QUALIFICATION HANDBOOK

SVQ in Learning and Development at SCQF Level 8

Qualification reference number: GP51 48

SVQ in Learning and Development at SCQF Level 9

Qualification reference number: GP52 49

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1. Introduction

1.1 These qualifications have been developed to seek to ensure that practitioners engaged in industrial and work-based training and assessment, qualification delivery and consultancy can demonstrate competence at the appropriate level.

1.2 These requirements have been specified in the National Occupational Standards (NOS) developed by the Learning and Skills Improvement Service (LSIS) in liaison with employers and industry/ sector representatives. These qualifications are based upon those NOS and incorporate the Qualification Structures approved by SQA Accreditation.

1.3 Successful completion of these qualifications will allow candidates to show they have sufficient knowledge, understanding and skills to demonstrate competence in assessing and/ or verifying learning.

1.4 This Handbook provides the information required to assist approved centres in delivering the qualifications and preparing candidates for assessment. This includes some template forms that may be used / adapted by centres. Note that you are able to create your own, or use existing forms for this purpose. Alternatively, QFI makes its E-Portfolio system available to its approved centres.

This document should be read in conjunction with QFI's policies and the Centre Handbook.

2. Qualification objective(s)

2.1 The qualification is suitable for apprentices / those already in employment that wish to develop their knowledge and skills in assessing and/ or verifying at these levels.

3. Progression

3.1 This qualification is primarily designed to allow candidates to progress to employment in roles relating to assessing and/or verifying. These roles may be in addition to other roles. Successful completion of either of these qualifications may therefore lead to additional employment opportunities.

3.2 Candidates achieving either of these qualifications may also wish to progress to related qualifications including the stand-alone unit Externally Monitor and Maintain the Quality of Workplace Assessment.

3.3 Candidates may also choose to undertake qualifications in more generic subjects such as a health and safety in the workplace; management etc.

4. Entry requirements

4.1 Candidates must be at least 16 years of age to be able to undertake these qualifications.

4.2 Candidates taking these qualifications must be made fully aware of what they entail. Centres must be satisfied that candidates have the experience and skills and will have sufficient assessment / verification opportunities within their job role to provide evidence of competence. Where this may not be the immediate case, candidates should check with their employer whether they are able to go out with departmental or immediate job role boundaries to gain the necessary assessment opportunities.

4.3 A sample induction checklist is included at Appendix 1.

5. Qualification structures

5.1 The structure for these qualifications was set by LSIS and approved by SQA Accreditation.

SVQ in Learning and Development at SCQF level 8

5.2 To achieve this qualification candidates must achieve 6 units:

- 3 mandatory units
- 3 optional units

Mandatory Units:

SSC code	Title of mandatory unit (must complete all units)	SCQF level	SCQF credits
LSILADD04	Plan and Prepare Specific Learning and Development Opportunities	7	8
LSILADD08	Engage and Support Learners in the Learning and Development Process	8	10
LSILADD10	Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development	7	4

Optional units:

SSC code	Title of optional units Group A – Candidates must complete at least one unit	SCQF level	SCQF credits
LSILADD06	Manage Learning and Development in Groups	8	10
LSILADD07	Facilitate Individual Learning and Development	8	11

SSC code	Title of optional units Group B – Candidates may complete as many as necessary	SCQF level	SCQF credits
LSILADD02	Identify Individual's Learning and Development Needs	8	8
LSILADD05	Develop and Prepare Resources for Learning Development	8	8
LSILADD13	Evaluate and Improve Learning and Development Sessions	8	8
LSIYW3.3.1 v2	Develop Productive Working Relationships with Colleagues	5	9
L&D9D	Assess Workplace Competence Using Direct Methods	7	8
L&D9DI	Assess Workplace Competence Using Direct and Indirect Methods	8	10

SVQ in Learning and Development at SCQF level 9

5.2 To achieve this qualification candidates must achieve 8 units:

- 3 mandatory units
- 5 optional units

Mandatory Units:

SSC code	Title of mandatory unit (must complete all units)	SCQF level	SCQF credits
LSILADD03	Plan and Prepare Learning and Development Programmes	9	12
LSILADD13	Evaluate and Improve Learning and Development Sessions	9	12
LSILADD10	Reflect on, develop and maintain own skills and practice in learning and development	7	4

Optional units:

SSC code	Title of optional units Group A – Candidates must complete at least one unit	SCQF level	SCQF credits
LSILADD0	Identify Collective Learning and Development Needs	9	12
LSILADD02	Identify Individuals' Learning and Development Needs	8	8

SSC code	Title of optional units Group B – Candidates may complete as many as necessary	SCQF level	SCQF credits

LSILADD05	Develop and Prepare Resources for Learning and Development	8	8
LSILADD06	Manage Learning and Development in Groups	8	10
LSILADD07	Facilitate Individual Learning and Development	8	11
LSILADD08	Engage and Support Learners in the Learning and Development Process	8	10
L&D9DI	Assess Workplace Competence Using Direct and Indirect Methods	8	10
LSILADD11	Internally Monitor and Maintain the Quality of Workplace Assessment	8	12

SSC code	Title of optional units Group C – Candidates may complete no more than two units	SCQF level	SCQF credits
LSIILARA6	Develop and Implement Operational Plans for Your Area of Responsibility	8	11
LSICLD5.2.1 v2	Provide Leadership in Your Area of Responsibility	8	9
SFJCCBJ1.1	Promote Equality of Opportunity, Diversity and Inclusion in Your Area of Responsibility	8	10
CFAMLC2	Encourage Innovation in Your Area of Responsibility	9	12
LSIYW3.3.2 v2	Develop Productive Working Relationships with Colleagues and Stakeholders	10	12
LSIILARH3	Allocate and Monitor the Progress and Quality of Work in Your Area of Responsibility	8	14
SFJCPS7.4	Build and Manage Teams	7	8
LSICLD4.3.3 v2	Manage Finance for your Area of Responsibility	8	14
SFJCPS9.4	Manage Quality Systems	9	5

All units are included in Appendix 2 of to this document.

6. Assessment

6.1 Roles and responsibilities

There are a number of people involved in the assessment process and the role of each needs to be clearly understood by each.

- Candidates – must familiarise themselves with the content of the units that they are taking and how these are to be assessed. They should co-operate with the assessment process, looking for opportunities to evidence the elements and gathering evidence where this arises. Candidates must take on board feedback

from their assessor and work with their assessor to develop realistic plans for assessment. An Assessment Plan and Review template is included at Appendix 3.

- Assessors - must familiarise themselves with the content of the units that they are assessing and how these are to be assessed. They must assist candidates in identifying assessment opportunities, gathering, and presenting evidence. Assessors must assess all elements and record these assessments. Templates for recording elements, and for unit achievement, are at Appendix 4. Assessors must feedback and work with candidates to identify any gaps and develop realistic plans for assessment. They must also work with the Internal Verifier and External Verifier to ensure a common standard of assessment.
-
- Internal Verifiers – sometimes known as Internal Quality Assurers (IQAs), their role is to ensure that the assessment process is appropriate, consistent, fair and transparent; that assessors receive on-going support and that they are assessing to a common standard; and that awards are valid, reliable and consistent. IVs must develop a strategy that includes standardisation activities such as reviewing samples of evidence from each assessor, and countersigning the decisions of unqualified assessors.

- External Verifiers - sometimes known as External Quality Assurers (EQAs), are appointed by QFI and are independent of the centre. Their role is to check that internal processes are in place to ensure robust, consistent assessment. This includes sampling assessment evidence.

6.2 The assessment process

Assessment for this qualification, and for individual units that comprise the qualification, must take place in accordance with the Assessment Strategy (developed by LLUK and updated by LSIS in 2012).

This document translates the requirements of the assessment strategy and gives guidance to ensure that centres meet these.

Centres delivering the qualification must ensure that assessors and Internal Verifiers are aware of the assessment strategy and how to access this. External Verifiers may check this requirement during monitoring visits to centres.

Assessment involves the following key stages: planning; producing evidence; assessing evidence; recording. Each of these is considered in more detail below.

6.2.1. Planning

The assessor must create an Assessment Plan with each candidate that he/ she will be assessing. The Assessment Plan will need to be reviewed as the candidate progresses through the units. A template for assessment planning and review is at Appendix 3 of this document.

A wide range of assessment methods exist that can be used to assess knowledge and skills. Methods of assessment that are commonly used for assessing competence-based qualifications such as SVQs include the following:

- Direct observation – where an assessor (or credible witness) will directly observe the candidate undertaking certain tasks/ creating products that occur as part of their role. Observations must be referenced to the elements covered
- Question/ answer – these will often supplement the methods above, for example the assessor may ask the candidate a number of questions whilst they are undertaking a task. Questioning is a useful way to establish knowledge and to generate evidence of this
- Witness testimony – credible witnesses may be identified who can for example testify that the candidate can successfully undertake certain tasks
- Personal statement – declaration made by the candidate that should be referenced to elements

For these qualifications there are specific requirements written into the Assessment Plan as follows:

Unit L&D9D Assess workplace competence using direct methods

This Unit must cover direct assessment methods including observation; related questioning; and inspecting work products (created at the time of the observation)

Unit L&D9DI Assess workplace competence using direct and indirect methods

This Unit must cover direct assessment methods including observation; related questioning; inspecting work products (created at the time of the observation) and must also cover indirect assessment methods including examination of work products (created at the time of observation and not created at the time of observation); discussing with candidates; testimony of others (witnesses); examining candidate statements; assessing candidates in simulated environments; accreditation of prior learning or achievement.

Template assessment documents including an Assessor Report can be found at Appendix 3.

6.2.2 Producing evidence

Evidence of occupational competence of all units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the (SVQ) competence units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

All performance evidence must come from real workplace practice in Learning and Development, Assessment and Verification. The use of simulation is not allowed for these qualifications.

6.2.3 Assessing evidence

Evidence must be assessed against the units/ elements to establish whether the candidate is competent with regards to their performance and knowledge. In order to achieve the qualification candidates must achieve a 'pass'. The evidence must show that the candidate consistently (i.e. on more than one occasion) meets all of the elements of each unit.

If there is insufficient evidence to make this judgement then plans must be made as to how the candidate can produce further evidence in order to demonstrate competence.

Assessors must check that the evidence produced is sufficient in volume, relevant and current. They must also be confident that the evidence has been generated by the candidate. Assessors and candidates normally sign documentation to declare that the evidence produced is that of the candidate and no other.

6.2.4 Recording evidence

Evidence (or reference to where certain evidence is located) is normally kept in a portfolio. This may be paper-based or electronic. All evidence contained within the portfolio must be clearly referenced to the units and elements. Candidates' progress can therefore be tracked. Note that certain pieces of evidence can be recorded across more than a single element. Tracking is important to show where this is that case.

It is helpful to give each piece of evidence a number so that this can be mapped across elements. See the template forms at Appendix 4. Assessment decisions made against the evidence must also be recorded so that an IV or an EV can see these. All evidence must be kept for internal and external verification.

7. Assessors

7.1 The occupational competence of assessors is defined in the Assessment Strategy (developed by LLUK and updated by LSIS in 2012).

7.2 The roles and responsibilities of assessors are outlined in the section above. Assessors must have up-to-date working knowledge and experience of best practice in the relevant area of practice and hold or be working towards one of the following:

- L&D9DI Assess workplace competence using direct and indirect methods
- A1 Assess candidate performance using a range of methods
- any appropriate QCF qualifications and/or Units as recognised by SQA accreditation
- or hold D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

7.3 Assessors must also:

- have a sound, in-depth knowledge of, and uphold the integrity of, the relevant NOS and Assessment Strategy to enable them to carry out assessment to the standards specified
- show current evidence of continuing professional development in the relevant area of practice by demonstrating they continue to meet the standard set out in L&D10 Reflect on, develop and maintain own skills and practice in learning and development. The EV may check this at centre visits.
- know QFI's requirements for recording assessment decisions and maintaining assessment records

7.4 Assessors and IVs must be registered with QFI. The Centre Handbook provides details.

7.5 The assessment decisions of unqualified assessors must be countersigned by a suitably qualified assessor or the IV. Note that if they are assessing either L&D9D, L&D9DI, L&D11 or L&D12, they **must** hold one of the assessor qualifications specified above, not just be working towards it.

8 Internal verification

8.1 Centres' internal assessment processes and practices must be effective and support the integrity and consistency of the qualification. This is achieved through the internal quality assurance that is undertaken by the approved centre, and the external quality assurance that is undertaken by QFI. Centres must operate explicit, written internal quality assurance procedures to ensure the accuracy and consistency of assessment decisions between assessors operating at the centre and that assessors are consistent in their interpretation and application of the qualifications or unit(s) learning outcomes

8.2 Centres must appoint IVs who will be responsible for:

- regular sampling evidence of assessment decisions made by all assessors across all aspects of assessment for the qualification. Sampling must include direct observation of assessment practice
- maintaining up-to-date records of IV and sampling activity (what was evidence was sampled or assessors / IV observed where there is more than one) and ensuring that these are available for external quality assurance
- establishing procedures to ensure that all assessors interpret the learning outcomes in the same way
- monitoring and supporting the work of assessors
- facilitating appropriate staff development and training for assessors
- providing feedback to the EV on the effectiveness of assessment

- ensuring that any corrective action required by QFI is carried out within agreed timescales.

8.3 Centres must ensure that the decisions of unqualified IVs are checked, authenticated and countersigned by an IV who is appropriately qualified and occupationally expert. QFI will monitor a centre's compliance with these requirements through monitoring visits and certification claims.

8.4 The IV is also responsible and accountable for arranging the checking and countersigning process. IVs may verify only evidence that they did not assess themselves. Further guidance on internal quality assurance/verification is provided in the **Centre Handbook**. Appendix 5 of this document indicates suggested content for an IV strategy, and a template for sampling assessment evidence.

8.5 All assessors and verifiers are required to maintain current Team Leading and Management competence to deliver these functions. Such information must be formally recorded in individual CPD records that maintained in assessment centres.

9 Internal verifiers

9.1 The occupational competence of IVs is defined in the Assessment Strategy (developed by LLUK and updated by LSIS in 2012).

9.2 The roles and responsibilities of IVs are outlined above. IVs must have up-to-date working knowledge and experience of best practice in the relevant area of practice and hold one of the following:

- L&D9DI Assess workplace competence using direct and indirect methods
- A1 Assess candidate performance using a range of methods
- any appropriate QCF qualifications and/or Units as recognised by SQA accreditation
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

9.3 They must either hold or be working towards one of the following internal quality assurance qualifications:

- L&D11 Internally monitor and maintain the quality of workplace assessment
- V1 Conduct internal quality assurance of the assessment process
- or hold D34 Internally verify the assessment process

If they are internally verifying either L&D9D, L&D9DI, L&D11 or L&D12, they **must** hold one of the specified internal verifier qualifications, not just be working towards it.

9.4 IVs must also:

- have a sound, in-depth knowledge of, and uphold the integrity of, the relevant NOS and Assessment Strategy to enable them to carry out internal verification to the standards specified
- show current evidence of continuing professional development in the relevant area of practice by demonstrating they continue to meet the standard set out in L&D10 Reflect on, develop and maintain own skills and practice in learning and development. The EV may check this at centre visits.
- know QFI's requirements for recording internal verification decisions and maintaining internal verification records

9.5 IVs must be registered with QFI. The Centre Handbook provides details.

10 External verification

10.1 External verification of these qualifications ensures that the requirements are met for the Assessment Strategy (developed by LLUK and updated by LSIS in 2012).

10.2 Those who externally verify these qualifications or units must have up-to-date working knowledge and experience of best practice in the relevant area of practice and hold one of the following:

- L&D9DI Assess workplace competence using direct and indirect methods
- A1 Assess candidate performance using a range of methods
- any appropriate QCF qualifications and/or Units as recognised by SQA accreditation
- D32 Assess candidate performance and D33 Assess candidate using differing sources of evidence

They must hold one of the following internal quality assurance qualifications:

- L&D11 Internally monitor and maintain the quality of workplace assessment
- V1 Conduct internal quality assurance of the assessment process
- any appropriate QCF qualifications and/or Units as recognised by SQA accreditation
- D34 Internally verify the assessment process

They must hold or be working towards one of the following external quality assurance qualifications:

- L&D12 Externally monitor and maintain the quality of workplace assessment
- V2 Conduct external quality assurance of the assessment process
- any appropriate QCF qualifications and/or Units as recognised by SQA accreditation
- D35 Externally verify the assessment process

If they are externally verifying either L&D9D, L&D9DI, L&D11 or L&D12, they **must** hold one of the specified external verifier qualifications, not just be working towards it.

All EVs must show current evidence of continuing professional development in the relevant area of practice by demonstrating they continue to meet the standard set out

in L&D10 Reflect on, develop and maintain own skills and practice in learning and development. QFI requires EVs to submit annual CPD records.

10.3 Centre visits will normally take place on an annual basis, though these could be more frequent if deemed necessary as a result of QFI's risk assessments. The Centre Handbook provides further details on external verification including to prepare for centre visits.

11 Certification

11.1 Note that there is a lapsing period of four years for these qualifications. This means that when the qualifications expire, are withdrawn or replaced by revised versions, candidates registered have four years from the expiry date in which to complete the qualification. This will allow sufficient time for candidates to complete and allow for currency of evidence.

12 Equality and diversity

12.1 This qualification must be assessed in English.

12.2 Assessment must be inclusive and where appropriate reasonable adjustments made to ensure equality of access in line with QFI's Equality and Diversity Policy. Full details are included in the QFI Centre Handbook**.**

12.3 Special consideration is not normally given for competence-based qualifications as it is necessary for candidates to demonstrate that they have the necessary skills and knowledge to achieve the qualification and operate safely in the workplace.

12.4 Equality data will be collected at the point of registration. This is optional, and for monitoring purposes only. This will include age, gender, ethnicity, and disability.

13 Fees

13.1 The current fees for this qualification, and for individual units, are included in the QFI Fees and Invoicing document. This document also details what is/ is not included in fees.

13.2 Fees may be broken down to a reasonable level upon request to QFI.

APPENDIX 1 - CANDIDATE TEMPLATE DOCUMENTS

Sample Form
Induction checklist

This document indicates what may be covered as part of a candidate's induction. This list is not exhaustive.

	Tick
Qualification information: • Units • Structure • Summary of assessment • Awarding body	
Roles and responsibilities: • Candidate • Assessor • Internal Verifier • External Verifier	
Training and assessment process: • Planning • Collection of evidence (including methods) • Review of evidence • Feedback on evidence • Verification of evidence • Certification	
Policies: • Complaints • Appeals • Malpractice • Data protection • Health and safety • Equality (including reasonable adjustments/ additional support)	
Forms: • Enrolment • Other	
I confirmation that I have received this induction and the associated documents: Candidate name: …….. Candidate signature: ……..… Date: ……	

APPENDIX 2

MANDATORY UNITS

LSILADD04
Plan and prepare specific learning and development opportunities

Overview

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

Performance criteria

You must be able to:

P1 identify the purpose and outcomes of specific learning and development opportunities in relation to agreed goals

P2 communicate aims and objectives to learners

P3 identify how specific learning and development opportunities will be delivered and/or facilitated and managed

P4 identify the resources needed to deliver and/or facilitate specific learning and development opportunities

P5 identify how learning and development opportunities will be monitored and evaluated

P6 ensure preparations and arrangements for delivery and /or facilitation, management and evaluation are carried out in sufficient time

P7 ensure plans are appropriate to identified learning needs and meet organisational and legal requirements.

Knowledge and understanding

You need to know and understand:

K1 the importance of having clear outcomes for specific learning and development opportunities

K2 different methods of communicating aims and objectives to learners

K3 options for delivering and / or facilitating different types of learning and development opportunities

K4 factors to consider in selecting suitable delivery and facilitation methods

K5 the range of planning considerations relevant to ensuring that equality, diversity and where relevant, bilingualism needs are met

K6 factors that need to be considered in the management of different learning and development opportunities and how to deal with these factors

K7 the resources, including technology, available to support delivery and / or facilitation and management of learning and development opportunities

K8 the advantages and disadvantages of different types of resources in meeting learner needs

K9 the types of preparations that need to be undertaken for different learning opportunities and why each of these is important

K10 how to carry out a risk assessment in relation to planning for specific learning and development opportunities, and the contingencies which should be put in place in response to risk assessments

K11 the operational requirements that should be considered in planning specific learning and development opportunities, including organisational, health and safety, budgetary and legislative guidelines.

Additional information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.

http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary

Delivery methods: Any method that supports learning and development, for example, presentations, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, group and individual projects and research

Learning and development opportunities: Any event that assists the acquisition of skills and knowledge. This includes formal sessions as well as experiences such as visits, time spent in the workplace, personal research etc.

Outcomes: These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition

Resources: This covers any physical or human resource that supports the learning and development process and could include technical equipment, IT-based learning, handouts, workbooks, people – for example outside speakers – and visits to places of interest

Risk assessments: This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover e.g. finance, availability of resources etc.

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Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD04
Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals; Community Fire Safety Officer; fire-fighter
Suite: Learning and Development (2010); Community Fire Safety;
Key words: learning and development, learning and development opportunities, meet learning needs, plan individual learning, prepare individual learning, prepare individual learning programme, the learning cycle, learning development practitioners, identify specific.

LSILADD08
Engage and support learners in the learning and development process

Overview

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

Performance criteria

You must be able to:

P1 establish and maintain a positive relationship with the learner which encourages and motivates learning
P2 provide the learner with information and advice relevant to their needs
P3 enable the learner to engage with, and contribute to, their own learning
P4 assist the learner to access the skills, knowledge and experience they need
P5 help the learner overcome any barriers that prevent them taking a full part in the learning process
P6 support the learner in taking responsibility for their own development
P7 monitor the learner's performance against expected standards and provide evidence of achievement to others as required
P8 provide constructive feedback to the learner

P9 review learner progress and help them adapt their plans as necessary.

Knowledge and understanding

You need to know and understand:

K1 the characteristics of a relationship that supports learner's progress and provides them with motivation to learn

K2 the types of information and advice that learners may require and how to provide or access this

K3 different strategies to enable learners to engage with learning

K4 aspects of equality and diversity that need to be addressed when supporting learners

K5 the range of techniques through which different types of learners can contribute to their own learning

K6 the types of barriers to learning that different types of learner's experience and how to address these

K7 how to help individuals with different types of learning needs access the skills, knowledge and experiences they need to progress

K8 the boundaries of own role and when to refer the learner to other sources of help and support

K9 the range of resources, including support from others and technology based solutions, that are available to support learners

K10 why it is important that learners take responsibility for their own learning and different methods of helping them to do so

K11 methods that can be used to enable learners to provide honest and constructive feedback on their experiences and how to use this feedback when it has been collected

K12 methods that can be used to monitor learner's performance against required standards

K13 different methods of presenting evidence of learner achievement to others

K14 different methods of providing the learner with constructive feedback and how to use these methods effectively

K15 the importance of reviewing learner progress and appropriate times to do so

K16 the factors which are important in helping learners to review their progress and, where necessary, adapt their plans for learning and progression.

Additional information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.

http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary

Barriers: Anything that might prevent the learner taking a full part. This could include, for example, lack of confidence or essential skills and knowledge

Expected standards: The standards the learner should achieve as part of their learning programme. These could include national occupational standards or standards set by other types of qualifications

Learning process: This may include experience, such as time in the workplace, as well as formal and informal training

Provide evidence of achievement: This could include providing witness statements to qualified assessors.

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Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD08

Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals.
Suite: Learning and Development (2010)
Key words: assist learners, engage learners, feedback to learners, learner progress, learning barriers, learning development practitioners, learning plans, learning process, monitor learner performance, motivate learners, support learners.

LSILADD10
Reflect on, develop and maintain own skills and practice in learning and development

Overview
This standard is about reflecting on current practice, identifying own learning and development needs and taking part in continuing professional development.

Performance criteria
You must be able to:
P1 identify current performance requirements relevant to your practice
P2 identify trends and developments relevant to own skills, knowledge and practice
P3 identify and critically reflect on how own beliefs and attitudes influence own practice
P4 seek feedback, collect information and continually reflect on own performance
P5 assess the extent to which own practice is inclusive and promotes equality and diversity
P6 review and evaluate own skills, knowledge and practice against available information
P7 prioritise areas for development and plan how learning and development will be achieved
P8 inform relevant individuals and use appropriate systems to report and address factors that impact negatively on own practice
P9 access development needed to carry out own work more effectively and continually use a range of resources to keep own knowledge, skills and practice up to date
P10 keep records of own actions, development plans and progress, and use them to support and inform ongoing reflective practice
P11 apply new knowledge and skills to consolidate learning, improve own practice, and review the effectiveness of newly acquired knowledge and skill
P12 share knowledge, skills and improvements to practice with colleagues where it is likely to be of benefit own.

Knowledge and understanding
You need to know and understand:
understand:
K1 the extent and limitations of the requirements and responsibilities associated with own role
K2 the health and safety practice and personal and social skills relevant to own area of work and management of own workload
K3 team, organisational and own professional goals
K4 how to explore current performance requirements relevant to own practice, including role descriptors, standards, benchmarks, codes of practice, and values and principles relevant to own practice
K5 how to find out about and stay abreast of trends and developments relevant to own skills, knowledge and practice including those relating to technological developments
K6 effective methods for assessing own values, beliefs and attitudes relevant to own skills and practice
K7 why it is important to understand own values, beliefs and attitudes and how it can affect own work practice as well as own learning and development

K8 why it is important to seek feedback on own performance from all those involved in the learning process and ways that this can be done
K9 the type of information that should be collected to inform a review of own skills, knowledge and practice
K10 ways to continuously reflect on and evaluate own efficiency and effectiveness and why this is important
K11 methods that can be used to assess the extent to which own practice is inclusive and promotes equality and diversity
K12 methods that can be used to evaluate own skills knowledge and practice and the range of information that should be used to inform this process
K13 the information that should be considered in the prioritisation of own learning and development needs
K14 sources and methods of relevant continuous and professional development to facilitate own learning
K15 how research can help to update practice
K16 methods, systems and processes for sharing evaluation information and suggesting improvements
K17 how to provide constructive criticism when suggesting improvements to colleagues
K18 why it is important to keep records of own actions, development plans and progress and how these can be used to inform ongoing reflective practice
K19 why it is important to evaluate the effectiveness of learning resources and learning provision used for own learning and development and who this information should be shared with
K20 how sharing good practice with others can help to develop own practice
K21 the importance of continuous professional development and collaborative reflection on learning development practice.

Additional information
Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary
Role: This is used to describe the job that you are contracted to carry out and the work that you must do

Practice: This refers to the 'way' that you carry out your work and takes account of factors such as your approach to your work.

Developed by; Learning and Skills Improvement Service. Version number: 1
Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD10
Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals
Suite: Learning and Development (2010)
Key words: apply knowledge and skills, continuing professional development, evaluate own skills, identify own learning needs, improve own practice, learning development practitioners, maintain skills, plan own development, record own development, reflect on practice.

OPTIONAL UNITS

LSILADD06

Manage learning and development in groups

Overview

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

Performance criteria

You must be able to:

P1 manage a group environment in which individuals feel valued, supported, confident and able to learn
P2 communicate with learners in a way that meets individual and group needs
P3 make learners aware of the outcomes they are expected to achieve and how the planned activities will support these
P4 use a range of delivery methods, activities and resources to meet the needs of all group members, as appropriate to planned outcomes
P5 balance and adjust delivery to meet individual needs while achieving planned group outcomes and agreements
P6 monitor learner response and use appropriate strategies to motivate learners individually and collectively
P7 encourage effective communication within the group
P8 maintain the health and safety of learners, self and other people.

Knowledge and understanding

You need to know and understand:

K1 the learners needs, requirements and planned outcomes relevant to their own areas of work
K2 the types of learning resources available, including those that are technology enhanced, that can support learning and development in groups
K3 the factors to consider when selecting and using learning and development resources to facilitate learning and development in groups
K4 the characteristics of a group environment that foster learning and development for all those involved
K5 different techniques to manage group dynamics
K6 aspects of equality, diversity and, where relevant, bilingualism, that need to be addressed when facilitating learning and development in groups
K7 different ways of encouraging behaviour and values that foster mutual respect and support the learning and development process
K8 the importance of own communication skills and different ways to communicate effectively with groups, and individuals within groups
K9 the range of delivery methods appropriate to learning in groups
K10 how to co-ordinate learning and development activities to meet individual and group needs
K11 the types of motivational strategies that would support group and individual learning and how to select these according to identified needs
K12 techniques that can be used to monitor learner response
K13 different ways of adapting delivery according to learner response whilst still achieving planned outcomes and agreements
K14 how to assess and manage risk in own area of work whilst facilitating learning and development in groups.

Additional information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary

Delivery methods: Any method that supports learning and development, for example, presentations, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, group and individual projects and research

Environment: This includes the physical environment in which learning and development takes place but also covers group dynamics and behaviour

Health and safety: This includes physical health and safety as well as emotional well-being

Outcomes: These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition

Requirements: These could be the requirements of the practitioner's own organisation or those of an external organisation, such as funding body or awarding organisation

Resources: This covers any physical or human resource that supports the learning and development process and could include technical equipment, Information Technology-based learning, handouts, workbooks, people – for example outside speakers – and visits to places of interest

Risk: This refers to any risk to the effective facilitation of the group. Risks may be to individual learners, to the group as a whole or to those facilitating. This includes health and safety risks but may also include, for example, the risk of delivery methods not being appropriate.

Other people: This refers to others who may be involved in, or affected by, the learning activities, for example, staff members, volunteers, assistants or people in the same.

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Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD06
Relevant occupations: Education and training; Education and training; Teaching and lecturing; Teaching and lecturing; Direct learning support; Direct learning support; Teaching Professionals; Teaching Professionals; Public Service Professionals; Public Service Professionals; Community Fire Safety Officer; fire-fighter
Suite: Learning and Development (2010); Community Fire Safety;
Key words: communicate with learners, facilitate learning, group agreements, group development, group learning outcomes, learning delivery, learning development practitioners, learning environment, manage a group, motivate learners.

LSILADD07

Facilitate individual learning and development

Overview

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

Performance criteria

You must be able to:

P1 establish and maintain a professional relationship with the learner that supports individual learning and reflection
P2 explore and agree the learner's objectives, learning needs and goals
P3 agree a plan of learning, application and reflection
P4 use a range of methods and resources to help the learner acquire/develop the skills and knowledge they need
P5 support the learner in applying their learning in context
P6 provide constructive and motivational feedback to improve the learner's application of learning
P7 assist the learner to reflect on their practice and experience
P8 adapt learning, application and reflection to meet further needs P9 maintain the health and safety of the learner, self and other people.

Knowledge and understanding
You need to know and understand:
K1 the principles, uses and value of learning and development on an individual basis
K2 the characteristics of a relationship that supports individual learning, application and reflection
K3 aspects of equality and diversity that need to be addressed when facilitating individual learning and development
K4 the importance of reflective practice in individual learning and development
K5 key factors to consider when setting and agreeing goals with individual learners
K6 the range of delivery methods appropriate to individual learning
K7 the range of resources, including support from others, that are available to support individual learning
K8 how technology can enhance resources and delivery methods for individual learning
K9 the range of techniques that can be used to encourage reflective practice by the learner
K10 how to support different types of learners in applying new or enhanced learning in context
K11 the types of barriers that learners encounter and how to develop strategies to overcome these
K12 how to adapt learning plans in response to learner progress and reflection whilst still focusing on learner needs and desired outcomes
K13 how to assess and manage risk in own area of work whilst facilitating learning and development for individuals.

Additional information
Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary
Application: The process applying new or improved skills and knowledge in a real or realistic context, for example a work situation

Goals: This refers to interim targets or steps towards learners meeting overall outcomes and objectives

Health and safety This includes physical health and safety as well as emotional well-being

Learner objectives: These will usually be performance objectives – for example doing something or doing something better

Methods: Any method that supports individual learning and development, for example, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, individual projects and research

Other people: This refers to others who may be involved in, or affected by, the learning activities, for example, staff members, volunteers, assistants or people in the same area

Reflection/reflective practice: The process of thinking critically about what we do, identifying opportunities for improvement and, where appropriate, further learning needs

Resources: This covers any physical or human resource that supports the learning and development process and could include technical equipment, Information Technology-based learning, handouts, workbooks, people – for example outside speakers – and visits to places of interest

Risk: This relates to any risk to the facilitation of learning and development. This includes health and safety but could also cover, for example, the risk of setting unrealistic goals or selecting inappropriate learning methods

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Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD07
Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals; Research Officer; Researcher; Research and Intelligence Officer; Communications Officer; Economic Development Officer; Community Fire Safety Officer; fire-fighter
Suite: Learning and Development (2010); Combined Working Practices; Local Government Skills; Community Fire Safety
Key words: adapt learning, coaching, facilitate learning, feedback to learners, individual development, individual learning, learner development, learner needs, learner objectives, learner reflection, learning development practitioners, learning plans, mentoring, Marketing, Teamwork, Sharing knowledge.

LSILADD02

Identify individuals' learning and development needs

Overview

This standard is about carrying out a training and learning needs analysis for individual learners.

Performance criteria

You must be able to:

P1 identify the learner's objectives, motivation to learn and any requirements relevant to the learning needs analysis
P2 review the learner's achievements, evaluating these against relevant objectives and requirements
P3 use safe, reliable and valid methods to assess the learner's capabilities and potential
P4 analyse the learner's capabilities and potential in the context of their objectives and other requirements
P5 agree and prioritise the learner's learning needs
P6 support learners in identifying their own preferred ways of learning
P7 give the learner constructive and realistic feedback on their expectations and possible learning and development opportunities
P8 maintain agreements about confidentiality.

Knowledge and understanding

You need to know and understand:

K1 the principles that underpin learning needs analysis for individual learners

K2 why it is important to identify a learner's objectives and motivation to learn when analysing their learning needs
K3 other requirements from organisations or external agencies that may affect a learning needs analysis
K4 methods of reviewing a learner's formal and informal achievements
K5 methods of giving recognition for prior learning and achievement
K6 methods, which include the appropriate use of technology, to carry out an initial assessment of capability and potential
K7 how to select initial assessment methods which are safe, reliable and valid for the learner and their objectives
K8 how to assess and manage risk when carrying out initial assessments
K9 issues related to equality and diversity that may affect an individual learning needs analysis and how to address these
K10 who to make agreements with and the issues to consider when prioritising an individual's learning needs
K11 the communication and personal skills that practitioners need when identifying individuals' learning needs
K12 preferred ways of learning and how these may affect choices about possible learning and development opportunities
K13 different methods of supporting learners to identify their preferred ways of learning, and how to use this information to support their learning
K14 different methods of providing feedback to a learner on the outcomes of the learning needs analysis, and the advantages and disadvantages of these methods
K15 why confidentiality is important when identifying learning needs and what information to safeguard.

Additional information
Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary
Assess and manage risk: This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis

Learner achievements: These could be formal e.g. examination grades or informal e.g. periods of work experience and skills and knowledge gained through these

Requirements: These could be the requirements of the practitioner's own organisation or those of an external organisation, such as funding body or awarding organisation

Risk: This includes health and safety risks but may also include, for example, the risk of initial assessment methods not being accurate or evidence of past achievement not being authentic.

Safe: This includes physical safety as well as emotional well-being.

Developed by; Learning and Skills Improvement Service. Version number: 1
Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD02
Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals fighter
Suite: Learning and Development (2010)

Key words: development needs, individual learning needs, initial assessment methods, learning and development opportunities, learner achievements, learner feedback, learner objectives, learner requirements, learning needs analysis, maintain confidentiality, support.

LSILADD05
Develop and prepare resources for learning and development

Overview

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

Performance criteria

You must be able to:

P1 agree the range and purpose of resources required
P2 identify the resource needs of the individuals or groups that the resources are being prepared for
P3 identify and develop resources which are appropriate to the target group and the purpose for which they are required
P4 ensure anyone else who is using the resources receive the necessary guidance
P5 ensure adaptations to existing resources are consistent with learning needs and professional practice
P6 ensure resources are consistent with legislative, safety, equality and diversity and professional guidelines
P7 make sure that resources are checked and tested to ensure they meet required standards and learner needs.

Knowledge and understanding

You need to know and understand:

K1 the different types of resources that can be used to support learning across the full range of the training cycle
K2 the range of resources available to support different types of needs
K3 the importance of distinguishing between different user needs and the factors which are important in selecting and developing resources to meet these needs
K4 the factors that need to be considered in the effective preparation and development of learning resources, including those for the learning environment, learning materials and equipment
K5 how to identify costs and timescales for resource development
K6 the factors which are important in selecting and developing resources to meet the needs of different learners, taking account of the need for equality and diversity
K7 how to ensure that the language, style and format of the materials are appropriate to the needs of the learners.
K8 how to develop simulated exercises that replicate real working challenges
K9 how to set-up and use equipment to support learning and development
K10 the contribution and challenges that technology can make to the development and adaptation of different types of resources and the challenges posed by these
K11 how to develop guidance for the use of resources and how to encourage consistent application
K12 the types of adaptations that could be made to resources to make them more appropriate to learning needs and user requirements
K13 the legislative, safety and professional guidelines relating to the development and adaptation of resources, including those relating to intellectual property, copyright and patents
K14 the importance of checking and testing resources to make sure they are of the required standard and how to do this effectively
K15 how to make adaptations to the learning environment to support the learning process

K16 the preparation, support and qualifications that staff require to contribute effectively to learning and development activities within own area of responsibility.

Additional information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary

Resources: This covers any physical or human resource that supports the learning and development process and could include technical equipment, Information Technology-based learning, handouts, workbooks and visits to places of interest

Target Group: Those learners who will be using the resources.

Developed by; Learning and Skills Improvement Service. Version number: 1
Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD05
Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals; Community Fire Safety Officer; fire-fighter
Suite: Learning and Development (2010); Community Fire Safety;
Key words: adapt learning resources, develop learning resources, equipment to support learning, existing learning resources, learning development practitioners, learning materials, learning resource needs, support learning and development, the learning environment.

LSILADD13
Evaluate and improve learning and development sessions

Overview

This standard is about evaluating learning and development provision and planning/implementing quality improvements.

Performance criteria

You must be able to:
P1 identify the purpose and scope of the evaluation
P2 identify quality requirements and appropriate measures of performance
P3 identify methods for monitoring, and collecting, managing and analysing data
P4 collect and analyse data according to identified monitoring procedures
P5 identify strengths and areas for improvement
P6 evaluate own contribution to working within quality systems
P7 ensure that potential improvements are realistic and achievable
P8 work with others to plan and implement improvements to learning and development P9 monitor and evaluate the impact of improvements.

Knowledge and understanding

You need to know and understand:
K1 the key concepts and principles of quality assurance and continuous improvement

K2 the quality requirements appropriate to own work context and work role
K3 how to research and keep up to date with quality requirements relevant to learning and development
K4 industry recognised standards relevant to learning and development and the processes and activities which deliver excellence in the work context being evaluated
K5 how to identify performance indicators relevant to the area of learning and development being evaluated
K6 how to set realistic targets, the contribution that targets can make to evaluation processes and the drawbacks associated with target driven work
K7 the strengths and weaknesses of different monitoring and information collection methods and how to develop and administer these methods
K8 the range, amount and frequency of data – including qualitative and quantitative – that needs to be collected and analysed to give valid information about quality
K9 the contribution that technology can make to the monitoring and evaluation process
K10 the principles of information management and how to establish systems for the monitoring and management of qualitative and quantitative data
K11 processes, procedures and methods involved in data analysis and interpretation
K12 what to monitor for specific purposes and how to record and store it
K13 how to contribute to self-assessment and evaluation processes
K14 the role and functions of individuals and teams in improving quality and raising standards
K15 the importance of involving the learner in quality improvement
K16 how to encourage the learner to contribute to self-assessment processes
K17 the impact of the wider learning environment on the learner experience
K18 how to use feedback to develop own practice specific to the relevant quality systems
K19 how to act on the outcomes of quality assurance, including self- assessment and evaluation
K20 how to contribute to quality improvement plans
K21 how to work with those involved in the learning process to influence and implement quality improvement
K22 the confidentiality and data protection legislation relevant to the collection and storage of information in learning and development.

Additional information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary

Evidence: This could be for example learner progress, learner attainment, learner satisfaction, staff engagement as appropriate to the quality indicators

Quality requirements: These could be for example, organisational, legal/statutory, funding or awarding organisation requirements

Scope: What the evaluation will cover.

Developed by; Learning and Skills Improvement Service. Version number: 1
Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD13
Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals; Community Fire Safety Officer; fire-fighter
Suite: Learning and Development (2010); Community Fire Safety;

Key words: evaluation processes, implement quality improvements, improve quality, learning and development provision, learning development practitioners, plan quality improvements, quality improvement plans, quality requirements, self assessment processes.

LSIYW3.3.1 v2

Develop productive working relationships with colleagues

Overview

This standard is about developing working relationships with colleagues, within your own organisation, community and within other organisations that are productive in terms of supporting and delivering your work and that of the overall organisation and community. This standard is recommended for team leaders and first line managers.

Performance criteria

You must be able to:

P1 establish working relationships with all colleagues who are relevant to the work being carried out
P2 recognise, agree and respect the roles and responsibilities of colleagues
P3 understand and take account of the priorities, expectations, and authority of colleagues in decisions and actions
P4 fulfil agreements made with colleagues and let them know
P5 advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements
P6 identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to work being carried out
P7 exchange information and resources with colleagues to make sure that all parties can work effectively
P8 provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.

Knowledge and understanding

You need to know and understand:

K1 the benefits of developing productive working relationships with colleagues
K2 principles of effective communication and how to apply them in order to communicate effectively with colleagues
K3 how to identify disagreements with colleagues and the techniques for sorting them out
K4 how to identify disagreements with colleagues and the measures that can be used to manage or remove them
K5 how to take account of diversity issues when developing working relationships with colleagues
K6 the importance of exchanging information and resources with colleagues
K7 how to get and make use of feedback on your performance from colleagues
K8 how to provide colleagues with useful feedback on their performance

Youth work specific knowledge and understanding

K9 regulations and codes of practice that apply in youth work
K10 standards of behaviour and performance in youth work
K11 working culture of youth work

Context specific knowledge and understanding

K12 current and future work being carried out
K13 colleagues who are relevant to the work being carried out, their work roles and responsibilities
K14 processes within the organisation for making decisions
K15 line management responsibilities and relationships within the organisation
K16 the organisation's values and culture K17 power, influence and politics within the organisation

K18 standards of behaviour and performance expected in the organisation
K19 information and resources that different colleagues might need
K20 agreements with colleagues

Additional information

Working with representatives of the sectors within youth work, LLUK has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.

Visit the website below to access the Youth Work NOS including the Values, which are at the core of youth work http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/2010/ 11/national-occupational-standards-for-youth-work/

Behaviours

The behaviours that underpin this standard require you to demonstrate that you:

1. present information clearly, concisely, accurately and in ways that promote
2. seek to understand people's needs and motivations
3. make time available to support others
4. agree clearly what is expected of others and hold them to account
5. work to develop an atmosphere of professionalism and mutual support
6. model behaviour that shows respect, helpfulness and co-operation
7. keep promises and honour commitments
8. consider the impact of your own actions on others
9. say no to unreasonable requests
10. show respect for the views and actions of others.

Glossary

`Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions.

Developed by; Learning and Skills Improvement Service. Version number: 2
Date approved: July 2010. Indicative review date: July 2012
Validity: Current. Status: Tailored
Originating organisation: MSC
Original URN: MSC D1
Relevant occupations: Health, Public Services and Care; Health and Social Care; Public Services; Child Development and Well Being; Education and training; Health and Social Services Officers; Social Welfare Associate Professionals; Protective Service Occupations; Public Service and Other Associate Professional
Suite: Youth Work 2010 v2
Key words: working relationships, productive relationships, working, colleagues, support, deliver, community, organisations, own work.

L&D9D

Assess Workplace Competence Using Direct Methods

Source: Learning and Development Standard 9

Who this unit is for

This unit covers the following assessment methods:

- Observation
- related questioning
- inspecting work products (created at the time of the observation).

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

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

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

What this unit is about

The types of activities you will be involved in include:

1. Preparing and planning assessments
2. Assessing candidate performance and knowledge
3. Confirming progression and achievement

Terminology

Within this unit the following explanations and examples apply:

Assessment method	For example, observation, questioning, checking products of work
Authentic	Being the candidate's own work
Equality	A state of fair treatment that is the right of all the people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic
Diversity	Acknowledging that each individual is unique and recognising our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
Identify and collect evidence	This is done through the assessment process, for example by assessor observations, checking products of work, asking questions
Reliable	Consistently achieves the same results with the same (or similar) group of learners.
Requirements	These could be the requirements of the practitioner's own organisation or those of an external organisation, such as awarding organisation

Risk assessment	This could be a formal written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover other types of risk, for example assessment methods
Sufficient	Enough evidence as specified in Evidence Requirements or Assessment Strategy
Valid	Relevant to the criteria against which the candidate is being assessed
Fair	Ensuring that everyone has an equal chance of getting an accurate assessment
Safe	This covers the health, safety and welfare of the person being assessed

Performance	**Knowledge**
What the candidate must do	What the candidate must know
1. Prepare and plan for assessments a) Ensure candidates understand the purpose, requirements and processes of assessment b) Identify evidence that is valid, authentic and sufficient c) Plan to use valid, fair and reliable and safe assessment methods d) Plan assessment to meet requirements and candidate needs	1. The range of information that should be made available to candidates before assessment begins 2. The standards to be assessed and the assessment/evidence regulatory requirements 3. The candidates' job role and their work environment and how this influences the assessment approach you adopt 4. When you would use summative assessment 5. The uses, benefits and drawbacks of the different assessment methods, including those that use technology 6. Types of risks when assessing and how to manage them 7. How to plan assessments in own area of responsibility, involving candidates and allowing access 8. How assessment arrangements can be adapted to meet the diverse needs of individual candidates 9. How disputes and appeals will be handled and how confidentiality will be maintained.
2. Assess candidate performance and knowledge a) Collect evidence that is valid, authentic and sufficient b) Use valid, fair, reliable and safe assessment methods c) Make assessment decisions against specified criteria	1. The purpose and value of feedback in the assessment cycle 2. How to deliver constructive feedback and the next steps in the assessment process 3. Maintain records of assessment and candidate progress that ensure access and data protection requirements are adhered to

d) Work with others to ensure the standardisation of assessment practice and outcomes	4. Internal quality assurance process and procedures and how you have applied them through your practice
ACG Approved 6 October 2010 Version 1	

L&D9DI
Assess Workplace Competence Using Direct and Indirect Methods

Source: Learning and Development Standard 9

Who this unit is for
This unit covers the following assessment methods: observation; related questioning; inspecting work products (created at the time of the observation).

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

'Direct assessors' of this kind may also contribute to the assessment of SVQs, other workplace qualifications or in-company standards that require a wider range of assessment methods, where the final assessment decision is being made by another assessor. For this unit, assessments must be of a substantial but realistic and manageable piece of the candidate's work. Each assessment should cover the full assessment cycle to include planning, judging evidence, providing feedback and recording the decision.

What this unit is about
The types of activities you will be involved in include:
1. Preparing and planning assessments
2. Assessing candidate performance and knowledge
3. Confirming progression and achievement

Terminology
Within this unit the following explanations and examples apply:

Assessment method	For example, observation, questioning, checking products of work Authentic Being the candidate's own work
Equality	A state of fair treatment that is the right of all the people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic
Diversity	Acknowledging that each individual is unique and recognising our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.
Identify and collect evidence	This is done through the assessment process, for example by assessor observations, checking products of work, asking questions
Reliable	Consistently achieves the same results with the same (or similar) group of learners.
Requirements	These could be the requirements of the practitioner's own organisation or those of an external organisation, such as awarding organisation

Risk assessment	This could be a formal written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover other types of risk, for example assessment methods
Sufficient	Enough evidence as specified in Evidence Requirements or Assessment Strategy
Valid	Relevant to the criteria against which the candidate is being assessed
Fair	Ensuring that everyone has an equal chance of getting an accurate assessment
Safe	This covers the health, safety and welfare of the person being assessed

Performance	**Knowledge**
What the candidate must do	What the candidate must know
1. Prepare and plan for assessments a) Ensure candidates understand the purpose, requirements and processes of assessment b) Identify evidence that is valid, authentic and sufficient c) Plan to use valid, fair and reliable and safe assessment methods d) Plan assessment to meet requirements and candidate needs	1. The range of information that should be made available to candidates before assessment begins 2. The standards to be assessed and the assessment/evidence regulatory requirements 3. The candidates' job role and their work environment and how this influences the assessment approach you adopt 4. When you would use summative assessment 5. The uses, benefits and drawbacks of the different assessment methods, including those that use technology 6. Types of risks when assessing and how to manage them 7. How to plan assessments in own area of responsibility, involving candidates and allowing access 8. How assessment arrangements can be adapted to meet the diverse needs of individual candidates 9. How disputes and appeals will be handled and how confidentiality will be maintained
2. Assess candidate performance and knowledge a) Collect evidence that is valid, authentic and sufficient b) Use valid, fair, reliable and safe assessment methods	1. The purpose and value of feedback in the assessment cycle 2. How to deliver constructive feedback and the next steps in the assessment process 3. Maintain records of assessment and candidate progress that ensure access and data protection requirements are adhered to

c) Make assessment decisions against specified criteria d) Work with others to ensure the standardisation of assessment practice and outcomes	4. Internal quality assurance process and procedures and how you have applied them through your practice
ACG Approved 6 October 2010 Version 1	

LSILADD03
Plan and prepare learning and development programmes

Overview

This standard is about planning and preparing learning and development programmes to meet identified needs and requirements. It applies to planning for both groups and individuals. `Programme' refers to any planned sequence of learning opportunities which lead to agreed outcomes. Examples might include: a course, a programme of learning in the workplace, or an individual coaching programme.

Performance criteria

You must be able to:

P1 identify learning outcomes that meet agreed learning and development needs P2 develop a coherent plan of learning and development opportunities appropriate to the learning outcomes and internal/external requirements P3 identify realistic delivery and assessment methods appropriate to learning and development opportunities P4 identify the resources needed to deliver the plan and ensure these are within allocated budgets P5 ensure arrangements for the delivery of the plan are in place P6 identify how the learning will be monitored and evaluated P7 communicate the plan to learners and other people involved in the provision of learning and development P8 ensure the plan conforms to relevant policies, procedures and legislation.

Knowledge and understanding

You need to know and understand:

K1 how information acquired from analysing learning and development needs contributes to planning, and the factors that need to be taken into account

K2 how to identify a range of options for meeting learning outcomes and the strengths and weaknesses of different approaches, including the use of technology

K3 how to develop a plan of learning and development opportunities that meets different learning needs, including those relating to equality and diversity

K4 the types of internal and external requirements that may affect planning, including, where relevant, bilingualism

K5 factors that need to be managed when arranging and co-ordinating learning and development opportunities

K6 how to carry out risk assessments, and the factors that need to be considered in the learning context

K7 the importance of flexibility and contingency planning when developing programmes

K8 the learning cycle and how this should inform the planning process

K9 why it is important for learner needs to be at the centre of programme plans

K10 how to involve learners in the development of programme plans

K11 the range of resources – including the use of technology – that may be needed to facilitate, monitor and evaluate learning and development and how to identify them

K12 how planning and resource needs can be affected by the learners' identified abilities and needs, including the use of language

K13 the organisational, legal and professional requirements that should be followed when planning learning and development programmes

K14 the arrangements required for the delivery of the plan including the systems, structures and relationships needed for effective implementation

K15 the factors that need to be considered when monitoring the implementation of the plan and evaluating the effectiveness of learning

K16 how continuous evaluation can help to shape the development and implementation of learning plans and improve learning
K17 the colleagues with whom plans should be shared
K18 how to encourage the commitment and understanding which learners and colleagues need to be effective in the implementation of programmes.

Additional information
Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary
Delivery methods: Any method that supports learning and development, for example, presentations, instructions, demonstrations, opportunities to apply knowledge and practise skills, experiential learning, group and individual projects and research

Learning and development opportunities: Any event that assists the acquisition of skills and knowledge. This includes formal sessions as well as experiences such as visits, time spent in the workplace, personal research etc.

Outcomes: These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition

Programme: A planned sequence of learning and development opportunities over a period of time which lead to agreed learning outcomes, for example a 'course'

Requirements: These could be the requirements of the practitioner's own organisation or those of an external organisation, such as funding body or awarding organisation

Resources: This covers any physical or human resource that supports the learning and development process and could include technical equipment, IT-based learning, handouts, workbooks, people – for example outside speakers – and visits to places of interest

Risk assessments: This could be a formal and written risk assessment but could be informal and dynamic – monitoring and controlling risk on an ongoing basis. Risk includes health and safety but may also cover e.g. finance, availability of resources etc.

Developed by; Learning and Skills Improvement Service. Version number: 1
Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD03
Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals; Operations Manager; Community Fire Safety Officer; fire-fighter
Suite: Learning and Development (2010); Animal Technology; Community Fire Safety
Key words: identify assessment methods, identify learning outcomes, learning and development programme, learning and development opportunities, meet learning needs, plan learning opportunities, plan learning programme, prepare learning programme, the learning cycle.

LSILADD01

Identify collective learning and development needs

Overview

This standard is about carrying out a training and learning needs analysis for teams, groups, departments or organisations.

Performance criteria

You must be able to:

P1 gain the support and commitment of key stakeholders P2 identify the aims of the analysis, the information required, and efficient means of data collection P3 collect sufficient information relevant to the learners and their context to identify learning and development needs P4 prioritise learning and development needs, indicating the focus and volume of learning required P5 communicate findings and recommendations to decision makers in ways that will aid their understanding P6 negotiate any adjustments to findings and recommendations with decision makers P7 maintain confidentiality agreements.

Knowledge and understanding

You need to know and understand:

K1 the principles that underpin learning needs analysis for teams, groups or organisations

K2 the contribution that learning and development can make to helping teams, groups and organisations achieve their goals and objectives

K3 the types of stakeholders involved in an analysis of collective learning needs and why their support and commitment are important

K4 the types of qualitative and quantitative information required to undertake an analysis of collective learning needs

K5 the importance of collecting and analysing relevant information including: K5.1 learners' collective goals and objectives K5.2 the impact of change on roles and ways of doing things K5.3 the requirements for skills, knowledge, attitudes and competence K5.4 learners existing capabilities and potential K5.5 attitudes to learning

K6 sources of information, and efficient data collection methods, including the use of technology

K7 how to analyse qualitative and quantitative data to identify collective learning needs

K8 issues related to equality and diversity that may affect data collection and collective learning needs analysis

K9 issues related to technology and changing work practices that impact on collective learning needs

K10 the issues to consider when prioritising collective learning needs

K11 how to identify the focus and volume of learning required and the timescales required for implementation

K12 who may be involved in making decisions about findings and recommendations

K13 effective methods of communicating findings and recommendations to decision makers

K14 why a practitioner should use their professional experience and expertise to negotiate with decision makers on findings and recommendations

K15 why confidentiality is important when identifying collective learning needs and how to maintain the confidentiality of data, findings and recommendations.

Additional information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.

http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary

Collective learning needs: The learning needs that a group of learners have in common. Groups in this context could be, for example, whole organisations or teams within organisations

Focus of learning: What it is that needs to be learnt, for example, customer service, managing people or how to use new equipment

Stakeholders: All those who have an interest in the training/learning needs analysis, for example, managers, Human Resource staff, learners themselves.

Developed by; Learning and Skills Improvement Service. Version number: 1
Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD01
Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals
Suite: Learning and Development (2010)
Key words: collective learning needs, development needs, focus of learning, identify learning needs, learning, learning needs analysis, prioritise learning needs, training needs, learner confidentiality, learning development practitioner.

LSILADD11
Internally monitor and maintain the quality of assessment

Overview

This standard is about monitoring assessment processes and decisions within an organisation, and helping to maintain and improve the quality of assessment.

Performance criteria

You must be able to:

P1 plan and prepare monitoring activities according to the requirements of own role
P2 determine whether assessment processes and systems meet and operate according to quality requirements
P3 check that assessors meet the requirements for their role
P4 check that assessments are planned, prepared for and carried out according to agreed procedures
P5 check that assessment methods are safe, fair, valid and reliable
P6 check that assessment decisions are made using specified criteria
P7 compare assessor decisions to ensure they are consistent
P8 provide assessors with feedback, advice and support to help them maintain and improve their assessment practice
P9 work with others to ensure the standardisation of assessment practice and outcomes
P10 follow agreed procedures when there are significant concerns about the quality of assessment
P11 follow agreed procedures for the recording, storing, reporting and confidentiality of information.

Knowledge and understanding

You need to know and understand:

K1 the current quality requirements for assessment processes and systems in their area of responsibility
K2 the key concepts and principles of quality assurance
K3 the key concepts and principles of assessment
K4 the role of the assessor and the relevant requirements of the role
K5 the roles of those involved in maintaining the quality of assessment and the relevant requirements of these roles
K6 the agreed procedures for planning, preparing for and carrying out assessments
K7 techniques for sampling evidence of assessment, including making appropriate use of technology
K8 appropriate criteria for judging the quality of the assessment process

K9 how to ensure the health and safety of the learner is maintained during assessment
K10 the uses, benefits and drawbacks of different assessment methods
K11 the types of feedback, support and advice that assessors need and how to meet these needs
K12 issues related to equality, diversity and if relevant, bilingualism, that may affect assessment and quality assurance, and how to address these
K13 procedures to follow when there are concerns about the quality of assessment: when and how to use them
K14 standardisation processes and how to co-ordinate and contribute to these
K15 the procedures to follow when there are disputes concerning assessment and quality assurance
K16 procedures to follow when planning and preparing for, carrying out and recording monitoring activity
K17 the requirements for information management, data protection and confidentiality in relation to assessment and quality assurance
K18 the value and purpose of continuing professional development for assessment and quality assurance practitioners.

Additional information

Please visit the website link to access the NOS suite including the Introduction, which contains valuable context and background information for this suite of NOS.
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/standardsand-qualifications/standards/learning-and-development-national-occupational-standards/

Glossary

Assessment method: For example, observation, questioning, checking products of work, setting assignments

Candidate: The learner being assessed

Equality: A state of fair treatment that is the right of all people regardless of differences in culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic

Diversity: Acknowledging that each individual is unique, and recognizing our individual differences in culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic

Organisation: For example, an awarding organisation, internal department or any other organisation involved in assessment

Reliable: Consistently achieves the same results with the same (or similar) group of learners

Requirements for their role: This could include holding an assessor qualification and/or being expert in the subject being assessed

Sufficient: Enough evidence as specified in Evidence Requirements or Assessment Strategy

Valid: Relevant to the criteria against which the candidate is being assessed.

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Date approved: March 2010. Indicative review date: March 2012
Validity: Current. Status: Original
Originating organisation: Lifelong Learning UK
Original URN LaD11
Relevant occupations: Education and training; Teaching and lecturing; Direct learning support; Teaching Professionals; Public Service Professionals
Suite: Learning and Development (2010)

Key words: assessment decisions, assessment processes, assessment systems, feedback to assessors, improve quality assurance, internal quality assurers, internal verifiers, internally verify, learning development practitioners, maintain quality assurance, monitor assurance.

LSIILARA6
Develop and implement operational plans for your area of responsibility

Overview

Every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan. The `area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation. The unit is recommended for middle managers.

Performance criteria

You must be able to:

P1 balance new ideas with tried and tested solutions
P2 balance risk with desired outcomes
P3 make sure your plans are consistent with the objectives of your area of responsibility
P4 make sure your plan is flexible and complements related areas of work
P5 develop and assign objectives to people together with the associated resources
P6 win the support of key colleagues and other stakeholders
P7 monitor and control your plan so that it achieves its overall objectives
P8 evaluate the implementation of your plan and make recommendations that identify good practice and areas for improvement.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 principles and methods of short-to medium-term planning
K2 the importance of creativity and innovation in operational planning
K3 how to develop and assign objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time–bound)
K4 how to analyse and manage risk
K5 how to develop and plan for contingencies
K6 principles and methods of delegation
K7 how to use resources effectively to achieve objectives
K8 how to consult with colleagues and other key stakeholders
K9 how to monitor and control operational plans to achieve their objectives
K10 how to develop and use an evaluation framework

Industry/sector specific knowledge and understanding

K11 legal, regulatory and ethical requirements in your sector
K12 market developments in your sector
K13 actual and potential competitors, and their strategies and plans
K14 actual and potential partners, and their strategies and plans

Context specific knowledge and understanding

K15 the market in which your organisation works
K16 the overall vision of your organisation and the goals you are responsible for achieving
K17 your organisation's actual and potential customer base
K18 available market opportunities

K19 how to respond to market opportunities
K20 colleagues and other key stakeholders, and their needs and expectations
K21 processes for consultation
K22 sources of information you can use to monitor and evaluate plans
K23 procedures for reporting and making recommendation.

Additional information

Behaviours

1. You constantly seek to improve performance
2. You work towards a clearly defined vision of the future
3. You present information clearly, concisely, accurately and in ways that promote
4. You reflect regularly on your own and other's experiences, and use these to inform future action
5. You prioritise objectives and plan work to make best use of time and resources
6. You set demanding but achievable objectives for yourself and others
7. You create a sense of common purpose
8. You balance agendas and build consensus
9. You consider the impact of your own actions on others

Skills

Listed below are the main generic skills which need to be applied in developing and implementing operational plans for your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

1. Planning
2. Risk management
3. Delegating
4. Networking
5. Involving others
6. Innovating
7. Consulting
8. Communicating
9. Influencing and persuading
10. Monitoring
11. Evaluating
12. Setting objectives
13. Building consensus

Links to other NOS

This unit is linked to units MSC B6 Provide leadership in your area of responsibility; MSC E2 Manage finance for your area of responsibility in the overall suite of National Occupational Standards for Management and Leadership.

Developed by; Learning and Skills Improvement Service. Version number: 1
Date approved: April 2008. Indicative review date: April 2010
Validity: Current. Status: Imported
Originating organisation: MSC
Original URN MSC B1
Relevant occupations: Librarians and Related Professionals; Education and training; Direct learning support
Suite: Information and Library Services, Archive Services and Records Management
Key words: management, leadership, communicating, planning, evaluating, delegating, networking, innovating, consulting, monitoring.

LSICLD5.2.1 v2

Provide leadership in your area of responsibility

Overview

This standard is about providing direction to people in an area, or part of an organisation, which is clearly and formally defined, and motivating and supporting them to achieve the vision and objectives for the area. This standard is recommended for middle managers.

Performance criteria

You must be able to:

P1 create a vision of where your area is going and communicate it clearly and enthusiastically, together with supportive objectives and operational plans, to the people working within your area

P2 ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation

P3 steer your area successfully through difficulties and challenges, including conflict within the area

P4 create and maintain a culture within your area which encourages and recognises creativity and innovation

P5 develop a range of leadership styles and select and apply them to appropriate situations and people

P6 communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say

P7 give people in your area support and advice when they need it, especially during periods of setback and change

P8 motivate and support people in your area to achieve their work and development objectives, and provide recognition when they are successful

P9 empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries

P10 encourage people to give a lead in their own areas of expertise and show willingness to follow this lead

P11 win, through your performance, the trust and support of people within your area for your leadership and obtain regular feedback on your performance.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 the fundamental differences between management and leadership

K2 how to create a compelling vision for an area of responsibility

K3 how to select and apply successfully different methods for communicating with people across an area of responsibility

K4 a range of different leadership styles and how to select and apply these to different situations and people

K5 how to obtain and make use of feedback from people on your leadership

K6 types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them

K7 the benefits of, and how to create and maintain, culture which encourages and recognises creativity and innovation

K8 the importance of encouraging others to take the lead and ways in which this can be achieved

K9 how to empower people effectively

K10 how to select and apply successfully different methods for encouraging, motivating and supporting people and for recognising

Community learning and development specific knowledge and understanding

K11 leadership styles common in your area of community learning and development

K12 legal, regulatory and ethical requirements in your area of community learning and development

Context specific knowledge and understanding
K13 your own values, motivations and emotions
K14 your own strengths and limitations in the leadership role
K15 the strengths, limitations and potential of people that you lead
K16 your own role, responsibilities and level of power
K17 the vision and objectives of the overall organisation
K18 the vision, objectives, culture and operational plans for your area of responsibility
K19 types of support and advice that people are likely to need and how to respond to these
K20 leadership styles used across the organisation.

Additional information

Values

Community learning and development staff often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

Behaviours

The behaviours that underpin this standard require you to demonstrate that you:
1. articulate a vision that generates excitement, enthusiasm and commitment
2. create a sense of common purpose
3. take personal responsibility for making things happen
4. make complex things simple for the benefit of others
5. encourage and support others to take decisions autonomously
6. act within the limits of your authority
7. make time available to support others
8. show integrity, fairness and consistency in decision-making
9. seek to understand people's needs and motivations
10. you model behaviour that shows respect, helpfulness and co operation
11. you encourage and support others to make the best use of their abilities.

Glossary

Area of responsibility: May be, for example, a branch or department or functional area, or an operating site within an agency or organisation.

Developed by; Learning and Skills Improvement Service. Version number: 2
Date approved: July 2010. Indicative review date: July 2012
Validity: Current. Status: Tailored
Originating organisation: MSC
Original URN MSC B6
Relevant occupations: Education and training; Direct learning support; Social Welfare Associate Professionals; Public Service and Other Associate Professionals
Suite: Community Learning and Development v2 (2010)
Key words: lead, direct, motivate others, support, achieve objectives, vision, responsibility, work area

SFJCCBJ1.1
Promote equality of opportunity, diversity and inclusion in your area of responsibility

Overview

This unit is about actively promoting equality of opportunity, diversity and inclusion in your area of responsibility. It is intended to go beyond compliance with equality legislation and move towards a situation

where there is awareness in your area of and active commitment to the need to ensure equality of opportunity and the benefits of diversity and inclusion. The `area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation. The unit is recommended for first line managers and middle managers.

Performance criteria

You must be able to:

P1 ensure commitment within your area of responsibility to promoting equality of opportunity, diversity and inclusion, including making them priority areas in terms of informing the vision and objectives for your area and planning and decision-making

P2 ensure that your behaviour, words and actions and those of people working in your area of responsibility support a commitment to equality of opportunity, diversity and inclusion

P3 identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice

P4 identify the diversity and needs of your area's current customers and potential customers and identify areas where needs could be better satisfied and where the diversity of customers could be improved

P5 ensure that the organisation's written equality, diversity and inclusion policy is clearly communicated to all people in your area of responsibility and other relevant parties

P6 implement the organisation's written equality, diversity and inclusion policy in your area, including relevant parts of any accompanying organisation wide action plan, seeking and making the required resources available

P7 ensure regular consultation with people in your area of responsibility or their representatives on equality, diversity and inclusion issues

P8 seek and make use of specialist expertise in relation to equality, diversity and inclusion issues

P9 ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working

P10 monitor, review and report to the relevant people on progress in relation to equality of opportunity, diversity and inclusion within your area of responsibility, identifying required actions and changes to practice.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 different definitions of diversity and inclusion

K2 the different forms which discrimination and harassment might take

K3 the business case for ensuring equality of opportunity and promoting diversity and inclusion

K4 the probable effects of not promoting equality of opportunity, diversity and inclusion within your area of responsibility

K5 how commitment within your area of responsibility to promoting equality of opportunity, diversity and inclusion might be demonstrated

K6 why it is important to make equality, diversity and inclusion priority areas and how to do so effectively

K7 why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity, diversity and inclusion

K8 how to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity, diversity and inclusion

K9 how and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice

K10 the importance of identifying the diversity and needs of your area's current and potential customers in order to identify areas for improvement and how to do so effectively

K11 how to communicate the organisation's written equality, diversity and inclusion policy to people who work in your area of responsibility and other relevant parties

K12 the importance of implementing an organisation's written equality, diversity and inclusion policy and any supporting action plan

K13 the type of resources which might be required to support implementation of an equality, diversity and inclusion policy and any supporting action plan
K14 how and when to consult with people in your area of responsibility or their representatives on equality, diversity and inclusion issues
K15 sources of specialist expertise in relation to equality, diversity and inclusion
K16 how to provide working arrangements, resources and business processes in your area of responsibility that respond to different needs, abilities, values and ways of working
K17 how to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within your area of responsibility

Industry/sector specific knowledge and understanding
K18 sector-specific legislation, regulations, guidelines and codes of practice relating to equality, diversity and inclusion
K19 equality, diversity and inclusion issues and developments that are particular to the industry or sector
K20 information sources on equality and diversity and inclusion in the industry or sector, including those at an international level

Context specific knowledge and understanding
K21 the vision, objectives and operational plans for your area of responsibility
K22 the planning and decision-making processes within your area of responsibility
K23 the overall vision, values, objectives, plans and culture of the organisation
K24 the diversity of the people working in your area of responsibility
K25 your area's current and potential customers and their needs
K26 other relevant parties with an interest in diversity and inclusion in your area of responsibility
K27 the organisation's written equality, diversity and inclusion policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties
K28 sources of specialist expertise in relation to equality, diversity and inclusion used in your area of responsibility
K29 the support and resources allocated to and across your area of responsibility to promote equality of opportunity, diversity and inclusion
K30 employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions
K31 working arrangements, resources and business processes in your area of responsibility
K32 systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion
K33 allocated responsibilities for promoting equality of opportunity, diversity and inclusion in your area of responsibility and the organisation in general.

Behaviours
1. You use communication styles that are appropriate to different people and situations.
2. You understand individuals' needs, feelings and motivations and take an active interest in their concerns.
3. You encourage and support others to make the best use of their abilities.
4. You use a range of leadership styles appropriate to different people and situations.
5. You show a clear understanding of different customers and their needs.
6. You treat individuals with respect and act to uphold their rights.
7. You show integrity, fairness and consistency in decision-making.
8. You make time available to support others.
9. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

Skills
Communicating; Leadership; Motivating; Monitoring; Information management; Evaluating; Valuing and supporting others; Consulting; Balancing competing needs and interests; Influencing and persuading; Planning; Reporting; Decision-making; Reviewing Risk management.

Developed by; Skills for Justice. Version number: 1
Date approved: June 2010. Indicative review date: June 2013
Validity: Current. Status: Tailored
Originating organisation: MSC
Original URN B11
Relevant occupations: Public Services; Public Service Professionals; Government and Related Organisations
Suite: NOS for Operational Delivery Contact Centre roles
Key words: Operational Delivery, Contact Centre, equality of opportunity, diversity and inclusion.

CFAMLC2
Encourage innovation in your area of responsibility

Overview
This unit is about encouraging and supporting the identification and practical implementation of ideas in your area of responsibility. The initial ideas will primarily come from people who work in your area of responsibility, including yourself, and will focus on: new products and/or services improvements to existing products and/or services improvements to existing practices, procedures, systems, ways of working, etc. within the team or those of the wider organisation or customers or suppliers. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation. The unit is recommended for first line managers and middle managers.

This unit is linked to units: B6 Provide leadership in your area of responsibility; C1 Encourage innovation in your team; C3 Encourage innovation in your organisation in the overall suite of National Occupational Standards for Management and Leadership.

Performance criteria
You must be able to:
P1 Identify and, periodically, review the approach to and level of innovation within your area of responsibility
P2 Motivate all the people working in your area to identify ideas for new products and/or services and improvements and other potential sources of ideas and encourage the sharing of this information
P3 Respond enthusiastically to ideas from individuals or teams and provide constructive feedback
P4 Establish and operate a fair and open method for considering and selecting initial ideas for further development
P5 Discuss and agree ways in which selected ideas can be further developed and tested by individuals or teams
P6 Provide ongoing support, encouragement and resources to individuals and teams engaged in the further development and testing of ideas and help to remove any identified obstacles
P7 Identify, in discussion with the relevant individuals and teams, those ideas which could be practically implemented, providing help in drawing up and submitting business cases and plans in support of ideas
P8 Approve the practical implementation of ideas, based on the identified benefits, risks and required resources, when you have the authority to do so and monitor and review their progress
P9 Champion business cases and plans for ideas submitted by individuals and teams from your area to other people in the organisation and communicate progress and decisions
P10 Recruit and select creative people and encourage and develop the creativity of other people in your area of responsibility

P11 Encourage individuals and teams in your area to take acceptable risks in pursuing innovation and to make and learn from mistakes
P12 Ensure that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement.

Knowledge and understanding
You need to know and understand:
General knowledge and understanding
K1 the benefits of innovation to the organisation, customers and other stakeholders
K2 the difference between creativity and innovation
K3 how to identify the current approach to and level of innovation in a particular area, including any strengths that can be built upon, any weaknesses that need to be addressed and any obstacles to innovation that need to be removed
K4 how to select and apply different methods for motivating people to generate and develop ideas
K5 the different potential sources of ideas for new products and/or services and improvements
K6 the importance of communication in innovation and how to encourage communication across your area of responsibility
K7 the potential obstacles to creativity and innovation and whether and, if so, how they can be removed
K8 key stages in the creative process
K9 key stages in the innovation process
K10 how to provide constructive feedback on ideas to teams and individuals
K11 how to establish and operate fair and open methods for selecting initial ideas for further development including providing reasons why particular ideas are not being taken forward
K12 the range of ways in which initial ideas can be further developed and tested including setting guidelines or parameters for the use of resources, the level of acceptable risk and the reporting of progress
K13 how to recognise and manage risk in innovation
K14 how to develop a business case and plans for the practical implementation of an idea and how to support others in doing this.
K15 the characteristics/traits/competencies of creative people and how to recognise these
K16 how to unlock creativity in yourself and others
K17 the resources required for creativity and innovation, particularly time
K18 how to identify sustainable resources and ensure their effective use to support creativity and innovation
K19 how to learn from mistakes
K20 how to recognise the achievements of the originators/developers of ideas that have been successfully implemented

Industry/sector specific knowledge and understanding
K21 the sector(s) in which your organisation works
K22 information sources on innovation in your sector(s)
K23 current and emerging political, economic, social, technological, environmental and legal developments in the sector(s) and in related sectors

Context specific knowledge and understanding
K24 your organisation's strategy, if it has one, for innovation
K25 the approach to and level of innovation in your area of responsibility
K26 the role of innovation in your organisation's culture
K27 organisational guidelines and procedures for developing and implementing ideas
K28 the limits of your authority
K29 the needs of your customers.

Additional information

Behaviours
1. You find practical ways to overcome barriers.
2. You encourage and support others to make the best use of their abilities.
3. You encourage and support others to take decisions autonomously.
4. You show integrity, fairness and consistency in decision-making.
5. You inspire others, championing work to achieve common goals.
6. You make time available to support others.
7. You balance risks against the benefits that may arise from taking risks.
8. You constructively challenge the status quo and seek better alternatives.
9. You act within the limits of your authority.

Skills
Listed below are the main generic 'skills' that need to be applied in encouraging innovation in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

Communicating; Leadership; Problem-solving; Thinking creatively; Learning; Motivating; Reviewing; Inspiring; Analysing; Decision-making; Providing feedback; Information management; Involving others; Valuing and supporting others; Risk management.

Developed by; CFA Business Skills @ Work. Version number: 1
Date approved: March 2009. Indicative review date: March 2011
Validity: Current. Status: Original
Originating organisation: MSC
Original URN MSC C2
Relevant occupations: Managers and Senior Officials; Business management
Suite: Management and Leadership National Occupational Standards 200
Key words: management, leadership, communicating, reviewing, learning, analysing, decision-making, solving, feedback, motivating.

LSIYW3.3.2 v2
Develop productive working relationships with colleagues and stakeholders

Overview
This standard is about developing productive working relationships with colleagues, within your own organisation, the community and within other organisations with which your organisation works, and with identified stakeholders. It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this standard. This standard is recommended for first line managers and middle managers.

Performance criteria
You must be able to:
P1 identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation
P2 establish working relationships with relevant colleagues and stakeholders
P3 recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders
P4 provide colleagues and stakeholders with appropriate information to enable them to perform effectively

P5 consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks
P6 fulfil agreements made with colleagues and stakeholders and let them know
P7 advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements
P8 identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved
P9 monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement
P10 monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify mew stakeholders.

Knowledge and understanding
You need to know and understand:
General knowledge and understanding
K1 the benefits of developing productive working relationships with colleagues and stakeholders
K2 different types of stakeholders and key principles which underpin the 'stakeholder' concept
K3 how to identify your organisation's stakeholders, including background information and the nature of their interest in your organisation
K4 principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders
K5 why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders
K6 how to identify and meet the information needs of colleagues and stakeholders
K7 what information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration
K8 how to consult with colleagues and stakeholders in relation to key decisions and activities
K9 the importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks
K10 why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important
K11 how to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them
K12 how to identify disagreements with colleagues and stakeholders and the techniques for sorting them out
K13 The damage with conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations
K14 how to take account of diversity issues when developing working relationships with colleagues and stakeholders
K15 how to recognise and take account of political issues when dealing with colleagues and stakeholders
K16 how to manage the expectations of colleagues and stakeholders
K17 how to monitor and review the effectiveness of working relationships with colleagues and stakeholders
K18 how to get and make effective use of feedback on the effectiveness of working relationships from colleagues and stakeholders
K19 how to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships
K20 the importance of monitoring wider developments in relation to stakeholders and how to do so effectively

Youth work specific knowledge and understanding
K21 current and emerging political, economic, social, technological, environmental and legal developments in youth work
K22 youth work specific legislation, regulations, guidelines and codes of practice

K23 standards and behaviour and performance in youth work
K24 the culture of youth work
K25 developments, issues and concerns of importance to stakeholders in youth work

Context specific knowledge and understanding
K26 the vision, values, objectives, plans, structure and culture of your organisation
K27 relevant colleagues, their work roles and responsibilities
K28 identified stakeholders, their background and interest in the activities and performance of the organisation
K29 agreements with colleagues and stakeholders
K30 the identified information needs of colleagues and stakeholders
K31 mechanisms for consulting with colleagues and stakeholders on key decisions and activities
K32 the organisation's planning and decision making processes
K33 mechanisms for communicating with colleagues and stakeholders
K34 power, influence and politics within the organisation
K35 standards of behaviour and performance that are expected in the organisation
K36 mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders.

Additional information
Values
Working with representatives of the sectors within youth work, LLUK has agreed a suite of values and principles which distinguish youth work from other, sometimes related, activities involving young people. These values and principles are at the core of the work undertaken within youth work and underpin this standard. The behaviours required within this standard include those which reflect particular values and principles.
Visit the website below to access the Youth Work NOS including the Values, which are at the core of youth work.
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/2010/11/ national-occupational-standards-for-youth-work/

Behaviours
The behaviours that underpin this standard require you to demonstrate that you:
1. present information clearly, concisely, accurately and in ways that promote
2. show respect for the views and actions of others
3. seek to understand people's needs and motivations
4. comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes
5. create a sense of common purpose
6. work towards win-win solutions
7. show sensitivity to internal and external politics that impact on your area of work
8. keep promises and honour commitments
9. consider the impact of your own actions on others
10. use communication styles that are appropriate to different people and situations
11. work to develop an atmosphere of professionalism and mutual support

Glossary
Colleagues: Are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility.

Stakeholders: Refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation. Such stakeholders can include young people, their families as well as other agencies which work with them.

Developed by; Learning and Skills Improvement Service. Version number: 2
Date approved: July 2010. Indicative review date: July 2012
Validity: Current. Status: Tailored
Originating organisation: MSC
Original URN MSC D2
Relevant occupations: Health, Public Services and Care; Health and Social Care; Public Services; Child Development and Well Being; Education and training; Health and Social Services Officers; Social Welfare Associate Professionals; Protective Service Occupations; Public Service and Other Associate Professionals
Suite: Youth Work 2010 v2
Key words: working relationships, productive relationships, colleagues, stakeholders, develop, maintain, own organisation, community, roles, responsibilities, interests, concerns, monitor effectiveness, review effectiveness.

LSIILARH3
Allocate and monitor the progress and quality of work in your area of responsibility

Overview

This unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments. The unit is recommended for first line managers and middle managers.

Performance criteria

You must be able to:

P1 confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues

P2 plan how the work will be undertaken, seeking views from people in your area of responsibility, identifying any priorities or critical activities and making best use of the available resources

P3 ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development

P4 ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance

P5 encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work

P6 monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback

P7 support individuals and/or teams in identifying and dealing with problems and unforeseen events

P8 motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion

P9 monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively

P10 identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams

P11 recognise successful completion of significant pieces of work or work activities by individuals and/or teams

P12 use information collected on the performance of individuals and/or teams in any formal appraisals of performance

P13 review and update plans of work for your area, clearly communicating any changes to those affected.

Knowledge and understanding
You need to know and understand:
General Knowledge and Understanding
K1 how to select and successfully apply different methods for communicating with people across an area of responsibility
K2 the importance of confirming/clarifying the work required in your area of responsibility with your manager and how to do this effectively
K3 how to identify and take due account of health and safety issues in the planning, allocation and monitoring of work
K4 how to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources
K5 the importance of seeking views from people working in your area and how to take account of their views in producing the plan of work
K6 why it is important to allocate work to individuals and/or teams on a fair basis and how to do so effectively
K7 why it is important that individuals and/or teams are briefed on allocated work and the standard or level of expected performance and how to do so effectively
K8 the importance of showing individuals and/or teams how their work fits with the vision and objectives of the area and those of the organisation
K9 ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated
K10 effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance
K11 how to provide prompt and constructive feedback to individuals and/or teams
K12 why it is important to monitor your area for conflict and how to identify the cause(s)of conflict when it occurs and deal with it promptly and effectively
K13 why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause(s) and agree ways of improving performance with them
K14 the additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this
K15 how to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated, improve their performance and for recognising their achievements
K16 how to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes
K17 the importance of reviewing and updating plans of work for your area in the light of developments, how to reallocate work and resources and clearly communicate the changes to those affected
K18 the type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them

Industry/Sector Specific Knowledge and Understanding
K19 industry/sector requirements for the development or maintenance of knowledge, understanding and skills
K20 industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work

Context Specific Knowledge and Understanding
K21 the individuals and/or teams in your area of responsibility
K22 the vision and objectives for your area of responsibility
K23 the vision and objectives of the overall organisation
K24 the work required in your area of responsibility
K25 the available resources for undertaking the required work
K26 the plan of work for your area of responsibility

K27 the organisation's written health and safety policy statement and associated information and requirements
K28 your organisation's policy and procedures in terms of personal development
K29 organisational standards or level of expected performance
K30 organisational policies and procedures for dealing with poor performance
K31 organisational grievance and disciplinary policies and procedures
K32 organisational performance appraisal systems.

Additional information

Behaviours

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly
2. You prioritise objectives and plan work to make best use of time and resources
3. You make time available to support others
4. You take personal responsibility for making things happen
5. You show an awareness of your own values, motivations and emotions
6. You show integrity, fairness and consistency in decision-making.
7. You clearly agree what is expected of others and hold them to account
8. You seek to understand people's needs and motivations.
9. You take pride in delivering high quality work
10. You are vigilant for possible risks and hazards
11. You encourage and support others to make the best use of their abilities
12. You use a range of leadership styles appropriate to different people and situations.

Skills

Listed below are the main generic skills which need to be applied in allocating and monitoring the progress and quality of work in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

1. Setting objectives
2. Communicating
3. Providing feedback
4. Valuing and supporting others
5. Consulting
6. Planning
7. Prioritising
8. Leadership
9. Reviewing
10. Problem solving
11. Monitoring
12. Managing conflict
13. Decision making
14. Motivating
15. Information management
16. Delegating
17. Stress management.

Glossary

Area of responsibility: The area of responsibility may be, for example, a branch or department or functional area or an operating site within an organisation.

Developed by; Learning and Skills Improvement Service. Version number: 1
Date approved: April 2008. Indicative review date: April 2010

Validity: Current. Status: Imported
Originating organisation: MSC
Original URN MSC D6
Relevant occupations: Librarians and Related Professionals; Education and training; Direct learning support
Suite: Information and Library Services, Archive Services and Records Management
Key words: management, leadership, communicating, planning, reviewing, stress, prioritising, delegating, consulting, monitoring, decision-making, solving, feedback, motivating, conflict.

SFJCPS7.4

Build and manage teams

Overview

This standard is about building a team and managing it through its various stages of growth. It covers teams set up for a particular project or to carry out a specific task and also teams that are ongoing. It is equally relevant to cases where the manager has to set up the team from scratch and to those situations where the manager inherits an existing team and needs to help it to function effectively. The standard is recommended for any manager who is required to lead a team.

Performance criteria

You must be able to:

P1 clearly articulate the purpose of the team – what it has to achieve, and why a team rather than an individual approach is required

P2 identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose

P3 identify team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team

P4 use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team

P5 agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress

P6 help team members understand their unique contribution to the team, the contributions expected of fellow team members and how these complement and support each other

P7 provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust

P8 allow time for the team to develop through its stages of growth

P9 help the team seize opportunities presented by changes in the team composition and support the introduction of new team members

P10 encourage team members to share problems with each other and solve these creatively together

P11 encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole

P12 review the performance of the team at appropriate points and evaluate how well its purpose is being achieved

P13 celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose

P14 disband the team if and when its purpose has been achieved and it is no longer required for other purposes.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 the principles of effective communication and how to apply them

K2 how to maximise communication when managing remote teams using communications technology (including instant messaging, virtual meetings, conference calls and internet/intranet forums for sharing knowledge)
K3 how to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose
K4 the importance of selecting team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so
K5 the importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided
K6 how to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other
K7 the importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust
K8 how to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust
K9 the importance of encouraging open communication between team members, and how to do so
K10 how to provide feedback to team members to enhance the performance of fellow team members and the team as a whole
K11 the importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so
K12 the importance of celebrating team and individual successes together and commiserating together when things go wrong
K13 ways of refocusing the team's energy on achieving its purpose.

Industry/sector specific knowledge and understanding
K14 Industry/sector requirements for building and managing teams

Context specific knowledge and understanding
K15 the purpose of the team and what has to be achieved K16 the required mix of expertise, knowledge and skills to achieve the team purpose.

Behaviours
1 You present information clearly, concisely, accurately and in ways that promote
2 You keep people informed of plans and developments.
3 You encourage and support others to make best use of their abilities.
4 You clearly agree what is expected of others and hold them to account.
5 You check individuals' commitment to their roles in a specific course of action.
6 You create a sense of common purpose.
7 You articulate a vision that generates excitement, enthusiasm and commitment.
8 You identify and work with people and organisations that can provide support for your work.
9 You work to develop an atmosphere of professionalism and mutual support.
10 You recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal.

Skills
Acting assertively; Communicating; Decision-making; Evaluating; Involving others; Leadership; Monitoring; Motivating; Obtaining feedback; Problem-solving; Setting objectives; Valuing and supporting others.

Developed by; Skills for Justice. Version number: 1
Date approved: June 2010. Indicative review date: June 2013
Validity: Current. Status: Tailored

Originating organisation: MSC
Original URN D9
Relevant occupations: Health, Public Services and Care; Public Services; Managers and Senior Officials; Corporate Managers and Senior Officials
Suite: Commissioning in the Public Sector
Key words: Management, Leadership, Teams, Objectives, Monitoring, Motivating, Evaluating

LSICLD4.3.3 v2

Manage finance for your area of responsibility

Overview

This unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor evaluate and control performance and take action to deal with identified variances. Delegating responsibility for budgets for clearly defined activities is a key aspect of this unit. This standard is recommended for middle managers.

Performance criteria

You must be able to:

P1 confirm your financial responsibilities, including the limits of your authority, with those to whom you report

P2 gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks

P3 identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources

P4 discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets

P5 consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process

P6 discuss and, if appropriate, negotiate the proposed master budget for your area with the relevant people in the organisation and communicate the final budget to colleagues in your area

P7 establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place

P8 identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required

P9 propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people

P10 provide ongoing information on the financial performance of your area to relevant people in your organisation

P11 advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities

P12 encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation

P13 review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future.

Knowledge and understanding

You need to know and understand:

General knowledge and understanding

K1 the purposes of budgetary systems

K2 the importance of agreeing financial responsibilities, including the limits of your authority, for your area with those to whom you report
K3 where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your
K4 the importance of taking account of the objectives and associated plans of your area in developing and operating the master budget
K5 how to identify opportunities and delegate responsibility for budgets
K6 the importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area
K7 how to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered
K8 how to establish systems to monitor and evaluate performance against budgets
K9 the importance of contingency plans and the type of contingencies that may occur
K10 the main causes of variances and how to identify them
K11 what different types of corrective action could be taken to address identified variances
K12 the importance of agreeing revisions to the budget and communicating the changes
K13 the importance of providing regular information on the financial performance of your area to relevant people and what they might want to
K14 types of fraudulent activities and how to identify them
K15 how to encourage colleagues to think about ways of reducing expenditure and increasing income
K16 how to review the financial performance of your area against the stated objectives

Community learning and development specific knowledge and understanding
K17 factors, processes and trends that are likely to affect financial management in your area within the community learning and development constituency
K18 legal, regulatory and ethical requirements in your area of the community learning and development constituency.

Context specific knowledge and understanding
K19 the scope and nature of your area of responsibility including the vision, objectives and operational plans
K20 your financial responsibilities, including the limits of your authority
K21 the people you report to in your organisation
K22 financial information available in your organisation
K23 activities for which budgets have been delegated
K24 the budgeting period(s) used in your organisation
K25 organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets
K26 the agreed master budget for your area, including delegated budgets
K27 systems established for managing and evaluating performance against budgets
K28 contingency plans put in place
K29 what to do and who to contact if suspect fraud has been committed
K30 who needs information on the financial performance of your area, what information they need, when they need it and in what format.

Additional information
Values
Community learning and development staff often operate in accordance with a particular set of values and principles, which distinguish the nature of their work. This standard is intended to apply within the context and ethos of such values and principles.

Behaviours

The behaviours that underpin this standard require you to demonstrate that you:
1. act within the limits of your authority
2. are vigilant for potential risks
3. develop systems to gather and manage information and knowledge effectively, efficiently and ethically
4. clearly agree what is expected of others and hold them to account
5. respond quickly to crises and problems with a proposed course of action
6. comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
7. prioritise objectives and plan work to make best use of time and resources
8. use communication styles that are appropriate to different people and situations
9. take and implement difficult and/or unpopular decisions, if necessary.

Glossary
Area of responsibility: May be, for example, a branch or department, or functional area within an organisation.

Developed by; Learning and Skills Improvement Service. Version number: 2
Date approved: July 2010. Indicative review date: July 2012
Validity: Current. Status: Tailored
Originating organisation: MSC
Original URN MSC E2
Relevant occupations: Education and training; Direct learning support; Social Welfare Associate Professionals; Public Service and Other Associate Professionals
Suite: Community Learning and Development v2 (2010)
Key words: finance, manage, responsible, objective, monitor, evaluate, control, take action, variance, delegate, agree budget, develop budget

SFJCPS9.4

Manage quality systems

Overview
This standard is about managing quality systems to ensure that business processes consistently deliver products/services that meet customers' and other stakeholders' quality expectations and legal and regulatory requirements.

ISO9001:2000, EFQM Excellence Model, Total Quality Management, Six Sigma, Lean Manufacturing, PQASSO and Investors in People are some of the common generic quality assurance systems and standards in use in the UK, although almost every sector has specific quality standards and requirements. Managers responsible for assuring quality in their organisation, or their part of the organisation, need to make sure systems are in place and people are competent to manage processes and deliver products and/or services whose quality meets the expected standards. The standard is for managers who have specific responsibility for managing quality systems to assure quality of products and/or services in their organisation, or their part of the organisation.

Performance criteria
You must be able to:
P1 keep yourself up-to-date with P1.1 current developments, tools and techniques in quality management P1.2 customers' and other stakeholders' expectations regarding quality P1.3 legal and regulatory requirements
P2 ensure the quality standards to which you are working P2.1 are capable of delivering the quality of products/services your customers expect P2.2 allow you to obtain any expected quality marks, awards or accreditation P2.3 are in line with your organisation's values, aims and objectives P2.4 meet any legal and regulatory requirements

P3 ensure systems, plans and resources are in place to ensure quality standards are met and maintained
P4 ensure that people are continuously updated about their roles in meeting quality standards and are competent to fulfil their roles
P5 identify and assess risks of shortfalls in the quality of processes and products/services and take preventative action to mitigate these risks
P6 encourage people to take personal responsibility for achieving quality standards and to address or report any actual or potential shortfalls
P7 obtain sufficient, valid information from your quality assurance system and other sources, including customers, to enable you to evaluate accurately whether processes and products/services are meeting the required standards
P8 provide feedback to motivate people to maintain quality standards and continuously improve performance
P9 detect and record any shortfall in the quality of processes, products and services, investigate the cause(s) and take prompt remedial action
P10 report quality performance, including shortfalls and corrective actions taken, to those who need to know, within agreed timescales
P11 encourage customers and those involved in delivering products/services to identify and recommend quality improvements
P12 develop resourced plans to implement quality improvements which deliver significant benefits at reasonable cost and acceptable level of risk.

Knowledge and understanding
You need to know and understand:
General knowledge and understanding
K1 the importance of keeping up-to-date with current developments, tools and techniques in quality management, customers' and other stakeholders' quality expectations and legal and regulatory requirements
K2 how to ensure the quality standards to which you are working are capable of delivering the quality of products/services your customers expect
K3 any relevant quality marks, awards or accreditation, and how the quality standards to which you are working can obtain these
K4 how to ensure the quality standards to which you are working meet any legal and regulatory requirements
K5 the importance of ensuring systems and plans are in place to ensure quality standards are met and maintained, and how to do so
K6 the importance of communicating information clearly, concisely and accurately, and how to do so
K7 the importance of keeping people updated about their roles in meeting quality standards, and how to ensure people are competent to fulfil such roles
K8 the importance of encouraging people to take personal responsibility for achieving quality standards
K9 the importance of encouraging people to address or report any actual or potential shortfalls in the quality of processes and products/services
K10 the importance of obtaining sufficient, valid information to enable you to evaluate accurately whether processes and products/services are meeting the required standards, and how to do so
K11 the importance of providing feedback to motivate people to maintain quality standards and continuously improve performance, and how to do so
K12 how to detect and record any shortfall in the quality of processes, products and services, and investigate the cause(s) and appropriate remedial action to take
K13 how to report quality performance, including shortfalls and corrective actions taken, to those who need to know, within agreed timescales
K14 the importance of encouraging customers and those involved in delivering products/services to identify and recommend quality improvements
K15 how to develop resourced plans to implement quality improvements which deliver significant benefits at reasonable cost and acceptable level of risk

Industry/sector specific knowledge and understanding
K16 industry/sector requirements for quality assurance

Context specific knowledge and understanding
K17 current developments in quality management
K18 customers' and other stakeholders' expectations regarding quality
K19 current quality management legal and regulatory requirements
K20 your organisation's products/services and the quality your customers expect
K21 your organisation's values, aims and objectives and ensure the quality standards to which you are working are in line with these
K22 your organisation's available resources to ensure quality standards are met and maintained
K23 sources of information, including your quality assurance system and customers, to enable you to evaluate accurately whether processes and products/services are meeting the required standards.

Behaviours
1 You recognise changes in circumstances promptly and adjust plans and activities.
2 You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
3 You present information clearly, concisely, accurately and in ways that promote
4 You keep people informed of plans and developments.
5 You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
6 You are vigilant for possible hazards.
7 You focus personal attention on specific details that are critical to achieving successful results.
8 You make appropriate information and knowledge available promptly to those who need it and have a right to it.
9 You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.

Skills
Assessing; Communicating; Decision-making ; Evaluating; Influencing ; Information management; Involving others; Monitoring; Motivating; Obtaining feedback; Planning; Presenting information; Providing feedback; Questioning; Reporting; Setting objectives.

Developed by; Skills for Justice. Version number: 1
Date approved: June 2010. Indicative review date: June 2013
Validity: Current. Status: Tailored
Originating organisation: MSC
Original URN F13
Relevant occupations: Health, Public Services and Care; Public Services; Managers and Senior Officials; Corporate Managers and Senior Officials
Suite: Commissioning in the Public Sector
Key words: Management, Leadership, Quality

APPENDIX 3 - ASSESSMENT TEMPLATE DOCUMENTS

3A: Sample Form
Assessment plan and review

Candidate name:	
Employer/location:	Date:
Qualification: Unit(s): Elements:	
Assessor:	
Period of Review: (should not normally exceed 12 weeks)	Proposed Date for next review:

Part 1 – **<u>Activities / Tasks / Learning / Training</u>** undertaken since last review:

Part 2a – '**<u>Progress to date'</u>** specifying units/elements/modules achieved to date (the progress recorded **must** tie in with the associated '**Summary of Achievement Record'**):

Part 2b – Identified **barriers** to progress (please detail here any issues relating to the programme delivery, which have impacted negatively on progress e.g. attendance times, learning difficulties, suitability of training/learning materials, physical barriers to participation, health issues, attitude etc):

*

Part 2c – Solutions proposed to address the above barriers:

Part 3 – Agreed '**assessment planning'** & action required for the next review (proposed methods of evidence collection must be recorded & proposed assessment methods must be selected): ***N.B.*** *Methods of evidence collection may include: either hard copy records or electronic records such as audio recordings, scanned documents, photographs etc.*	Element: Proposed Assessment Methods/Sources of Evidence:							
	CrossRef	RPL	OBS	Questioning	PS	WR	D	WT

Key: Assessment Methods/Sources of Evidence

CrossRef = Cross Referencing **RPL**= Recognition of Prior Learning

OBS = Observation **PS** = Personal Statement

WR = Work Record **D** = Discussion

WT= Witness Testimony

Part 4 – Additional comments / issues (e.g. health & safety issues):
Part 5 – Candidate comments/feedback/evaluation:
Part 6 – Employer comments on progression and achievement noted in **Part 2a**:
Part 7 – Assessor Feedback/Assessment Judgements/Decisions/Outcome

Candidate Signature: ..... Date: .....

Assessor Signature: ..... Date: .....

Employer Signature (where present): ..... Date: .....

Employer Name and position: .....

3B: Sample Form
Assessor report

Qualification:	
Candidate:	
Assessor:	
Date:	
Unit/ element:	
Location/ circumstance:	
Details of observation/ question/ answers/ discussion	**Ref**
Details of observation/ question/ answers/ discussion	**Ref**
Details of observation/ question/ answers/ discussion	**Ref**

Assessors comments (state whether candidate is competent)	
Assessor signature	
Candidate signature	

3C: Sample Form
Witness testimony

Qualification: …….

Unit: …….

Element(s): ……

Candidate Name: ……..

Witness Name: ……

Witness Contact Details: ……

……..

Describe your qualifications/ experience:

……

……

……

Describe your relationship with the candidate:

……

……

Date of evidence: ……

Testimony and comment on candidate's performance

……

……

……

……

……

……

……

Witness Signature & Date: ……

Candidate Signature & Date: ……

Assessor Signature & Date: ……

3D: Sample Form
Candidate personal statement

Qualification:		
Candidate name:		
Element(s)	**Date**	**Statement / evidence**

Candidate's signature:		
Assessor's signature: Date:		

APPENDIX 4 - ASSESSOR TEMPLATE DOCUMENTS

4A: Sample Form
Element achievement record

Candidate name:												
Qualification:												
Unit title: **Element(s):**												
Assessor:												
Evidence ref:	**Evidence description ***	**Location ****	**Performance criteria**					**Knowledge and understanding**				

***Key: Assessment Methods/Sources of Evidence**

CrossRef = Cross Referencing **RPL**= Recognition of Prior Learning **OBS**= Observation
Q&A= Questioning **PS**= Personal Statement **WR** = Work Record **D**= Discussion
WT= Witness Testimony

***Should refer to whether the evidence can be found in the portfolio ('PF') or elsewhere, if so state location of evidence*

4B: Sample Form
Unit progress record

Qualification:		
Unit title:		
I confirm that the candidate has been assessed as competent for this unit		
Assessor name	Assessor signature	Date
I confirm that I have been assessed as competent and that the evidence produced is from work that is all mine		
Candidate name	Candidate signature	Date
I confirm that I have internally verified this unit and confirm that the candidate is competent (this section must be completed where the assessor is unqualified)		
IV name	IV signature	Date

APPENDIX 5 - INTERNAL VERIFIER TEMPLATE DOCUMENTS

5A: Sample Internal verification Strategy

This document indicates what may be covered as part of an internal verifier's strategy. An effective internal verification strategy ensures:

- A forum for discussion of borderline cases
- Assessor networking and sharing of good practice
- Valid, reliable and consistent training and/or assessment
- Recorded assessment decisions which are appropriate, consistent, fair, transparent and equitable
- Clarity for candidates about assessment requirements
- Effective preparation and presentation for external verification
- Reduction in level of direct external verification scrutiny

To underpin the IV/ verification process a plan of internal activity should be developed indicating

- what will happen
- when it will happen
- who will be involved

New instructors/assessors must:

a) be supplied with assessment and materials
b) clearly understand assessment requirements and procedures

All assessors must:

a) know the name of the person who will manage the IV process and the name of the IV

b) know how IV/ verification will happen, when it will happen and who will be involved
c) be informed about issues raised through previous internal and external quality assurance

On Course Monitoring

The IV should:

a) Sample assessments to ensure that:
   - feedback to candidates is clear and constructive
   - teaching and assessment activities are standard and appropriate
   - assessment decisions are fair and consistent
   - teaching and assessment records are clear
b) Undertake standardisation activities
c) Ensure candidates understand assessment requirements
d) Provide advice and support for Assessors and share good practice
e) Identify good assessment practice
f) Record internal verification activities and findings, list action points and report to instructors/assessors and the EV
g) Liaise with the EV as necessary

End of Course Checking

The IV should:

a) monitor progress against previous action points
b) ensure assessment records are complete and accurate
c) ensure evidence of achievement is appropriate and standardised
d) record internal verification activities and findings, list action points, and report these to assessors and the EV

Guidance on Sampling and Record Keeping

What do IVs/IVs sample and why?

IVs are responsible for monitoring the quality of assessment, hence the need for them to sample assessment practices and decisions. It is not usually possible or necessary to verify every aspect of assessment at each internal verification. A properly selected representative sample should identify any issues with assessment practices and decisions.

Selecting a sample

To select a representative sample, IVs must take account of factors which may impact on the quality of assessment. These factors are used to define a sampling strategy that determines the size of the sample and enables judgements to be made.

Key factors to consider are:

- Sites of delivery
- Number and experience of Assessors
- Number of courses/assessments
- Previous IV actions/recommendations
- Assessment methods
- Special arrangements
- EV recommendations
- Borderline cases
- Anything else that you think might impact on assessment decisions

The sample should include an element of random selection by the IV. It is not necessary to sample across every aspect of the programme at each event but the plan should seek to cover everything over a period of time, e.g. 3 years.

Which records should be kept?
Records of internal quality assurance/ verification must be kept and made available to the EV during monitoring visits. These should demonstrate that the internal verification procedures have been carried out. IVs should record two sets of information:

1. The sample taken by the IV
2. The comments and feedback to the Assessor following the sampling exercise, showing any recommendations or action required and how this was resolved.

There is a sample form shown below that you may use or adapt to suit your own requirement.

5B: Sample Form
Internal verification - sampling assessment decisions

Unit/qualification:

Location:
Assessor name:

Candidate Name	Sampling element[1]	Was the assessment method appropriate?	Is there sufficient evidence that outcomes have been met?	Is the evidence appropriate for the level?	Comments
Comments					

[1] *Was this a learning outcome across candidates, or a whole unit or one method of assessment?*

Signed: **(IV)** **Date:**

Signed: **(Assessor)** **Date:**

5C: Sample Form
Internal verification – observation of assessors

Internal Verifier's Name: ……

Assessor's Name: ……

Candidate's Name: ……

Qualification Title: ……

Unit Assessed: ……

Element Assessed: ……

Date of Observation: ……

Location of Assessment: ……

Prior to the assessment had the Assessor:	Yes	No	Comments:

Developed a written Assessment Plan for the candidate			
Checked that the facilities, resources and information required for the assessment were available and ready for use			
Briefed the candidate on how the assessment would take place and what would be assessed			
During the assessment did the Assessor:	**Yes**	**No**	**Comments:**
Conduct the assessment unobtrusively without interfering with the candidate's performance			
Encourage the candidate to satisfy the specified Assessment Criteria			
Ask questions clearly in an encouraging tone and manner without leading the candidate			
Ensure that sufficient questions were asked and that they were justifiable and relevant to the Unit assessed			

During the assessment did the Assessor (continued):	**Yes**	**No**	**Comments:**

Ensure that the atmosphere created during the assessment was pleasant and conducive			
Clarify and resolve any concerns that the candidate had during the assessment			
Clearly inform the candidate of the assessment decision i.e. 'achieved' or 'requires further practice'			
After the assessment did the Assessor:	**Yes**	**No**	**Comments:**
Provide feedback that was clear, constructive, met the candidate's needs and was appropriate to his/her level of confidence			
Encourage the candidate to comment on the assessment decision and how he/she was assessed			
Complete the Unit assessment documentation and ensure it was fully signed and dated			

Overall feedback to Assessor:

Assessor's comments on the IV's feedback:

Assessor's Signature: ……..……..…….……..……..…….

Date:……..……

Internal Verifier's Signature: ……..…….……..……..…….

Date:……..……