Abu Dhabi Centre for Technical and Vocational Education and Training Learning and Development Qualification title: Level 4 Composite Award in Facilitating learning and development Qualification code: CAOF45040112

Qualification structure

Qualification type: Composite Award	Discipline: O	Sector: F45	Level: 4	No in series: 01	Year of approval: 12
Credit value: 12 Credit hours		Certification requirement: 3 Unit: 3 core units			

Qualification aims

The aim of the qualification is to provide learners with a core understanding facilitating adult learning, planning and organising group-based and learning in the workplace.

Qualification units

Core units

Unit code:	Unit no:	Unit title:	Level:	Credit value:
OF450400812	1	Facilitate adult learning and development	4	4
OF450400912	2	Plan, organise and deliver group-based learning	4	4
OF450401012	3	Plan, organise and facilitate learning in the workplace	4	4

Specialist units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Optional units

Unit code:	Unit no:	Unit title:	Level:	Credit value:

Prerequisites

Entry requirements	Requirements
Learners will require the following skills for completion of this qualification as follows: Analytical skills, communication skills, effective business relationships, information management skills, presentation skills, research and data collection skills, relate to people from diverse backgrounds, and diverse abilities. The qualification is open to candidates of either gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning. There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification. All institute staff involved in the assessment or delivery of these qualifications should understand	• IELTS level 4 is preferred. • Functional IT skills would be an advantage. • No specific pre-entry qualification in human resources is required • Pre-entry requirement of Certificate 3 level equivalency. Credit transfer is available as published.

learner's requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.	

Qualification pathways	
This qualification	Pathways
Level 4 Composite Award in Facilitating learning and development	Certificate 4 in Learning and Development Certificate 4 in Management Certificate 4 in Human Resources Certificate 4 in Business Administration Certificate 4 in Leadership Diploma in Human Resources Diploma in Business Administration

Copyright and ownership		Modification history	
Copyright of units, Intellectual Property Rights and ownership of the qualification will be owned by ACTVET.		Release no: 1	Previous code:
		Comment:	New code:
National Occupational Standards		Not available	

Abu Dhabi Centre for Technical and Vocational Education and Training Learning and Development Qualification title: Level 4 Composite Award in Facilitating learning and development Qualification code: CAOF45040112 Qualification overview	
This qualification is suitable for:	Learners should be working in the field of learning and development, training, human resources, administration, or management and have background knowledge of the profession as a minimum requirement. The minimum age requirement is seventeen.
Target market	The target market for this qualification is learning and development, training, human resources, administration, or management generalists, small company owners and staff with a recruitment role.
Job activities/tasks	The core component of this unit contains competencies in: learning and development, training, human resources, administration, or management
Work context/conditions	This unit is for any individual who is, or wishes to be involved in learning and development, training, human resources, administration, or management.
Example employers	Government organisations Private sector employers
Example jobs	Related occupations
Learning and Development Specialist Learning and Development Supervisor Learning and Development Manager Training Coordinator Human Resources Manager Human Resources Supervisor	Office Managers Persons with departmental responsibility
Professional association:	International professional association such as Chartered Institute of Personnel and Development

Abu Dhabi Centre for Technical and Vocational Education and Training Learning and Development Qualification title: Level 4 Composite Award in Facilitating learning and development Qualification code: CAOF45040112 Delivery and Assessment

Mode of delivery

Mode of delivery will be classroom or any other mode of delivery that meets the needs of the learner, ensuring learner has access to appropriate resources.

It is strongly advised that learning and development of subject content and associated skills be referenced to real vocational situations in an office environment.

Arrangements for learners with special assessment requirements

Arrangements for learners with special assessment requirements may need to be adapted to meet;
- language requirements
- cultural or religious requirements
- physical disabilities
- particular learning needs.

Trainer qualifications

Training of learners will be by qualified Licensed Vocational Trainers who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Trainer (proposed). Licensed Vocational Trainers should be qualified and have recent experience of work in office environments.

The trainer will comply with all licensing and accreditation requirements for an ACTVET Licensed Trainer.

Training methods

Licensed Vocational Trainers must use appropriate methods of training for classroom environment that reflects the vocational requirements of a workplace setting. Learning must be paced to meet the learner's needs, preferred style of learning and is taught at a level where all learners comprehend the concepts trained.

Assessment

Assessment will be in classroom environment conducted by Assessors who meet the requirements for employment in an ACTVET licensed institute and hold the required qualifications of Licensed Vocational Assessor. Assessment methodology will be selected to utilise the most appropriate methods of assessment for the knowledge or skill involved and will be tailored to meet the requirements of the Unit Standards. Assessors must take into consideration any special assessment arrangements for learners to ensure learners are not disadvantaged in the assessment process.	Assessors must have: • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices.

Assessment methods	
All assessment methods must use the appropriate assessment methods to assess knowledge and skill. There must be fair, valid, reliable, authentic and sufficient evidence for all assessment criteria.	

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:

- assessment of written reports summarising results of candidate skills assessment and selection outcomes
- observation of techniques
- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- oral or written questioning
- review of authenticated documents from the workplace or training environment
- review of testimony from team members, colleagues, supervisors, managers, clients or candidates.

Assessor decisions will make assessments that will be coded according to the following schedule:	Code to be inserted on record sheet
Observation of the candidate by the assessor (Role play scenarios included)	O
Examination of the evidence by the assessor:	
Examination of a product	EP
Examination of the witness/expert testimony	EWT
Examination of a case history	ECH
Examination of a personal statement	EPS
Examination of written answers to questions	EWQ
Questioning of the candidate or witness by the assessor:	
Questioning of the candidate	QC
Questioning of the witness	QW
Professional Discussion	PD
Realistic working environment	RWE
Simulation	S

Verifier	Vocational verifiers must have
The Verifier will observe Assessors carrying out assessments, review assessment decisions from the evidence provided and hold meetings with the assessment team to ensure consistency in the use of paperwork and interpretation of the qualification's requirements. Verifiers will ensure that learner tracking of registration for qualifications, assessment decisions and achievement, are recorded and maintained accurately and timely and are open to scrutiny.	- verifier qualifications or similar - applied industrial experience - verification practices that meet NQEmirates National Standards of verification - regular professional development practices - ability to manage the learner's work environment for the verification process - ability to evidence standardisation processes.

Verification method:	
Assessment and verification process will conform to the following:	
• Institute systems for learner, assessment and verification are unified. • Qualified Assessors must be used for all assessment. • Learner's achievement is evidenced and recorded. • Learner is included in the assessment decision making process. • Assessment of learner's achievement is evidenced by best practice. • Assessment takes into account diversity and language differences. • Assessment of learner's achievement is tracked and recorded. • Learner will be able to compile their portfolio using their preferred technology. • Assessment uses valid, fair, authentic and reliable practice and reduces barriers to assessment.	• Evidence collection makes efficient use of assessment opportunities and work production. • Licensed Vocational Verifiers must be used for all verifications. • Verification of learner's achievement is evidenced by best practice. • Verification of learner's achievement is tracked and recorded. • Standardisation of assessment and verification processes are evidenced • Evidence of sharing of learner, assessor and verifier best practice. • Evidence that complaints are addressed, recorded and solved effectively. • National Industry Sector Classification Code (SIC) to classify units and qualifications as per the guidance in the QFEmirates handbook.

Assessing and grading

This qualification is a knowledge, skills and application qualification. Assessment should, where possible, take a holistic approach. Assessment in one unit can be used as the assessment for another, if the assessed piece of work covers the criteria in the units. Assessment must be accessible for learners and the process of assessment as simple as possible. Learners must demonstrate competence by producing a portfolio of evidence.

This qualification is examined in two ways: assessment of performance and underpinning knowledge. All performance is assessed by an assessor against the performance criteria and recorded in the Cumulative Assessment Record. Competence recognises all qualification requirements have been achieved. Not yet competent means all requirements have been attempted but yet to be achieved, insufficient evidence means all requirements have not been attempted. Underpinning knowledge is examined that more than 80% of the predetermined marking criteria should be met.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended will require prior approval from the External Verifier.

Learner evidence

Learners must demonstrate knowledge and skill achievement in a presented portfolio.

Integrated assessment

Opportunities for integrated assessment are possible are possible between units1, 2 and 3.

Risk in assessment
The learner's work environment needs proper management and risk management analyses. The following risks will be observed in the training, assessment and verification phases: • health and safety • stressing the learner • inauthentic evidence/collation/unjustifiable support to the learner • over-assessment • potential of unfairness to the learner • failing to meet assessment strategy of a qualification.
Appeals procedure
In the event that a learner judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation (not included in this submission). In the event that an assessor judges that he is being unfairly considered in the assessment or verification process he has the right to appeal using the recognised appeals procedure and documentation.

| Abu Dhabi Centre for Technical and Vocational Education and Training
Learning and Development
Qualification title: Level 4 Composite Award in Facilitating learning and development
Qualification code: CAOF45040112

Unit: 1
Unit title: Facilitate adult learning and development
Unit code: OF450400812
Human Resources |||

Level: 4	Credit value: 4	Notional learning hours: 60 hours

Unit Information

Unit description of content

This unit deals with facilitating adult learning and development, identifying individual learning requirements, establishing the learning relationship, maintaining and developing the learning relationship and closing and evaluating the learning relationship.

Information for learning and achievement

This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

Assessment strategy

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.
This qualification is examined in two ways: assessment of underpinning knowledge and performance.
Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met. Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.
This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.
Assessment of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrammes.

Recording and storing of learner achievement

Keep evidence of learner's work in the centre for up to one year.
Maintain learning logs and evidence of professional development.
Maintain learner portfolios of work as evidence of achieving learning outcomes

Abu Dhabi Centre for Technical and Vocational Education and Training Learning and Development Qualification title: Level 4 Composite Award in facilitating learning and development Qualification code: CAOF45040112 Unit: 1 Unit title: Facilitate adult learning and development Unit code: OF450400812 Human Resources		
Level: 4	Credit value: 4	Notional learning hours: 60 hours

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Understand how to identify individual learning requirements

Performance criteria:

1.1 Goals of learners are identified and discussed with relevant and experienced persons.

1.2 Appropriate individual learning techniques and processes are consulted with supervisor to be identified and documented to support individual learning needs and goals.

1.3 Organisational support is obtained for implementation, including resources where relevant.

Learning outcome 2: Understand how to establish the learning relationship

Performance criteria:

2.1 Individual learning styles, learner characteristics and abilities and context for learning are identified and discussed with supervisor.

2.2 Appropriate techniques or processes are selected or organised to facilitate individual learning and the basis of the technique or process are explained and discussed with the individual.

2.3 Expectations of the learning relationship are clarified and agreed on, and learner boundaries documented.

2.4 Additional support and resources required are clarified in consultation with supervisor.

Learning outcome 3: Be able to maintain and develop the learning relationship

Performance criteria:

3.1 Each meeting or session is prepared using an agenda.

3.2 The relationship is enhanced and active participation is sustained using open effective communication and interpersonal skills at all times.

3.3 Effective and professional leadership and motivational skills are demonstrated to enable the learner to take responsibility for learning and practice ethical behavior at all times.

3.4 Learner cues are observed and approaches changed where necessary to reflect learning styles.

3.5 Individual and client differences with particular needs are recorded, acknowledged, respected and valued.

3.6 Regular meetings are scheduled in consultation with both parties to monitor and reflect effectiveness of the learning relationship in relation to initial objectives.

Learning outcome 4: Understand how to close and evaluate the learning relationship

Performance criteria:

4.1 Tools and signals are used and developed with supervisor to determine readiness for closure of individual learning relationship.

4.2 Closure is carried out using appropriate interpersonal and communication skills.

4.3 Feedback is sought and accepted from the learner on the outcomes achieved and the value of the learning relationship.

4.4 The learning relationship is evaluated to meet learning needs and goals.

4.5 Own performance is reflected in managing the relationship, identifying areas for improvement and evidence discussed and provided to supervisor.
4.6 Outcomes are documented as required by the learning relationship.

Evidence guideline

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
- Learners should demonstrate no less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

Evidence requirements

1. Learners identify individual learning requirements and evidence with a report on goals of learners, appropriate individual learning techniques and processes, and organizational support required.
2. Learners establish the learning relationship and evidence with a report on learner characteristics, abilities and learning styles; appropriate learning techniques and processes; expectations; and resources and support required.
3. Learners maintain and develop the learning relationship and evidence with a report on learning sessions, leadership and participation, learner cues, and monitoring of progress and effectiveness of the learning relationship.
4. Learners close and evaluate the learning relationship and evidence with a report on evaluation of the learning relationship based on feedback of the learner and reflection of own performance.
5. Learners review own work and identify performance improvement strategies.

		Abu Dhabi Centre for Technical and Vocational Education and Training Learning and Development Qualification title: Level 4 Composite Award in Facilitating learning and development Qualification code: CAOF45040112 Unit: 1 Unit title: Facilitate adult learning and development Unit code: OF450400812 Human Resources					
Mapping of CoreLife Skills							

Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	x	x	x				
	1.2	x	x	x	x			
	1.3	x	x	x	x		x	
2	2.1	x	x	x	x	x	x	
	2.2	x	x	x	x			
	2.3	x	x	x	x	x	x	
	2.4	x	x	x	x			
3	3.1	x	x	x	x			
	3.2	x	x	x	x			
	3.3	x	x	x	x			x
	3.4	x	x	x	x			
	3.5	x	x	x	x			x
	3.6	x	x	x	x			
4	4.1	x	x	x	x			
	4.2	x	x	x	x			
	4.3	x	x	x	x			
	4.4	x	x	x	x			
	4.5	x	x	x	x	x		
	4.6	x	x	x	x			

Abu Dhabi Centre for Technical and Vocational Education and Training
Learning and Development
Qualification title: Level 4 Composite Award in Facilitating learning and development
Qualification code: CAOF45040112
Unit: 2
Unit title: Plan, organise and facilitate group-based learning
Unit code: OF450400912
Learning and Development

Level: 4	Credit value: 4	Notional learning hours: 60 hours

Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to plan, organise and deliver training for individuals within a group. This unit typically applies to a person working as an entry-level trainer, teacher or facilitator in or with a training and assessment organisation. The person will be working from a learning programme developed by someone else, and structuring the learning around that programme.

Information for learning and achievement

This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

Assessment strategy

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

This qualification is examined in two ways: assessment of underpinning knowledge and performance.

Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.

Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.

Assessment of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrammes.

Recording and storing of learner achievement

Keep evidence of learner's work in the Centre for up to one year.
Encourage learners to maintain learning logs and evidence of professional development.
Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

Abu Dhabi Centre for Technical and Vocational Education and Training		
Learning and Development		
Qualification title: Level 4 Composite Award in Facilitating learning and development		
Qualification code: CAOF45040112		
Unit: 2		
Unit title: Plan, organise and facilitate group-based learning		
Unit code: OF450400912		
Learning and Development		
Level: 4	Credit value: 4	Notional learning hours: 60 hours

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Understand how to interpret learning environment and delivery requirements

Performance criteria:

1.1. Learning program documentation is accessed, read and interpreted to determine delivery requirements.
1.2. Information and documentation available are used to identify group and learner characteristics.
1.3. Personal role and responsibilities in planning and delivering training with relevant personnel are confirmed.

Learning outcome 2: Be able to prepare session plans

Performance criteria:

2.1. Existing learning objectives are refined according to programme requirements and specific needs of learners.
2.2. Session plans and document are developed for each segment of the learning programme.

Learning outcome 3: Be able to prepare resources for delivery

Performance criteria:

3.1. Existing learning materials are contextualised to meet the needs of the specific learner group.
3.2. Learning materials, facility, technology and equipment needs are determined and finalised in time for delivery of learning sessions.
3.3. Delivery arrangements are confirmed with relevant personnel.

Learning outcome 4: Be able to deliver and facilitate training sessions

Performance criteria:

4.1. Session plan, is conducted and modified where appropriate to meet learner needs.
4.2. Diversity of the group is used as another resource to support learning.
4.3. A range of delivery methods are employed to optimise learner experiences.
4.4. Facilitation skills are demonstrated to ensure effective participation and group management.

Learning outcome 5: Be able to support and monitor learning

Performance criteria:

5.1. Learner progress is monitored and documented to ensure outcomes are being achieved and learner needs are being met.
5.2. Delivery session adjustments are made to reflect specific needs and circumstances.
5.3. Behaviour is managed to ensure learning can take place.
5.4. Learner records are maintained and stored according to organisational requirements.

Evidence guideline
· Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
· Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
· Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
· Learners should demonstrate no less than 80% of the requirements for the summative assessment.
· Re submissions are permissible.

Evidence requirements
1. Learners interpret the learning environment and delivery requirements and evidence with an outline of group and learner characteristics, delivery requirements and responsibilities of self and others in planning and delivery of the learning programme
2. Learners prepare session plans and evidence with a report on learning needs and objectives and a learning and session programme.
3. Learners prepare resources for delivery and evidence with a report on learning and training resources and requirements, delivery arrangements, time scheduling and staffing.
4. Learners deliver and facilitate training sessions and evidence with a report on delivery methods, learners and diversity in the group, and facilitation skills.
5. Learners support and monitor learning and evidence with a report on learner needs, learner progress, adjustments made to the programme, and learner records.
6. Learners review own work and identify performance improvement strategies.

		Abu Dhabi Centre for Technical and Vocational Education and Training Learning and Development Qualification title: Level 4 Composite Award in Facilitating learning and development Qualification code: CAOF45040112 Unit: 2 Unit title: Plan, organise and facilitate group-based learning Unit code: OF450400912 Learning and Development					

Mapping of CoreLife Skills							
Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	x	x	x	x			
	1.2	x	x	x	x			
	1.3	x	x	x	x	x		
2	2.1	x	x	x	x	x	x	
	2.2	x	x	x	x	x	x	
3	3.1	x	x	x	x			
	3.2	x	x	x				
	3.3	x	x	x	x			
4	4.1	x	x	x	x		x	
	4.2	x	x	x	x			
	4.3	x	x	x	x		x	
	4.4	x	x	x	x			
5	5.1	x	x	x	x	x	x	
	5.2	x	x	x	x	x	x	
	5.3	x	x	x	x	x	x	
	5.4	x	x	x	x	x	x	

Abu Dhabi Centre for Technical and Vocational Education and Training		
Learning and Development		
Qualification title: Level 4 Composite Award in Facilitating learning and development		
Qualification code: CAOF45040112		
Unit: 3		
Unit title: Plan, organise and facilitate learning in the workplace		
Unit code: OF450401012		
Learning and Development		
Level: 4	Credit value: 4	Notional learning hours: 60 hours

Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to plan, organise and facilitate learning for individuals in a workplace.

Information for learning and achievement

The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit. Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. Evidence must be at the level required of the unit standard.

This unit is a knowledge, skill and application unit (KSA). Learners must attempt all aspects of the unit requirements and demonstrate achievement in all aspects of evidence requirements. It is strongly advised that learning and development of knowledge and associated skills be referenced to real vocational situations in the workplace. Evidence must be at the level required by the unit standard and all related criteria. Candidates must contribute to group work by playing a role of both individuals as well as team members in varied roles and parts in group activities. Groups must perform as a group but individuals within the group must perform different tasks to demonstrate achievement of evidence requirements.

Assessment strategy

Assessment of the evidence requirements, to confirm that learning outcomes have been met, is considered holistically where evidence in one unit or learning outcome may provide the evidence for other units and learning outcome.

This qualification is examined in two ways: assessment of underpinning knowledge and performance.

Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.

Performance is assessed by an assessor in the workplace against the performance criteria and recorded in the Cumulative Assessment Record. 'Competent' recognises all unit criteria have been achieved. 'Not yet competent' means all criteria have been attempted but yet to be achieved, 'insufficient evidence' means not all criteria have been attempted.

This qualification is internally assessed by qualified Assessors and verified by Qualified Internal and External Verifiers of Approved Provider status institutions. Simulations in assessment are not recommended and will require prior approval from the External Verifier.

Assessment of this unit is to be conducted in a classroom, simulated workplace environment and workplace environment. Assessment can include role play, scenario setting, drama performance, presentations, written material, reports, checklists, lists, statements, comparative charts, posters, portfolios and diagrammes.

Recording and storing of learner achievement
Keep evidence of learner's work in the Centre for up to one year. Encourage learners to maintain learning logs and evidence of professional development. Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.

Abu Dhabi Centre for Technical and Vocational Education and Training
Learning and Development
Qualification title: Level 4 Composite Award in Facilitating learning and development
Qualification code: CAOF45040112

Unit: 3
Unit title: Plan, organise and facilitate learning in the workplace
Unit code: OF450401012
Learning and Development

Level: 4	Credit value: 4	Notional learning hours: 60 hours

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Understand how to establish effective work environment for learning

Performance criteria:
1.1. Objectives and scope of work-based learning are established and agreed upon.
1.2. Work practices and routines are analysed to determine effectiveness in meeting and establishing learning objectives.
1.3. Organisational health and safety implications of using work as the basis for learning are identified and addressed.

Learning outcome 2: Understand how to develop a work-based learning pathway

Performance criteria:
2.1. Contractual requirements and responsibilities for learning at work are addressed.
2.2. Integration and monitoring of external learning activities are arranged with the work-based learning pathway.
2.3. Agreement from relevant personnel is obtained to implement the work-based learning pathway.

Learning outcome 3: Be able to establish the learning-facilitation relationship

Performance criteria:
3.1. Context for learning and individual's learning style are identified.
3.2. Techniques or processes to facilitate learning are selected and explained to learner.
3.3. Individualised learning plans are developed, documented and discussed with learner.
3.4. Learner's levels of knowledge, skill and experience is monitored by supervisors to provide support and encouragement.

Learning outcome 4: Be able to implement work-based learning pathway

Performance criteria:
4.1. Workplace tasks, activities and processes are introduced sequentially to reflect the agreed work-based learning pathway.
4.2. Work-based learning objectives and processes involved are explained to the learner.
4.3. Responsibility for learning and self-reflection is taken.
4.4. Techniques that facilitate learner's transfer of skills and knowledge are developed.

Learning outcome 5: Be able to maintain and develop the learning-facilitation relationship

Performance criteria:
5.1. Learning activities are structured to support and reinforce new learning, build on strengths, and identify areas for further development.
5.2. Ethical behaviour is practiced at all times.
5.3. Effectiveness of the learning-facilitation relationship through regular meetings between the parties is monitored.

Learning outcome 6: Be able to monitor, review and close the effectiveness of the work-based learning pathway
Performance criteria:
6.1. Work performance and learning achievements are documented and records kept according to organisational requirements.
6.2. Work-based pathways are evaluated for effectiveness against the objectives, processes and techniques used.
6.3. Feedback from learner is sought on the outcomes achieved and value of the relationship.
6.4. Work-based practice improvements are recommended in light of the review process.
6.5. Closure is carried out smoothly using interpersonal and communication skills.

Evidence guideline

- Formative evidence for this unit can be written, oral or diagrammatic, as directed for given situations.
- Formative evidence ought to assist learners to learn and increase performance to reach summative assessment requirements.
- Summative assessment is project based from real live work situations. Simulation is only permissible with the written approval of the Internal Verifier.
- Learners should demonstrate no less than 80% of the requirements for the summative assessment.
- Re submissions are permissible.

Evidence requirements

1. Learners establish an effective work environment for learning and evidence with a report on objectives, scope and health and safety implications for work based learning and an analysis of work practices and routines.
2. Learners develop a work based learning pathway and evidence with a report on contractual and personnel arrangements, requirements and responsibilities related to work based learning.
3. Learners establish the learning-facilitation relationship and evidence with a report on individualised learning plans, learner styles, skills, knowledge and experience, and facilitation methods
4. Learners implement a work based learning pathway and evidence with a learning plan and reflection on delivery.
5. Learners maintain and develop the learning-facilitation relationship and evidence with a report on progress and effectiveness and suggestions for further action.
6. Learners monitor, review and close the work based learning pathway and evidence with an evaluation report and suggestions for further action.
7. Learners review own work and identify performance improvement strategies.

		Abu Dhabi Centre for Technical and Vocational Education and Training Learning and Development Qualification title: Level 4 Composite Award in Facilitating learning and development Qualification code: CAOF45040112 Unit: 3 Unit title: Plan, organise and facilitate learning in the workplace Unit code: OF450401012 Learning and Development				

Mapping of CoreLife Skills							
Learning outcomes	Performance Criteria	Collecting, analysing, organising and applying information in a given context	Communicating information, concepts and ideas	Initiating and organising self and activities, including motivation, exploration and creativity	Working with others in teams including leadership	Solving problems including using mathematical ideas and techniques	Applying information and communication technology	Participating in social and civic life including ethical practice
1	1.1	x	x	x	x			
	1.2	x	x	x	x		x	
	1.3	x	x	x	x	x	x	x
2	2.1	x	x	x				
	2.2	x	x	x				
	2.3	x	x	x	x			
3	3.1	x	x	x	x			
	3.2	x	x	x	x			
	3.3	x	x	x	x		x	
	3.4	x	x	x	x		x	x
4	4.1	x	x	x	x			
	4.2	x	x	x	x			
	4.3	x	x	x	x			
	4.4	x	x	x	x	x	x	
5	5.1	x	x	x			x	
	5.2	x	x	x	x		x	x
	5.3	x	x	x	x			
6	6.1	x	x	x	x			
	6.2	x	x	x	x			
	6.3	x	x	x	x			x
	6.4	x	x	x	x			
	6.5	x	x	x	x			