

Abu Dhabi Centre for Technical and Vocational Education and Training
 Learning and Development
 Qualification title: Level 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Qualification structure

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|--|------------------|--|-------------|---------------------|-------------------------|
| Qualification type: Principal Qualification | Discipline: O | Sector: F45 | Level: 5 | No in series: 01 | Year of approval: 14 |
| Credit value: 31 Credit hours | | Certification requirement: 8 core units | | | |

Qualification aims

The aim of the qualification is to provide learners with the core knowledge, skills and application of learning and training in the workplace. The qualification provides the learner the skills and knowledge to plan, design, deliver and monitor learning and training in the workplace, for groups and for individual effectiveness.

Qualification units

Core units

| Unit code: | Unit no: | Unit title: | Level: | Credit value: |
|-------------|----------|--|--------|---------------|
| PF900500512 | 1. | Design learning programmes | 5 | 4 |
| PF900500612 | 2. | Develop instructional design | 5 | 4 |
| PF900500712 | 3. | Design assessments | 5 | 4 |
| FC050502212 | 4. | Manage programmes that promote personal effectiveness | 5 | 3 |
| OF450501212 | 5. | Prepare, deliver and monitor workplace learning and training | 5 | 4 |
| OF450400912 | 6. | Plan, organise and deliver group-based learning | 4 | 4 |
| OF450401012 | 7. | Plan, organise and facilitate learning in the workplace | 4 | 4 |
| OF900500412 | 8. | Write units | 5 | 4 |

Specialist units

| Unit code: | Unit no: | Unit title: | Level: | Credit value: |
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Optional units

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

| Entry requirements | Requirements |
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| 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 | <ul style="list-style-type: none"> • IELTS level 5 is preferred. • Functional IT skills would be an advantage. • Pre-entry requirement of Certificate level 4 equivalency. Credit transfer is available as published. |

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| <p>gender and there are no entry barriers on grounds of race, creed or previous academic attainment or learning.</p> <p>There should be equality of access for candidates and candidates must be enabled and supported to undertake this qualification.</p> <p>All institute staff involved in the assessment or delivery of these qualifications should understand learner's requirements and through initial assessment, match them to the needs and capabilities before entering learners as candidates for this qualification.</p> | | |
| Qualification pathways | | |
| This qualification | Pathways | |
| Diploma level 5 in Learning and Development | | |
| 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 |

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Qualification overview

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| This qualification is 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 are 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, and 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 Manager Persons with departmental responsibility | |
| Professional association | International professional association such as Chartered Institute of Personnel and Development | |

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Delivery and Assessment

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| Mode of delivery | |
| <p>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.</p> | |
| Arrangements for learners with special assessment requirements | |
| <p>Arrangements for learners with special assessment requirements may need to be adapted to meet;</p> <ul style="list-style-type: none"> • language requirements • cultural or religious requirements • physical disabilities • particular learning needs. | |
| Trainer qualifications | |
| <p>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.</p> | |
| Training methods | |
| <p>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.</p> | |
| Assessment | |
| <p>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.</p> | <p>Assessors must have:</p> <ul style="list-style-type: none"> • licensed Vocational Assessor qualifications or similar • applied industrial experience • assessment practices that meet QFEmirates National Standards of assessment • regular professional development practices. |

| Assessment methods | |
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| <p>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.</p> <p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this qualification:</p> <ul style="list-style-type: none"> • 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 |
| <p>Observation of the candidate by the assessor (Role play scenarios included)</p> <p><i>Examination of the evidence by the assessor:</i></p> <p>Examination of a product</p> <p>Examination of the witness/expert testimony</p> <p>Examination of a case history</p> <p>Examination of a personal statement</p> <p>Examination of written answers to questions</p> <p><i>Questioning of the candidate or witness by the assessor:</i></p> <p>Questioning of the candidate</p> <p>Questioning of the witness</p> <p>Professional Discussion</p> <p>Realistic working environment</p> <p>Simulation</p> | <p>O</p> <p>EP</p> <p>EWT</p> <p>ECH</p> <p>EPS</p> <p>EWQ</p> <p>QC</p> <p>QW</p> <p>PD</p> <p>RWE</p> <p>S</p> |
| Verifier | Vocational verifiers must have |
| <p>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.</p> | <ul style="list-style-type: none"> • verifier qualifications or similar • have 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. |

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| Verification method | |
| Assessment and verification process will conform to the following: | |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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 | |
| <p>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.</p> <p>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.</p> <p>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.</p> | |
| Learner evidence | |
| Learners must demonstrate knowledge and skill achievement in a presented portfolio. | |
| Integrated assessment | |
| Opportunities for integrated assessment are possible between units 2, 4, 5, 6, 7 and 8 and 6, 7 and 8. | |

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 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 1
 Unit title: Design learning programmes
 Unit code: PF900500512
 Education, Training and Development

| | | |
|----------|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
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Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to design and develop learning programmes to meet scoping, parameters, analyzing and designing learning programmes. The unit requires learners/candidates to demonstrate and achieve key required skills and knowledge embedded in the unit including; identifying learning needs as expressed within a given brief; selection of learning outcomes are significant, meaningful and coherent outcome statements that include assessment criteria that allow for judgments of measureable competence in line with the respective NQA Unit Standard and competency descriptions; demonstrates ability to design learning that includes learning of tasks and conceptual learning; learning programmes align with a significant learning experiences; ability to design a programme that incorporates a variety of learning approaches; the design makes provision for summative assessment. Licensing, legislative, regulatory requirements apply to this unit at the time of endorsement.

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 can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or 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.

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 Learning and Development
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Unit: 1
 Unit title: Design learning programmes
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 Education, Training and Development

| | | |
|----------|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
|----------|-----------------|-----------------------------------|

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to analyse scoping document

Performance criteria:

- 1.1. Scoping document is analysed for the learning programme considering: type of learning required, background, context of the programme, learners numbers, assessment accreditation and certification arrangements.
- 1.2. Scoping document analysis is used to guide the content, timing, duration and scheduling of the learning programme design.

Learning outcome 2: Be able to define parameters of the learning programme

Performance criteria:

- 2.1. Purpose and type of learning programme are clarified with stakeholders and given scoping document.
- 2.2. Characteristics of the target learner group are considered and identified.
- 2.3. The required baseline starting point for learning is identified through the training needs analysis.
- 2.4. Qualification standards on which to base the learning programme are accessed and confirmed.
- 2.5. Consistent interpretation of the outcomes and criteria by users is ensured through the scope, range and context for the learning programme.

Learning outcome 3: Be able to conduct an analysis of the learning programme

Performance criteria:

- 3.1. Learning outcomes and performance criteria are analysed to identify the knowledge, skill and application that learners need to know and do in order to prove competence.
- 3.2. Knowledge, skill and application components are sequenced in learning order to scaffold learning and allow for integrated learning.
- 3.3. Learning programme is developed by scheduling and sequencing learning across the programme allowing for integrated learning.

Learning outcome 4: Be able to design structure of the learning programme

Performance criteria:

- 4.1. Learning content is broken into manageable segments and the timeframe for each segment documented.
- 4.2. Learners' needs with respect to structure, pace and special needs of learners are taken into account in the design.
- 4.3. Sufficient opportunities for learners to achieve outcomes are built into the programme design.
- 4.4. Delivery strategies and required assessment methods are determined and confirmed.
- 4.5. Completed learning programme is documented in line with organisational requirements.

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| Learning outcome 5: Be able to evaluate learning design |
| <p>Performance criteria:</p> <p>5.1. Completed programme is reviewed against the scoping document with key stakeholders.</p> <p>5.2. Adjustment and amendment to the training programme are achieved through review feedback.</p> <p>5.3. Final learning programme is agreed by stakeholders to stakeholders satisfaction.</p> |
| Evidence guideline |
| <ul style="list-style-type: none"> ▪ 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 |
| <ol style="list-style-type: none"> 1. Learners analyse the scoping document and evidence with a report on the scope of and implications for the learning programme. 2. Learners define parameters of the learning programme and evidence with a report on training needs analysis, the purpose and type of learning programme, and qualification standards on which to base the learning programme. 3. Learners conduct an analysis of the learning programme and evidence with a report on knowledge, skills and application that learners need to know and do in order to prove competence and the sequencing in learning required to allow for integrated learning. 4. Learners design the structure of a learning programme and evidence with a report on a learner needs, a learning programme plan, delivery strategy and assessment methods. 5. Learners evaluate design of learning and evidence with a report on review of the learning programme plan against the scoping document, adjustments made in the programme based on the review, and agreement on final learning programme. 6. Learners review own work and identify performance improvement strategies. |

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Unit: 1
 Unit title: Design learning programmes
 Unit code: PF900500512
 Education, Training 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 | | |
| 2 | 2.1 | X | X | X | X | | | |
| | 2.2 | X | X | X | X | | X | |
| | 2.3 | X | X | X | | | | |
| | 2.4 | X | X | X | X | | | |
| | 2.5 | | X | X | X | X | | |
| 3 | 3.1 | X | X | X | X | X | | |
| | 3.2 | X | | | | X | | |
| | 3.3 | X | X | X | | | | |
| 4 | 4.1 | X | X | X | | X | | |
| | 4.2 | X | X | X | X | | | |
| | 4.3 | X | X | X | | | | |
| | 4.4 | X | X | X | | | | |
| | 4.5 | X | X | X | | | X | |
| 5 | 5.1 | X | X | X | X | X | X | |
| | 5.2 | X | X | X | | X | | |
| | 5.3 | X | X | X | X | X | | |

Abu Dhabi Centre for Technical and Vocational Education and Training

Learning and Development

Qualification title: Level 5 Diploma in Learning and Development

Qualification code: PQOF45050114

Unit: 2

Unit title: Develop instructional design

Unit code: PF900500612

Education, Training and Development

Level: 5

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 develop learning programmes to meet defined learning needs including planning and preparing for development; developing learning materials and facilitation guidelines; piloting and evaluating the development and ensuring that each written component conforms to the given design specification. The unit requires learners/candidates to demonstrate and achieve key required skills and knowledge embedded in the unit including; carrying out development that meets an expressed learning need as set out within a given brief; demonstrate ability to interpret the instructions and guidelines from a given brief so as to develop learning activities, training guides; learning materials and aids; link to other resources; demonstrate ability to develop selection of learning outcomes that are significant, meaningful and coherent outcome statements that include assessment criteria that allow for judgments of measurable competence in line with the respective NQA Unit Standard and competency descriptions; demonstrates ability to design learning that includes learning of tasks and conceptual learning; learning programmes align with a significant learning experiences; ability to design a programme that incorporates a variety of learning approaches; the design makes provision for summative and integrated assessment.

Licensing, legislative, regulatory requirements that apply to this unit at the time of endorsement.

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 can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or 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.

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Unit: 2
 Unit title: Develop instructional design
 Unit code: PF900500612
 Education, Training and Development

| | | |
|----------|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
|----------|-----------------|-----------------------------------|

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to plan and prepare for development

Performance criteria:

- 1.1. Brief is analysed to establish the purpose, direction and nature of the development.
- 1.2. Design brief is discussed with the designer to clarify and confirm the requirements.
- 1.3. A detailed development plan is produced, outlining in detail the development stages, roles and responsibilities, timelines, equipment needed to conduct the learning programme.
- 1.4. Learning resources are evaluated based on their suitability to affect meaningful learning.
- 1.5. Support personnel and services are assembled and mobilised as per the plan.
- 1.6. Specialised instructional materials, equipment and resources are identified and accessed as specified in the designers brief to complement the learning programme and facilitate meaningful learning.

Learning outcome 2: Be able to develop learning materials

Performance criteria:

- 2.1. Materials are designed that conform to adult learning principles and facilitates the special needs of learners.
- 2.2. Materials are developed appropriately to the learner and the learning context and have the potential to enable the learner to integrate all the needed skills required to achieve the outcomes.
- 2.3. Materials are coherent and presented in a format and style that meet the needs of facilitators and learners.
- 2.4. Language is pitched to the level of the learner and the discourse is consistent with the field of learning and is grammatically correct.
- 2.5. Guideline book is developed in line with the design brief of instructional material, resources and equipment to assist facilitators and learners to conduct meaningful learning.

Learning outcome 3: Be able to pilot and evaluate the development of the instructional material

Performance criteria:

- 3.1. Developed learning/instructional materials are piloted in a manner that replicates the learning context and provides useful feedback on the effectiveness of the learning programme.
- 3.2. An evaluation is conducted to identify the strengths and weaknesses of the learning/instructional material developed material.
- 3.3. Evaluation of the instructional material is undertaken for possible future improvements to the instruction materials developed.

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 plan and prepare for development of instructional design and evidence with a report on the analysis of the design brief and a comprehensive development plan based on the brief.
2. Learners develop learning materials and evidence with a report on the requirements to the learning materials, the development of the learning materials and the criteria set for the learning materials to meet the requirements.
3. Learners pilot and evaluate the development of instructional material and evidence with a report on the planning and implementation of a pilot, the strengths and weaknesses of the materials developed, and improvements made to the materials.
4. Learners review own work and identify performance improvement strategies.

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Unit: 2
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 Education, Training 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 | | | | |
| | 1.2 | X | X | X | X | X | | |
| | 1.3 | X | X | X | | | | |
| | 1.4 | X | X | X | | | | |
| | 1.5 | X | X | X | | | | |
| | 1.6 | X | X | X | | | | |
| 2 | 2.1 | X | X | X | X | X | | |
| | 2.2 | X | X | X | X | X | | |
| | 2.3 | X | X | X | X | X | | |
| | 2.4 | X | X | X | X | X | | |
| | 2.5 | X | X | X | | | | |
| 3 | 3.1 | X | X | X | X | X | | |
| | 3.2 | X | X | X | X | X | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Learning and Development
 Qualification title: Level 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 3
 Unit title: Design assessment
 Unit code: PF900500712
 Education, Training and Development

| | | |
|---|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
| Unit Information | | |
| Unit description of content | | |
| <p>This unit describes the performance outcomes, skills and knowledge required to design and develop assessment tools, including tools used in formative, summative and recognition of prior learning (RPL) assessment. Licensing, legislative, regulatory requirements apply to this unit at the time of endorsement.</p> | | |
| Information for learning and achievement | | |
| <p>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.</p> | | |
| Assessment strategy | | |
| <p>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.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>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.</p> <p>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.</p> <p>Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.</p> | | |
| Recording and storing of learner achievement | | |
| <p>Keep evidence of learner’s work in the Centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p> | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Learning and Development
 Qualification title: Level 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 3
 Unit title: Design assessment
 Unit code: PF900500712
 Education, Training and Development

| | | |
|----------|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
|----------|-----------------|-----------------------------------|

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to determine focus of the assessment tool

Performance criteria:

- 1.1. Purposes of assessment tool, and contexts in which the tool will be used are identified for target groups of candidates.
- 1.2. Benchmarks for assessments are interpreted to establish evidence that will demonstrate competence.
- 1.3. Assessment is contextualised to the organisations legal and ethical requirements.
- 1.4. Assessment tools are developed taking into account other related documentation.

Learning outcome 2: Be able to design assessment tool

Performance criteria:

- 2.1. Assessment is selected to meet the context and location of assessment.
- 2.2. Recognition of prior learning or current competency is assessed using the most applicable assessment method.
- 2.3. Different assessment instruments are considered to generate a collection of evidence.

Learning outcome 3: Be able to develop assessment tool

Performance criteria:

- 3.1. Learning content is broken into manageable segments and assessment for each segment documented.
- 3.2. Clear and specific procedures are defined and documented and assessors and candidates are instructed on the administration and use of the instruments.
- 3.3. Storage, retrieval, confidentiality, review, evaluation and version control procedures are addressed as part of assessment through system policies and procedures.

Learning outcome 4: Be able to review and trial assessment tool

Performance criteria:

- 4.1. Evaluation criteria are checked against assessment tools and amended as required.
- 4.2. Assessment tools are trialed to validate content and applicability.
- 4.3. Feedback from relevant people involved in trialing is collected and documented.
- 4.4. Final tool is amended based on analysis of feedback.
- 4.5. Format, file and system policies and procedures are met by finalized assessment tool.

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 determine the focus of the assessment and evidence with a report on target group of candidates, purposes and context of the tool, requirements to the tool, and benchmarks for assessment.
2. Learners design assessment tools and evidence with a report on the consideration of different tools and the selection of tools.
3. Learners develop assessment tools and evidence with a report on assessment tools per segment of the learning contents, procedures on the use and administration of the tools, and system policies and procedures.
4. Learners review and trial assessment tools and evidence with a report on evaluation criteria, trialling of tools, feedback from relevant people, amendments made based on the trial, and the final version of the assessment tool.
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 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 3
 Unit title: Design assessment
 Unit code: PF900500712
 Education, Training 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 | | | | | |
| | 1.2 | X | | | | X | | |
| | 1.3 | X | | | | X | | |
| | 1.4 | X | | | | | | |
| 2 | 2.1 | X | | | X | X | | |
| | 2.2 | X | | X | X | | | |
| | 2.3 | X | | | X | X | | |
| 3 | 3.1 | X | | | X | | | |
| | 3.2 | X | X | | X | | | |
| | 3.3 | X | X | | | X | X | |
| 4 | 4.1 | X | | | | X | | |
| | 4.2 | X | | X | | X | | |
| | 4.3 | X | X | | X | | | |
| | 4.4 | X | X | | | | | |
| | 4.5 | X | | | | X | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Learning and Development
 Qualification title: Level 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 4
 Unit title: Manage programmes that promote personal effectiveness
 Unit code: FC050502212
 Human Resources

| | | |
|---|-----------------|-----------------------------------|
| Level:5 | Credit value: 3 | Notional learning hours: 45 hours |
| Unit Information | | |
| Unit description of content | | |
| <p>This unit describes the performance outcomes, skills and knowledge required to manage programmes within a health and wellbeing focus. The unit addresses the management of the range of programmes that would typically be associated with health and wellbeing such as stress management, smoking cessation, exercise, employee health and wellbeing programmes.</p> | | |
| Information for learning and achievement | | |
| <p>This unit describes the performance outcomes, skills and knowledge required to develop and implement strategies to source candidates and to assess their suitability for available positions. Licensing, legislative, regulatory requirements apply to this unit at the time of endorsement. 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.</p> | | |
| Assessment strategy | | |
| <p>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.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>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.</p> <p>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.</p> <p>Assessment of this unit is achievable in the work environment. Assessment can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, diagrammes, review of portfolios of evidence, or review of testimony.</p> | | |

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|--|
| 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 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 4
 Unit title: Manage programmes that promote personal effectiveness
 Unit code: FC050502212
 Human Resources

| | | |
|---------|-----------------|-----------------------------------|
| Level:5 | Credit value: 3 | Notional learning hours: 45 hours |
|---------|-----------------|-----------------------------------|

Assessment criteria: Knowledge, skill and application

Learning outcomes

Learning outcome 1: Be able to research and analyse employee health issues

Performance criteria:

- 1.1. Information on employee health issues are identified and collected from HR department.
- 1.2. Findings and their implications are reviewed for the organisation.
- 1.3. Options for addressing identified health issues are developed.
- 1.4. Support from senior managers is obtained for preferred options.

Learning outcome 2: Be able to plan health and wellbeing programmes

Performance criteria:

- 2.1. Health and wellbeing programme scope and objectives are developed in consultation with appropriate managers.
- 2.2. Administrative structure and resources are planned and created for the programme.
- 2.3. Health and wellbeing programme responsibilities are established and clearly communicate to all stakeholders.
- 2.4. Communications and marketing strategies are planned in conjunction with stakeholders.
- 2.5. Evaluation methods are established to develop an overall health and wellbeing programme management plan, which in turn is communicated to stakeholders.

Learning outcome 3: Be able to implement, administer and monitor health and wellbeing programme

Performance criteria:

- 3.1. Policy documents are prepared and implemented to monitor health and wellbeing strategies in conjunction with programme team members.
- 3.2. Appropriate support, assistance and mentoring are provided to relevant personnel.
- 3.3. Tracking systems are implemented and monitored according to health and wellbeing programme guidelines.
- 3.4. Programme milestones are reached and regular progress reports provided to stakeholders within agreed time lines.

Learning outcome 4: Be able to evaluate health and wellbeing programmes

Performance criteria:

- 4.1. Agreed evaluation methods are used to assess the effectiveness of the programme at specific stages.
- 4.2. Information from programme evaluation process is communicated to stakeholders.
- 4.3. Evaluation process and outcomes are incorporated into continuous improvement strategies, and future corporate plans.

| Evidence guideline |
|--|
| <ul style="list-style-type: none"> ▪ 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 |
| <ol style="list-style-type: none"> 1. Learners research and analyse employee health issues and evidence with a report on information collected, findings and their implications, possible responses to issues identified and support from managers. 2. Learners plan and implement health and wellbeing programmes and evidence with a report on programme scope and objectives, organisational requirements and responsibilities, a communication and marketing strategy, and evaluation methods. 3. Learners implement, administer and monitor health and wellbeing programmes and evidence with a report on program goals and milestones, policy documents, support and assistance provided, a tracking system and progress. 4. Learners evaluate health and wellbeing programmes and evidence with a report on evaluation methods, outcomes, communication to stakeholders and improvement strategies. 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 5 Diploma in Learning and Development

Qualification code: PQOF45050114

Unit: 4

Unit title: Manage programmes that promote personal effectiveness

Unit code: FC050502212

Human Resources

Mapping of CoreLife Skills

| Learning outcome s | 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 | X | | |
| | 1.2 | X | X | X | X | X | | |
| | 1.3 | X | X | X | | X | | |
| | 1.4 | X | X | X | | X | | |
| 2 | 2.1 | X | X | X | X | X | | |
| | 2.2 | X | X | X | X | | X | |
| | 2.3 | X | X | X | X | X | | |
| | 2.4 | X | X | X | | | X | |
| | 2.5 | X | X | X | X | | X | |
| 3 | 3.1 | X | X | X | X | | X | |
| | 3.2 | X | X | X | X | X | | |
| | 3.3 | X | X | X | X | X | X | |
| | 3.4 | X | X | X | X | X | X | |
| 4 | 4.1 | X | X | X | X | X | | |
| | 4.2 | X | X | X | X | X | | |
| | 4.3 | X | X | X | X | X | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Learning and Development
 Qualification title: Level 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 5
 Unit title: Prepare, deliver and monitor workplace learning and training
 Unit code: OF450501112
 Training

| | | |
|----------|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
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Unit Information

Unit description of content

This unit describes the performance outcomes, skills and knowledge required to plan, organise and conduct individual and workplace learning and training within a work environment. This unit typically applies to a person working as an experienced trainer, teacher or facilitator in or with a training and assessment organisation.

Information for learning and achievement

The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit including organising instruction and demonstration; implement learning environments and delivery requirements; preparing session plans; preparing resources; deliver and facilitate training sessions; support and monitor learning and training performance; review personal training performance and finalise documentation.

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 can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.

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| 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 5 Diploma in Learning and Development
Qualification code: PQOF45050114

Unit: 5

Unit title: Prepare, deliver and monitor workplace learning and training
Unit code: OF450501112
Training

Level: 5

Credit value: 4

Notional learning hours: 60 hours

Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to prepare training requirements

Performance criteria:

- 1.1. A safe learning environment is confirmed.
- 1.2. Information and documentation available are used to identify group and individual learner needs and learner characteristics.
- 1.3. Learning scheme of work is accessed, read and interpreted to determine delivery requirements.
- 1.4. Personal role and responsibilities in planning and delivering training with relevant personnel are confirmed.

Learning outcome 2: Be able to prepare resources for delivery

Performance criteria:

- 2.1. Existing learning objectives are refined according to programme requirements and specific needs of individual learners.
- 2.2. Scheme of work and individual session plans and document are developed for each segment of the learning programme.
- 2.3. Existing learning materials are contextualised to meet the needs of the specific learner group
- 2.4. Learning materials, facilities, technology and equipment needs are determined and finalised in time for delivery of learning sessions.
- 2.5. Delivery arrangements are confirmed with relevant personnel.

Learning outcome 3: Be able to deliver and facilitate training sessions

Performance criteria:

- 3.1. Learners are briefed on any OHS procedures and requirements prior to and during training.
- 3.2. A range of delivery methods are employed as training aids to optimise learner experiences.
- 3.3. Facilitation skills are demonstrated to ensure effective participation and group management.
- 3.4. Opportunities are provided for practice during instruction through work activities.
- 3.5. Feedback is provided and discussed with regards to the learner's performance to support learning.

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| Learning outcome 4: Be able to support and monitor learning and training performance |
| <p>Performance criteria:</p> <p>4.1. Learner progress is monitored and documented to ensure outcomes are achieved and individual learner needs are met.</p> <p>4.2. Delivery session adjustments are made to reflect specific needs and circumstances.</p> <p>4.3. Learners behaviour is managed to ensure learning can take place.</p> <p>4.4. Relationship between the trainer/coach and the learner is evaluated to monitor effectiveness of delivery and learning.</p> |
| Learning outcome 5: Be able to review personal training performance and finalise documentation |
| <p>Performance criteria:</p> <p>5.1. Personal performance in providing instruction and demonstration is reflected upon, and strategies for improvement are documented.</p> <p>5.2. Learner records are maintained and stored according to organisational requirements.</p> |
| Evidence guideline |
| <ul style="list-style-type: none"> ▪ 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 |
| <ol style="list-style-type: none"> 1. Learners prepare training requirements and evidence with a report on creating a safe learning environment, training delivery requirements, group and individual learner's needs and characteristics, and roles and responsibilities of identified personnel in the planning and delivery of training. 2. Learners prepare resources for delivery and evidence with a report on programme requirements, learning objectives, needs of learners, scheme of work, delivery arrangements and learning materials and facilities required. 3. Learners deliver and facilitate training sessions and evidence with a report on training procedures and requirements, delivery methods, own facilitation skills regarding effective participation and group management, opportunities for practice during the training, and feedback to learners on progress and performance. 4. Learners support and monitor learning and training performance and evidence with a report on learner progress and behavior, delivery session adjustments made to support learning, the trainer/learner relationship and the effectiveness of learning and training. 5. Learners review personal training performance and evidence with a report on own performance in instruction, facilitation and demonstration and recommendations for improvements. 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 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 5
 Unit title: Prepare, deliver and monitor workplace learning and training
 Unit code: OF450501112
 Training

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 | |
| | 1.2 | X | X | X | X | | | |
| | 1.3 | X | X | X | X | X | X | |
| | 1.4 | 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 | |
| | 2.4 | X | X | X | | | X | |
| | 2.5 | X | X | X | X | | | |
| 3 | 3.1 | X | X | X | X | X | | |
| | 3.2 | X | X | X | X | X | X | |
| | 3.3 | X | X | X | X | X | X | |
| | 3.4 | X | X | X | X | X | X | |
| | 3.5 | X | X | X | X | X | X | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Learning and Development
 Qualification title: Level 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 6
 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 | | |
| <p>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.</p> | | |
| Information for learning and achievement | | |
| <p>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.</p> | | |
| Assessment strategy | | |
| <p>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.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | |
| Recording and storing of learner achievement | | |
| <p>Keep evidence of learner’s work in the Centre for up to one year.</p> <p>Encourage learners to maintain learning logs and evidence of professional development.</p> <p>Ensure learners maintain portfolios of work as evidence of achieving learning outcomes.</p> | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
 Learning and Development
 Qualification title: Level 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 6
 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 |
|---|
| <ul style="list-style-type: none"> ▪ 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 |
| <ol style="list-style-type: none"> 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 5 Diploma in Learning and Development

Qualification code: PQOF45050114

Unit: 6

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 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 7
 Unit title: Plan, organise and facilitate learning in the workplace
 Unit code: OF450401012
 Learning and Development

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| 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 | | |
| <p>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.</p> <p>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.</p> | | |
| Assessment strategy | | |
| <p>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.</p> <p>This qualification is examined in two ways: assessment of underpinning knowledge and performance.</p> <p>Underpinning knowledge is examined so that more than 80% of the predetermined marking criteria must be met.</p> <p>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.</p> <p>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.</p> <p>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.</p> | | |

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| 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 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 7
 Unit title: Plan, organise and facilitate learning in the workplace
 Unit code: OF450401012
 Learning and Development

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|--|-----------------|-----------------------------------|
| 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. | | |

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| Learning outcome 6: Be able to monitor, review and close the effectiveness of the work-based learning pathway |
| <p>Performance criteria:</p> <p>6.1. Work performance and learning achievements are documented and records kept according to organisational requirements.</p> <p>6.2. Work-based pathways are evaluated for effectiveness against the objectives, processes and techniques used.</p> <p>6.3. Feedback from learner is sought on the outcomes achieved and value of the relationship.</p> <p>6.4. Work-based practice improvements are recommended in light of the review process.</p> <p>6.5. Closure is carried out smoothly using interpersonal and communication skills.</p> |
| Evidence guideline |
| <ul style="list-style-type: none"> ▪ 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 |
| <ol style="list-style-type: none"> 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 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 7
 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 | | | |

Abu Dhabi Centre for Technical and Vocational Education and Training
Learning and Development

Qualification title: Level 5 Diploma in Learning and Development
Qualification code: PQOF45050114

Unit: 8

Unit title: Write units

Unit code: OF900500412

Unit Standards Writing

Level: 5

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 define industry occupational standards; breakdown and sequence the skill sets that constitute a particular qualification; structure learning outcomes, correlating evidence, assessment criteria and range statements in alignment with the QFEmirates Qualification Framework's qualification levels, learning strands and level descriptors.

Information for learning and achievement

The unit requires learners to demonstrate and achieve the key required skills and knowledge embedded in the unit including confirming the scope of the unit writing with stakeholders; supporting standards with a clear rationale; sourcing unit standards related relevant information; identifying industry stakeholders; planning for mechanisms for consultation, validation and reporting.

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 can include role play, scenario setting, drama, presentations, written material, notes, checklists, lists, statements, comparative charts, or diagrammes.

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| 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 5 Diploma in Learning and Development
 Qualification code: PQOF45050114

Unit: 8
 Unit title: Write units
 Unit code: OF900500412
 Unit Standards Writing

| | | |
|----------|-----------------|-----------------------------------|
| Level: 5 | Credit value: 4 | Notional learning hours: 60 hours |
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Assessment criteria: Knowledge, skills and application (KSA)

Learning outcomes

Learning outcome 1: Be able to define the scope of the unit standards project

Performance criteria:

- 1.1. Scope of standards writing project is confirmed with relevant stakeholders.
- 1.2. Standards are supported by a clear rationale and evidence in terms of need and intended application.
- 1.3. Sources of information relevant to the proposed standards writing scope are identified.
- 1.4. Stakeholders with an established interest in the standards are identified and their contribution confirmed.
- 1.5. Mechanisms for consultation, validation and reporting are detailed and planned.
- 1.6. Insights gained from similar projects are incorporated into the planning and preparation.

Learning outcome 2: Be able to draft learning outcomes

Performance criteria:

- 2.1. Learning outcomes are written in the format required by the approving body.
- 2.2. The purpose or results of applying skills, knowledge and application within learning outcomes are described and methods, procedures or tasks avoided.
- 2.3. Learning outcomes describe performances that can be achieved and assessed in a manageable way.

Learning outcome 3: Be able to define assessment criteria

Performance criteria:

- 3.1. Performance criteria are defined and drafted in the form of performance criteria statements that can be achieved by means of observation, product evidence or questioning.
- 3.2. Performance criteria are developed to reflect fairness and can be justified as evidence of competence.
- 3.3. Performance criteria are written in the format verb noun/noun verb convention required using precise and unambiguous language consistent with usage.

Learning outcome 4: Be able to complete and review the standards

Performance criteria:

- 4.1. All supporting information is completed to meet national requirements for registration or approval requirements.
- 4.2. Unit Standards are checked for fitness for purpose, coherence, internal consistency and clarity of communication and changes made.
- 4.3. Unit Standards are presented in a consistent, well-structured and easily accessible format.
- 4.4. Unit Standards are checked to ensure they contribute to relevant legislation.

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| Learning outcome 5: Be able to facilitate the validation of the standards with stakeholders |
| <p>Performance criteria:</p> <p>5.1. Unit Standards are provided to relevant stakeholders for comment and planned consultation.</p> <p>5.2. Stakeholders are given sufficient guidance to enable thorough and critical comment.</p> <p>5.3. Feedback is considered methodically and resulting actions taken are justified in terms of fitness for purpose.</p> <p>5.4. Final copies are distributed to relevant stakeholders for validation according to planned verification mechanisms.</p> <p>5.5. Evidence of consultation and validation is documented according to planned reporting mechanisms and stored securely for future reference.</p> |
| Evidence guideline |
| <ul style="list-style-type: none"> ▪ 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 |
| <ol style="list-style-type: none"> 1. Learners define the scope of the unit standards project and evidence with a report on consultation and confirmation with stakeholders, evidence of needs and intended application of the standards and mechanisms for consultation, validation and reporting. 2. Learners draft learning outcomes and evidence with a report on learning outcomes, performance criteria and the applied writing conventions and format. 3. Learners define assessment criteria and evidence with a report on the language and format applied in writing and on performance criteria statements that are achievable. 4. Learners complete and review the standards and evidence with a report on requirements to and presentation of standards. 5. Learners facilitate the validation of standards with stakeholders and evidence with a report on consultation, validation and feedback of stakeholders, actions taken as a follow up, and documentation of and reporting on evidence regarding consultation and validation. 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 5 Diploma in Learning and Development

Qualification code: PQOF45050114

Unit: 8

Unit title: Write units

Unit code: OF900500412

Unit Standards Writing

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 | | X | |
| | 1.2 | X | X | X | | X | X | |
| | 1.3 | X | X | X | | | X | |
| | 1.4 | X | X | X | X | | | |
| | 1.5 | X | | X | | X | X | |
| | 1.6 | X | X | X | X | X | X | |
| 2 | 2.1 | X | X | | X | X | X | |
| | 2.2 | X | X | | | X | X | |
| | 2.3 | X | X | | | X | X | |
| 3 | 3.1 | X | X | | | | X | |
| | 3.2 | X | X | | | | X | X |
| | 3.3 | X | X | | | X | X | |
| 4 | 4.1 | X | X | X | X | X | X | |
| | 4.2 | X | X | X | X | X | X | |
| | 4.3 | X | X | | | | X | |
| | 4.4 | X | X | | | | X | X |
| 5 | 5.1 | X | X | X | X | | | |
| | 5.2 | X | X | X | X | | X | |
| | 5.3 | X | X | | X | X | | |
| | 5.4 | X | X | X | X | X | X | |
| | 5.5 | X | X | X | X | X | X | |