



THE SCOTTISH OFFICE

Education and Industry Department

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# NATIONAL GUIDELINES

on Provision Leading to the  
Teaching Qualification  
(Further Education) and  
Related Professional Development



## INTRODUCTION

1. Scotland's colleges of further education (FE) play a major, and growing, part in the country's economic, environmental and social development. While the quality of that contribution depends on a number of factors, such as the relevance of the curriculum and links with the world of employment, probably the single most important factor is the quality of the professional teaching staff who design, deliver, assess and evaluate the programmes of education and training. For colleges to fulfill the role expected of them, it is necessary that they be staffed by people with the relevant specialist qualifications, experience and aptitude necessary for developing provision, instructing and advising students. However much expertise lecturers bring with them into the profession, they need thorough induction, initial training and continuing professional development throughout their careers.

2. It was for that reason that in 1992 the Government set up a Review Committee, chaired by Professor Kathleen J Anderson OBE, to review arrangements for the initial training of FE college lecturers and related matters. Following publication of the Committee's report in September 1993, several of its key recommendations were acted upon, involving an analysis of training needs; development of Occupational Standards by a Steering Group of staff development practitioners from the colleges and other key interests, chaired by Mr Iain Ovens, then Principal of Angus College; consultation with colleges and other interested parties; financial studies; and detailed deliberations within the Department, culminating in the drafting of these **National Guidelines** as the Government's general response to the conclusions and recommendations of the Anderson Committee.

3. No change is envisaged in the status of the Teaching Qualification (Further Education) - commonly known as the TQ(FE) - as defined by the *Teachers (Education, Training and Recommendation for Registration) (Scotland) Regulations 1993*, the *Teaching Council (Scotland) Act 1965* and the *Further and Higher Education (Scotland) Act 1992*. In line with the recommendations of the Anderson Committee, the TQ(FE) remains the centre-piece of the arrangements for initial training and continuing professional development, but a number of changes have been made in the delivery arrangements.

4. At the heart of the new arrangements are the **Occupational Standards** drawn up by the steering group of practitioners chaired by Mr Iain Ovens. These represent a comprehensive statement of the competences required to perform satisfactorily the job of college lecturer, expressed in the Unit format used by the Scottish Vocational Education Council (SCOTVEC\*). The competences will be revised from time to time to reflect accurately changes in the work of college lecturers.

5. These competences, for those lecturers who do not already possess them, will be developed by programmes of education and training leading to award of the TQ(FE), either as a Certificate of Education (FE) as at present or in some other form. In future, all such programmes will be defined and approved in terms of Units corresponding to the Units of Competence in the Occupational Standards. Such a modular approach will allow appropriate provision to be made for specialist needs, for part-time and fixed-term appointments and for continuing professional development.

## THE NEW ARRANGEMENTS

6. The new arrangements incorporate all the recommendations of the Anderson Committee. In some cases (eg provision for pre-service programmes and recognition of other teaching qualifications) the new arrangements provide a framework within which those responsible can, as they see fit, take forward the recommendations. After lengthy deliberation and consultation with key interests, it is the view of the Department that the approach outlined represents the best possible synthesis of continuity from existing arrangements with addressing the weaknesses identified by the Anderson Committee.

7. This synthesis is achieved by defining the TQ(FE) in the context of career-long professional development from induction through to post-qualifying development, all of which will be defined and delivered in terms of Professional Development Units. The TQ(FE), as prescribed by the 1993 Regulations, will continue to be awarded following *a course of education and training provided by a relevant institution within the higher education sector which provides courses for the education and training of teachers*. To meet the statutory requirements, such courses must be approved by the

Department on behalf of the Secretary of State in consultation with the General Teaching Council for Scotland (GTC), and henceforth a condition of approval will be that such courses include provision for recognition of Units delivered by other **approved providers** (such as FE colleges), subject to satisfactory quality assurance arrangements. Such recognition would always be within the terms of the particular scheme approved by the Department but should normally be available for not less than 50% of the course credits nor more than 80%.

8. All the Units in question will be drawn from a national **Index** of Professional Development Units for use in induction programmes, initial training and continuing professional development. The Index will comprise the Units in the Occupational Standards and others approved from time to time by the **Professional Development Forum (for teaching staff in Scottish colleges of further education)**. This body will comprise:

- A Chairman drawn from the Higher or Further Education sector
- Experienced practitioners from FE colleges
- A representative of the Association of Scottish Colleges
- A representative of the General Teaching Council for Scotland
- Representation from SOEID (Policy Division and HM Inspectorate)

9. Colleges and other appropriate bodies will be eligible to seek recognition from the Forum as **approved providers** of particular Units, matching their needs and expertise. All such Units delivered by approved providers will be, in principle, credit-bearing towards a TQ(FE), subject to the terms of each approved scheme, including particularly quality assurance provisions.

#### APPROVAL OF TQ(FE) SCHEMES OF PROVISION

10. Any Higher Education Institution wishing to provide a course leading to award of a TQ(FE) must submit a scheme for approval by the Department, acting on behalf of the Secretary of State. Such schemes will have to satisfy the following requirements and should, as far as possible, conform to the format set out in **Annex A**. Most of these requirements already apply to courses leading to teaching qualifications in the school or post-school sectors. The Secretary of State is obliged to consult the GTC before approving or not approving a submission; institutions are, therefore, advised to ensure that their proposals would be acceptable to the GTC as qualifying for voluntary registration.

11. Entry requirements for the course shall be as prescribed in the current **“Memorandum on Entry Requirements to Courses of Teacher Education in Scotland”**.

12. Schemes must specify which competences, as defined in the Occupational Standards, are included in the course. These must include the **core competences** (see Occupational Standards at **Annex B**) but may include such optional Units - and other Units - as are judged appropriate. In this connection, it should be borne in mind that statements of competence include only the **outcomes** which are sought; much of the underpinning and contextual input is inferred. It is, therefore, expected that schemes submitted for approval will make explicit how underpinning “professional studies” will be incorporated and how they relate to the scheme as a whole. Due provision should be made, either in the core or in optional elements, for particular, aspects of provision such as SEN, APL and open learning.

13. Full details must be given of all relevant validation, accreditation and approval arrangements. Courses leading to award of a TQ(FE) must be certificated by a **relevant institution** in terms of the 1993 Regulations and it should be clear which Units are drawn from the national Index and which (if any) are particular to this scheme.

14. Course content must be fully described, in terms of units, as closely as possible to the model in **Annex A**, and including details of teaching practice arrangements. The responsibilities of the providing institution, the employing college, the mentor/s and any other parties involved should be spelt out in full.

15. Arrangements for recognition of provision by other approved providers, for open and distance learning, and for accreditation of prior learning must be specified. Provision must be made for recognition of at least 50% but not more than 80% of the course credits through provision by other approved providers.

16. Schemes must include provision for an Induction programme, either as an integral part of the course or as credit-bearing provision by another approved provider. They must also specify what provision, if any, is being made for the needs of part-time and fixed-term teaching staff and other particular categories.

17. Schemes must set out clearly how course members will be registered, advised and monitored throughout the course, so that they are in no doubt what is required of them, when and in what form. Provision must be made for minimising the risk of confusion about which Units count towards the TQ(FE) and which do not (and why).

18. Full details of assessment arrangements must be given, indicating how these correspond with the requirements of the Unit specifications in the Occupational Standards. Assessment arrangements for the TQ(FE) - not individual Units - must include an adequate degree of externality (external examiner/verifier etc), full details of which must be provided.

19. Schemes must include arrangements for overall management and quality assurance of the course, including elements provided by parties other than the awarding institution.

#### INTERPRETATION AND ADVICE

20. Advice is available on interpretation of these Guidelines and on associated matters, from:

The Scottish Office Education and Industry Department  
Post-Sixteen Qualifications Division  
1C-West  
Victoria Quay  
EDINBURGH  
EH6 6QQ  
Tel: 0131 244 0284  
Fax: 0131 244 0296

**The Scottish Office  
Education and Industry Department  
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## MODEL SCHEME OF COURSE PROVISION LEADING TO THE TQ(FE)

The following model is not intended to be either exhaustive or prescriptive. It does, however, provide institutions submitting schemes for approval with some indication of the range of aspects which should be covered and in what detail. It is anticipated that scheme outlines would be typically 10-15 pages in length, not including annexes detailing content, assessment processes, timeframes etc.

### AIMS & PURPOSES

In what way will the scheme meet the requirements of the National Guidelines? Is a particular, distinctive approach adopted? In what way would this scheme differ from others? What outcomes would indicate success?

### ACCESS

Will the national entry requirements be applied in any particular way? How will course members be recruited? How will they be registered and progressed? Induction arrangements. Collaborative and credit-transfer arrangements with other approved providers. Provision for potential course members deficient in entry qualifications.

### COURSE DESIGN

- General content and structure, showing relationship with the Occupational Standards, sequence of elements and rationale for the structure proposed. Provision for experiential learning (teaching practice).
- Explanation of how the course will take account of, and cater for, the particular needs of course members, the particular contexts in which they work, the other agencies (schools, HEIs, LECs etc) with whom they collaborate and particular client needs they serve, eg students with learning difficulties and disabilities, mature students, educationally disadvantaged students, distance learning students.
- What provision is made for underpinning and contextual professional studies? Complementary units or integrated? What academic standard is set, why, and how?
- How will coherence and integration of the various elements, especially experiential learning and elements delivered by other providers, be secured?

### TEACHING AND LEARNING APPROACHES

Teaching and learning methods employed in the various elements. Role of independent, resource-based learning. Use of IT and other forms of learning technology. Provision for research and investigation, and promotion of the concept of *the reflective practitioner*.

### MONITORING & ASSESSMENT

Arrangements for monitoring progress and associated guidance. Assessment arrangements, formative and summative. Particular roles of tutors, mentors, certificating body and other parties. Setting and maintenance of standards. Provision for externality in the assessment process. Appeals procedures. What form of certification and academic recognition is proposed?

#### QUALITY ASSURANCE

How will the quality of curriculum, course design, teaching, assessment and guidance be monitored and maintained? Details of existing quality systems may be appended.

#### PROGRESSION

How will the course relate to post-qualifying provision, by the same providers or others? What provision for continuing professional development exists or is planned? Certification arrangements, if any, beyond TQ(FE).

**The Scottish Office  
Education and Industry Department  
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# FURTHER EDUCATION COLLEGE LECTURERS IN SCOTLAND

## OCCUPATIONAL STANDARDS

**The Scottish Office  
Education and Industry Department  
June 1996**

## INTRODUCTION

1. The occupational standards framework consists of **19 units of which 12 are core units** covering areas of direct relevance to all lecturers. **Seven units - marked with an asterisk - are optional ones** which apply to lecturers in some colleges.
2. The units are grouped into seven sections. A brief rationale is given at the beginning of each section with a summary of the unit and outcome titles.
3. Six units and one element from the SVQs in Training and Development have been incorporated into the framework. Details of the unit titles and outcomes are shown in the section summaries. The SVQ units themselves are contained in the SCOTVEC Occupational Standards (first edition) which was published in March 1995.
4. The units, which have been written specifically for the framework, conform to the standard unit format. The outcomes describe what the candidate should be able to do and the performance criteria specify the level and quality of performance required. In addition, a range statement, or the critical terms for one, has been indicated with an outline of the evidence requirements.
5. The framework is at the stage where it can be adjusted readily to accommodate comments and suggestions. When fully developed, the units would include detailed range statements, evidence requirements, guidance notes for assessors and a glossary of terms.

**The Scottish Office  
Education and Industry Department  
June 1996**

## GLOSSARY OF ABBREVIATIONS

APL	- Accreditation of Prior Learning
FE	- further education
HMI	- Her Majesty's Inspectors of Schools
PC	- Performance Criteria
SCOTVEC	- Scottish Vocational Education Council
SQMS	- Scottish Quality Management System

## ACKNOWLEDGEMENT

Units suffixed by (C) or (D) numbers are taken from the Scottish Vocational Qualifications (SVQs) in Training and Development derived from the national occupational standards developed by the Training and Development Lead Body.



# 1. GUIDE AND SUPPORT THE LEARNER

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## **Rationale**

Colleges' commitment to wider access for all sections of the communities they serve is complemented by increasingly comprehensive guidance and support mechanisms for the individual learner. Lecturers now play a key role in helping learners to:

- (1) choose an appropriate programme; and
- (2) adapt to the learning environment as quickly as possible.

The lecturer is also responsible for identifying individuals' learning needs and for facilitating access to learning support. This direct link with learning support is becoming an integral component of the first-in-line guidance which lecturers provide on an on-going basis.

Many lecturers also take part in selecting learners for entry to programmes and courses. An optional unit has been included for lecturers who are involved in student selection.

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<b>Units</b>	<b>Outcomes</b>
1.1 Provide Initial Advice and Information	1.1.1 Provide information which is relevant to the needs of the prospective learner.  1.1.2 Help the prospective learner to choose and access a suitable programme of learning.  1.1.3 Contribute to the induction of learners.
1.2 Select Learners*	1.2.1 Prepare to interview prospective students as part of the selection process.  1.2.2 Interview prospective students as part of the selection process.  1.2.3 Apply selection criteria and follow-up procedures.
1.3 Provide Advice and Support to learners	1.3.1 Support learners during their programme.  1.3.2 Identify and organise learning support for individuals.

# Unit 1.1: Provide Initial Information and Advice

## OUTCOME 1.1.1 PROVIDE INFORMATION WHICH IS RELEVANT TO THE NEEDS OF THE PROSPECTIVE LEARNERS.

### Performance Criteria

- (a) The initial meeting with the prospective learner is in accordance with college procedures.
- (b) The background, personal goals and interests of the individual are identified correctly.
- (c) The explanation of the education and training services potentially available takes account of the needs of the individual.
- (d) The meeting is conducted in an appropriately sympathetic and welcoming manner.

### RANGE STATEMENT

**Prospective Learner:** All individuals who are eligible to be enrolled as college students.

**Education and Training Services:** College education and training services; provision in other centres.

**College procedures:** for admissions; bursary/grant information; student charter; guidance database systems.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has interviewed 2 prospective learners from the above range, to meet the criteria in PCs (a) to (d). For PCs (a) and (c) the candidate must have explained the ranges of education and training services and procedures during the interview(s).

**Additional knowledge evidence of:** How to establish rapport; post school education and training, guidance and support; interviewing techniques.

## OUTCOME 1.1.2 HELP THE PROSPECTIVE LEARNER TO CHOOSE AND ACCESS A SUITABLE PROGRAMME OF LEARNING.

### Performance Criteria

- (a) The information and advice given to the prospective learner correctly establishes the available options.
- (b) The range of learning programmes discussed with the individual is appropriate to his or her requirements for progression and qualifications.
- (c) The options discussed enable the individual to select a learning programme which takes preferred learning methods and prior learning into account.
- (d) The information given on how to access the preferred programme of learning is detailed, accurate and tailored to the needs of the individual.
- (e) The interactions with the prospective learner are conducted in an appropriate manner.

### RANGE STATEMENT

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** for PCs (a) to (e) that the candidate has advised two prospective learners from the range in outcome 1.1.1 who have selected an appropriate programme of learning.

**Additional knowledge evidence of:** Information on available learning opportunities; progression and available qualifications; how to identify an individual's preferred way of learning; the establishment of prior experience and learning; how to interview different types of learners who have differing abilities.

## OUTCOME 1.1.3 CONTRIBUTE TO THE INDUCTION OF LEARNERS

### Performance Criteria

- (a) The explanation of the induction process, procedures and content is consistent with college policy and procedures.
- (b) The induction of learners to a course or programme is undertaken as specified in college procedures.
- (c) The introduction of learners to the learning environment is appropriate to the requirements of the programme or course.
- (d) The interaction with learners during induction is welcoming and takes account of their needs.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** for PCs(a) to (d) that the candidate has participated in one induction programme with at least two learners.

**Additional knowledge evidence of:** Induction process; college policies; How to deal with different types of learners; how to establish rapport.

## Unit 1.2: Select Learners\*

### OUTCOME 1.2.1 PREPARE TO INTERVIEW PROSPECTIVE LEARNERS AS PART OF THE SELECTION PROCESS.

#### Performance Criteria

- (a) The physical and administrative arrangements for the interview are in accordance with college procedures and policies.
- (b) The specified selection criteria are clear and meet college policies and procedures.
- (c) The application form and supporting documents are reviewed and key points noted.

#### RANGE STATEMENT CRITICAL TERMS

**Prospective Learner:** All individuals who would be eligible to be enrolled as college students.

#### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has prepared for two interviews covering the above performance criteria.

**Additional knowledge evidence of:** Selection criteria; college procedures/documentation. (This must include reference to equal opportunities procedure).

### OUTCOME 1.2.2 INTERVIEW PROSPECTIVE LEARNERS AS PART OF THE SELECTION PROCESS.

#### Performance Criteria

- (a) The selection interviewing techniques used during the interview conform to good practice.
- (b) The interviewee is given adequate opportunity to ask questions.
- (c) The explanation to the interviewee on what will happen following the interview is clear and follows college procedures.

#### RANGE STATEMENT CRITICAL TERMS

**Prospective Learners:** All individuals who are eligible to be enrolled as college students.

#### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has interviewed two learners.

With reference to performance criterion (a) the selection interviewing techniques must include skills such as questioning, listening, checking understanding, appropriate body language, empathy and sensitivity for the situation. As part of the interview the candidate must establish learner's prior certification and learning.

College procedures must be adhered to.

## OUTCOME 1.2.3 APPLY SELECTION CRITERIA AND FOLLOW-UP PROCEDURES.

### Performance Criteria

- (a) The selection of learners is made according to the agreed criteria.
- (b) The decisions reached from the interview are recorded accurately and according to college specifications.
- (c) The decisions are communicated to all relevant people and in accordance with college policy and procedures.
- (d) The notification of the selection results to the interviewee is consistent with college policy and procedures.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has processed a successful interviewee.

**Additional knowledge evidence of:** How to process conditional or unsuccessful interviewees; college policy and procedures.

# Unit 1.3: Provide Advice and Support to Learners

## OUTCOME 1.3.1 SUPPORT LEARNERS DURING THEIR PROGRAMME.

### Performance Criteria

- (a) The support which is given to learners is set within the context of the college guidance structure.
- (b) The on-going guidance given to learners encourages them to take responsibility for their own development.
- (c) The on-going guidance given meets the standards specified in College policies and procedures.
- (d) The pre-exit information and advice provided to learners is accurate and specifically focused on other sources of guidance.
- (e) The guidance which learners receive takes their individual needs into consideration.

### RANGE STATEMENT CRITICAL TERMS

Learner: enrolled students.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has provided support for two learners from the above range. One of the learners must be on a full-time programme.

**Additional knowledge evidence of:** College guidance structure; maintenance of confidentiality, impartiality and equal opportunities; college guidance policies and procedures; how to meet the support needs of different types of learners.

Written or oral evidence of post-school education arrangements for guidance and support within FE.

## OUTCOME 1.3.2 IDENTIFY AND ORGANISE LEARNING SUPPORT FOR INDIVIDUALS.

### Performance Criteria

- (a) The identification of the type of learning need and level of support required is appropriate to the needs of the learner.
- (b) The discussion of the learner's requirements is conducted with sensitivity.
- (c) The nature of the explanation of the support available is accurate and given to the learner in an empathetic manner.
- (d) The learning support is agreed with the learner.
- (e) The support is arranged in accordance with college policy and procedures.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has organised support for one learner.

**Additional knowledge evidence of:** Types of learning need and support available; how to discuss learner requirements; college policy and procedures.

## 2. DESIGN THE LEARNING EXPERIENCE

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### **Rationale**

Lecturers must be able to plan and prepare effectively for the learning experience. The competences required reflect three particular trends.

- (1) Colleges are expanding their range of flexible learning opportunities.
- (2) Lecturers are working in a team context.
- (3) The curriculum is subject to on-going and rapid change.

The recommended options will be appropriate to many but not all lecturers.

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<b>Units</b>	<b>Outcomes</b>
2.1 Develop Unit Specifications*	2.1.1 Develop the rationale for a unit specification.  2.1.2 Write descriptors using awarding body specifications.
2.2 Plan and Prepare the Learning Experience	2.2.1 Contribute to the planning and development of a programme or course.  2.2.2 Develop a teaching and learning plan.  2.2.3 Prepare teaching and learning materials.  2.2.4 Develop a schedule for teaching and learning resources.
2.3 Develop and Use Flexible Learning Materials*	2.3.1 Produce flexible learning materials.  2.3.2 Support learners in their use of flexible learning materials.

# Unit 2.1: Develop Unit Specifications\*

## OUTCOME 2.1.1 DEVELOP THE RATIONALE FOR A UNIT SPECIFICATION.

### Performance Criteria

- (a) The explanation of the rationale and its components is correct.
- (b) The development of the title, general competence and vocational relevance components reflects the market needs.
- (c) The development of the target audience, access and progression components reflects the market needs.
- (d) The specification of the credit value reflects the competence requirements.

### RANGE STATEMENT CRITICAL TERMS

The range statements for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENT

**Written evidence** of one completed unit specification rationale for a unit in the Scottish system. The unit must reflect market needs, and where the unit is being developed as part of an award it must reflect that course rationale.

## OUTCOME 2.1.2 WRITE DESCRIPTORS USING AWARDING BODY SPECIFICATIONS.

### Performance Criteria

- (a) The development of outcomes and performance criteria from the unit rationale meets the technical requirements of the awarding body.
- (b) The development of range statements and evidence requirements from the unit rationale meets the technical specifications of the awarding body.
- (c) The development of support notes reflects the requirements of the unit specifications.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENT

**Written evidence** of the development of at least one unit specification with a minimum of three outcomes with performance criteria, range statements and evidence requirements. The unit must conform to the specifications of the relevant awarding body. The support notes must include all of the following:

- content/context
- assessment procedures
- approaches to generating evidence
- progression

# Unit 2.2: Plan and Prepare The Learning Experience

## OUTCOME 2.2.1 CONTRIBUTE TO THE PLANNING AND DEVELOPMENT OF A PROGRAMME OR COURSE.

### Performance Criteria

- (a) The explanation of the roles and responsibilities of the individual members of the development team is correct.
- (b) The participation in design and planning teams contributes effectively to the development of the programme or course.
- (c) The contribution reaches the prescribed quality standards for the programme or course being developed.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENT

**Practical evidence** that the candidate has contributed as part of a team to the planning and development of a programme or course as specified in PCs (b) and (c). Written or oral evidence of PC (a).

**Additional knowledge evidence of:** Awarding body requirements; functions of course/programme teams and their roles and responsibilities; principles of programme design; college mechanisms for curriculum development.

## OUTCOME 2.2.2 DEVELOP A TEACHING AND LEARNING PLAN.

### Performance Criteria

- (a) The plan for the delivery of teaching and learning meets the requirements of the programme specification.
- (b) The selected teaching and learning approaches are varied and match outcomes and client needs.
- (c) The scheme of work reflects client and learner requirements, time requirements and college quality assurance procedures.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENT

**Written evidence** that the candidate has developed a teaching and learning plan for a programme. The plan could be for a unit or grouping of units or for a section of a non-competence based syllabus.

**Additional knowledge evidence of:** Awarding body requirements; the potential range of teaching/learning approaches; college quality assurance procedures.

## OUTCOME 2.2.3 PREPARE TEACHING AND LEARNING MATERIAL

### Performance Criteria

- (a) Materials selected meet the programme and learner requirements.
- (b) The production of new materials meets programme and learner requirements.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Written evidence** that the candidate has produced a materials pack for one unit or small group of units.

**Additional knowledge evidence of:** The potential range of teaching learning materials; characteristics of effective learning materials; copyright constraints over existing materials including materials from external sources.

## OUTCOME 2.2.4 DEVELOP A SCHEDULE FOR TEACHING AND LEARNING RESOURCES

### Performance Criteria

- (a) The selection of teaching and learning resources is appropriate to course, unit, client, and quality requirements.
- (b) The schedule for the resource supply meets the needs of the programme.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has prepared a resource schedule for one unit or group of units including the specification of people.

**Additional knowledge evidence of:** The range of resources available; college procedures and operating practice, planning, scheduling and feedback mechanisms.

# Unit 2.3: Develop and Use Flexible Learning Materials\*

## OUTCOME 2.3.1 PRODUCE FLEXIBLE LEARNING MATERIALS

### Performance Criteria

- (a) The intended purpose and scope of the flexible learning materials are clearly stated.
- (b) The range of existing relevant flexible learning materials within the scope is reviewed and adopted/adapted as required.
- (c) The range of possible formats is reviewed and a practical format selected.
- (d) The flexible learning materials produced conform to quality standards.

### RANGE STATEMENT CRITICAL TERMS

Flexible learning materials: to support differentiated learning in classrooms; to support self study/distance learning.

### EVIDENCE REQUIREMENTS

**Written evidence** that the candidate has completed one flexible learning pack for one of the classes in the above range.

The candidate must provide evidence of how they would produce flexible learning materials for the remaining classes in the range.

**Additional knowledge evidence of:** Range of purposes of flexible learning materials and range of flexible formats and materials; characteristics of flexible learning; economics of flexible learning production and use.

## OUTCOME 2.3.2 SUPPORT LEARNERS IN THEIR USE OF FLEXIBLE LEARNING MATERIALS.

### Performance Criteria

- (a) The support given to the learner encourages active learning and personal responsibility for his/her own development.
- (b) The learner's progress is monitored in accordance with his/her needs and the requirements specified in materials.
- (c) The support given to the learner is adjusted to match his or her progress.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has supported three learners in the use of flexible learning.

**Additional knowledge evidence of:** The range of flexible learning approaches in use and their purposes; the range of communications media used to support learners; processes of developing an effective interactive relationship with a learner on a flexible learning programme.



### 3. FACILITATE LEARNING

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#### **Rationale**

Lecturers spend much of their time working directly with a very diverse range of learners in many different learning situations. The professional competences addressed in this section are essential for effective learning and teaching.

While the classroom or workshop remains the most common working environment, many lecturers spend all, or a large part of their time, working in other environments such as community, workplace and domestic settings. It is essential that the units in this section can accommodate the range of learning environments in which lecturers facilitate learning and the variety of delivery modes employed.

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<b>Units</b>	<b>Outcomes</b>
3.1 Develop Teaching-Learning Relationships	3.1.1 Analyse behaviour in different learning environments. 3.1.2 Maintain an interactive and supportive learning environment. 3.1.3 Manage discussion in various learning contexts. 3.1.4 Use questions to aid teaching/learning.
3.2 (C23) Facilitate Learning in Groups Through Presentations and Activities.  (Element from C24)	3.2.1 (C231) Give presentations to groups. 3.2.2 (C232) Facilitate exercises and activities to promote learning in groups. 3.2.3 (C241) Demonstrate skills and methods to learners. 3.2.4 Organise learning resources to support delivery.
3.3 Coach the Individual Learner	3.3.1 Negotiate areas for coaching with the learner. 3.3.2 Employ coaching techniques to support the learner.

# Unit 3.1: Develop Teaching -Learning Relationships

## OUTCOME 3.1.1 ANALYSE BEHAVIOUR IN DIFFERENT LEARNING ENVIRONMENTS

### Performance Criteria

- (a) The analysis of the behaviour of individuals and groups in a range of teaching and learning contexts is clearly presented.
- (b) The identification of behaviours which help/hinder the development of an effective learning situation is correct.
- (c) The explanation of the characteristics of appropriate behaviours is directly related to learners needs.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has analysed behaviour in two different learning situations.

**Additional knowledge evidence of:** Characteristics of behaviour in learning situations; influence of lecturer and peer group on learning situation; influence of physical environment on behaviour.

## OUTCOME 3.1.2 MAINTAIN AN INTERACTIVE AND SUPPORTIVE LEARNING ENVIRONMENT.

### Performance Criteria

- (a) The relationship established with the learners is appropriate to their background, abilities and learning needs.
- (b) The behaviours used promote interaction and learner involvement.
- (c) The learning environment is arranged to complement the learning and teaching approach.
- (d) Learners are given feedback in a positive and encouraging manner.

### RANGE STATEMENT CRITICAL TERMS

**Learning environments:** classroom, practical situations.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has developed an interactive and supportive learning environment covering the above range.

### Additional knowledge evidence of:

Environmental factors which enhance/detract from learning;

how to put learners at ease;

how to give constructive feedback;

factors that affect the establishment of rapport;

ways of creating an atmosphere that is conducive to establishing rapport;

how to interpret non-verbal behaviour;

how to sequence and pace communication with learners.

### OUTCOME 3.1.3 MANAGE DISCUSSION IN VARIOUS LEARNING CONTEXTS.

#### Performance Criteria

- (a) The objectives and parameters of the discussion are clearly defined.
- (b) The maintenance of group interaction is contained within the framework of the objectives.
- (c) The establishment and maintenance of the discussion is effective.
- (d) The management of the contributions from group members gives fair opportunities to all.

#### RANGE STATEMENT CRITICAL TERMS

**Learning contexts:** small group; large group; informal with wide scope for interaction between lecturer and learners; formal with limited scope for interaction.

#### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has managed two discussions covering at least two of the above learning contexts.

The candidate must provide written or oral evidence of how they would manage discussion in the remaining contexts in the range.

**Additional knowledge evidence of:** Dynamics of group discussions; discussion techniques.

### OUTCOME 3.1.4 USE QUESTIONS TO AID TEACHING/LEARNING

#### Performance Criteria

- (a) The identification of opportunities to employ questioning techniques is appropriate for the learner's needs and the learning context.
- (b) The variety and range of questions used is appropriate for the situation.
- (c) The use of questioning techniques encourages involvement, interaction, flexibility and responsiveness in the learning situation.

#### RANGE STATEMENT CRITICAL TERMS

**Types of questions:** open; closed.

#### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has used all the types of questions specified in the range.

**Additional knowledge evidence of:** Questioning techniques; body language.

# Unit 3.2: Facilitate Learning in Groups Through Presentations and Activities

## OUTCOME 3.2.1 GIVE PRESENTATIONS TO GROUPS

### Performance Criteria:

- (a) The manner of the presentation takes into account the size and composition of the group.
- (b) Information is clear and accurate and presented in a tone, manner, pace and style appropriate to the needs and capabilities of the learners.
- (c) Visual aids are legible, accurate and used in a manner which enhances the clarity of the information presented.
- (d) Learners are encouraged to feel comfortable to ask questions and make comments at appropriate stages in the presentation.
- (e) Clear and accurate supplementary and summary information is provided on request and where appropriate to reinforce key learning points.
- (f) Adjustments are made to the presentation in response to learners' needs.
- (g) Distractions and interruptions are minimised wherever possible.

### RANGE STATEMENTS:

1. Types of information : factual, principles, ideas
2. Types of training : informal with wide scope for interaction between practitioner and learners, formal with limited scope for interaction
3. Group size : small group, large group
4. Supplementary and summary information given : in writing, verbally

### EVIDENCE REQUIREMENTS:

All performance evidence must be generated in workplace conditions.

### The performance evidence required:

- (i) Presentation of information to learners.
- (ii) Explanation of choice of visual aids and materials used.

### The knowledge evidence required:

- How to adapt materials to support learning.
- Presentation techniques.
- How to put learners at ease.
- How to sequence and pace information and gauge appropriateness of language for learners.
- Questioning techniques.
- Ways to elicit participation.
- How to use visual aids.
- Learning needs of specific individuals and groups.

### Guidance to assessors of this element

1. In range statement (3), the critical factor is that the candidate can present to different size groups for which the techniques of presentation differ. A small group would normally be expected to be up to 6 and a large group 12.
2. The candidate should provide evidence of at least 2 different presentations, at least 1 of which should be observed.
3. Simulation would not normally be considered appropriate for this element.

## OUTCOME 3.2.2 FACILITATE EXERCISES AND ACTIVITIES TO PROMOTE LEARNING IN GROUPS

### Performance Criteria:

- (a) Exercises and activities are based on an accurate identification of group members' needs.
- (b) Group members are given clear information about rules, norms and ways of working in the group.
- (c) Group members are given clear information about the aims and expected outcomes of the exercise or activity.
- (d) Group members are given clear and sufficient instructions in order to enable them to perform the exercise or activity.
- (e) The manner, level and pace of communication is appropriate to group members.
- (f) Group members are encouraged to feel comfortable in order to participate effectively.
- (g) Exercises and activities are appropriately structured in order to maximise learning.
- (h) Excluding or discriminatory behaviour or language is challenged appropriately.
- (i) Adaptations and interventions which are likely to improve the effectiveness of the learning process are effectively made.
- (j) Timely feedback is given to learners in a positive and encouraging manner on the process of learning and progress towards learning outcomes.

### RANGE STATEMENTS:

1. Exercises and activities with : small group, large group
2. Adaptations and interventions to : style of leadership and facilitation, sequencing and pace of exercises and activities
3. Challenging discriminatory behaviour or language in accordance with : organisation's policy and codes of practice, professional codes of practice, legislation

### EVIDENCE REQUIREMENTS:

All performance evidence must be generated in workplace conditions.

### The performance evidence required:

- (i) Facilitating exercises and activities.
- (ii) Information given to group members.

### The knowledge evidence required:

- Range of possible exercises and activities to promote learning.
- How to sequence and pace information and gauge appropriateness of language for learners.
- How to structure exercises and activities to promote learning.
- Ways to elicit participation.
- Range of adaptations and interventions, and when and how to use them.
- How to give constructive feedback.
- Issues of equality of opportunity and non-discriminatory practice.

### Guidance to assessors of this element

1. In range statement (1), the critical factor is that the candidate can facilitate exercises and activities with different size groups, using different techniques. A small group would normally be expected to be up to 6 and a large group 12 or over.
2. The candidate should provide evidence of at least 2 different facilitations of exercises or activities, at least 1 of which should be observed.
3. Simulation would not normally be considered appropriate for this element.

## OUTCOME 3.2.3 DEMONSTRATE SKILLS AND METHODS TO LEARNERS

### Performance Criteria:

- (a) Demonstration of skills are based on an accurate analysis of the components of the skill and the sequence in which they need to be learnt.
- (b) Demonstrations of skills and methods are an accurate reflection of real practice and are paced and sequenced to maximise learning.
- (c) Demonstration equipment is as realistic as possible and any significant differences between the demonstration and 'real life' practice are highlighted.
- (d) Learners are encouraged to feel comfortable to ask questions and make comments at appropriate stages in the demonstration.
- (e) Learners are supported in practising the skills and given further demonstrations as appropriate.
- (f) Sites and locations for demonstrations allow for optimum visibility and conform to health and safety legislation.
- (g) Distractions and interruptions are minimised.

### RANGE STATEMENTS:

1. Demonstrations made to : individuals, groups.

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

### The performance evidence required:

- (i) Demonstrations to learners.
- (ii) Explanation of choice of equipment.
- (iii) Notes on locations used.

### The knowledge evidence required:

- Demonstration techniques.
- How to put learners at ease.
- How to sequence and pace information and gauge appropriateness of language for individual learners.
- Questioning techniques.
- Health and safety legislation and good practice.

### Guidance to assessors of this element

1. The candidate should provide evidence of at least 2 different demonstrations, covering an individual and a group, at least 1 of which should be observed.
2. In range statement (1), the critical point is that the candidate can adjust their techniques when demonstrating to a group rather than an individual. It is expected that demonstrations will normally take place with small or medium sized groups (e.g. 4 to 10 people).
3. Simulation would not normally be considered appropriate for this element.

## OUTCOME 3.2.4 “ORGANISE LEARNING RESOURCES TO SUPPORT DELIVERY”

### Performance Criteria

- (a) The explanation of learning resources selected takes account of the available range of resources, the relative merits of different resources and the learning context.
- (b) The resources are used correctly and in a manner which contributes to the achievement of the learning objectives.
- (c) The use of the learning resources is effectively integrated into the programme.

### RANGE STATEMENT CRITICAL TERMS

**Resources:** Audio-visual equipment; text-based material; computer based; graphics.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has used the full range of learning resources to support delivery.

Computer-based resources could be games and simulations.

# Unit 3.3: Coach The Individual Learner

## OUTCOME 3.3.1 NEGOTIATE AREAS FOR COACHING WITH THE LEARNER.

### Performance Criteria

- (a) The negotiated coaching programme is based on accurate assessment of factors affecting the learner's progress.
- (b) The identification of the range of appropriate support is accurate.
- (c) The explanation to the learner of appropriate and available support is clear and accurate.
- (d) The negotiations are conducted in a manner appropriate to the individual.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has negotiated a programme of coaching for one learner.

**Additional knowledge evidence of:** Factors which inhibit learning and possible ways of overcoming them.

## OUTCOME 3.3.2 EMPLOY COACHING TECHNIQUES TO SUPPORT THE LEARNER.

### Performance Criteria

- (a) The coaching techniques selected for the learner are appropriate to their needs.
- (b) The coaching is conducted in appropriate surroundings.
- (c) The pace of coaching is adjusted to the needs of the individual learner.
- (d) The feedback to the learner is given in an appropriately supportive manner to encourage progress.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has coached two learners.

**Additional knowledge evidence of:** Differences between teaching/learning and coaching.

## 4. ASSESS LEARNER ACHIEVEMENT

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### Rationale

The units in this section have been taken directly from the SVQ in Training and Development; they reflect college work in vocational, competence-based education and training, where the assessment of candidates has become an integral part of the lecturer's role. Three optional units are included to meet the needs of lecturers in some colleges.

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Units	Outcomes
4.1 (D31) Design Assessment methods to collect evidence of competent performance	4.1.1 Design assessment methods for the collection of performance evidence.
	4.1.2 Design assessment methods for the collection of knowledge evidence.
4.2 (D32) Assess Candidate Performance	4.2.1 Agree and review a plan for assessing performance.
	4.2.2 Collect and judge performance evidence against criteria.
	4.2.3 Collect and judge knowledge evidence.
	4.2.4 Make assessment decision and provide feedback.
4.3 (D33) Assess Candidate Using Differing Sources of Evidence*	4.3.1 Agree and review an assessment plan.
	4.3.2 Judge evidence and provide feedback.
	4.3.3 Make assessment decision using differing sources of evidence and provide feedback.
4.4 (D34) Internally Verify the Assessment Process*	4.4.1 Advise and support assessors.
	4.4.2 Maintain and monitor arrangements for processing assessment information.
	4.4.3 Verify assessment practice.
4.5 (D36) Advise and Support Candidates to Identify Prior Achievement*	4.5.1 Help the candidate to identify relevant achievements.
	4.5.2 Agree and review an action plan for achieving qualifications.
	4.5.3 Help the candidate to prepare and present evidence for assessment.

# Unit 4.1: Design Assessment Methods to Collect Evidence of Competent Performance

## OUTCOME 4.1.1 DESIGN ASSESSMENT METHODS FOR THE COLLECTION OF PERFORMANCE EVIDENCE

### Performance Criteria

- (a) The methods for collecting performance evidence are clearly related to the requirements of the element as specified in the performance criteria, range statements, and performance evidence specifications.
- (b) Guidance and instructional materials for assessors are clear, accurate and complete.
- (c) The operational requirements of the assessment method are consistent with the performance evidence specification and the procedures of the awarding body.
- (d) The assessment methods are capable of collecting valid and reliable evidence when used by a competent assessor.
- (e) Simulations and tests proposed are sufficiently realistic to provide valid assessment evidence.
- (f) The assessment methods are applicable to all potential candidates and suitable alternative procedures are made available for candidates with special assessment needs.

### RANGE STATEMENTS:

1. Methods : observation of natural performance, simulations, skill tests.
2. Operational requirements : number of applications of methods, location, allowable variances.
3. Special assessment needs : candidates who need an adapted form of the method; candidates who need alternatives to the method.

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

#### The performance evidence required:

- (i) Methods and associated documentation designed for the collection of performance evidence.

#### The knowledge evidence required:

- What standards and evidence specifications are, and what the requirements for collecting and assuring the quality of performance evidence are.
- Different methods for collecting performance evidence, and how to use evidence specifications to decide which methods are appropriate.
- What the requirements for equality of access to assessment are, and the implications for designing evidence collection methods.
- How to guide and instruct assessors in the use of assessment methods.
- How to validate different assessment methods.
- How to adapt assessment methods for candidates with special assessment needs.
- Requirements of different assessment methods.
- Common problems in using different assessment methods, and how to avoid or resolve them.

#### Guidance to assessors of this element:

1. The candidate should provide evidence of designing at least two different assessment methods.

## OUTCOME 4.1.2 DESIGN ASSESSMENT METHODS FOR THE COLLECTION OF KNOWLEDGE EVIDENCE

### Performance Criteria

- (a) The methods for collecting knowledge evidence are clearly related to the requirements of the element as specified in the performance criteria, range statements, and knowledge evidence specifications.
- (b) Guidance and instructional materials for assessors are clear, accurate and complete.
- (c) The operational requirements of the assessment method are consistent with the knowledge evidence specification and the procedures of the awarding body.
- (d) The assessment methods are capable of collecting valid and reliable evidence when used by a competent assessor.
- (e) Oral and written questions are clear and expressed in the appropriate terminology of the occupational sector.
- (f) The assessment methods are applicable to all potential candidates and suitable alternative procedures are made available for candidates with special assessment needs.

### RANGE STATEMENTS:

1. Methods : written tests; pre-set oral questions; open response oral questions.
2. Operational requirements : marking system, allowable variances.
3. Special assessment needs : candidates who need an adapted form of the method; candidates who need alternatives to the method.

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

#### The performance evidence required:

- (i) Methods and associated documentation, designed for the collection of knowledge evidence.

#### The knowledge evidence required:

- What standards and evidence specifications are, and what the requirements for collecting and assuring the quality of knowledge evidence are.
- Different methods for collecting knowledge evidence, and how to use evidence specifications to decide which methods are appropriate.
- What the requirements for equality of access to assessment are, and the implications for designing evidence collection methods.
- How to guide and instruct assessors in the use of assessment methods.
- How to validate different assessment methods.
- How to adapt assessment methods for candidates with special assessment needs.
- Requirements of different assessment methods.
- Common problems in using different assessment methods, and how to avoid or resolve them.

#### Guidance to assessors of this element:

1. The candidate should provide evidence of designing at least two different assessment methods.

# Unit 4.2 Assess Candidate Performance

## OUTCOME 4.2.1 AGREE AND REVIEW A PLAN FOR ASSESSING PERFORMANCE

### Performance Criteria

- (a) The opportunities identified are relevant to the elements to be assessed.
- (b) Best use is made of naturally occurring evidence and related questioning.
- (c) Opportunities are selected to minimise disruption to normal activity.
- (d) Opportunities are selected which provide access to fair and reliable assessment.
- (e) When simulations are proposed, accurate information and advice is sought about their validity and administration.
- (f) The proposed assessment plan is discussed and agreed with the candidate and others who may be affected.
- (g) If there is disagreement with the proposed assessment plan, options open to the candidate are explained clearly and constructively.
- (h) The assessment plan specifies the target elements of competence, the types of evidence to be collected, the assessment methods, the timing of assessments and the arrangements for reviewing progress against the plan.
- (i) Plans are reviewed and updated at agreed times to reflect the candidate's progress within the qualification.

### RANGE STATEMENTS

1. Evidence : Performance evidence; knowledge evidence.
2. Evidence derived from : Examination of products; observations of process; responses to questions.
3. Opportunities for evidence collection : Naturally occurring; preset simulations and tests;  
For candidates with special assessment requirement

### EVIDENCE REQUIREMENTS

**All performance evidence must be generated in workplace conditions.**

The performance evidence required:

- (i) One assessment plan for one candidate covering at least three elements. The plan should be assessed by examining it (or a copy of it).

The knowledge evidence required:

- Ways of involving different candidates in developing and agreeing assessment plans to meet their needs
- What evidence requirements are, and how to identify relevant evidence from what is actually or potentially available
- What naturally occurring evidence is and why it is important for assessment purposes
- Different methods for collecting performance evidence and how to select appropriate, efficient methods
- When to use simulations and alternative sources, and from whom to seek advice when simulations and alternative sources are required
- The place of knowledge evidence in assessment and ways of collecting it
- How to meet candidate's needs for access to fair and reliable assessment in line with the relevant legislation, and how to recognise and eliminate unfair discrimination
- What types of special assessment requirements there are, ways of providing for them and who to approach for advice

### Guidance for assessors of this element

1. The three elements may be in the same or different Units of Competence.
2. You must have evidence that the assessor-candidate can identify and plan for equal access to fair assessment. This includes how to make arrangements for equal access for those with special assessment requirements. If the performance evidence does not reveal this, check the assessor-candidate's knowledge and understanding.
3. Criterion g  
When there is a disagreement, options might include: further discussion; postponement of the assessment; seeking another assessor; giving the candidate access to advice from a third party; withdrawal from the assessment process.
4. Criterion e  
The assessor-candidate is not expected to be able to design simulations. When these are necessary, the assessor-candidate is expected to seek accurate information and advice (from, for example, their verifier) about relevant simulations. The extent to which the assessor-candidate needs to seek information and advice will, of course, vary according to the circumstances.
5. Evidence provided for this element may contribute towards achievement of D331, and some of the evidence produced for D331 may contribute towards achievement of this element.
6. Reviews of the assessment plans may be informal or formal. They should not add so much to the time and costs of the assessment process as to become a barrier to access.

## OUTCOME 4.2.2 COLLECT AND JUDGE PERFORMANCE EVIDENCE AGAINST CRITERIA

### Performance Criteria

- (a) Advice and encouragement to collect evidence efficiently is appropriate to the candidate's needs.
- (b) Access to assessment is appropriate to the candidate's needs.
- (c) Only the performance criteria specified for the element of competence are used to judge the evidence
- (d) Evidence is judged accurately against all the relevant performance criteria
- (e) The evidence is valid and can be attributed to the candidate
- (f) Any preset simulations and tests are administered correctly.
- (g) The assessor is as unobtrusive as is practicable whilst observing the candidate.
- (h) Evidence is judged fairly and reliably.
- (i) Difficulties in judging evidence fairly and reliably are referred promptly to an appropriate authority.
- (j) The candidate is given clear and constructive feedback and advice following the judgement.

### RANGE STATEMENTS

1. Performance evidence assessed by : Examination of products; observations of process
2. Candidates : Experienced in presenting evidence; inexperienced in presenting evidence  
Candidates with special assessment requirements

### EVIDENCE REQUIREMENTS

**All performance evidence must be generated in workplace conditions.**

### The performance evidence required:

- (i) Judgements of performance against at least three elements. Each judgement must be made against all the relevant performance criteria in the element;
- (ii) The way the assessor-candidate collects evidence, makes the judgements and provides feedback (formal or informal).

### The knowledge evidence required:

- Ways of encouraging candidates with differing levels of confidence and experience to take an active part in their assessment in such a way that this does not in itself inhibit them or hinder access to assessment
- Different candidate's needs and their relevance to providing access to fair and reliable assessment
- What national standards are and how to judge evidence against them fairly and reliably
- What evidence requirements are and how to identify relevant evidence from what is available
- Why it is important to make an accurate judgement against all the relevant criteria in an element
- Why it is important to make an accurate judgement against only the criteria specified nationally for certification
- Ways of checking the validity and, particularly for product evidence, authenticity of evidence
- How to administer preset simulations and tests
- How to collect evidence unobtrusively by observation
- Types of difficulty which may occur in making fair and reliable judgements of evidence
- Who to approach within the local and national system when there are difficulties
- What types of special assessment requirements there are, ways of providing for them, and who to approach for advice

### Guidance for assessors of this element

1. The performance evidence may relate to the same candidate with whom the assessment plan is agreed in D321.
2. Performance criteria (f) and (i) describe situations that may not arise when judging performance. When this is the case, look for evidence that the assessor-candidate understands how to administer preset simulations correctly and/or understands what to do when faced with difficulties in judging evidence.
3. "Unobtrusive" means (1) the observation does not so affect the candidate's performance that it influences the outcome, and (2) the assessor-candidate's presence does not disrupt or disturb what others may be doing in the assessment context.
4. Evidence provided for this element may contribute towards achievement of D332, and some of the evidence produced for D332 may contribute towards achievement of this element.

## OUTCOME 4.2.3 COLLECT AND JUDGE KNOWLEDGE EVIDENCE

### Performance Criteria

- (a) Knowledge relevant to the element is identified accurately from the performance evidence.
- (b) Evidence of knowledge is collected when performance evidence does not cover fully the specified range or contingencies.
- (c) Valid methods are used to collect knowledge evidence.
- (d) When questions are used, they are clear and do not lead candidates.
- (e) Access to assessment is appropriate to the candidate's needs.
- (f) The knowledge evidence conforms with the content of the knowledge specification and is judged accurately against all the relevant performance criteria.
- (g) Evidence is judged fairly and reliably.
- (h) Difficulties in judging evidence fairly and reliably are referred promptly to an appropriate authority.
- (i) The candidate is given clear and constructive feedback and advice following the judgement.

### RANGE STATEMENTS

1. Knowledge evidence derived from : Examination of product(s); observation(s) of process; response to questions
2. **Candidates** : Experienced in presenting evidence; inexperienced in presenting evidence  
Candidates with special assessment requirements
3. Questions : Oral; written Preset questions; assessor devised questions

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

#### The performance evidence required:

- (i) Records of oral or written questions devised by the assessor-candidate for at least one candidate, covering knowledge evidence in relation to at least three elements of competence, and how the validity and reliability of the questions was checked;
- (ii) The way the assessor-candidate collects and judges knowledge evidence relevant to at least three elements, and provides feedback (formal or informal).

#### The knowledge evidence required:

- The role of knowledge in assessment, what the knowledge evidence requirements are, and how to identify relevant evidence from available performance evidence
- Why it is important to collect evidence related to contingencies and across the specified range, and ways of doing this
- What the available sources of knowledge evidence are and how to use them
- How to administer any preset tests and questions
- How to frame, adapt and ask questions which will elicit relevant and valid evidence whilst maintaining the candidate's confidence
- How to judge knowledge evidence fairly and reliably
- Common difficulties that may arise in collecting and assessing knowledge evidence
- How to provide access to candidates with special assessment requirements
- Who to approach within the local and national system when there are difficulties

### Guidance to assessors of this element

1. The performance evidence is in two parts. This evidence may relate to the same candidate.
2. Performance criterion (b) describes a situation that may not arise when you collect performance evidence. When this happens, use questioning or other methods to check the assessor-candidate's understanding of what to do to ensure coverage of the range, contingencies and underpinning knowledge.
3. Evidence provided for this element may contribute towards achievement of D332, and some of the evidence produced for D332 may contribute towards achievement of this element.
4. The validity and reliability of questions can be checked, for example:
  - against samples of expected answers
  - with subject specialists
  - with verifiers
  - with colleagues

## OUTCOME 4.2.4 MAKE ASSESSMENT DECISION AND PROVIDE FEEDBACK

### Performance Criteria

- (a) The decision is based on all the relevant performance and knowledge evidence available.
- (b) When the combined evidence is sufficient to cover the range, the performance criteria and the evidence specification, the candidate is informed of his/her achievement.
- (c) When evidence is insufficient, the candidate is given a clear explanation and appropriate advice.
- (d) Feedback following the decision is clear, constructive, meets the candidate's needs and is appropriate to his/her level of confidence.
- (e) The candidate is encouraged to seek clarification and advice.
- (f) Evidence and assessment decisions are recorded to meet verification requirements.
- (g) Records are legible and accurate, are stored securely and are passed on to the next stage of the recording/certification process promptly.

### RANGE STATEMENTS

1. Records of : Assessment decisions; evidence
2. Candidates : Experienced in presenting evidence; inexperienced in presenting evidence  
Candidates with special assessment requirements
3. Sufficiency of evidence : Sufficient to make the decision; insufficient to make the decision
4. Evidence derived from : Examination of products; observations of process;  
responses to questions

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

### The performance evidence required:

- (i) Records of assessment evidence and decisions for one candidate related to at least three elements of competence;
- (ii) The way the assessor-candidate gives feedback to one candidate.  
The candidate referred to in (i) and (ii) need not be the same person.

### The knowledge evidence required:

- What standards are and how to assess fairly and reliably against them
- How to give constructive feedback to candidates according to the nature of the decision taken
- How to adapt feedback to differing levels of confidence and experience in candidates
- Different types of advice and how to offer it constructively and in ways that allow candidates choice
- How to encourage candidates to ask questions and seek advice
- How to record and process assessment decisions
- What the requirements of the verification process are

### Guidance to assessors of this element

1. The performance evidence required in (ii) would normally be collected by observation of the assessor-candidate giving feedback. A role play would not be acceptable as a means of generating evidence.
2. Evidence must be gathered that the assessor-candidate can make fair decisions and give constructive feedback which is sensitive to candidates with differing degrees of self-confidence. If you do not find sufficient evidence in the performance evidence, use questioning to check the assessor-candidate's knowledge and understanding.
3. Criterion (c) describes a situation that may not arise in the performance evidence. When this is the case, check the assessor-candidate's knowledge and understanding of how to give feedback when evidence is insufficient to infer competence.
4. Evidence produced for this element may contribute towards achievement of D333, and evidence produced for D333 may be relevant to achieving this element.

# Unit 4.3 Assess Candidate Using Differing Sources of Evidence

## OUTCOME 4.3.1 AGREE AND REVIEW AN ASSESSMENT PLAN

### Performance Criteria

- (a) Possible opportunities for collecting evidence are identified and evaluated against their relevance to the element(s) to be assessed and their appropriateness to the candidate's needs.
- (b) Evidence collection is planned to make effective use of time and resources.
- (c) The opportunities selected provide access to fair and reliable assessment.
- (d) The proposed assessment plan is discussed and agreed with the candidate and others who may be affected.
- (e) If there is disagreement with the proposed assessment plan, options open to the candidate are explained clearly and constructively.
- (f) The assessment plan specifies the target element(s), the opportunities for efficient evidence collection, the assessment methods, the timing of assessments and the arrangements for reviewing the plan.
- (g) Requirements to assure the authenticity, reliability and sufficiency of evidence are identified.
- (h) Plans are reviewed and updated at agreed times to reflect the candidate's progress within the qualification.

### RANGE STATEMENTS

1. Opportunities for collecting evidence from : Natural performance, simulations, projects and assignments, questioning, candidate and peer reports, candidate's prior achievement and learning
2. Evidence used for : Own judgements, judgements by other people
3. Candidates : Experienced in presenting evidence, inexperienced in presenting evidence  
Candidates with special assessment requirements

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

The performance evidence required:

- (i) Three assessment plans. Each plan should cover at least two elements and three sources of evidence.

The knowledge evidence required:

- How to meet candidate's needs for access to fair and reliable assessment in line with the relevant legislation, and how to recognise and eliminate unfair discrimination
- What the different opportunities for evidence collection are and how to evaluate their relevance and appropriateness
- Different types of evidence, their role in assessment and valid ways of collecting them
- How to collect evidence cost effectively and efficiently
- Ways of developing and agreeing assessment plans which are relevant to different types of candidates and their needs
- How to obtain the agreement of the candidate and others to the assessment plan without this process becoming a barrier to assessment and in ways which offer him/her authentic choice
- What types of special assessment requirements there are, ways of providing for them and who to approach for advice

### Guidance to assessors of this element

1. The plans should be assessed by examining them (or a copy of them).
2. The two elements may be the same for each candidate.
3. Evidence must be gathered that the assessor-candidate can take the needs of candidates into account when planning assessment, including those with little previous experience of assessment, and those with special assessment requirements. If the performance evidence does not show this, check the assessor-candidate's knowledge and understanding.
4. Criterion e  
When there is a disagreement, options might include: further discussion; postponement of the assessment; seeking another assessor; giving the candidate access to advice from a third party; withdrawal from the assessment process.
5. Reviews of the assessment plans may be informal or formal. They should not, of course, add so much to the time and costs of the assessment process as to become a barrier to access.
6. Candidate reports may take different forms, such as diaries and logs. Peer reports may be in the form of witness testimony.
7. Evidence gathered for D321 may be relevant to achieving this element. Evidence for this element which relates to plans to judge naturally occurring evidence, and related questioning, may contribute to the evidence for D321.

## OUTCOME 4.3.2 JUDGE EVIDENCE AND PROVIDE FEEDBACK

### Performance Criteria

- (a) Advice and encouragement to collect evidence efficiently is appropriate to the candidate's needs.
- (b) Access to assessment is appropriate to the candidate's needs.
- (c) The evidence is valid and can be attributed to the candidate.
- (d) Only the criteria specified for the element are used to judge the evidence.
- (e) Evidence is judged accurately against all the relevant performance criteria.
- (f) When evidence of prior achievement/learning is used, checks are made that the candidate can currently achieve the relevant national standard.
- (g) Evidence is judged fairly and reliably.
- (h) Difficulties in authenticating and judging evidence are referred to the appropriate authority promptly.
- (i) When evidence is not to the national standard, the candidate is given a clear explanation and appropriate advice.
- (j) Feedback following the decision is clear, constructive, meets the candidate's needs and is appropriate to his/her level of confidence.

### RANGE STATEMENTS

1. Evidence derived from : Natural performance, simulations, projects and assignments, questioning, candidate and peer reports, candidate's prior achievement and learning
2. Evidence used for : Own judgements, judgements by other people
3. Candidates : Experienced in presenting evidence; inexperienced in presenting evidence; candidates with special assessment requirements

## EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

The performance evidence required:

- (i) In respect of six judgements of evidence, covering overall three or more sources (described in Range 1):
- (ii) Records of evidence considered and judgements made;
- (iii) The way the assessor-candidate makes the judgements and provides feedback (formal or informal)

The knowledge evidence required:

- Ways of encouraging candidates with differing levels of confidence and experience to take an active part in their assessment in such a way that this does not in itself inhibit them or hinder access to assessment
- Different candidate's needs and their relevance to providing access to fair and reliable assessment
- What national standards are and how to judge evidence against them fairly and reliably
- What evidence requirements are and how to identify relevant evidence from what is available
- Why it is important to make an accurate judgement against all the relevant criteria in an element
- Why it is important to make an accurate judgement against only the criteria specified nationally for certification
- Ways of checking the validity and authenticity of evidence, particularly product evidence
- How to administer preset simulations and tests
- How to collect evidence unobtrusively by observation
- Types of difficulty which may occur in making fair and reliable judgements of evidence
- Who to approach within the local and national system when there are difficulties
- What types of special assessment requirements there are, ways of providing for them, and who to approach for advice
- What the differing sources of evidence are and how to use them to provide the required evidence

### Guidance to assessors of this element

1. Performance criteria (f) and (h) describe a situation that may not arise in the performance evidence. When this is the case, check the assessor-candidate's knowledge and understanding of how to recognise and deal with inconsistencies and other difficulties, and how to check that candidates can currently achieve the national standard.
2. You must be confident that the assessor-candidate understands and can apply the knowledge listed opposite. In particular, you may need to check the assessor-candidate's knowledge and understanding of how to make fair and reliable criterion-referenced judgements, and how this knowledge has been used in the cases presented as evidence.
3. Evidence gathered for D322 and D323 may be relevant to achieving this element. Evidence for this element relating to the judgement of naturally occurring evidence, and related questioning, may contribute to the evidence for D322/D323.
4. It is not necessary for the judgements to be related to the plans submitted for D331.

## OUTCOME 4.3.3 MAKE ASSESSMENT DECISION USING DIFFERING SOURCES OF EVIDENCE AND PROVIDE FEEDBACK

### Performance Criteria

- (a) The decision is based on all relevant evidence available.
- (b) Any inconsistencies in the evidence are clarified and resolved.
- (c) When the combined evidence is sufficient to cover the range, the performance criteria and the evidence specification, the candidate is informed of his/her achievement.
- (d) When evidence is insufficient, the candidate is given a clear explanation and appropriate advice.
- (e) Feedback following the decision is clear, constructive, meets the candidate's needs and is appropriate to his/her level of confidence.
- (f) The candidate is encouraged to seek clarification and advice.
- (g) Evidence and assessment decisions are recorded to meet verification requirements.
- (h) Records are legible and accurate, stored securely and passed to the next stage of recording/certification process promptly.

### RANGE STATEMENTS

1. Records of : Assessment decisions, evidence
2. Candidates : Experienced in presenting evidence, inexperienced in presenting evidence, Candidates with special assessment requirements
3. Evidence : Sufficient to make decision, insufficient to make decision  
Own judgements, judgements made by other people
4. Evidence derived from : Natural performance, simulations, projects and assignments, questioning, candidate and peer reports, candidate's prior achievement and learning

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

The performance evidence required:

- (i) Records of assessment evidence and decisions related to at least two elements;
- (ii) The way the assessor-candidate gives feedback to one candidate.

The candidate referred to in (i) and (ii) need not be the same person.

The knowledge evidence required:

- What standards are and how to assess fairly and reliably against them
- What evidence is available and how to assess fairly and reliably
- How to make consistent assessment decisions
- How to give constructive feedback to candidates according to the nature of the decision taken
- How to adapt feedback to differing levels of confidence and experience in candidates
- Different types of advice and how to offer it constructively and in ways that allow candidates choice
- How to encourage candidates to ask questions and seek advice
- How to record and process assessment decisions
- What the requirements of the verification process are

### Guidance to assessors of this element

1. The way the assessor-candidate adapts feedback to the needs and sensitivities of the candidate is critical - hence the evidence required in (ii). This would normally be collected through observation of the assessor-candidate. Evidence from role plays will not be sufficient.
2. Evidence must be gathered that the assessor-candidate can make fair decisions and give constructive feedback to candidates with differing levels of confidence. When this is not apparent in the performance evidence, check the assessor-candidate's knowledge and understanding.
3. Performance criterion (d) describes a situation that may not arise in the performance evidence. When this is the case, check the assessor-candidate's knowledge and understanding of what to do when further evidence is needed, for example, from:-
  - witness testimony from candidates receiving advice;
  - a written log of advice and support kept by the assessor-candidate;
  - answers to oral questions.
4. Evidence gathered for D324 may be relevant to achieving this element. Evidence for this element relating to plans for assessment and feedback of performance may contribute to the evidence for D324.

# Unit 4.4: Internally Verify The Assessment Process

## OUTCOME 4.4.1 ADVISE AND SUPPORT ASSESSORS

### Performance Criteria

- (a) Assessors are provided with full, up-to-date awarding body documentation, records and guidelines.
- (b) Assessors are given accurate advice and support to enable them to identify and meet their training and development needs.
- (c) Accurate advice is provided about the appropriate and efficient use of different types of evidence.
- (d) Assessors are assisted with arrangements for candidates with special assessment requirements
- (e) Allocations of assessor responsibilities are clear and match the needs of candidates and assessors.
- (f) Accurate, up to date advice and relevant support is provided to achieve consistency in assessments.

### RANGE STATEMENTS

- 1. Assessors : Experienced, inexperienced
- 2. Advice : Responses to assessors' requests, advice that anticipates assessors' needs, Factual information, interpretation of guidelines/policy
- 3. Assessor support : Direct support, indirect support
- 4. Evidence derived from : Natural performance, simulations, projects and assignments, questioning, candidate and peer reports, candidate's prior achievement and learning
- 5. Consistency in assessments : One assessor over time, different assessors judging the same element(s)

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

The performance evidence required:

- (i) A specification of arrangements to provide advice and support to all assessors for whom the I-V candidate is responsible, including an allocation plan and associated records;
- (ii) The way advice or support is given to two assessors who have differing experience of assessment. One of the issues on which advice or support is given must relate to awarding body policy regarding the collection and judgement of evidence.

The knowledge evidence required:

- What information awarding bodies provide and how to access it
- What awarding bodies' requirements are for assessment, quality assurance and information, and how to implement them within the centre
- What the roles and responsibilities of assessors are and how to allocate them fairly
- The national standards for assessment and how these can be used to help assessors clarify their development needs
- Sources of training advice and provision relevant to assessors' needs
- Different types and sources of performance and knowledge evidence, how to use them to make valid and fair judgements, and where and how potential difficulties may occur in collecting and judging evidence
- Why consistency in assessment to national standards is important and ways of providing support to enable assessors to achieve consistency
- What types of special assessment requirements there are, sources of advice and ways of meeting the needs of candidates with special assessment requirements

Guidance to assessors of this element

1. Evidence must be gathered that the I-V candidate can advise and support assessors with differing degrees of experience. When this is not apparent in the performance evidence, or from related questioning, supporting evidence must be sought.
2. Performance evidence (ii) would normally be in respect of at least two assessors. Where there are approved centres with only one assessor for a qualification, then the performance evidence requirement for iii may be interpreted as:
  - (ii) The way advice or support is given on three separate occasions to the assessor at different stages in his/her experience of assessment.

However, the supporting evidence must be sufficient to show how the I-V candidate would give advice and support to ensure consistency across a larger team of assessors.

3. Performance criterion (d) describes a situation that may not arise in the performance evidence. When this is the case, check the I-V candidate's knowledge and understanding of how to give support so that people with special assessment requirements can access fair assessment.
4. The support given to ensure consistency will differ in different centres. Whatever its extent and form, it should be sufficient to ensure consistency.

## **OUTCOME 4.4.2 MAINTAIN AND MONITOR ARRANGEMENTS FOR PROCESSING ASSESSMENT INFORMATION**

Performance Criteria

- (a) Arrangements for monitoring candidate records and processing information meet awarding body requirements and are sufficient to assure quality.
- (b) Candidate records are complete, legible and accurate.
- (c) Candidate records provide accurate and up-to-date information on monitoring candidate progress within the qualification and the judgements and assessment decisions made.
- (d) Information is stored securely and disclosed only to those who have a right to it.

RANGE STATEMENTS

1. Information processes : For recording candidate information,  
for making submissions for the award of certificates

## EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

The performance evidence required:

- (i) Procedures for monitoring records and processing information
- (ii) Records in relation to three candidates

The knowledge evidence required:

- The different types of information which need to be processed for assessment for national certification
- What the awarding bodies' quality assurance requirements are for processing information
- Types of candidates' records and the information they must contain
- What the awarding bodies' requirements are for making submissions and how to complete submissions for award of certificates of unit credit and full qualification
- Ways of storing assessment documentation securely
- Potential problems with confidential information and how to avoid them
- Who has rights of access to confidential information

Guidance to assessors of this element

1. The performance evidence in both (i) and (ii) would normally be assessed by inspection of the records and documents. You may need to use related questioning to check the I-V candidate's underpinning knowledge.
2. Candidate records should provide information on:
  - monitoring
  - progress within the qualification
  - judgements and assessment decisions

## OUTCOME 4.4.3 VERIFY ASSESSMENT PRACTICE

Performance Criteria

- (a) The eligibility of individuals to practice as assessors is checked against awarding body criteria.
- (b) Assessment practice and quality assurance arrangements are monitored in an appropriate proportion of instances to check that they meet awarding body requirements.
- (c) Assessors are given clear and constructive feedback.
- (d) Judgements of evidence and assessment decisions are sampled regularly against the national standards to check their fairness and accuracy.
- (e) Documentation is complete, accurate and up to date.
- (f) Decision makers are given clear explanations of the need for improvements in assessment practice.
- (g) Disputes and appeals are referred to the appropriate authority.
- (h) Recommendations for awarding body action to maintain the quality of assessment are presented clearly and promptly to the external verifier.

RANGE STATEMENTS

1. Assessment practices : Awarding body requirements for evidence collection, assessment and internal verification, provision of access to fair and reliable assessment, production and maintenance of records, timely processing of assessment decisions
2. Quality assurance arrangements for : Authenticity, reliability, sufficiency, consistency
3. Recommendations relating to : Assessment methods, national standards

## EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

The performance evidence required:

- (i) The conduct of internal verification in relation to three assessment decisions;
- (ii) Records resulting from monitoring the assessment practices.

The knowledge evidence required:

- The awarding body's criteria for practising as an assessor
- Awarding bodies' quality assurance requirements and how they apply locally
- Ways of monitoring assessment practice and sampling assessment decisions
- How to judge the accuracy and fairness of assessments against the requirements of the national standards
- How to provide constructive and clear feedback to assessors
- What the required documentation is and how to complete it
- How to refer disputes and appeals about assessments, and who to refer to in the national system
- How to make recommendations clearly to decision makers
- Types of awarding body actions which may be needed to maintain quality of assessment nationally and how internal verifiers' recommendations fit into the overall system

### Guidance to assessors of this element

1. The records of implementation in performance evidence (ii) may refer to the verification carried out in (I).
2. The performance evidence in (I) would normally be collected by observing the I-V candidate.
3. Performance criteria (f), (g), and (h) describe situations that may not arise in the performance evidence. When this is the case, check the IV candidate's knowledge and understanding of how to process appeals and disputes, and how to identify and make recommendations for improvement.

# Unit 4.5: Advise and Support Candidates to Identify Prior Achievement

## OUTCOME 4.5.1 HELP THE CANDIDATE TO IDENTIFY RELEVANT ACHIEVEMENTS

### Performance Criteria

- (a) The candidate is given clear and accurate information about the reasons for, and methods of, collecting and presenting evidence of prior achievement.
- (b) The candidate is encouraged to review all relevant experience.
- (c) National standards which the candidate may potentially be able to achieve currently are accurately identified from the review of experience.
- (d) Support and the way it is given encourage self-confidence and self esteem in the candidate.
- (e) Options open to the candidate are explained clearly and constructively, if the candidate expresses disagreement with the advice offered.

### RANGE STATEMENTS

1. Candidates : Young and mature adults, employed, unemployed  
    With special assessment requirements  
    With differing levels of confidence
2. Sources of experience : Paid work, unpaid work, leisure activities, education and training

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

### The performance evidence required:

- (i) The advice and support given, and the way it is given, to at least two candidates to help them identify areas of competence/achievement against elements.

### The knowledge evidence required:

- What identification of prior achievement is and how it applies to different types of candidate
- Ways of adapting advice and support to suit different candidates' needs
- What types of information candidates might need and ways of clarifying and agreeing candidates' information and support needs
- Ways the candidate might use to identify whether they can still achieve national standards and to clarify the potential for credit against national standards
- How to support candidates through the APL process
- How to handle any disagreement or refusal to accept advice on the part of the candidate
- What types of candidate support there are, and how to select an approach relevant to different candidates
- Sources of information on national standards and how to access them

### Guidance to assessors of this element

1. The performance evidence should be gathered through observation of the advisor-candidate, either directly (by being there) or by means of a recording (e.g. a video or an audiotape). Evidence from role-plays is not acceptable.
2. Performance criterion (e) describes a situation that may not arise when judging performance. When this is the case, look for evidence that the candidate understands how to handle situations in which the candidate disagrees or declines to accept advice.
3. Some of the evidence gathered for this element may also contribute to element D363.

## OUTCOME 4.5.2 AGREE AND REVIEW AN ACTION PLAN FOR ACHIEVING QUALIFICATIONS

### Performance Criteria

- (a) Candidates are given accurate advice and appropriate encouragement to enable them to form realistic expectations of the value and relevance of prior achievements.
- (b) Target vocational qualifications identified are appropriate to candidates' prior achievements and future aspirations.
- (c) Advice to the candidate accurately identifies unit(s) which might reasonably be claimed on the basis of prior achievement and evidence of continuing ability to achieve the element(s) within the unit(s).
- (d) Opportunities to use evidence from prior achievement are accurately analysed.
- (e) The plan agreed with the candidate identifies realistic actions to collect and present evidence of prior achievement efficiently.
- (f) The candidate's motivation and self-confidence is encouraged throughout.
- (g) If the candidate expresses disagreement with the advice offered, options open to the candidate are explained clearly and constructively.
- (h) The plan is reviewed appropriately with the candidate.

### RANGE STATEMENTS

1. Candidates : Young adults, mature adults  
Employed, unemployed  
With special assessment requirements  
Confident, lacking in confidence

### EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

#### The performance evidence required:

- (i) Action plans for achieving target vocational units, or qualifications, for two candidates. Each plan must cover at least three elements.
- (ii) The conduct (actual or recorded) of an interview with a candidate to agree an action plan.

#### The knowledge evidence required:

- The system of national vocational qualifications, how it works, and how candidates access assessment
- The framework of occupational areas and levels in the national system, and the different types of award that can be obtained
- How the candidate can access relevant awards
- How to clarify and analyse prior achievements of different candidates
- Different ways of collecting relevant evidence to suit the candidate's circumstances
- How to produce plans for accessing assessment
- How to encourage and maintain candidate motivation
- How to adapt approaches to meet the needs of different types of candidate
- How evidence can be collected and organised efficiently
- Barriers to access to fair assessment, how these may apply to the candidate, and how to overcome them
- How to meet the needs of candidates with special assessments requirements

Guidance to assessors of this element

1. The action plans should be assessed by examining them. You may need to ask questions to clarify the factors the advisor-candidate has taken into account in agreeing the plan.
2. You must have evidence that the advisor-candidate can help candidates with differing degrees of self confidence. When this is not apparent from the performance evidence, check the advisor-candidate's knowledge and understanding. Candidate lack of confidence need not be severe - only enough to be a barrier to fair assessment. It will be influenced by the context in which the advisor-candidate is working.
3. Performance criterion (g) describes a situation that may not arise in the performance evidence. When this is the case, check the advisor-candidate's knowledge and understanding of how to deal constructively with a candidate who disagrees or declines to take advice offered.
4. The candidate referred to in (ii) need not be one of the candidates referred to in (I).

### OUTCOME 4.5.3 HELP THE CANDIDATE TO PREPARE AND PRESENT EVIDENCE FOR ASSESSMENT

Performance Criteria

- (a) The candidate is provided with suitable support to prepare a portfolio of evidence.
- (b) Guidance provided to the candidate during portfolio preparation encourages the efficient development of clear, structured evidence relevant to the units being claimed.
- (c) Liaison with assessors establishes mutually convenient arrangements for review of portfolio and maintains the candidate's confidence.
- (d) Opportunities are identified for the candidate to demonstrate achievement where evidence from prior experience is not available.
- (e) Awarding body documentation, recording and procedural requirements are met.
- (f) If there is disagreement with the advice given, options available to the candidate are explained clearly and constructively.

RANGE STATEMENTS

1. Support : One to one, group, self study
2. Portfolio content : Evidence from naturally occurring opportunities:  
evidence from other opportunities Performance evidence,  
knowledge evidence
3. Candidates : Young and mature adults, employed, unemployed  
With special assessment requirements  
With differing levels of confidence

EVIDENCE REQUIREMENTS:

**All performance evidence must be generated in workplace conditions.**

The performance evidence required:

- (i) Records of assistance and advice offered to at least one candidate. The assistance must cover at least three elements of competence.

### The knowledge evidence required:

- How to adapt advice to the needs and circumstances of different candidates
- The assessment process and the awarding body's requirements for presenting portfolios of evidence
- Different types of portfolio and how to collect and present relevant evidence efficiently and effectively
- Different opportunities for collecting evidence and how they meet different candidates' needs for access
- Arrangements necessary for candidates with special assessment requirements and how the candidate may access them
- How to handle disagreement constructively

### Guidance to assessors of this element

1. Performance criteria (d) and (f) define situations that may not arise in the performance evidence. When this is the case, look for evidence from other sources.
2. Criterion f  
If there is disagreement, options which may be put to the candidate include: further discussion; postponement; accessing advice from another advisor; reviewing which qualification to seek; withdrawal from the assessment process.

## 5. EVALUATE THE TEACHING AND LEARNING EXPERIENCE

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### **Rationale**

Lecturers are engaged directly in ongoing review of the units, programmes and courses for which they are responsible in order to identify and action improvements. These evaluative activities are central to the lecturers' role in quality improvement and are carried out, informally and formally, on an individual and team basis.

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<b>Units</b>	<b>Outcomes</b>
5.1 Evaluate the teaching and learning experience	5.1.1 Undertake a review of learner satisfaction.  5.1.2 Contribute to a review of a course or programme.

# Unit 5.1: Evaluate The Teaching and Learning Experience

## OUTCOME 5.1.1 UNDERTAKE A REVIEW OF LEARNER SATISFACTION.

### Performance Criteria

- (a) The plan for the evaluation is compatible with other course team activities and college procedures.
- (b) The method of collecting data is appropriate to the teaching and learning experience and capable of producing the required information.
- (c) The report of the evaluation of data is complete and effectively reflects the findings.

### RANGE STATEMENT CRITICAL TERMS

**Data:** formal; informal; qualitative; quantitative

(in the context of an ongoing review of learner satisfaction with a unit, programme or course)

Method of collecting data: oral feedback; questionnaires.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has undertaken a review of learner satisfaction covering the above PCs.

**Additional knowledge evidence of:** Data collection techniques; analysis of data principles and purpose of unit/course/programme evaluation. For each of the above methods of collecting data the candidate must cover at least two types of data, ensuring that all range classes are evidenced.

For performance criterion (c) the report must include the purpose of evaluation; method of collection; description of sample; raw and analysed data; conclusions drawn; recommended modifications.

## OUTCOME 5.1.2 CONTRIBUTE TO A REVIEW OF A COURSE OR PROGRAMME.

### Performance Criteria

- (a) The explanation of the roles and responsibilities of the review team is correct.
- (b) The participation in the review team contributes effectively to the evaluation of the programme or course.
- (c) The contribution of the individual to the improvement plan prepared by the course team addresses key points established in the review and is practicable.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate contributed to the team review and prepared an improvement plan as specified in PCs (a) to (c).

**Additional knowledge evidence of:** college procedures; team functions; types and purposes of review.

## 6. RESPOND TO CHANGE

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### **Rationale**

Lecturers have many different contributions to make to the continuous improvement of the quality of the services provided by colleges. The first unit in this section focuses on the lecturers role in the corporate planning which underpins quality improvement, in customer care and in providing quality assurance.

Many lecturers undertake marketing activities and substantial external liaison as part of their work and an optional unit has been included to meet their needs.

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<b>Units</b>	<b>Outcomes</b>
6.1 Support Continuous Quality	6.1.1 Explain the FE environment and factors influencing change.  6.1.2 Explain the lecturer's role in corporate planning and its relationship to quality improvement.  6.1.3 Demonstrate customer care.  6.1.4 Contribute to effective quality assurance and quality improvement. Improvement
6.2 Marketing*	6.2.1 Contribute to the marketing of college products and services.  6.2.2 Undertake external liaison to promote college products and services.

# Unit 6.1: Support Continuous Quality Improvement

## OUTCOME 6.1.1 EXPLAIN THE FE ENVIRONMENT AND FACTORS INFLUENCING CHANGE.

### Performance Criteria

- (a) The explanation of the role, structure and funding of the FE sector in Scotland is correct.
- (b) The explanation of changes in the FE environment is correct with respect to external and internal factors.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

Written evidence to cover performance criteria (a) and (b).

## OUTCOME 6.1.2 EXPLAIN THE LECTURER'S ROLE IN CORPORATE PLANNING AND ITS RELATIONSHIP TO QUALITY IMPROVEMENT.

### Performance Criteria

- (a) The explanation of the function and form of College corporate planning is correct.
- (b) The description of the relationship of unit planning to the overall corporate plan is accurate and specific.
- (c) The explanation of the basis on which external and internal resources are allocated is comprehensive and up-to-date.
- (d) The identification of opportunities for lecturers to contribute to corporate planning is realistic and accurate.
- (e) The explanation of the link between corporate goals for quality improvement and own work is correct.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Written evidence** of the explanation of the lecturer's role in corporate planning and its relationship to quality improvement covering performance outcome (a) to (e).

**Additional knowledge evidence of:** Corporate planning requirements; college planning procedures; college funding and resource allocation.

## OUTCOME 6.1.3 DEMONSTRATE CUSTOMER CARE

### Performance Criteria

- (a) The care afforded to internal and external customers is appropriate to the situation.
- (b) The identification of current and potential customers is correct.
- (c) The identification of the needs of different customers is clear and correct.
- (d) The interface with customers is conducted in a professional manner using the most appropriate means of communication.
- (e) The range of actions taken following a meeting with a customer is correct.

#### RANGE STATEMENT CRITICAL TERMS

**Types of Customer:** internal; prospective learners; learners; sponsors/employers

**Types of communication:** face-to-face; written; telephone

#### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has identified and cared for in a professional manner, two customers from the classes in the above range and two classes from the above range of communication types.

**Knowledge evidence of:** Customer care techniques; customer classification; customer perceptions and needs; how to handle customer relationships.

The candidate must provide additional evidence of the above classes from the range statements not covered by practical evidence.

### OUTCOME 6.1.4 CONTRIBUTE TO EFFECTIVE QUALITY ASSURANCE AND QUALITY IMPROVEMENT.

#### Performance Criteria

- (a) The outline of quality assurance policies and initiatives is accurate.
- (b) The explanation of the role of the lecturer in quality assurance is correct.
- (c) The action taken to implement quality assurance procedures in own work area is in accordance with college procedures and practices.

#### RANGE STATEMENT CRITICAL TERMS

**Q.A. Initiatives:** SQMS; IIP; ISO9000; Chartermark; SCOTVEC quality criteria; HMI quality elements

#### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has implemented quality assurance procedures and has effected improvement in his or her area of work as specified in performance criteria (c).

Written or oral evidence of the identification of quality assurance policies and the explanation of the role of the lecturer within that as specified in performance criteria (a) and (b).

**Additional knowledge evidence of:** Concept of continuous quality improvement; quality assurance and initiatives;  
cCollege quality procedures.

# Unit 6.2: Marketing\*

## OUTCOME 6.2.1 CONTRIBUTE TO THE MARKETING OF COLLEGE PRODUCTS AND SERVICES.

### Performance Criteria

- (a) The explanation of the college marketing process from the market research stage through to promotional activities is correct.
- (b) The description of the link between the role of the lecturer and the college marketing function is correct.
- (c) The evaluation of a course is appropriate in terms of the market position and student feedback.
- (d) The identification of possible promotional input to a new course is appropriate to departmental objectives.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Written evidence** displaying contribution to college marketing and market research and covering the performance criteria.

For performance criteria (c) the candidate must produce a report containing evidence of market research and student feedback.

## OUTCOME 6.2.2 UNDERTAKE EXTERNAL LIAISON TO PROMOTE COLLEGE PRODUCTS AND SERVICES.

### Performance Criteria

- (a) The identification of external partners is correct.
- (b) The information communicated to potential and existing customers and potential customers is accurate in terms of their requirements.
- (c) The transactions conducted meet customer requirements.

### RANGE STATEMENT CRITICAL TERMS

**External Partners:** Enterprises; community services; educational bodies and institutions.

### EVIDENCE REQUIREMENTS

Practical evidence that the candidate has identified external partners covering the range and has communicated information to them.

**Additional knowledge evidence of:** How to effect introductions; promoting the college in social situations; principles of public relations.

## 7. CONTINUE TO DEVELOP PROFESSIONALLY

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### **Rationale**

The units in this section constitute the first steps towards addressing the areas of personal and career-long development which the lecturer requires as a reflective professional.

Lecturers require to be effective team members and to take advantage of the formal and informal opportunities they have for reviewing their personal performance and goals. Further education is a potentially stressful environment and it is important that lecturers are able to cope within it, especially when a range of conflicting priorities have to be addressed at the same time.

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<b>Units</b>	<b>Outcomes</b>
7.1 Develop Effective Working Relationships	7.1.1 Contribute to team work and development. 7.1.2 Develop strategies to manage conflict.
7.2 Manage Self	7.2.1 Set and review objectives to meet professional goals. 7.2.2 Develop personal strategies for managing stress.

# Unit 7.1: Develop Effective Working Relationships

## OUTCOME 7.1.1 CONTRIBUTE TO TEAM WORK AND DEVELOPMENT

### Performance Criteria

- (a) The explanation of the lecturer's role in the college environment is correct.
- (b) The relationships established with colleagues in teams contribute to positive team development.
- (c) The application of team procedures and rules is appropriate to the situation.
- (d) The contributions made help the team to achieve its goals.
- (e) The review of our contribution accurately reflects the work carried out by the team.

### RANGE STATEMENT CRITICAL TERMS

**Team:** working groups; formal committees.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has contributed to the teams from the range.

**Additional knowledge evidence of:** Group dynamics, roles and relationships; how to monitor contributions to teams; committee procedures for formal and informal situations.

## OUTCOME 7.1.2 DEVELOP STRATEGIES TO MANAGE CONFLICT

### Performance Criteria

- (a) The identification of potential sources of conflict in own work situation is accurate and realistic.
- (b) The strategies proposed to deal with conflict take account of the views of colleagues and organisational requirements.
- (c) The application of techniques for managing conflict is appropriate to the situation.
- (d) The review of own performance in conflict situations is accurate.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has analysed the conflict potential of two work situations and identified strategies for dealing with them. Evidence will be required to show that the candidate has effectively used at least two techniques to manage conflict.

**Additional knowledge evidence of:** Nature and causes of conflict; how to manage and lessen the negative effect of conflict between colleagues.

# Unit 7.2: Manage Self

## OUTCOME 7.2.1 SET AND REVIEW OBJECTIVES TO MEET PROFESSIONAL GOALS

### Performance Criteria

- (a) The personal objectives set reflect team and organisational goals and are specific; measurable; achievable; realistic and time-bound.
- (b) The objectives are reassessed in the light of personal experience and feedback from appropriate people.
- (c) The action taken to improve own practice is effective in meeting objectives.

### RANGE STATEMENT CRITICAL TERMS

The range statement for this outcome is specified within the performance criteria.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has set, reviewed and achieved objectives on at least two occasions.

**Additional knowledge evidence of:** Staff development and review procedures; How to review own performance; Sources of professional advice.

## OUTCOME 7.2.2 DEVELOP PERSONAL STRATEGIES FOR MANAGING STRESS

### Performance Criteria

- (a) The explanation of the causes, effects and symptoms of stress is accurate.
- (b) The explanation of the benefits of various stress management techniques is correct.
- (c) The stress management techniques selected are appropriate to the individual.
- (d) The proposed strategy is practicable in the work situation.

### RANGE STATEMENT CRITICAL TERMS

Stress Management Techniques: prioritising; time management; relaxation; physical; psychological.

### EVIDENCE REQUIREMENTS

**Practical evidence** that the candidate has developed a personal strategy for managing stress adopting at least one of the above classes of stress management techniques.

Written or oral evidence of the ability to explain the causes, effects and symptoms of stress and explain the benefits of the range of stress management techniques.

**Knowledge evidence of:** The causes, effects and symptoms of stress; stress management techniques.