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Qualification Specification

HABC Level 3 Award in Education and Training (QCF)

Qualification Number: 601/1636/5

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HABC Level 3 Award in Education and Training (QCF)

Introduction

This qualification specification is designed to outline all you need to know in order to offer this qualification in your Centre. If you have any further questions, please contact your HABC account manager.

Qualification Details

The HABC Level 3 Award in Education and Training (QCF) has been accredited by the regulators of England and Wales (Ofqual and the Welsh Government) and is part of the Qualifications and Credit Framework (QCF).

It was originally developed by LSIS, the Sector Skills Council for learning and skills improvement and is supported by industry.

Key facts

QAN:	601/1636/5
Learning Aim Reference:	60116365
Guided Learning Hours (GLH):	48 GLH (min) when learning and development units are not selected 61 GLH (max) when learning and development units are selected
Credit Value:	12
Assessment Method:	Portfolio of evidence

Qualification Overview

The HABC Level 3 Award in Education and Training (QCF) has been designed to provide an introduction to teaching for individuals who would like to work or currently work within FE Colleges, Independent Training Providers and/or Local Authorities.

It can meet the needs of a range of trainee teachers, such as:

- Individuals not currently teaching or training – achievement of the qualification does not require practice other than microteaching, unless units from the Learning and Development suite of qualifications are selected;
- Individuals currently teaching and training, including those new to the profession – although the qualification does not require practice (see explanation above), opportunities may be made available to observe and provide feedback on a trainee teacher's practice; and
- Individuals currently working as assessors, who wish to achieve a qualification that provides an introduction to teaching.

Entry Requirements

In order to complete this qualification, learners are required to:

- Be a minimum of 19 years of age; and
- There are no formal entry requirements, however, centres are responsible for ensuring that learners can meet the necessary standards of English, Mathematics and Information

Communication Technology skills required to undertake this qualification and that this is captured and recorded from an initial assessment. The initial assessment should form part of the portfolio of evidence.

Qualification Structure

The HABC Level 3 Award in Education and Training (QCF) is made up of mandatory and optional units. Learners must achieve a minimum of 12 credits by achieving:

- Mandatory Group A - 3 credits must be achieved from this group;
- Optional Group B - 6 credits must be achieved from this group; and
- Optional Group C - 3 credits must be achieved from this group.

Full details relating to the Rules of Combination for this qualification can be found in Appendix 1 of this specification. All units are contained in Appendix 2.

Delivery/Assessment Ratios

In order to effectively deliver and assess this qualification, HABC recommends that Centre delivery is based on a ratio of 1 qualified tutor/assessor to a maximum of 12 learners.

Guidance on Delivery

The minimum guided learning hours for this qualification is 48 hours if none of the learning and development units are selected, and 61 hours if these units are selected. However this may be adjusted in accordance with learners' needs and/or local circumstances. The delivery of this qualification will mainly consist of classroom-taught delivery, distance learning and self-study.

Guidance on Assessment

The HABC Level 3 Award in Education and Training (QCF) is assessed through the completion of a learner portfolio of evidence which should be assessed and internally quality assured by the Centre. This portfolio of evidence should include learner evidence that demonstrates knowledge, understanding and application of teaching practices (which can involve observational evidence from microteaching sessions).

HABC has worked with subject matter experts to provide supporting assessment paperwork for Centres to use. If you wish to use alternative paperwork, this must be sent to the HABC Quality Support Team for approval prior to commencement of the course.

It is important that Centres are able to demonstrate that any tutor delivering and assessing units within this qualification has the necessary subject knowledge, sector experience and qualifications in teaching and/or assessment to effectively deliver and/or assess each unit. Competency checks will be undertaken by HABC external quality support during EQS visits. (Certain units within the specification are taken from the suite of Learning and Development units. Therefore, Centres choosing to deliver these units as part of this qualification must ensure that the assessors and IQA's meet in full the requirements detailed below.)

Important Note: Please see specific individual unit requirements detailed in Appendix 2.

Guidance on Quality Assurance

HABC require Centres to have in place a robust mechanism for internal quality assurance. Internal quality assurance must be completed by an appropriately qualified person and that person must not have been involved in any aspect of the delivery or assessment of the course they are quality assuring.

In addition to the internal quality assurance for Centres, HABC will require Centres to have periodic external quality support engagements; these can include both visits and remote sample. It is, therefore, important that Centres retain paperwork for audit purposes for a minimum of 3 years.

Centre Requirements

In order to effectively deliver this qualification, Centres should have the following resources in place:

- Classroom with suitable seating and desks;
 - PowerPoint projector.
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Age ranges

These qualifications are approved for delivery to learners aged 19+.

Geographical Coverage

These qualifications are suitable for learners in England, Wales or Northern Ireland.

Tutor Requirements

HABC require those who are delivering units and/or observing and assessing practice to have:

- A teaching or training qualification*;
- Evidence of relevant teaching experience in an education or training context;
- Access to appropriate guidance and support; and
- Ongoing participation in related programme quality assurance processes;

****Suitable Teaching Qualifications include:***

- Level 3 or 4 CTLLS;
- Level 5 DTLLS;
- Certificate in Education; and
- Postgraduate/ Professional Graduate Certificate in Education.

Important note: PTTLS qualifications are not suitable to meet the requirement for a suitable teaching qualification.

Assessor Requirements

HABC require assessors, who will assess the Learning and Development units for this qualification, to:

- Already hold the qualification they are assessing (or a recognised equivalent) and have successfully assessed learners for other qualifications. (If assessing quality assurance roles, they must have experience as a qualified quality assurance practitioner of carrying out internal or external quality assurance of qualifications for a minimum of two assessors.);
 - Have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
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- Hold one of the following qualifications, or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment (QCF);
 - Level 3 Certificate in Assessing Vocational Achievement (QCF);
 - A1 Assess candidate performance using a range of methods;
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
 - Show current evidence of continuing professional development in assessment and quality assurance.
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Internal Quality Assurance Requirements

HABC recommends that Internal Quality Assurance staff should:

- Be occupationally competent and experienced in the area of education and training; and
- Have a working understanding of internal quality assurance.

HABC requires that Internal Quality Assurance staff, who IQA Learning and Development units for this qualification to:

- Have up-to-date working knowledge and experience of best practice in assessment and quality assurance;
 - Hold one of the following assessor qualifications, or their recognised equivalent:
 - Level 3 Award in Assessing Competence in the Work Environment (QCF);
 - Level 3 Certificate in Assessing Vocational Achievement (QCF);
 - A1 Assess candidate performance using a range of methods;
 - D32 Assess candidate performance and D33 Assess candidates using differing sources of evidence; and
 - Hold one of the following IQA qualifications, or their recognised equivalent:
 - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF);
 - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF);
 - V1 Conduct internal quality assurance of the assessment process;
 - D34 Internally verify the assessment process; and
 - Show current evidence of continuing professional development in assessment and quality assurance.
-

Mapping to National Occupational Standards

This qualification maps to the National Occupational Standards for teachers, tutors and trainers in the lifelong learning sector (LLUK).

Reasonable Adjustments and Special Considerations

HABC has measures in place for learners who require additional support. Please see the HABC Reasonable Adjustments Policy.

ID requirements

It is the responsibility of the Centre to have systems in place to ensure that the person taking an assessment is indeed the person they are claiming to be. See the Examination and Invigilation Regulations section in the HABC Core Manual for further details.

Progression

Upon successful completion learners may wish to continue their development via the completion of the HABC Level 4 Certificate in Education and Training (QCF).

Useful Websites

- www.lsis.org.uk/
 - www.et-foundation.co.uk/
 - www.excellencegateway.org.uk/
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Recommended Training Materials

- *Education and Training Made Easier Textbook*. Angela Shepherd, John Morley, Martin Wordsworth. Highfield.co.uk Ltd
 - *Education and Training Made Easier Training Presentation*. Highfield.co.uk Ltd
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Appendix 1: Rules of Combination

In order to achieve the **HABC Level 3 Award in Education and Training (QCF)**, learners must achieve a minimum of **12 credits** overall. In order to complete this learners must achieve the following rules of combination:

- Mandatory Group A - 3 credits must be achieved from this group;
- Optional Group B - 6 credits must be achieved from this group; and
- Optional Group C - 3 credits must be achieved from this group.

Mandatory Group A

Learners must achieve 3 credits from this group.

Unit reference	Unit title	Level	Credit
(H/505/0053)	Understanding roles, responsibilities and relationships in education and training	3	3

Optional Group B

Learners must achieve a minimum of 6 credits from this group.

Unit reference	Unit title	Level	Credit
(D/505/0052)	Understanding and using inclusive teaching and learning approaches in education and training	3	6
(J/502/9549)	Facilitate learning and development for individuals (Learning and Development unit)	3	6
(F/502/9548)	Facilitate learning and development in groups (Learning and Development unit)	3	6

Optional Group C

Learners must achieve a minimum of 3 credits from this group.

Unit reference	Unit title	Level	Credit
(R/505/0050)	Understanding assessment in education and training	3	3
(D/601/5313)	Understanding the principles and practices of assessment (Learning and Development unit)	3	3

Appendix 2: All Units

Mandatory Group A

Unit title	Understanding roles, responsibilities and relationships in education and training (H/505/0053)	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the teaching role and responsibilities in education and training.	1.1	Explain the teaching role and responsibilities in education and training.
	1.2	Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities.
	1.3	Explain ways to promote equality and value diversity.
	1.4	Explain why it is important to identify and meet individual learner needs.
2. Understand ways to maintain a safe and supportive learning environment.	2.1	Explain ways to maintain a safe and supportive learning environment.
	2.2	Explain why it is important to promote appropriate behaviour and respect for others.
3. Understand the relationships between teachers and other professionals in education and training.	3.1	Explain how the teaching role involves working with other professionals.
	3.2	Explain the boundaries between the teaching role and other professional roles.
	3.3	Describe points of referral to meet the individual needs of learners.
Additional information about the unit		
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand the role and responsibilities of a teacher in education and training and the relationship between different professionals in education and training.	
Unit available from	April 2013	
Unit review date	31 May 2017	
Details of the relationship between the unit and relevant	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.	

national occupational standards or other professional standards or curricula (if appropriate)	
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	12

Optional Group B

Unit title	Understanding and using inclusive teaching and learning approaches in education and training (D/505/0052)	
Level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand inclusive teaching and learning approaches in education and training.	1.1	Describe features of inclusive teaching and learning.
	1.2	Compare the strengths and limitations of teaching and learning approaches used in own area of specialism in relation to meeting individual learner needs.
	1.3	Explain why it is important to provide opportunities for learners to develop their English, mathematics, ICT and wider skills.
2. Understand ways to create an inclusive teaching and learning environment.	2.1	Explain why it is important to create an inclusive teaching and learning environment.
	2.2	Explain why it is important to select teaching and learning approaches, resources and assessment methods to meet individual learner needs.
	2.3	Explain ways to engage and motivate learners.
	2.4	Summarise ways to establish ground rules with learners.
3. Be able to plan inclusive teaching and learning.	3.1	Devise an inclusive teaching and learning plan.
	3.2	Justify own selection of teaching and learning approaches, resources and assessment methods in relation to meeting individual learner needs.
4. Be able to deliver inclusive teaching and learning.	4.1	Use teaching and learning approaches, resources and assessment methods to meet individual learner needs.
	4.2	Communicate with learners in ways that meet their individual needs.
	4.3	Provide constructive feedback to learners to meet their individual needs.
5. Be able to evaluate the delivery of inclusive teaching and learning.	5.1	Review the effectiveness of own delivery of inclusive teaching and learning.
	5.2	Identify areas for improvement in own delivery of inclusive

	teaching and learning.
Additional information about the unit	
Purpose and aim(s) of the unit	The purpose of the unit is to enable the learner to understand and use inclusive teaching and learning approaches to meet the needs of learners. It includes how to create a learning environment that engages and motivates learners, and the planning, delivery and evaluation of inclusive teaching and learning. It requires the learner to deliver a microteaching session and to evaluate their own delivery practice.
Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	There is a microteaching requirement for this unit. Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	24

Unit title	Facilitate learning and development for individuals (J/502/9549)	
Level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand principles and practices of one-to-one learning and development.	1.1	Explain purposes of one-to-one learning and development.
	1.2	Explain factors to be considered when facilitating learning and development to meet individual needs.
	1.3	Evaluate methods for facilitating learning and development to meet the needs of individuals.
	1.4	Explain how to manage risks and safeguard individuals when facilitating one-to-one learning and development.
	1.5	Explain how to overcome individual barriers to learning.
	1.6	Explain how to monitor individual learner progress.
	1.7	Explain how to adapt delivery to meet individual learner needs.
2. Be able to facilitate one-to-one learning and development.	2.1	Clarify facilitation methods with individuals to meet their learning and/or development objectives.
	2.2	Implement activities to meet learning and/or development objectives.
	2.3	Manage risks and safeguard learners participating in one-to-one learning and/or development.
3. Be able to assist individual learners in applying new knowledge and skills in practical contexts.	3.1	Develop opportunities for individuals to apply their new knowledge and learning in practical contexts.
	3.2	Explain benefits to individuals of applying new knowledge and skills.
4. Be able to assist individual learners in reflecting on their learning and/or development.	4.1	Explain benefits of self-evaluation to individuals.
	4.2	Review individual responses to one-to-one learning and/or development.
	4.3	Assist individual learners to identify their future learning and/or development needs.
Additional information about the unit		
Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or	

	mentoring role. They are required to understand the use of a variety of methods. ‘Practitioner’ means anyone with a learning and development responsibility as part of their role.
Unit available from	July 2011
Unit review date	31 May 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards, Standard 7: Facilitate individuals’ learning and development.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed for these outcomes.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided Learning Hours	25

Unit title	Facilitate learning and development in groups (F/502/9548)	
Level	3	
Credit value	6	
Learning outcomes	Assessment criteria	
The learner will	The learner can	
1. Understand principles and practices of learning and development in groups.	1.1	Explain purposes of group learning and development.
	1.2	Explain why delivery of learning and development must reflect group dynamics.
	1.3	Evaluate methods for facilitating learning and development to meet the needs of groups.
	1.4	Explain how to manage risks and safeguard individuals when facilitating learning and development in groups.
	1.5	Explain how to overcome barriers to learning in groups.
	1.6	Explain how to monitor individual learner progress within group learning and development activities.
	1.7	Explain how to adapt delivery based on feedback from learners in groups.
2. Be able to facilitate learning and development in groups.	2.1	Clarify facilitation methods with group members to meet group and individual learning objectives.
	2.2	Implement learning and development activities to meet learning objectives.
	2.3	Manage risks to group and individual learning and development.
3. Be able to assist groups to apply new knowledge and skills in practical contexts.	3.1	Develop opportunities for individuals to apply new knowledge and skills in practical contexts.
	3.2	Provide group feedback to improve the application of learning.
4. Be able to assist learners to reflect on their learning and development undertaken in groups.	4.1	Support self-evaluation by learners.
	4.2	Review individual responses to learning and development in groups.
	4.3	Assist learners to identify their future learning and development needs.
Additional information about the unit		
Purpose and aim(s) of the unit	The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating	

	<p>learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small-group activities, skills practice and feedback, e-learning, blended learning, role-plays, simulations and experiential learning.</p> <p>‘Practitioner’ means anyone with a learning and development responsibility as part of their role.</p>
Unit available from	July 2011
Unit review date	31May 2015
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	Learning and Development National Occupational Standards, Standard 6: Manage learning and development in groups.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	25

Optional Group C

Unit title	Understanding assessment in education and training (R/505/0050)	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand types and methods of assessment used in education and training.	1.1	Explain the purposes of types of assessment used in education and training.
	1.2	Describe characteristics of different methods of assessment in education and training.
	1.3	Compare the strengths and limitations of different assessment methods in relation to meeting individual learner needs.
	1.4	Explain how different assessment methods can be adapted to meet individual learner needs.
2. Understand how to involve learners and others in the assessment process.	2.1	Explain why it is important to involve learners and others in the assessment process.
	2.2	Explain the role and use of peer- and self-assessment in the assessment process.
	2.3	Identify sources of information that should be made available to learners and others involved in the assessment process.
3. Understand the role and use of constructive feedback in the assessment process.	3.1	Describe key features of constructive feedback.
	3.2	Explain how constructive feedback contributes to the assessment process.
	3.3	Explain ways to give constructive feedback to learners.
4. Understand requirements for keeping records of assessment in education and training.	4.1	Explain the need to keep records of assessment of learning.
	4.2	Summarise the requirements for keeping records of assessment in an organisation.
Additional information about the unit		
Purpose and aim(s) of the unit	The purpose of this unit is to enable the learner to understand how different types and methods of assessment are used in education and training. It includes ways to involve learners in assessment and requirements for record keeping.	

Unit available from	April 2013
Unit review date	31 May 2017
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if appropriate)	This unit is underpinned by the overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	12

Unit title	Understanding the principles and practices of assessment(D/601/5313)	
Level	3	
Credit value	3	
Learning outcomes	Assessment criteria	
<i>The learner will</i>	<i>The learner can</i>	
1. Understand the principles and requirements of assessment.	1.1	Explain the functions of assessment in learning and development.
	1.2	Define the key concepts and principles of assessment.
	1.3	Explain the responsibilities of the assessor.
	1.4	Identify the regulations and requirements relevant to assessment in own area of practice.
2. Understand different types of assessment method.	2.1	Compare the strengths and limitations of a range of assessment methods with reference to the needs of individual learners.
3. Understand how to plan assessment.	3.1	Summarise key factors to consider when planning assessment.
	3.2	Evaluate the benefits of using a holistic approach to assessment.
	3.3	Explain how to plan a holistic approach to assessment.
	3.4	Summarise the types of risks that may be involved in assessment in own area of responsibility.
	3.5	Explain how to minimise risks through the planning process.
4. Understand how to involve learners and others in assessment.	4.1	Explain why it is important to involve the learner and others in the assessment process.
	4.2	Summarise types of information that should be made available to learners and others involved in the assessment process.
	4.3	Explain how peer- and self-assessment can be used effectively to promote learner involvement and personal responsibility in the assessment of learning.
	4.4	Explain how assessment arrangements can be adapted to meet the needs of individual learners.
5. Understand how to make assessment decisions.	5.1	Explain how to judge whether evidence is: <ul style="list-style-type: none"> • sufficient; • authentic; and

		<ul style="list-style-type: none"> • current.
	5.2	<p>Explain how to ensure that assessment decisions are:</p> <ul style="list-style-type: none"> • made against specified criteria; • valid; • reliable; and • fair.
6. Understand quality assurance of the assessment process.	6.1	Evaluate the importance of quality assurance in the assessment process.
	6.2	Summarise quality assurance and standardisation procedures in own area of practice.
	6.3	Summarise the procedures to follow when there are disputes concerning assessment in own area of practice.
7. Understand how to manage information relating to assessment.	7.1	Explain the importance of following procedures for the management of information relating to assessment.
	7.2	Explain how feedback and questioning contribute to the assessment process.
8. Understand the legal and good practice requirements in relation to assessment.	8.1	Explain legal issues, policies and procedures relevant to assessment, including those for confidentiality, health, safety and welfare.
	8.2	Explain the contribution that technology can make to the assessment process.
	8.3	Evaluate requirements for equality and diversity and, where appropriate, bilingualism in relation to assessment.
	8.4	Explain the value of reflective practice and continuing professional development in the assessment process.
Additional information about the unit		
Purpose and aim(s) of the unit	<p>The aim of this unit is to assess the learning and development practitioner’s knowledge and understanding of the principles and practices of assessment.</p> <p>‘Practitioner’ means anyone with a learning and development responsibility as the whole or a part of their role.</p>	
Unit available from	April 2011	
Unit review date	31 May 2015	
Details of the relationship between the unit and relevant national occupational standards or other professional standards or curricula (if	Learning and Development National Occupational Standards, Standard 9: Assess learner achievement.	

appropriate)	
Guidance for developing assessment arrangements for the unit (if appropriate)	N/A
Additional assessment requirements specified by a sector or regulatory body (if appropriate)	None
Support for the unit by a sector or other appropriate body (if required)	Learning and Skills Improvement Service (LSIS)
Location of the unit within the subject/sector classification system	13. Education and training 13.1 Teaching and lecturing
Name of the organisation submitting the unit	Learning and Skills Improvement Service (LSIS)
Availability for use	Shared
Guided learning hours	24