aims and programmes		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L5	Agree learning programmes with learners		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L6	Develop training sessions		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L9	Create a climate that promotes learning		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L16	Monitor and review progress with learners		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit G3	Evaluate and develop own practice		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Optional Units (Group A)			
Unit L10	Enable learning through presentations		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L11	Enable learning through demonstrations and instruction		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L12	Enable individual learning through coaching		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L13	Enable group learning		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Optional Units (Group B)			
Unit L14	Support learners by mentoring in the workplace		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L15	Support and advise individual learners		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit L20	Support competence achieved in the workplace		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit A1	Assess candidates using a range of methods		
	<i>Centre informed YES/NO</i> <i>Date</i>		
Unit D	Review health and safety procedures in workplaces		
	<i>Centre informed YES/NO</i> <i>Date</i>		

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