



Learning and Development Qualifications

Awarding Organisation Guidance

January 2011 (amended June 2011)

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Section 1: Introduction

1.1 Purpose of this document

This document has been developed by Lifelong Learning UK as a guide to new qualifications in Learning and Development for the Qualifications and Credit Framework (QCF).

The new qualifications are as follows:

- Level 3 Award in Understanding the Principles and Practices of Learning and Development
- Level 3 Award in Facilitating Learning and Development
- Level 3 Certificate in Learning and Development
- Level 4 Award in Learning and Development
- Level 4 Diploma in Learning and Development

These will supersede the following qualifications in the National Qualifications Framework (NQF):

- Level 3 NVQ in Learning and Development
- Level 3 NVQ in Direct Training and Support
- Level 4 NVQ in Learning and Development
- Level 4 NVQ in Management of Learning and Development Provision
- Level 4 NVQ in Co-ordination of Learning and Development Provision

There are no plans by LSIS to replace the Level 5 NVQ in Learning and Development. Awarding Organisations may wish to develop qualifications at this level or based on the new QCF units or National Occupational Standards in Learning and Development.

Please note: the Level 3 Certificate in Learning and Development contains units from the new QCF qualifications for Assessment; the Level 4 Diploma in Learning and Development contains units from the new qualifications for Assessment and the Quality Assurance of Assessment.

These qualifications are described in greater detail in a separate document available from the Lifelong Learning UK archive site:

<http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/documents/assessment-and-quality-assuring-assessment-guidance-final-april10-v1%282%29.pdf>

1.2 The Learning and Development units

The units that make up these new qualifications are available in the Regulatory Information Technology System (RITS) of Ofqual for awarding organisations. For Higher Education Institutions

they can be obtained in a document from the standards and qualifications team at LSIS. Email the S&Q administrator - miranda.briggs@lisis.org.uk . When the qualifications have been accredited by at least one awarding organisation in the QCF the units will be available on The Register <http://register.ofqual.gov.uk/>

1.3 Background

The new qualifications for Learning and Development were developed following a nine-month review of the Learning and Development National Occupational Standards (NOS) by Lifelong Learning UK. This was an extensive exercise that involved over 500 individual practitioners, managers and organisations from the sector and consultations with the relevant Awarding Organisations (AOs), Sector Skills Councils (SSCs), regulators and other key stakeholders across the UK.

In parallel with the NOS consultation, Lifelong Learning UK also consulted on the future types of qualifications which the learning and development community required based on the new NOS.

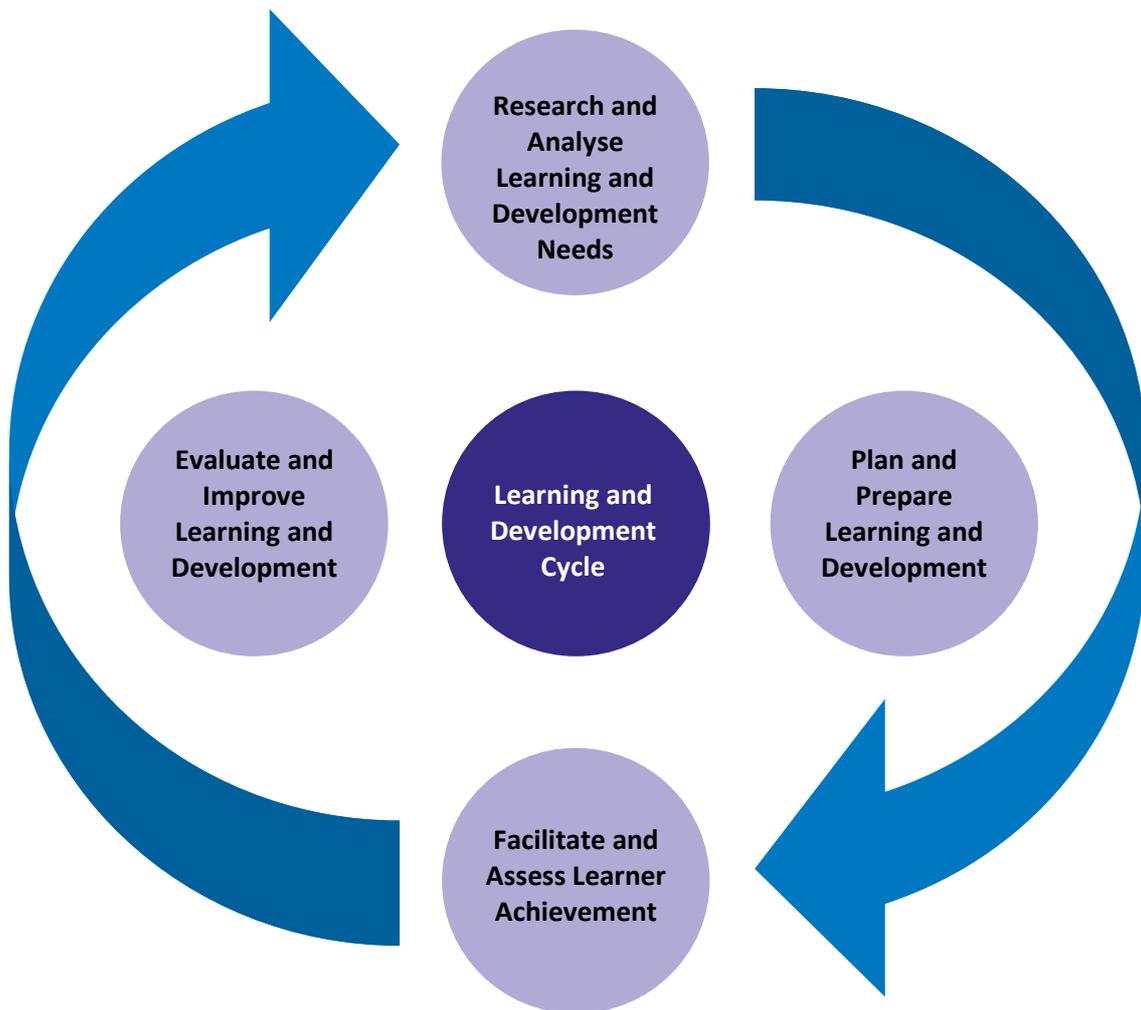
Research reports covering this phase of review and consultation are available on request from LSIS.

Further interviews were carried out with sector stakeholders in the summer of 2010. As a result of this combined research and development, units and rules of combination were prepared for consultation.

Lifelong Learning UK ran an on-line consultation in September 2010 and received responses from nearly 200 organisations and individuals. Workshops were then held with the relevant AOs, SSCs and Learning and Development experts from the industry to refine the proposals.

1.4 The Learning and Development cycle

The NOS on which the new qualifications are based reflect the well-established 'Learning and Development Cycle' as shown below.



Each of the new qualifications contains a unit covering knowledge and understanding of the Learning and Development Cycle, its phases and their importance. In addition, the new Level 3 Award in Facilitating Learning and Development, the Level 3 Certificate and the Level 4 Diploma in Learning and Development all require the practitioner to demonstrate in practice that they can implement one or more phases of the Cycle when working with learners.

1.5 A note on qualifications for assessment and the quality assurance of assessment

New QCF qualifications for assessment and the quality assurance of assessment were developed by Lifelong Learning UK in March 2010 and are now available through a range of AOs.

The Level 3 Awards and the Level 3 Certificate in Assessment are integrated with the Level 3 Certificate and Level 4 Diploma in Learning and Development. The latter include their units within the optional groups. Any practitioner who achieves one or more of the level 3 assessment

qualifications will have some credit towards the Level 3 Certificate and Level 4 Diploma in Learning and Development.

Any practitioner who achieves the appropriate optional units in the Level 3 Certificate or Level 4 Diploma in Learning and Development should be deemed competent to assess in the relevant context.

The same arrangements exist for Internal Quality Assurance of Assessment. Any practitioner who achieves the appropriate optional units in the Level 4 Diploma in Learning and Development should be deemed competent to internally assure assessment.

However, it is important to note that the units covering assessment and quality assurance have specific Evidence Requirements which must be adhered to when delivering the new Learning and Development qualifications. These are provided in Annex 2 of this Guidance.

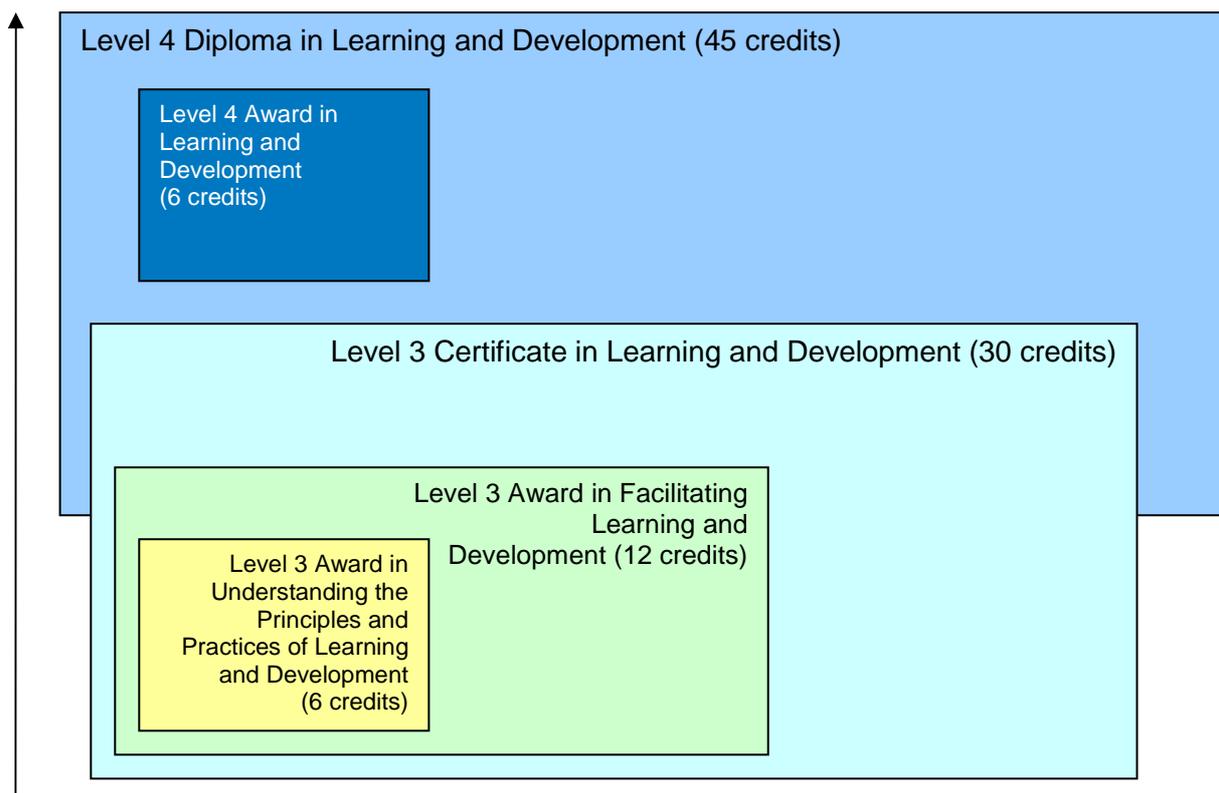
1.6 How the new qualifications relate to each other

Each qualification has a close relationship with the other qualifications in the Learning and Development suite. At level 3 the smaller qualifications fully 'nest' within the larger ones.

Quite a number of units that appear in the Level 3 Award in Facilitating Learning and Development and the Level 3 Certificate also occur in the Level 4 Diploma.

This principle has been followed in order to assist credit accumulation, transfer and progression, both horizontally (into larger qualifications at the same level) and vertically (up the QCF levels).

The diagram below illustrates these relationships. The arrows indicate the progression possibilities.



In terms of progression, an individual could achieve the Level 3 Award in Understanding the Principles and Practices of Learning and Development. This is a six (6) credit qualification consisting of one (1) unit only. The unit focuses on knowledge and understanding of the whole Learning and Development cycle and other key principles.

This unit, in turn, is 'nested' inside the Level 3 Award in Facilitating Learning and Development. This is a 12 credit qualification that requires the same knowledge and understanding unit and the achievement of a further six (6) credits which cover facilitating learner development in one of two contexts (working with groups of learners or with individual learners).

This qualification, in turn, is nested inside the Level 3 Certificate in Learning and Development. This is a 30 credit qualification which requires the practitioner to demonstrate their competence across several elements of the learning and development cycle. Thus, any practitioner achieving the Level 3 Award in Facilitating Learning and Development only requires a further 18 credits to achieve the full certificate.

This arrangement is intended to enable any practitioner to progress 'horizontally' at Level 3 by accumulating credits and gaining certified recognition of their learning and skills at appropriate points.

Since many of the units that form the Level 3 Certificate are also in the Level 4 Diploma, most practitioners achieving the Level 3 Certificate will already have significant credits within the Level 4 Diploma.

This arrangement is intended to enable 'vertical' progression to the next level.

Section 2: Level 3 Qualifications

Overview and Rules of Combination

2.1 Level 3 Award in Understanding the Principles and Practices of Learning and Development

Overview and target group

The *Level 3 Award in Understanding the Principles and Practices of Learning and Development* is intended to provide an introduction to the learning and development sector. It consists of one six (6) credit unit and does not require evidence of any practice.

Target groups for this qualification include:

- people who wish to get a 'grounding' in learning and development because they want to become practitioners in the future, but currently have no opportunity to practise
- people who manage learning and development practitioners but do not practise themselves; they may wish to get a better understanding of the sector and its principles
- people working in other sectors with an interest in learning and development who wish to enhance their knowledge and understanding of the sector through continuous professional development.

Purpose

Its purpose in the QCF is *Prepare for employment in a specific occupational area (C2)*.

Rules of combination

To be awarded this qualification the practitioner must achieve one six (6) credit mandatory unit.

Qualification Title: Level 3 Award in Understanding the Principles and Practices of Learning and Development				
Credit Value		6		
Minimum credit to be achieved at, or above, the level of the qualification		6		
Unit	Title	Level	Credit	GLH
Mandatory (6 credits)				
	Understand the principles and practices of learning and development	3	6	25

2.2 Level 3 Award in Facilitating Learning and Development

Overview and target group

The *Level 3 Award in Facilitating Learning and Development* requires the achievement of twelve (12) credits, made up of two (2) units. The practitioner must have both the knowledge and understanding of learning and development, and evidence that they can apply this knowledge and understanding by working in one of two contexts – either with groups of learners or with individual learners.

Target groups for this qualification include:

- people who are entering the field of learning and development practice and need to demonstrate a minimum ‘threshold’ level of competence to facilitate learning and development of limited scope
- people who have learning and development practice as a small part of their overall job responsibilities – for example as experienced workers or team leaders working with new staff or trainees or as workplace coaches/mentors working with apprentices
- work-based assessors who facilitate the development of as well as assess people and wish to supplement their assessment qualification.

Purpose

Its purpose in the QCF is *Confirm competence in an occupational role to the standards required* (D1).

Rules of combination

To be awarded this qualification the practitioner must achieve a total of 12 credits, six (6) credits from the mandatory group and six (6) credits from Optional Group A or B.

Qualification Title: Level 3 Award in Facilitating Learning and Development				
Credit Value		12		
Minimum credit to be achieved at, or above, the level of the qualification		12		
Group A (mandatory)				
Unit	Title	Level	Credit	GLH
	Understand the principles and practices of learning and development	3	6	25
Group B (optional)				
	Facilitate learning and development in groups	3	6	25
Group C (optional)				
	Facilitate learning and development for individuals	3	6	25

2.3 Level 3 Certificate in Learning and Development

Overview and target group

The *Level 3 Certificate in Learning and Development* requires the achievement of a minimum of 30 credits. In addition to the units that make up the Level 3 Award in Facilitating Learning and Development, practitioners must achieve a unit in continuing professional development. To achieve the full Level 3 Certificate they must select a further twelve (12) credits from a range of optional units which include, for example, learning needs analysis, working with both groups and individuals, planning learning and development sessions and resources, assessing learners, providing information and advice to learners and employers, supporting learners through the learning and development process and engaging with employers.

Target groups for this qualification include:

- learning and development practitioners who cover several phases of the learning and development cycle in their work (at level 3), probably as a major part of their work role; and
- people who have achieved one of the Level 3 Awards and wish to develop their practice further.

Purpose

Its purpose in the QCF is *Confirm competence in an occupational role to the standards required (D1)*.

Rules of Combination

To be awarded this qualification the practitioner must achieve a total of 30 credits.

Twelve (12) credits are taken from Group A (mandatory) made up from two (2) units.

A further six (6) credits are taken from Group B (Optional) - one unit from subgroup B1 or B2 must be chosen.

The remaining 12 credits are taken from Group B and Group C. Six (6) credits must be taken from any of the subgroups C1, C2 or C3. If C1 is taken both units are mandatory in this subgroup. If C2 is chosen both units are mandatory in this subgroup. If C3 is chosen at least one unit must be taken in this subgroup.

Qualification Title: Level 3 Certificate in Learning and Development				
Credit Value		30		
Minimum credit to be achieved at, or above, the level of the qualification		30		
Unit	Title	Level	Credit	GLH
Group A (mandatory group)				
	Understand the principles and practices of learning and development	3	6	25
	Reflect on and improve own practice in learning and development	4	6	25
Group B (optional group)				
Sub group B1				
	Facilitate learning and development in groups	3	6	25
Sub group B2				
	Facilitate learning and development for individuals	3	6	25
Group C (optional group)				
Sub group C1				
	Assess occupational competence in the work environment	3	6	30
	Understanding the principles and practices of assessment	3	3	24
Sub group C2				
	Assess vocational skills, knowledge and understanding	3	6	30
	Understanding the principles and practices of assessment	3	3	24
Sub group C3				
	Identify individual learning and development needs	3	3	24
	Plan and prepare specific learning and development opportunities	3	6	20
	Develop and prepare resources for learning and development	4	6	25
	Engage learners in the learning and development process	3	6	30
	Evaluate and improve learning and development provision	4	6	25
	Understanding the principles and practices of assessment	3	3	24
	Provide information and advice to learners and employers	3	3	20
	Engage with employers to develop and support learning provision	3	6	25
	Understanding the employing organisation	3	3	25

Section 3: Level 4 Qualifications

Overview and Rules of Combination

3.1 Level 4 Award in Learning and Development

Overview and target group

The *Level 4 Award in Learning and Development* requires the achievement of a minimum of twelve (12) credits. The qualification includes a six (6) credit mandatory knowledge unit on the principles, theories and practices of learning and development and a range of other practice-based units.

Target groups for this qualification include:

- people who wish to get a 'grounding' in Learning and Development at a higher level as they wish to become advanced practitioners in the future, but currently have no opportunity to practise at this level
- people who wish to demonstrate a minimum 'threshold' level of competence in advanced practice or operational management of Learning and Development provision; and
- people who wish to demonstrate continuing professional development at this level in either Learning and Development or the management of Learning and Development provision.

Purpose

Its purpose in the QCF is *Prepare for employment in a specific occupational area (C2)*.

Rules of combination

To be awarded this qualification the practitioner must achieve a minimum of twelve (12) credits, six (6) credits from Group A (mandatory) and six (6) credits from Group B (optional).

Qualification Title: Level 4 Award in Learning and Development				
Credit Value		12		
Minimum credit to be achieved at, or above, the level of the qualification		12		
Unit	Title	Level	Credit	GLH
Group A (mandatory)				
	Principles, theories and practices of learning and development	4	6	25
Group B (optional)				
Learning and development units				
	Identify the learning needs of organisations	4	6	30
	Develop learning and development programmes	4	6	30
	Evaluate and improve learning and development provision	4	6	25
Management units				
	Provide leadership and direction for own area of responsibility	4	5	30
	Plan, allocate and monitor work in own area of responsibility	4	5	25
	Manage the achievement of customer satisfaction	4	5	25

3.2 Level 4 Diploma in Learning and Development

Overview and target group

The *Level 4 Diploma in Learning and Development* requires the achievement of a minimum of 45 credits. The structure provides two routes: one for the advanced learning and development practitioner and the other for people involved in managing learning and development provision.

Target groups for this qualification include:

- practitioners with relatively complex skills and significant autonomy who work across several, if not all, phases of the Learning and Development cycle
- people who manage Learning and Development provision at the operational level; and
- people whose job roles involve a mixture of practice and management.

Purpose

Its purpose in the QCF is *Confirm competence in an occupational role to the standards required* (D1).

Rules of Combination

To be awarded this qualification, the practitioner must achieve a total of forty five (45) credits.

Twenty-three (23) credits or more must be achieved at level 4 or above.

Twelve (12) credits (two units) must be taken from the Group A (mandatory)

The remaining 33 credits can be taken from Optional Groups B, C or D

If B1 is taken both units are mandatory in this subgroup. If B2 is chosen both units are mandatory in this subgroup. If B3 is chosen both units are mandatory in this subgroup.

A minimum of 18 credits must be taken from Group D to achieve the endorsement (Management).

Qualification Title: Level 4 Diploma in Learning and Development				
Credit Value		45		
Minimum credit to be achieved at, or above, the level of the qualification		23		
Unit	Title	Level	Credit	GLH
Group A (mandatory)				
	Principles, theories and practices of learning and development	4	6	25
	Reflect on and improve own practice in learning and development	4	6	25
Group B (optional)				
Sub group B1				
	Assess occupational competence in the work environment	3	6	30
	Understanding the principles and practices of assessment	3	3	24
Sub group B2				
	Assess vocational skills, knowledge and understanding	3	6	30
	Understanding the principles and practices of assessment	3	3	24
Sub group B3				
	Internally assure the quality of assessment	4	6	45
	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45
Group C (optional)				
	Identify the learning needs of organisations	4	6	30
	Identify individual learning and development needs	3	3	24
	Develop learning and development programmes	4	6	30
	Plan and prepare specific learning and development opportunities	3	6	20
	Develop and prepare resources for learning and development	4	6	25
	Facilitate learning and development in groups	3	6	25
	Facilitate learning and development for individuals	3	6	25
	Manage learning and development in groups	4	6	30
	Engage learners in the learning and development process	3	6	30
	Evaluate and improve learning and development provision	4	6	25

Understanding the principles and practices of assessment	3	3	24
Understanding the principles and practices of internally assuring the quality of assessment	4	6	45
Provide information and advice to learners and employers	3	3	20
Engage with employers to develop and support learning provision	3	6	25
Engage with employers to facilitate workforce development	4	6	30
Group D (optional)			
Develop and evaluate operational plans for own area of responsibility	5	6	25
Provide leadership and direction for own area of responsibility	4	5	30
Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	3	4	20
Work productively with colleagues and stakeholders	5	6	30
Plan, allocate and monitor work in own area of responsibility	4	5	25
Set objectives and provide support for team members	3	5	35
Developing collaborative relationships with other organisations	5	7	30
Manage a budget for own area of activity or work	5	7	30
Manage the achievement of customer satisfaction	4	5	25

Annex 1: Assessment strategy

Please note – for the Assessment and Quality Assurance units listed below, the following assessment strategy must also be adhered to:

<http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/documents/assessing-and-quality-assuring-assessment-guidance-final-april10-v1%282%29.pdf>

Unit 16 Understand the principles and practices of assessment

Unit 17 Assess occupational competence in the work environment

Unit 18 Assess vocational skills, knowledge and understanding

Unit 19 Understanding the principles and practices of internally assuring the quality of assessment

Unit 20 Internally assure the quality of assessment

The following requirements apply to the units developed by Lifelong Learning UK.

4.1 Quality assurance

Centres offering these qualifications must provide internal quality assurance to ensure assessment meets all Awarding Organisation requirements and is standardised across individual assessors, assessment locations and learners. In addition, the Awarding Organisation must ensure there is a robust system of external quality assurance to ensure quality and standardisation across centres.

Awarding organisations should apply appropriate risk rating measures to individual assessment centres and ensure that robust quality assurance systems are in place to manage these risks on an individual basis.

Lifelong Learning UK will also expect the awarding organisations offering these qualifications to meet on a regular basis through an Awarding Organisation Forum to compare practice and identify issues of concern.

4.2 Requirements for assessors

All those who assess these qualifications must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are assessing
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
- show current evidence of continuing professional development in assessment and learning and development.

4.3 Requirements for internal quality assurance

All those who provide internal quality assurance for these qualifications must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- be occupationally competent in the units they are quality assuring
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence
- hold, or be working towards, one of the following internal quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice, or
 - the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice, or

- V1 Conduct internal quality assurance of the assessment process, or
- D34 Internally verify the assessment process; and
- show current evidence of continuing professional development in learning and development, assessment and quality assurance.

4.4 Requirements for external quality assurance

All those who provide external quality assurance for these qualifications must:

- have up-to-date working knowledge and experience of best practice in Learning and Development
- hold one of the following qualifications or their recognised equivalent:
 - the Level 3 Award in Assessing Competence in the Work Environment or
 - the Level 3 Certificate in Assessing Vocational Achievement, or
 - A1 Assess candidate performance using a range of methods, or
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence
- hold, or be working towards, one of the following external quality assurance qualifications or their recognised equivalent:
 - the Level 4 Award in Externally Assuring the Quality of Assessment Processes and Practice, or
 - the Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice, or
 - V2 Conduct external quality assurance of the assessment process, or
 - D35 Externally verify the assessment process; and
- show current evidence of continuing professional development in learning and development, assessment and quality assurance.

In terms of best practice, external quality assurance staff might also be expected to hold an appropriate internal quality assurance qualification, either:

- the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 Conduct internal quality assurance of the assessment process; or

- D34 Internally verify the assessment process.

The following requirements apply to the units developed by the Management Standards Centre and now overseen by the Council for Administration (coded MSC).

Assessors and Verifiers must demonstrate that they:

- have credible expertise in management and leadership relevant to the level(s)/unit(s) they are assessing or verifying
- keep themselves up-to-date with developments in management and leadership practice; and
- have a thorough understanding of the NOS for management and leadership at the unit(s)/level(s) they are assessing or verifying.

In addition, Assessors and Verifiers must have:

- an accredited assessor and/or verifier qualification
- a related qualification in assessment and/or verification that has been mapped to the national
- Occupational Standards for assessment and/or verifications; and
- evidence of undertaking an employer assessment programme that has been mapped to the National Occupational Standards for assessment and/or verifications.

A qualified assessor must countersign the assessment decisions of unqualified assessors. The decisions of unqualified internal verifiers must be similarly countersigned by a qualified internal verifier.

Annex 2: Evidence Requirements and Assessment Guidance

This guidance is provided for Awarding Organisations developing qualifications within the learning and development suite. It is intended to enable the generation of valid, authentic and sufficient evidence for the assessment of candidates. To ensure consistency of approach across awarding organisations, certain aspects of the guidance primarily in relation to assessor and quality assurance units are fairly prescriptive.

5.1 Level 3 Award in Understanding the Principles and Practices of Learning and Development

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

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

5.2 Level 3 Award in Facilitating Learning and Development

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

Units 1 must be assessed using methods appropriate to the assessment of knowledge and understanding.

Units 8 and 9 require performance evidence of the practitioner working with real learners in a real organisational context. Primary assessment methods must include:

- observation of performance in a work environment; and
- examining products of work.

Supplementary evidence for units 8 and 9 may be gathered by:

- questioning
- discussion
- use of others (witness testimony); and
- looking at practitioner statements.

Simulations are not allowed in these units.

Recognition of prior learning is encouraged throughout the qualification.

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

5.3 Level 3 Certificate in Learning and Development

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

Units 1, 2, 14, and 21 must be assessed using methods appropriate to the assessment of knowledge and understanding.

The remaining units require performance evidence of the practitioner working with real learners in a real organisational context. Primary assessment methods must include:

- observation of performance in a work environment; and
- examining products of work.

Supplementary evidence for these units may be gathered by:

- questioning
- discussion
- use of others (witness testimony); and
- looking at practitioner statements.

Simulations are not allowed in these units.

Recognition of prior learning is encouraged throughout the qualification.

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

Specific Evidence Requirements for the Assessment Units

Unit 17 - Assess occupational competence in the work environment

The aim of this unit is to assess the practitioner's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be *performance evidence* for the following assessment methods:

- observation of performance in the work environment
- examining products of work; and
- questioning the learner.

Simulations are not allowed for this unit.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the practitioner
- use of others (witness testimony)
- looking at practitioner statements; and
- recognising prior learning.

The practitioner's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.

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

There must be evidence of the practitioner carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another candidate assessor who in turn is assessing someone else.

Unit 18 - Assess vocational skills, knowledge and understanding

The aim of this unit is to assess the practitioner's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace, for example, workshops, classrooms or other training environments. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be *performance evidence* for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies; and/or
- recognising prior learning.

Simulations are not allowed for this unit.

Other forms of evidence will be acceptable for the remaining assessment methods.

The practitioner's performance evidence must be assessed by observation, examining the products of work and questioning / discussions.

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

There must be evidence of the practitioner carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

5.4 Level 4 Award in Learning and Development

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

Unit 2 must be assessed using methods appropriate to the assessment of knowledge and understanding.

The remaining units require performance evidence of the practitioner working with real learners or staff and customers in a real organisational context. Primary assessment methods must include:

- observation of performance in a work environment; and
- examining products of work.

Supplementary evidence for these units may be gathered by:

- questioning
- discussion
- use of others (witness testimony); and
- looking at practitioner statements.

Simulations are not allowed for these units.

Recognition of prior learning is encouraged throughout the qualification.

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

5.5 Level 4 Diploma in Learning and Development

There is no requirement for each unit to be assessed separately. Assessors are advised to adopt a holistic approach and, where possible, to use one activity as evidence for learning outcomes and assessment criteria for two or more units.

Units 2, 14, and 17 must be assessed using methods appropriate to the assessment of knowledge and understanding.

The remaining units require performance evidence of the practitioner working with real learners/staff/customers in a real organisational context. Primary assessment methods must include:

- observation of performance in a work environment; and
- examining products of work.

Supplementary evidence for these units may be gathered by:

- questioning
- discussion
- use of others (witness testimony); and
- looking at practitioner statements.

Simulations are not allowed for these units.

Recognition of prior learning is encouraged throughout the qualification.

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

Specific Evidence Requirements for the Assessment and Quality Assurance Units

Unit 17 - Assess occupational competence in the work environment

The aim of this unit is to assess the practitioner's performance in assessing occupational competence in an individual's work environment. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for the following assessment methods:

- observation of performance in the work environment
- examining products of work; and
- questioning the learner.

Simulations are not allowed in this unit.

Other forms of evidence will be acceptable for the remaining assessment methods:

- discussing with the practitioner
- use of others (witness testimony)
- looking at practitioner statements; and
- recognising prior learning.

The practitioner's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.

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

There must be evidence of the practitioner carrying out at least two assessments of two learners' occupational competence (four assessments in total). This occupational competence must not be in assessment itself. In other words, evidence for this unit must not come from assessing another candidate assessor who in turn is assessing someone else.

Unit - 18 Assess Vocational Skills, Knowledge and Understanding

The aim of this unit is to assess the practitioner's performance in assessing vocational skills, knowledge and understanding in environments other than the workplace, for example, workshops, classrooms or other training environments. There must be evidence to cover all of the assessment methods listed in the unit. As a minimum, there must be performance evidence for at least three of the following assessment methods:

- assessments of the learner in simulated environments
- skills tests
- oral and written questions
- assignments
- projects
- case studies; and
- recognising prior learning.

Simulations are not allowed in this unit.

Other forms of evidence will be acceptable for the remaining assessment methods.

The practitioner's performance evidence must be assessed by observation, examining the products of work and questioning/discussions.

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

There must be evidence of the practitioner carrying out at least two assessments of two learners' skills, knowledge and understanding (four assessments in total).

Unit 20 - Internally Assure the Quality of Assessment

The aim of this unit is to assess the practitioner's performance in assuring the quality of assessment from within an organisation or assessment centre.

All learning outcomes in this unit must be assessed using methods appropriate to the practitioner's performance. These must include:

- observation of performance
- examining products of work; and
- questioning.

Direct evidence of this kind may be supplemented, where necessary, by professional discussion, reflective accounts or witness testimony.

Simulations are not allowed in this unit.

There must be valid, authentic and sufficient evidence for all the assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.

Evidence must come from the practitioner's performance in the work environment. There must be evidence of the Internal Quality Assurance (IQA) candidate monitoring a minimum of two assessors, each with a minimum of two candidates of their own, through components of a qualification.