

Level 3 Awards and Certificate in Learning and Development (6318)

November 2011 Version 2.0 (October 2013)



Qualification at a glance

Subject area	Learning and Development
City & Guilds number	6318
Age group approved	16-18 and 19+
Entry requirements	None
Assessment	Assignments on knowledge units Assessment of competent performance on applied units
Fast track	Available
Support materials	Centre handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 3 Award in Understanding the Principles and Practices of Learning and Development	6318-01	600/2559/1
Level 3 Award in Facilitating Learning and Development	6318-02	600/2556/6
Level 3 Certificate in Learning and Development	6318-03	600/2746/0

Version and date	Change detail	Section
1.1 Oct 2012	Amendment to title in structure	Rules of combination
2.0 Oct 2013	Assessment method for units 001 and 014 corrected to Portfolio (assignment was incorrect)	Assessment



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1 Introduction

These qualifications are for people working in, or looking to enter roles in learning and development. They have been developed by LLUK to replace the Learning and Development NVQs. They are designed for use in England, Wales and Northern Ireland – alternative arrangements exist in Scotland.

The units and qualifications will provide people who carry out learning and development roles in their organisation with the opportunity to develop and improve their practice as well as achieving a professional qualification for the role. They are available to anyone working in: accredited learning; non accredited learning (where people may train and assess skills but do not assess for a qualification) and the NQF.

There are knowledge-only units (which are titled ‘Understanding the...’). These allow anyone who is interested in or needs to know about learning and development – but is not a practitioner – to acquire knowledge and information about the processes. Although they are standalone units, they feature in each qualification as the sound basis for ‘competent’ practice.

Achievers will understand the principles of learning and development and have the knowledge to develop and improve systems at their centre.

This handbook tells you what you need to do to deliver the 6318 Level 3 qualifications:

Area	Description
Who are the qualifications for?	For learners who work or want to work as trainers/tutors/assessors in a range of sectors
What do the qualifications cover?	These qualifications allow learners to learn, develop and practise the skills required for employment and/or career progression as a trainer/tutor/assessor in many sectors.
Are the qualifications part of a framework or initiative?	The Level 3 Certificate in Learning and Development features in the Learning and Development Apprenticeship framework
Who did we develop the qualification with?	These qualifications were developed by The Learning and Skills Improvement Service - LSIS (formerly LLUK), the SSC for learning and development
What opportunities for progression are there?	These qualifications allow learners to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none"> Level 4 Award and Diploma in Learning and Development

Structure

These qualifications are closely related to 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 Level 3 Certificate also occur in the Level 4 Diploma. This assists learners to accumulate credits, transfer them and progress, both horizontally (into larger qualifications at the same level) and vertically.

An example of this is where an individual could achieve the Level 3 Award in Understanding the Principles and Practices of Learning and Development. This is a six credit qualification consisting of one 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 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 at Level 3.

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.

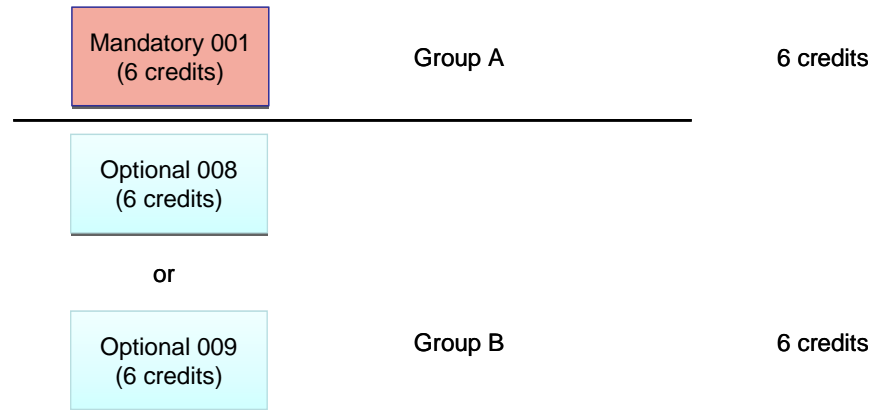
Rules of combination

To achieve the **Level 3 Award in Understanding the Principles and Practices of Learning and Development**, learners must achieve a total of **6** credits from unit 001.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory	Group A	Learners must achieve all 6 credits	
Y/502/9541	001	Understand the principles and practices of learning and development	6

To achieve the **Level 3 Award in Facilitating Learning and Development**, learners must achieve a minimum of **12** credits, 6 credits from 001 and a minimum of 6 credits from either 008 or 009.

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory	Group A	Learners must achieve all 6 credits	
Y/502/9541	001	Understand the principles and practices of learning and development	6
Optional	Group B	Learners must achieve a minimum of 6 credits from this group	
F/502/9548	008	Facilitate learning and development in groups	6
J/502/9549	009	Facilitate learning and development for individuals	6



To achieve the **Level 3 Certificate in Learning and Development**, learners must achieve a minimum of **30** credits. 12 credits from the 2 mandatory units (001 and 012), a minimum of 6 credits from (008, 009) the remaining 12 minimum credits can come from (004, 006-009, 011, 013-016, 019-021).

Unit accreditation number	City & Guilds unit	Unit title	Credit value
Mandatory	Group A	Learners must achieve all 12 credits	
Y/502/9541	001	Understand the principles and practices of learning and development	6
J/502/9552	012	Reflect on and improve own practice in learning and development	6
Optional	Group B	Learners must achieve a minimum of 6 credits from either B1 or B2	
	B1		
F/502/9548	008	Facilitate learning and development in groups	6

Unit accreditation number	City & Guilds unit	Unit title	Credit value
	B2		
J/502/9549	009	Facilitate learning and development for individuals	6
Optional	Group C	Learners must achieve a minimum of 12 credits from any optional groups (including group B)	
	C1	If this group is taken learners must achieve all 9 credits	
D/601/5313	014	Understanding the principles and practices of assessment	3
H/601/5314	015	Assess occupational competence in the work environment	6
	C2	If this group is taken learners must achieve all 9 credits	
D/601/5313	014	Understanding the principles and practices of assessment	3
F/601/5319	016	Assess vocational skills, knowledge and understanding	6
	C3	If this group is taken learners must achieve at least one unit	
K/502/9544	004	Identify individual learning and development needs	3
T/502/9546	006	Plan and prepare specific learning and development opportunities	6
A/502/9547	007	Develop and prepare resources for learning and development	6
F/502/9551	011	Engage learners in the learning and development process	6
L/502/9553	013	Evaluate and improve learning and development provision	6
R/502/9554	019	Provide information and advice to learners and employers	3
Y/502/9555	020	Engage with employers to develop and support learning provision	6
R/600/1764	021	Understanding the employing organisation	3

Mandatory 001 (6 credits)	or	Mandatory 012 (6 credits)	Group A	12 credits
Optional 008 (6 credits)	or	Optional 009 (6 credits)	Group B1 & B2	6 credits minimum
Optional 014 (3 credits)	And	Optional 015 (6 credits)	Group C1	9 credits (if chosen)
Optional 014 (3 credits)	And	Optional 016 (6 credits)	Group C2	9 credits (if chosen)
Optional 004 (3 credits)	Optional 006 (6 credits)	Optional 007 (6 credits)	Group C3	At least one unit (if chosen)
Optional 011 (6 credits)	Optional 013 (6 credits)	Optional 019 (3 credits)		
Optional 020 (6 credits)	Optional 021 (3 credits)			



2 Centre requirements

Approval

If your Centre is approved to offer the 7318 qualifications you will have automatic approval to run the 6318 qualifications – you do not have to take any action.

Existing centres who are not approved to run 7318 and wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information. Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing any course programmes.

Resource requirements

Physical resources

Centres will need appropriate training facilities and where assessing applied units - opportunities to assess learners in an appropriate work environment.

Centre staffing – LSIS (formerly LLUK) assessment guidance

City & Guilds expects that these qualifications will be delivered by highly skilled practitioners of learning delivery, assessment and quality assurance.

Practitioners should be able to fulfil **all** of the following functions to ensure a quality learning experience for the learner:

- identify training and development needs of the learner
- plan for, design and develop learning and development opportunities
- provide high quality learning opportunities
- facilitate and support learner progress and achievements
- assess learner performance
- review the effectiveness of learning opportunities
- contribute to the quality assurance process

In addition 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 that they are assessing
- show current evidence of continuing professional development and practice in assessment and learning and development

plus hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment **or**
- Level 3 Certificate in Assessing Vocational Achievement, **or**
- A1 Assess learner performance using a range of methods, **or**
- D32 Assess learner performance and D33 Assess learner using differing sources of evidence

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 that they are quality assuring
- show current evidence of continuing professional development and practice in learning and development, assessment and quality assurance

plus hold one of the following qualifications or their recognised equivalent:

- Level 3 Award in Assessing Competence in the Work Environment **or**
- Level 3 Certificate in Assessing Vocational Achievement, **or**
- A1 Assess learner performance using a range of methods, **or**
- D32 Assess learner performance and D33 Assess learner using differing sources of evidence

plus hold or be working towards one of the following internal quality assurance qualifications or their recognised equivalent:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice **or**
- 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.

Centre staff may undertake more than one role, eg tutor and assessor or internal quality assurer, but cannot internally quality assure their own assessments. In addition, practitioners delivering these qualifications must meet the statutory and contractual arrangements of the nation in which they work.

It is not permitted for unqualified assessors to assess these qualifications.

Continuing professional development (CPD)

Centres must support staff to ensure that they have current knowledge, skills and expertise in learning & development but also in assessment and internal quality assurance practice if they carry out these roles. In addition it is the centre's responsibility to ensure that learning delivery, mentoring, training, assessment and internal quality assurance is in line with best practice and that it takes account of any national or legislative developments.

Quality assurance

A comprehensive approach to quality and quality assurance

It is in everyone's interest for the delivery of training, assessment and quality assurance of qualifications in the UK to be of the highest quality.

At City & Guilds we are committed to supporting centres to improve levels of quality. In line with this we view the content of these qualifications – and their delivery - as being fundamental to ensuring the quality of all vocational learning and qualifications.

Quality is the 'degree of excellence of something'

Quality assurance is 'a system of maintaining and improving standards'

High quality learning, assessment and quality assurance are required to get the most out of all qualifications. There are tangible benefits for all from this approach as it means:

- improved learner experience
- raised learner achievement rates
- increased learner retention rates
- more cost effective programmes
- regulatory requirements are met
- support for other planning and monitoring processes such as self-assessment

To achieve this - quality and quality assurance must be included from the planning stage of programmes of learning – as they are integral to the programmes themselves. A useful way of looking at this is:

'Quality and quality assurance must be built into centre delivery from the start – it is much more difficult to audit poor quality out than build good quality in...'

This needs to be firmly in mind when planning the delivery of these qualifications. Quality and quality assurance measures need to be built into all processes in the learner journey – these include the:

- recruitment process
- induction process
- initial assessment
- learning plans
- teaching
- facilitating learning
- reviews of progress
- assessment processes
- achievement
- progression planning

Quality matters everywhere in the 'Learner Journey'.

If you are an existing centre for the 6317, 7317 and 7318 Learning and Development qualifications then you will already have relevant experience and resources such as:

- skilled learning, assessment and quality assurance practitioners
- existing internal quality assurance processes

Internal quality assurance systems

All centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications.

Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance while City & Guilds is responsible for external quality assurance.

For these qualifications centres must develop a sampling strategy and plan which must be implemented by all those undertaking the internal quality assurance role. Centres with experience of offering N/SVQs will find that their internal verification process can be adapted to establish an internal quality assurance (IQA) system for these qualifications.

This IQA system needs to contain:

- Sample planning based on the principles of 'CAMERA', ie plans must include sampling of all types of:
 - **C**andidates
 - **A**ssessors
 - **M**ethods of assessment
 - **E**vidence or Elements
 - **R**ecords
 - **A**ssessment sites
- Effective communication
- Interim sampling
- Summative sampling
- Monitoring of assessor practice (including observation)
- Standardisation activities
- Sound administration
- Records of the above

Whoever is responsible for internal quality assurance in a centre will need to ensure that all factors related to quality assurance are covered in the centre. These include ensuring that:

- quality assurance systems are 'fit for purpose' and *do* actually monitor the quality of the learner journey
- quality assurance sampling is planned for and carried out throughout the learner journey and not just at the end
- learning and training that is delivered models 'best practice' and meets all requirements – and that this is monitored
- all practice (including training, assessment and IQA) is in line with the current NOS for Learning & Development
- tutors and assessors are regularly observed carrying out their roles

- assessors are supported, get feedback on their practice and take part in standardisation activities
- record keeping is maintained as required
- all members of the team maintain their CPD year on year
- communication with City & Guilds is effective

External quality assurance

External quality assurance for the qualifications will be provided by City & Guilds. This includes:

- approval of centres
- monitoring of learning delivery
- monitoring of assessment practice
- monitoring of internal quality assurance practices

Learner entry requirements

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

City & Guilds has not set entry requirements for these qualifications. However, centres must ensure that learners have the potential and opportunity to complete and achieve them.

In some of these qualifications, learners must have the opportunity to demonstrate their competence in a real environment with genuine learners in order to be able to meet all the requirements.

Anyone engaged in assessing and quality assuring other units or qualifications **must meet the specific requirements of the assessment strategy related to those units and qualifications.**

Age restrictions

There are no age limits attached to learners undertaking the qualifications unless this is a legal requirement of the process or the environment in which they operate. However, it is not expected that learners for these qualifications would be younger than 16.

Opportunities for progression

These units have been designed to be achieved individually or as qualifications.

The 'Understanding the Principles...' units are knowledge-only so may be undertaken by anyone interested in the underlying principles and practices of learning and development without having to be a practitioner. However as these units then appear in some of the subsequent qualifications it is possible (when the learner's job role allows) to move on from the 'Principles' units into practice and therefore achieve the 'applied or 'competence-based' units.

There is a progression route through these qualifications but **it is not mandatory that they are done in any order.**

As stated earlier (see page 6) the 'nesting' arrangements are 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.

Centres must carry out in-depth initial assessment and guide learners to undertake the most appropriate units or qualification for their particular role and situation at that time.



3 Delivering the qualification

Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification and also to ensure that they undertake the most appropriate unit.

The initial assessment process should identify:

- any specific learning needs the learner has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as a diagnostic test or skill scan
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin
- any units or parts of units that may cause difficulties for the learner e.g. if their job role or level of experience is not sufficiently wide-ranging for them to meet the requirements
- (if assessment and/or internal quality assurance units are to be undertaken) the requirements of the assessment strategy of the qualification which is to be assessed or quality assured by the learner to ensure that they can meet the specifications

City & Guilds recommends that centres provide an induction programme to ensure that learners fully understand the requirements of the qualification(s) they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction as well as a learning contract that centres may use can be found on the City & Guilds website.

Learning delivery strategies

City & Guilds does not prescribe how centres deliver the learning on these qualifications providing that all requirements are met.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing any learning programme. In addition there is guidance information in most units that centre staff would find very useful when designing learning programmes for these qualifications.

Learning and assessment approaches

To assist centres the guidance included for assessment and evidence is based on **activity based** learning and assessment. It is recommended

that the delivery and assessment of these qualifications should be approached holistically whenever possible. For example, if a learner is undertaking the Award in Understanding the Principles and Practice of Learning and Development and is not actively practising, then this knowledge unit will be delivered and assessed on its own. However, if the learner is undertaking the unit 'Facilitating learning and development in groups', there are opportunities to acquire the knowledge through practice i.e. experientially – it may not be necessary to deliver 'learning' separately for this unit.

In most centres learning will be delivered through a combination of:

- applied practice
- coaching
- experience
- training
- support and advice

The provision of learning opportunities remains the responsibility of the centre (not the learner). Centres must ensure they have the right staff teams to deliver learning by the methods they decide, to meet learner's needs. Formative assessment of each learner's progress will monitor their development and indicate when summative assessment is appropriate.

When assessing the applied or competence based units such as 'Facilitate learning & development for individuals' observing practice will provide opportunities to capture some knowledge as it is demonstrated through performance.

The recommended process for assessment involves:

- planning and learner preparation
- assessment
- analysis
- decision taking
- recording
- feedback to the learner throughout the process
- engaging with the quality assurance process throughout

This approach reduces the burden on the assessor and the learner as it removes the need for the learner to 'gather' separate evidence for assessment – the evidence falls naturally from the activities being undertaken.

Storage of evidence and 'portfolios'

Evidence of learning and evidence of competence

'Portfolios' come in many forms – some are electronic, some paper based, others a combination of both. It is important to remember that the 'Portfolio of evidence' should be precisely that and contain **only** the records of assessment and evidence that confirm achievement. It should **not** contain training materials, assignments for developing the learner and other information and guidance that formed part of the 'learner journey'.

However, many learners want to maintain a personal record of their learning. They can maintain a 'Learning File' containing all the information and materials that chart their development. This 'Learning File' will not, however, form part of the assessment or quality assurance processes – but the learner would have a valuable personal record of their journey and progress.

More about 'Portfolios of evidence'

Ofqual has long maintained that evidence **where it is in paper or material form, can be left in its natural location**, for example the workshop, office or building site. This is a sensible approach as much 'product' evidence cannot for a variety of reasons go into a 'portfolio' (e.g. a brick wall which has been built, sensitive records from a care home etc.) In the same way, it is not necessary to print off and present paper copies of policies and procedures if those can be left in their usual location and checked by assessors, Internal Quality Assurer (IQA) and External Quality Assurer (EQA) 'in situ'.

However, if this approach is adopted then the assessment record must state:

- Who and what was assessed by whom
- The date, and location of assessment
- The assessment methods used
- The assessment decision
- The Units, Learning Outcomes and Assessment Criteria achieved
- The location of the supporting evidence

One 'portfolio' may actually comprise evidence in a number of locations, linked by the audit trail provided through the assessment and quality assurance records. There are however practical implications to consider:

- if evidence is left in its usual location then the internal and external quality assurers will both have to sample it in its usual location. This will require QA staff to plan for and carry out visits to other premises as part of their sampling
- the QA audit trail still has to be clear, trackable through the evidence and the planned sampling must be carried out as required by the qualification
- it is crucial that the evidence is kept safely in its usual location and is readily available for sampling whenever the external quality assurance sampling takes place. It is the responsibility of the centre to organise this – it is not the responsibility of the External Quality Assurer to have to locate evidence

Support materials

The following resources are available for units of these qualifications

Description	How to access
Assessment and internal quality assurance unit delivery materials	www.smartscreen.co.uk
Assessment and internal quality assurance unit materials	www.cityandguilds.com/taqa

Recording documents

Learners and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of **recording forms** including examples of completed forms, for new and existing centres to use as appropriate. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurer, before they are used by learners and assessors at the centre.



4 Assessment

Summary of assessment methods

Different units in these qualifications will include different assessment requirements and methods – all of which will be familiar to existing assessors and quality assurance staff.

For units where **practical activities** (competence) are being assessed methods will include:

- observation of performance in the work environment by an assessor or witness
- examining products of the learner's own work
- questioning the learner
- discussions with the learner
- use of others (witness testimony)
- looking at learner statements
- recognition of prior learning

For the units where knowledge is being assessed methods will also include:

- oral and written questions
- assignments
- projects
- case studies
- recognition of prior learning

Evidence for **practical activities** should be gathered from naturally occurring evidence collected in the work-related environment. Evidence for the **knowledge-only** units, such as assignments, case studies, project etc, must follow City & Guilds guidelines and be agreed in advance with the Qualification Consultant.

General assessment guidance

There must be valid, authentic and sufficient evidence for all the assessment criteria. However, there is no requirement for each unit, learning outcome or assessment criteria to be assessed separately. It is recommended that holistic assessment is used whenever appropriate.

Wherever possible, one activity should be used as evidence for learning outcomes and assessment criteria for other units. For example, a discussion for the 'Facilitate learning and development in groups' unit might provide some evidence for 'Understanding the principles and practices of learning and development'. However, it is essential that evidence for the assessment criteria in each unit is also identified individually.

Each unit must be assessed using methods appropriate to the content of the unit. So for example assessment of a knowledge-only unit such as 001 'Understand the principles and practice of learning and development' (if being assessed as a standalone unit) could be by use of an assignment, answers to written questions or professional discussion. However the assessment of the competence-based units such as unit 008 and 009 has to be carried out using methods compatible with the assessment of competence such as observation in a work environment and examining work products. See the individual units for further detail.

Recording assessment activities

Recording of assessment decisions and evidence may be undertaken in a range of formats. However regardless of the form of recording used, the guiding principle must be that all information relating to assessment must comply with legal requirements and best practice in the sector. This will include ensuring confidentiality of information which can, however, still be tracked for internal and external quality assurance purposes.

Level 3 Award in Understanding the Principles and Practices of Learning and Development (6 credits)

Unit	Unit title	Assessment method	Where to obtain assessment materials
001	Understand the principles and practices of learning and development	Portfolio	

Level 3 Award in Facilitating Learning and Development (12 credits)

Unit	Unit title	Assessment method	Where to obtain assessment materials
001	Understand the principles and practices of learning and development	Portfolio	
008 or	Facilitate learning and development in groups	Portfolio Observation	
009	Facilitate learning and development for individuals	Portfolio Observation	

Level 3 Certificate in Learning and Development (30 credits)

Unit	Unit title	Assessment method	Where to obtain assessment materials
001	Understand the principles and practices of learning and development	Portfolio	
004	Identify individual learning and development needs	Portfolio	
006	Plan and prepare specific learning and development opportunities	Portfolio	
007	Develop and prepare resources for learning and development	Portfolio	
008	Facilitate learning and development in groups	Portfolio Observation	
009	Facilitate learning and development for individuals	Portfolio Observation	
011	Engage learners in the learning and development process	Portfolio	
012	Reflect on and improve own practice in learning and development	Portfolio	
013	Evaluate and improve learning and development provision	Portfolio	
014	Understanding the principles and practices of assessment	Portfolio	
015	Assess occupational competence in the work environment	Portfolio Observation	
016	Assess vocational skills, knowledge and understanding	Portfolio Observation	
019	Provide information and advice to learners and employers	Portfolio	
020	Engage with employers to develop and support learning provision	Portfolio	

Unit	Unit title	Assessment method	Where to obtain assessment materials
021	Understanding the employing organisation	Portfolio	

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) is a process of using an individual's previous achievements to demonstrate competence. This is not a new process but expands on previously used processes such as the Accreditation of Prior Learning (APL), the recognition of experiential learning and the validation of informal learning by incorporating all types of prior learning and training.

The regulatory arrangements define RPL as a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Assessment for RPL is conducted against the learning outcomes and assessment criteria of a unit and is subject to exactly the same quality assurance requirements as any other kind of assessment.

The RPL process is relevant where an individual has previously learnt something but may never have received formal recognition for this learning through a qualification or other form of certification.

If he or she can prove this claim (through assessment of relevant evidence), then credit can be awarded for that achievement in the same way as any other credits.

RPL refers to an opportunity for learners to present competence or knowledge evidence which comes from a period prior to their registration for a particular qualification. The evidence presented - e.g. certificates, witness testimonies etc. - will need to provide sufficient detail to allow the assessor to apply the RPL assessment process.

Assessors assess the relevant learning outcomes and assessment criteria ensuring that all are covered, using relevant methods for RPL such as: witness testimony, reflective accounts, professional discussion, etc.

In considering the appropriateness of any single piece of evidence the following should be considered:

- Content – the degree to which the content of any previous learning meets the requirements of the National Occupational Standards against which it is being presented as evidence.
- Comprehensiveness of Assessment – ensure that all the learning derived from the content has been assessed. If only a proportion has

been assessed, then the learning for the 'non-tested' areas cannot be assumed.

- Level – the degree to which the level of learning offered and tested relates to that required by the level of the qualification/units being claimed.
- Learning outcomes and Assessment criteria – the degree to which the previous learning covered both. Some learning will only have offered and tested the latter, in which case the Recognition of Prior Learning can only cover the knowledge aspect. Performance will require further assessment. Although unlikely, the reverse (performance tested but not knowledge) could be true in which case knowledge and understanding would need further assessment.
- Model of learning – difficulties can arise in mapping learning gained from non-competence based learning programmes into competence based models.
- Relevance of Context – the degree to which the context of the learning gained and assessed relates to the current context of the learner's role. If the context was different, assessors will need to satisfy themselves of the learners' ability to transfer the learning gained into the current context.



5 Units

Availability of units

The following units can be obtained from The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number (UAN)
- title
- level
- credit value
- guided learning hours
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 001

Understand the principles and practices of learning and development

UAN:	Y/502/9541
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Assessment requirements specified by a sector or regulatory body:	<p>All learning outcomes must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>If assessed as a single unit this unit could be assessed by:</p> <ul style="list-style-type: none">• written statements or answers• oral statements or answers• discussions between the learner and their assessor• assignment• projects
Aim:	This unit assesses the knowledge and understanding a learning and development practitioner requires to underpin their practice.

Learning outcome
The learner will: 1. Understand the purpose and context of learning and development
Assessment criteria
The learner can: 1.1 Analyse the objectives of learning and development for learners and for organisations 1.2 Explain the contexts and environments in which learning and development takes place

Learning outcome
The learner will: 2. Understand the learning and development cycle
Assessment criteria
The learner can: 2.1 Explain the learning and development cycle and each of its constituent parts 2.2 Explain how the learning and development cycle is used to enhance learner experience

Learning outcome
The learner will: 3. Understand the needs of learners in relation to learning and development
Assessment criteria
The learner can: 3.1 Summarise why it is necessary to understand learner needs and motivations for learning and development 3.2 Explain how to adapt learning and development to meet the needs and preferences of learners 3.3 Outline the factors that can lead to the improvement and maintenance of learner engagement and motivation

Learning outcome
The learner will: 4. Understand the roles and responsibilities of the learning and development practitioner
Assessment criteria
The learner can: 4.1 Explain own role and responsibilities in relation to learning and development 4.2 Explain the points of referral available to help meet the needs of learners 4.3 Explain the practitioner role in the development of learners' in the learning and development process 4.4 Explain the practitioner's role in the quality improvement of learning and development 4.5 Summarise the practitioner's role in managing risks to and safeguarding learners

Learning outcome
The learner will: 5. Understand legislative and organisational requirements in relation to learning and development
Assessment criteria
The learner can: 5.1 Explain learner's rights in relation to equality, diversity and inclusion 5.2 Explain the practitioner's and the organisation's responsibility for the safety and security of learners 5.3 Summarise the purpose and limits of confidentiality in relation to learners and the organisation 5.4 Explain requirements for record keeping in relation to learning and development

Unit 001

Understand the principles and practices of learning and development

Evidence requirements

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

Unit 004

Identify individual learning and development needs

UAN:	K/502/9544
Level:	Level 3
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Assessment requirements specified by a sector or regulatory body:	<p>Learning outcomes 2 and 3 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning outcomes 2 and 3 methods used must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's understanding of and competence in carrying out a learning or training needs analysis for an individual.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

Learning outcome
The learner will: 1. Understand the principles and practices of learning needs analysis for individuals
Assessment criteria
The learner can: 1.1 Explain the principles and practices of learning needs analysis for individuals 1.2 Analyse the factors that influence individual learning needs, preferences and styles 1.3 Compare methods used to assess individual learning needs

Learning outcome

The learner will:

2. Be able to conduct learning needs analysis for individuals

Assessment criteria

The learner can:

2.1 Agree the purpose, aims and methodology of the learning needs analysis with individuals

2.2 Apply learning needs analysis methodology to assess the individual's current level of achievement and potential

2.3 Analyse learning needs and communicate to the learner

Learning outcome

The learner will:

3. Be able to agree individual learning and development needs

Assessment criteria

The learner can:

3.1 Agree and prioritise individual learning and development needs

3.2 Advise individuals about learning and development options to meet:

- learner priorities
- learning preferences
- learning styles

Evidence requirements

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in a work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

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.

Unit 006

Plan and prepare specific learning and development opportunities

UAN:	T/502/9546
Level:	Level 3
Credit value:	6
GLH:	20
Relationship to NOS:	This unit is linked to The Learning and Skills Improvement Service - LSIS (formerly LLUK) National Occupational Standards, 2010
Assessment requirements specified by a sector or regulatory body:	<p>This is a competence-based unit which requires performance evidence of the learner working with real learners in a real organisational context.</p> <p>Assessment methods used must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's competence in planning and preparing learning and development - for example formal training sessions, coaching sessions or informal experiences such as periods in the workplace. Preparations include allocating resources and establishing systems and arrangements. 'Delivery' means all forms of formal and informal facilitation of learning. 'Session' means all forms of learning and development event or activity within any context. 'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

Learning outcome

The learner will:

1. Be able to plan learning and development opportunities

Assessment criteria

The learner can:

- 1.1 Agree the purpose and outcomes of learning and development to meet learner needs
- 1.2 Plan the delivery of specific learning and development opportunities to meet needs
- 1.3 Secure resources required to deliver specific learning and development opportunities
- 1.4 Identify organisational structures, systems and processes supporting learning and development opportunities
- 1.5 Assess risks to learners and their learning and development when planning specific opportunities

Learning outcome

The learner will:

2. Be able to prepare specific learning and development opportunities to meet learner needs

Assessment criteria

The learner can:

- 2.1 Prepare learning and development sessions to meet learner needs
- 2.2 Identify resources and technologies required to deliver specific learning and development sessions
- 2.3 Communicate specific learning and development aims, objectives, delivery and assessment arrangements to learners

Unit 006

Plan and prepare specific learning and development opportunities

Evidence requirements

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

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.

Unit 007

Develop and prepare resources for learning and development

UAN:	A/502/9547
Level:	Level 4
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 5: Plan and prepare learning and development resources.
Assessment requirements specified by a sector or regulatory body:	<p>Learning outcome 2 in this unit requires performance evidence of the learner working with real learners in a real organisational context.</p> <p>When assessing Learning outcome 2 methods used must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's competence in developing and preparing resources to support learning and development.</p> <p>'Develop' covers preparing and producing resources 'from scratch' as well as adapting existing resources to meet the needs of learners. 'Resources' also cover the preparation of the learning environment, learning materials and equipment used to support learning. Examples of resources include: technical equipment, IT-based learning, handouts, workbooks and visits to places of interest. 'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

Learning outcome

The learner will:

1. Understand principles underpinning development and preparation of resources for learning and development

Assessment criteria

The learner can:

- 1.1 Explain principles underpinning resource selection for learning and development
- 1.2 Analyse factors that are important when developing and preparing resources that conform to national legislation and organisational policies
- 1.3 Evaluate the contribution of technology to the development of learning and development resources

Learning outcome

The learner will:

2. Be able to develop resources to meet learning and development needs

Assessment criteria

The learner can:

- 2.1 Agree needs of learners for whom resources are being developed
- 2.2 Prepare resources for the delivery of learning and development ensuring legislative and organisational health, safety, welfare, equality and inclusion requirements are met
- 2.3 Plan adaptations to and use of technology within resources to meet learning and development needs
- 2.4 Prepare guidance to assist those using learning and development resources
- 2.5 Evaluate the suitability of resources for learning and development

Unit 007

Develop and prepare resources for learning and development

Evidence requirements

This unit assesses occupational competence. Evidence for learning outcome 2 must come from performance in the work environment. Simulations, projects or assignments are not allowed for this learning outcome.

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.

Unit 008

Facilitate learning and development in groups

UAN:	F/502/9548
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups.
Assessment requirements specified by a sector or regulatory body:	<p>Learning outcomes 2, 3 and 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning outcomes 2, 3 and 4 assessment methods must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	<p>The aim of this unit is to assess a learning and development practitioner understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations or experiential learning.</p> <p>‘Practitioner’ means anyone with a learning and development responsibility as part of their role.</p>

Learning outcome
The learner will: 1. Understand the principles and practices of learning and development in groups
Assessment criteria
The learner can: 1.1 Explain purposes of group learning and development 1.2 Explain why delivery of learning and development must reflect group dynamics 1.3 Evaluate methods for facilitating learning and development to meet the needs of groups 1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups 1.5 Explain how to overcome barriers to learning in groups 1.6 Explain how to monitor individual learner progress within group learning and development activities 1.7 Explain how to adapt delivery based on feedback from learners in groups

Learning outcome
The learner will: 2. Be able to facilitate learning and development in groups
Assessment criteria
The learner can: 2.1 Clarify facilitation methods with group members to meet group and individual learning objectives 2.2 Implement learning and development activities to meet learning objectives 2.3 Manage risks to group and individual learning and development

Learning outcome
The learner will: 3. Be able to assist groups to apply new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 Provide feedback to improve the application of learning

Learning outcome
The learner will: 4. Be able to assist learners to reflect on their learning and development undertaken in groups
Assessment criteria
The learner can: 4.1 Support self-evaluation by learners 4.2 Review individual responses to learning and development in groups 4.3 Assist learners to identify their future learning and development needs

Evidence requirements

This unit in the main assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

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.

Unit 009

Facilitate learning and development for individuals

UAN:	J/502/9549
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 7: Facilitate individuals' learning and development
Assessment requirements specified by a sector or regulatory body:	<p>Learning outcomes 2, 3 and 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning outcomes 2, 3 and 4 assessment methods must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will: 1. Understand principles and practices of one to one learning and development
Assessment criteria
The learner can: 1.1 Explain purposes of one to one learning and development 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs

- 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals
- 1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development
- 1.5 Explain how to overcome individual barriers to learning
- 1.6 Explain how to monitor individual learner progress
- 1.7 Explain how to adapt delivery to meet individual learner needs

Learning outcome
The learner will: 2. Be able to facilitate one to one learning and development
Assessment criteria
The learner can: 2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives 2.2 Implement activities to meet learning and/or development objectives 2.3 Manage risks and safeguard learners participating in one to one learning and/or development

Learning outcome
The learner will: 3. Be able assist individual learners in applying new knowledge and skills in practical contexts
Assessment criteria
The learner can: 3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts 3.2 Explain benefits to individuals of applying new knowledge and skills

Learning outcome
The learner will: 4. Be able to assist individual learners in reflecting on their learning and/or development
Assessment criteria
The learner can: 4.1 Explain benefits of self evaluation to individuals 4.2 Review individual responses to one to one learning and/or development 4.3 Assist individual learners to identify their future learning and/or development needs

Evidence requirements

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

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.

Unit 011

Engage learners in the learning and development process

UAN:	F/502/9551
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 8: Engage and support learners in their learning and development
Assessment requirements specified by a sector or regulatory body:	<p>Learning outcomes 3 and 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning outcomes 2, 3 and 4 assessment methods must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	The aim of this unit is to assess a learning and development practitioner's competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring, but does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning outcome
The learner will: 1. Understand principles and purpose of engaging learners in learning and development
Assessment criteria
The learner can: 1.1 Explain principles of learner engagement in the learning and development process 1.2 Evaluate the processes and activities used to engage learners in learning and development 1.3 Explain information and advice learners need for learning and development 1.4 Analyse learner motivation for learning and development 1.5. Analyse ways to overcome barriers to learning and development faced by learners 1.6 Explain methods of engaging learners in their own progress review of learning

Learning outcome
The learner will: 2. Understand the role of mentoring in facilitating learning
Assessment criteria
The learner can: 2.1 Explain how mentoring can engage and motivate learners 2.2 Summarise the role and characteristics of a mentor 2.3 Analyse mentoring relationships that engage and motivate learners

Learning outcome
The learner will: 3. Be able to assist and engage the learner in the learning and development process
Assessment criteria
The learner can: 3.1 Demonstrate working relationships with learners to motivate learning 3.2 Provide assistance to learners to encourage them to take responsibility for their own learning and development 3.3 Provide learners with the information and advice to engage in learning and development that meets their needs

Learning outcome
The learner will: 4. Be able to assist the learner in reviewing their own progress
Assessment criteria
The learner can: 4.1 Establish opportunities to review progress with learners 4.2 Provide learners with constructive feedback on their learning and development 4.3 Enable learners to give feedback on their learning experience 4.4 Analyse progress and achievement with learners 4.5 Assist learners to in adapting learning and development plans to reflect future learning needs

Unit 011

Engage learners in the learning and development process

Evidence requirements

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

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.

Unit 012

Reflect on and improve own practice in learning and development

UAN:	J/502/9552
Level:	Level 4
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 10: Reflect on, develop and improve own skills and practice in learning and development
Assessment requirements specified by a sector or regulatory body:	Learning outcomes 2 and 3 in this unit require performance evidence of the learner reflecting on their own practice. When assessing Learning outcomes 2 and 3 assessment methods must include: <ul style="list-style-type: none">• Examining products of work• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	The aim of this unit is to assess the competence of a practitioner to reflect on, evaluate and improve their learning and development practice.

Learning outcome
The learner will: 1. Understand approaches to and processes associated with reflective practice and continuing professional development
Assessment criteria
The learner can: 1.1 Evaluate approaches to reflective practice 1.2 Critically evaluate why learning and development practitioners must engage in reflective practice and continuing professional development 1.3 Analyse own values, beliefs and attitudes and their impact on practice

Learning outcome

The learner will:

2. Be able to reflect on own performance as a learning and development practitioner

Assessment criteria

The learner can:

- 2.1 Analyse own skills, knowledge and practice as a learning and development practitioner
- 2.2 Assess how own practice promotes inclusion, equality and diversity
- 2.3 Evaluate where own skills, knowledge and practice need updating or further development

Learning outcome

The learner will:

3. Be able to improve own learning and development practice

Assessment criteria

The learner can:

- 3.1 Prioritise areas for own development as a practitioner
- 3.2 Review and update personal action plans to improve practice based on outcomes of reflection
- 3.3 Identify learning and development opportunities to address priority actions in accordance with current legislative and organisational requirements
- 3.4 Use technologies and resources to keep own knowledge, understanding, skills and practice up to date
- 3.5 Review outcomes of development activities on own practice

Unit 012

Reflect on and improve own practice in learning and development

Evidence requirements

This unit assesses occupational competence. Evidence for learning outcomes 2 and 3 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these learning outcomes.

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.

Unit 013

Evaluate and improve learning and development provision

UAN:	L/502/9553
Level:	Level 4
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 13: Evaluate and improve learning and development provision.
Assessment requirements specified by a sector or regulatory body:	Learning outcomes 3 and 4 in this unit require performance evidence of the learner working with real learners in a real organisational context. When assessing Learning outcomes 3 and 4 assessment methods must include: <ul style="list-style-type: none">• Examining products of work• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	The aim of this unit is to assess a competence of the learning and development practitioner to evaluate and improve the learning and development for which they are responsible in an ongoing basis.

Learning outcome
The learner will: 1. Understand contexts for evaluation and quality improvement of learning and development
Assessment criteria
The learner can: 1.1 Analyse the principles of quality improvement in learning and development provision 1.2 Explain current legislative and organisational quality improvement requirements for learning and development provision 1.3 Evaluate industry-recognised standards for learning and development 1.4 Discuss methods to evaluate learning and development provision 1.5 Analyse processes to raise standards in own area of learning and development practice 1.6 Explain the role of learner involvement in evaluating and improving learning and development provision

Learning outcome
The learner will: 2. Understand evaluation of learning and development
Assessment criteria
The learner can: 2.1 Evaluate the scope of evaluation for own area of learning and development 2.2 Identify performance indicators that apply to own area of learning and development 2.3 Discuss information and other evidence requirements including strengths and weaknesses of information available to evaluate learning and development

Learning outcome
The learner will: 3. Be able to evaluate learning and development in accordance with organisational requirements
Assessment criteria
The learner can: 3.1 Follow organisational procedures for recording and reporting evaluation outcomes 3.2 Analyse evidence of learning and development against organisational requirements 3.3 Analyse own contribution and that of colleagues to the evaluation of learning and development 3.4 Recommend quality improvements for learning and development

Learning outcome
The learner will: 4. Be able to improve learning and development ensuring regulatory and organisational requirements are met
Assessment criteria
The learner can: 4.1 Prioritise and plan improvements to provision based on evaluation of learning and development 4.2 Identify ways to monitor the impact of planned improvements to learning and development on an ongoing basis

Evidence requirements

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

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.

Unit 014

Understanding the principles and practices of assessment

UAN:	D/601/5313
Level:	Level 3
Credit value:	3
GLH:	24
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
Assessment requirements specified by a sector or regulatory body:	<p>All learning outcomes must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>If assessed as a single unit this unit could be assessed by:</p> <ul style="list-style-type: none">• written statements or answers• oral statements or answers• discussions between the learner and their assessor• assignments• projects <p>Assessment requirements for this unit are described in detail in the 6317 qualification handbook – these requirements must be met.</p>
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's knowledge and understanding of the principles and practices of assessment.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>

Learning outcome
The learner will: 1. Understand the principles and requirements of assessment
Assessment criteria
The learner can: 1.1 Explain the function of assessment in learning and development 1.2 Define the key concepts and principles of assessment 1.3 Explain the responsibilities of the assessor 1.4 Identify the regulations and requirements relevant to the assessment in own area of practice

Learning outcome
The learner will: 2. Understand different types of assessment method
Assessment criteria
The learner can: 2.1 Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners

Learning outcome
The learner will: 3. Understand how to plan assessment
Assessment criteria
The learner can: 3.1 Summarise key factors to consider when planning assessment 3.2 Evaluate the benefits of using a holistic approach to assessment 3.3 Explain how to plan a holistic approach to assessment 3.4 Summarise the types of risks that may be involved in assessment in own area of responsibility 3.5 Explain how to minimise risks through the planning process

Learning outcome
The learner will: 4. Understand how to involve learners and others in assessment
Assessment criteria
The learner can: 4.1 Explain the importance of involving the learner and others in the assessment process 4.2 Summarise types of information that should be made available to learners and others involved in the assessment process 4.3 Explain how peer and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning 4.4 Explain how assessment arrangements can be adapted to meet the needs of individual learners

Learning outcome
The learner will: 5. Understand how to make assessment decisions
Assessment criteria
The learner can: 5.1 Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient • authentic • current 5.2 Explain how to ensure that assessment decisions are:

- made against specified criteria
- valid
- reliable
- fair

Learning outcome

The learner will:

6. Understand quality assurance of the assessment process

Assessment criteria

The learner can:

6.1 Evaluate the importance of quality assurance in the assessment process

6.2 Summarise quality assurance and standardisation procedures in own area of practice

6.3 Summarise the procedures to follow when there are disputes concerning assessment in own area of practice

Learning outcome

The learner will:

7. Understand how to manage information relating to assessment

Assessment criteria

The learner can:

7.1 Explain the importance of following procedures for the management of information relating to assessment

7.2 Explain how feedback and questioning contribute to the assessment process

Learning outcome

The learner will:

8. Understand the legal and good practice requirements in relation to assessment

Assessment criteria

The learner can:

8.1 Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare

8.2 Explain the contribution that technology can make to the assessment process

8.3 Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment

8.4 Explain the value of reflective practice and continuing professional development in the assessment process

Evidence requirements

The specific requirements for delivering this unit are in the 6317 Qualification Handbook – Unit 301 pages 25-39. These requirements must be met. The 6317 handbook can be found on www.cityandguilds.com/taqa

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.

Unit 015

Assess occupational competence in the work environment

UAN:	H/601/5314
Level:	Level 3
Credit value:	6
GLH:	39
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
Assessment requirements specified by a sector or regulatory body:	<p>This is a competence-based unit which requires performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>Assessment methods must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements <p>Assessment requirements for this unit are described in detail in the 6317 qualification handbook – these requirements must be met.</p>
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's performance in carrying out assessments of occupational competence in a work environment.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>

Learning outcome

The learner will:

1. Be able to plan the assessment of occupational competence

Assessment criteria

The learner can:

- 1.1 Plan assessment of occupational competence based on the following methods:
 - observation of performance in the work environment
 - examining products of work
 - questioning the learner
 - discussing with the learner
 - use of others (witness testimony)
 - looking at learner statements
 - recognising prior learning
- 1.2 Communicate the purpose, requirements and processes of assessing occupational competence to the learner
- 1.3 Plan the assessment of occupational competence to address learner needs and current achievements
- 1.4 Identify opportunities for holistic assessment

Learning outcome

The learner will:

2. Be able to make assessment decisions about occupational competence

Assessment criteria

The learner can:

- 2.1 Use valid, fair and reliable assessment methods including:
 - observation of performance
 - examining products of work
 - questioning the learner
 - discussing with the learner
 - use of others (witness testimony)
 - looking at learner statements
 - standardisation prior learning
- 2.2 Make assessment decisions of occupational competence against specified criteria
- 2.3 Follow standardisation procedures
- 2.4 Provide feedback to learners that affirms achievement and identifies any further implications for learning, assessment and progression

Learning outcome
The learner will: 3. Be able to provide required information following the assessment of occupational competence
Assessment criteria
The learner can: 3.1 Maintain records of the assessment of occupational competence, its outcomes and learner progress 3.2 Make assessment information available to authorised colleagues 3.3 Follow procedures to maintain the confidentiality of assessment information

Learning outcome
The learner will: 4. Be able to maintain legal and good practice requirements when assessing occupational competence
Assessment criteria
The learner can: 4.1 Follow relevant policies, procedures and legislation for the assessment of occupational competence, including those for health, safety and welfare 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism, when assessing occupational competence 4.4 Evaluate own work in carrying out assessments of occupational competence 4.5 Maintain the currency of own expertise and competence as relevant to own role in assessing occupational competence

Unit 015

Assess occupational competence in the work environment

Evidence requirements

Evidence for all learning outcomes must come from carrying out assessments in a work environment. Simulations, projects or assignments are not allowed for this unit.

The specific requirements for delivering this unit are in the 6317 Qualification Handbook – Unit 302 pages 40-47. These requirements must be met. The 6317 handbook can be found on www.cityandguilds.com/taqa

Unit 016

Assess vocational skills, knowledge and understanding

UAN:	F/601/5319
Level:	Level 3
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 9: Assess learner achievement
Assessment requirements specified by a sector or regulatory body:	<p>This is a competence-based unit which requires performance evidence of the learner working with real learners in a real organisational context.</p> <p>Primary assessment methods must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements <p>Assessment requirements for this unit are described in detail in the 6317 qualification handbook – these requirements must be met.</p>
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's performance in carrying out the assessment of vocational skills, knowledge and understanding.</p> <p>The unit does not require the design of assessments.</p> <p>'Practitioner' means anyone with a learning and development responsibility as the whole or a part of their role.</p>

Learning outcome
The learner will: 1. Be able to prepare assessments of vocational skills, knowledge and understanding
Assessment criteria
The learner can: 1.1 Select methods to assess vocational skills, knowledge and understanding which address learner needs and meet assessment requirements, including: <ul style="list-style-type: none"> • assessments of the learner in simulated environments • skills tests • oral and written questions • assignments • projects • case studies • recognising prior learning 1.2 Prepare resources and conditions for the assessment of vocational skills, knowledge and understanding 1.3 Communicate the purpose, requirements and processes of assessment of vocational skills, knowledge and understanding to learners

Learning outcome
The learner will: 2. Be able to carry out assessments of vocational skills, knowledge and understanding
Assessment criteria
The learner can: 2.1 Manage assessments of vocational skills, knowledge and understanding to meet assessment requirements 2.2 Provide support to learners within agreed limitations 2.3 Analyse evidence of learner achievement 2.4 Make assessment decisions relating to vocational skills, knowledge and understanding against specified criteria 2.5 Follow standardisation procedures 2.6 Provide feedback to the learner that affirms achievement and identifies any further implications for learning, assessment and progression

Learning outcome
The learner will: 3. Be able to provide required information following the assessment of vocational skills, knowledge and understanding
Assessment criteria
The learner can: 3.1 Maintain records of the assessment of vocational skills, knowledge and understanding, its outcomes and learner progress

- | |
|---|
| 3.2 Make assessment information available to authorised colleagues as required |
| 3.3 Follow procedures to maintain the confidentiality of assessment information |

Learning outcome

The learner will:

- | |
|---|
| 4. Be able to maintain legal and good practice requirements when assessing vocational skills, knowledge and understanding |
|---|

Assessment criteria

The learner can:

- | |
|---|
| 4.1 Follow relevant policies, procedures and legislation relating to the assessment of vocational skills, knowledge and understanding, including those for health, safety and welfare |
| 4.2 Apply requirements for equality and diversity and, where appropriate, bilingualism |
| 4.3 Evaluate own work in carrying out assessments of vocational skills, knowledge and understanding |
| 4.4 Take part in continuing professional development to ensure current expertise and competence in assessing vocational skills, knowledge and understanding |

Unit 016

Assess vocational skills, knowledge and understanding

Evidence requirements

Evidence for all learning outcomes must come from carrying out assessments with real learners. Simulations, projects or assignments are not allowed for this unit.

The specific requirements for delivering this unit are in the 6317 Qualification Handbook – Unit 303 pages 48-56. These requirements must be met. The 6317 handbook can be found on www.cityandguilds.com/taqa

Unit 019

Provide information and advice to learners and employers

UAN:	R/502/9554
Level:	Level 3
Credit value:	3
GLH:	20
Relationship to NOS:	This unit is linked to Learning and Development National Occupational Standards Standard 6: Advise on learning and progression
Assessment requirements specified by a sector or regulatory body:	<p>Learning outcomes 3 and 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning outcomes 3 and 4 assessment methods must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	<p>The aim of this unit is to assess the competence of a learning and development practitioner in providing information and advice to learners and employers.</p> <p>Information and advice could cover: learning and development opportunities, assessment and qualifications, careers and progression routes, funding sources or professional support.</p> <p>‘Practitioner’ means anyone with a learning and development responsibility as part of their role.</p>

Learning outcome
The learner will: 1. Understand information and advice available for learners and employers
Assessment criteria
The learner can: 1.1 Analyse information and advice needs of <ul style="list-style-type: none"> • individual learners • employers 1.2 Evaluate sources of information and advice available to meet the needs of <ul style="list-style-type: none"> • individual learners • employers

Learning outcome
The learner will: 2. Understand own boundaries and limitations in relation to providing information and advice
Assessment criteria
The learner can: 2.1 Explain own boundaries for the provision of information and advice to <ul style="list-style-type: none"> • individual learners • employers 2.2 Explain how to access information and advice from within and outside the organisation when needs go beyond own boundaries for <ul style="list-style-type: none"> • individual learners • employers 2.3 Evaluate the impact of providing incorrect or misleading information and advice to <ul style="list-style-type: none"> • individual learners • employers

Learning outcome
The learner will: 3. Be able to provide information and advice to learners and employers
Assessment criteria
The learner can: 3.1 Identify information and advice needs of <ul style="list-style-type: none"> • individual learners • employers 3.2 Provide information and advice to <ul style="list-style-type: none"> • individual learners • employers

Learning outcome
The learner will: 4. Be able to assist learners and employers to access information and advice
Assessment criteria
The learner can: 4.1 Identify sources of information and advice to meet the needs of <ul style="list-style-type: none">• individual learners• employer needs 4.2 Identify barriers to accessing information and advice for <ul style="list-style-type: none">• individual learners• employers 4.3 Assist with overcoming barriers to accessing information and advice

Unit 019

Provide information and advice to learners and employers

Evidence requirements

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

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.

Unit 020

Engage with employers to develop and support learning provision

UAN:	Y/502/9555
Level:	Level 3
Credit value:	6
GLH:	25
Relationship to NOS:	This unit is linked to LLUK Engaging Employers National Occupational Standards 2010, Standard 1
Assessment requirements specified by a sector or regulatory body:	<p>Learning outcomes 3 and 4 in this unit require performance evidence of the learner working with real learners in a genuine organisational context.</p> <p>When assessing Learning Outcomes 3 and 4 assessment methods must include:</p> <ul style="list-style-type: none">• Observation of performance in a work environment• Examining products of work <p>Supplementary evidence may be gathered by:</p> <ul style="list-style-type: none">• Questioning• Discussion• Use of others (witness testimony)• Looking at practitioner statements
Aim:	<p>The aim of this unit is to assess a learning and development practitioner's competence in working with employers to provide learning and development opportunities for learners. Opportunities might include, for example: work experience placements, apprenticeship programmes, mentoring.</p> <p>'Practitioner' means anyone with a learning and development responsibility as part of their role.</p>

Learning outcome
The learner will: 1. Understand information relating to employers developing provision for learners
Assessment criteria
The learner can: 1.1 Analyse information sources about individual employers and employment sectors, locally and nationally

<p>1.2 Summarise learning provision available to an employer</p> <p>1.3 Summarise legal requirements that apply to employers developing and supporting provision for learners</p>

Learning outcome
<p>The learner will:</p> <p>2. Understand how to engage with employers for the benefit of learners</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Explain how to prepare for first contact with employers to discuss learning provision</p> <p>2.2 Evaluate employers' level of interest in providing learning opportunities for learners</p> <p>2.3 Evaluate strategies that help employers overcome concerns about offering learning opportunities</p> <p>2.4 Explain why employers might need support to provide learning for learners</p> <p>2.5 Explain the importance of clear channels of communication with employers as delivery partners</p>

Learning outcome
<p>The learner will:</p> <p>3. Be able to engage with employers for the benefit of learners</p>
Assessment criteria
<p>The learner can:</p> <p>3.1 Provide employers with clear information and advice about learning requirements for learners</p> <p>3.2 Provide advice and assistance to employers delivering learning opportunities</p> <p>3.3 Establish channels of communication for feedback from employers on the progress of learners</p>

Learning outcome
<p>The learner will:</p> <p>4. Be able to evaluate the effect of employer provision on the learner and partner organisation</p>
Assessment criteria
<p>The learner can:</p> <p>4.1 Assess the impact of employer provision on learners' learning outcomes</p> <p>4.2 Review the impact of employer provision on partner organisations</p>

Unit 020

Engage with employers to develop and support learning provision

Evidence requirements

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

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.

Unit 021

Understanding the employing organisation

UAN:	R/600/1764
Level:	Level 3
Credit value:	3
GLH:	23
Relationship to NOS:	
Assessment requirements specified by a sector or regulatory body:	<p>All learning outcomes must be assessed using methods appropriate to the assessment of knowledge and understanding.</p> <p>If assessed as a single unit this unit could be assessed by:</p> <ul style="list-style-type: none">• written statements or answers• oral statements or answers• discussions between the learner and their assessor• assignments• projects
Aim:	<p>This unit covers the knowledge and understanding that employees require concerning:</p> <ul style="list-style-type: none">• the aims, objectives and structure of their organisation• the contribution they can make to the organisation's objectives• opportunities for professional and career development in the organisation

Learning outcome
The learner will: 1. Understand the structure of their organisation
Assessment criteria
The learner can: 1.1 Describe the main functions in their organisation 1.2 Describe how the main functions in their organisation are staffed and organisation 1.3 Describe the communication channels in their organisation 1.4 Describe the lines of control and accountability in their organisation

Learning outcome

The learner will:

2. Understand the key aims and objectives of their organisation

Assessment criteria

The learner can:

- 2.1 Explain the importance of an organisation having a business plan
- 2.2 Describe their organisation's key aims and objectives (for example, mission, core aims and values)
- 2.3 Describe how their organisation measures the achievement of key aims and objectives
- 2.4 Identify their organisation's key performance indicators

Learning outcome

The learner will:

3. Understand their own contribution to their organisation's key aims and objectives

Assessment criteria

The learner can:

- 3.1 Evaluate the importance of an organisation managing the performance of its staff
- 3.2 Describe the objectives of their job role
- 3.3 Explain how the objectives of their job role contribute to the organisation's key aims and objectives
- 3.4 Explain how their own performance is evaluated and developed
- 3.5 Analyse the contribution they can make to the evaluation and development of their performance

Learning outcome

The learner will:

4. Understand the opportunities for entry, professional development and progression within their organisation

Assessment criteria

The learner can:

- 4.1 Explain the importance of continuing professional development
- 4.2 Evaluate the organisation's processes for recruitment
- 4.3 Evaluate the organisation's processes for induction
- 4.4 Evaluate the organisation's processes for training and development
- 4.5 Evaluate the opportunities and requirements for career progression for staff within their organisation

Evidence requirements

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



Appendix 1 Relationships to other qualifications

Links to other qualifications

These qualifications have links to the following:

- 6317 TAQA assessor qualifications – the assessor units (301, 302 and 303) are optional units (014, 015 and 016) in the Level 3 Certificate in Learning and Development.

Some units of the Level 3 Learning and Development qualifications appear as optional units in the Level 3 Preparing to Teach in the Lifelong Learning Sector (PTLLS 7303) qualification. The units that feature in both qualifications are:

- Unit 008 Facilitate learning and development in groups
- Unit 009 Facilitate learning and development for individuals
- Unit 014 Understanding the principles and practices of assessment

However, it is important to note that only a proportion of the credit achieved in the Learning and Development units can be claimed in the PTLLS award. Please see the 7303 PTLLS webpage for further guidance.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

Literacy, language, numeracy and ICT skills development

These qualifications can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales
www.cityandguilds.com/esw



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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