



**Continuing
Professional Development
Accredited module
for Recognising
Champions of Learning**

*to support peer learning and sharing amongst
teachers and management in VET*

www.palcpd.eu

Project Partners:

- Belfast Metropolitan College, **Northern Ireland** (Lead)
- City of Dublin Education and Training Board, **Ireland** (with support from the CDETB Curriculum Development Unit)
- Kaunas University of Technology (KTU), **Lithuania**
- Kodolanyi Janos Foiskola (KJF), **Hungary**
- University of Humanities and Economics, Lodz, **Poland**

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Promoting Accreditation of Learning (PAL)

As outlined in the PAL framework, the PAL system affords teachers the opportunity to have their PAL work formally accredited should they choose with an accredited module. The module is based on participation, reflection and assessment in the activities of the PAL framework and toolkit. The development of this module has been informed by learning from the project partnership and can be used and adapted to meet the needs of different organisations.

Module Research

Following feedback and discussions from partner meetings and the Learn and Share multiplier events, it was agreed that a post-graduate module of learning at level 6/7 UK standard was pitched at too high a level for the PAL framework. Discussions included review of research undertaken by Belfastmet of a number of units from the register of regulated qualifications (<https://www.gov.uk/find-a-regulated-qualification>) accredited by a range of internationally recognised awarding bodies (ILM, City and Guilds and Pearson) to ensure recognition and transferability to all partners. The UK QCF and EQF Level descriptors for postgraduate levels at 6/7 were also reviewed and compared (www.naric.org.uk & <https://ec.europa.eu/ploteus/en/compare>) . This extensive research resulted in common agreement that there was no existing accredited unit available at this at this level that would compliment and match the activities of the PAL Learning champion. It was agreed that the PAL module should be focused on development of practioner skills and work based application as opposed to complex specialist knowledge and research required at post graduate level. Concern was also raised about the Guided learning and self study hours required to complete a post graduate module and that this would be difficult based on the CPD time limitations within each partner organisation.

As a result, further research was undertaken of a number of accredited units ranging from level 3-5 within the register of regulated qualifications (<https://www.gov.uk/find-a-regulated-qualification>). This was limited to the same 3 awarding bodies to ensure transferability and recognition across partner countries.

1. ILM (Institute of Leadership and Management) is the UK's leading management education body. ILM combines industry-leading qualifications and specialist member services and forms part of the City and Guild group. <https://www.ilm.com/>
2. City and Guilds are a global leader in skills development operating in over 80 countries. <http://www.cityandguilds.com/>
3. Pearson (Edexcel) - is a multinational education and examination body. Edexcel is the UK's largest awarding organisation offering academic and vocational qualifications in schools, colleges and work places in the UK and internationally. <http://uk.pearson.com/>

Units with themes of continuing professional development, reflective practice and peer learning were reviewed at level 3, 4 and 5 at the Partner meeting in Poland in November 2016. The following unit was agreed as being the most reflective of the peer learning and sharing aspect of the PAL system. There was excellent synergy between the unit content/learning outcomes and assessment criteria and the PAL learning champion process. ILM was also viewed as favourable due to existing approved centre status of Belfastmet.

Accredited Unit details

- Developing and evaluating practitioner skills in training and education
- Accredited by ILM
- Level 5 (UK framework) Credit Value 4
- QCF Reference H_503_2569

http://register.ofqual.gov.uk/Unit/Details/H_503_2569

The amount of guided learning hours (12) was also viewed as realistic within the CPD time available within the partner organisations.

Unit Level Descriptor and comparisons

It was agreed that the Level 5 UK descriptor provided sufficient challenge and development of knowledge and skills and compared well to the other partner country frameworks. This was

further supported by feedback from a group of managers at Belfast Metropolitan College who had recently completed the ILM Level 5 Diploma in Leadership and Management, all of whom agreed that Level 5 was at an appropriate level for development of staff at teacher and management level in the VET sector.

UK Level 5 Descriptor:

Level 5 qualifications recognise the ability to increase the depth of knowledge and understanding of an area of work or study to enable the formulation of solutions and responses to complex problems and situations. Learning at this level involves the demonstration of high levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Qualifications at this level are appropriate for people working professionals or managers.

The following table outlines a summary of the other European partner colleges equivalencies to UK Level 5 as informed by www.naric.org.uk & <https://ec.europa.eu/ploteus/en/compare> and discussions with all countries at partner meetings.

UK Level 5	Ireland Level	Hungarian Level	Lithuanian Level	Polish Level
Higher national diploma (HND) Foundation degree	Higher Certificate Advanced Certificate	Bachelor degree (ordinary) Foiskolai Oklevel (College Diploma)	Aukstesniojo Mokslo Diplomas (College Diploma Level 5)	Licencjat / Inzynier (Bachelor degree)

Unit Details

The appendices in this PAL accredited module booklet contain the following:

- a **Qualification Overview** document that explains the qualification is contained in **Appendix 1**.
- a **Unit Specification** containing the Learning outcomes and Assessment criteria. This also contain details of the second unit within the award: Working as a developer in training and education, this is included as an optional unit which could be undertaken by VET managers. **Appendix 2**
- **Approval Guidance** including the occupational competency requirements for staff to deliver, assess and quality assure the qualification is outlined. **Appendix 3**
- a **Scheme of Work** has been provided and has already been approved by ILM for Belfast Metropolitan College. If applying for approval, organisations can use or adapt this scheme to suit different delivery timescales and formats. **Appendix 4**
- **Lesson Plans** for the Unit: Developing and evaluating practitioner skills in training and education, have been created and approved by ILM. Weblinks to suggested resources have been included but can be adapted to suit the needs of different countries and organisations. On becoming an approved centre ILM will provide access to materials which can be used for the induction session. **Appendix 5**
- **Assessment Guidance** for the Unit work-based assignment along with a marking sheet is contained within **Appendix 6**.

Appendix 1 – Qualification Overview

ILM Level 5 Award in Staff and Organisation Development Practice					
Purpose of the qualification:	This qualification provides a CPD (Continuing Professional Development) qualification for staff and organisation development practitioners working in educational organisations.				
Progression routes:	<p>The qualification provides opportunities for progression to other qualifications at higher levels such as the:</p> <ul style="list-style-type: none"> • ILM Level 5 Certificate in Coaching and Mentoring In Management • ILM Level 5 Diploma for Professional Management Coaches and Mentors • ILM Level 5 Certificate in Action Learning Facilitation • ILM Level 5 Diploma in Action Learning Facilitation • ILM Level 7 qualifications in Leadership & Management. • ILM Level 7 Certificate in Executive Coaching and Leadership Mentoring • ILM Level 7 Diploma for Professional Executive Coaches and Leadership Mentors 				
Credit Value:	8 (minimum)				
Induction:	2 Hours				
Tutorial Support:	4 Hours				
Guided Learning Hours (GLH) – this range is based on the guide learning defined for each unit and excludes any additional time for induction and tutorial support:			Minimum of 24 and Maximum of 24 hours.		
To be completed within:		3 Years			
Structure:	Mandatory Units – Learners need to achieve 8 credits from this group.		Level	Credits	GLH
	M5.54 – Developing and evaluating practitioner skills in training and education		5	4	12
	M5.55 – Working as a developer in training and education		5	4	12
	No Optional Units.				

Appendix 2 – Unit Specification

The Unit Specification contains the Learning outcomes and Assessment criteria. This also contains details of the second unit within the award: Working as a developer in training and education, this is included as an optional unit which could be undertaken by VET managers.

Title:	Developing and evaluating practitioner skills in training and education (M5.54)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Understand learning styles	1.1 Analyse different learning styles 1.2 Evaluate the rationale for different approaches to learning based on the concept of differing learning styles	
2 Understand how people learn	2.1 Analyse ways in which people learn 2.2 Analyse blockages to the learning process Evaluate methods and development activities to support the learning of others	
3 Understand quality standards	3.1 Evaluate the purpose of quality standards Appraise the impact of quality standards on professional practice 3.2	
4 Be able to support the learning of others	4.1 Use skills as a staff development practitioner with learners or in partnerships with peers in different contexts Select and apply a range of development solutions to support the learning of others 4.2	
5 Be able to evaluate the impact of scholarship and professional practice against sector standards and benchmarks	5.1 Assess the impact of scholarship, and professional practice against professional and awarding organisation standards Manage staff development interventions that satisfy organisational requirements of time, cost and quality 5.2	

6 Be able to review own continuous professional development requirements	6.1 Appraise own development needs and produce personal development plans
Additional information about the unit	
Unit purpose and aim(s)	The aim of this unit is to enable practitioners to appraise their own professional skills and standards against recognised quality standards and benchmarks in order to be able to encourage learning and development of others as well as self.
Unit review date	31/12/2013
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to LLUK NOS
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Portfolio based evidence along with Work-Based Assignment and Reflective Review.
Support for the unit from a sector skills council or other appropriate body (if required)	LLUK
Location of the unit within the subject/sector classification system	13.1 – Teaching and Lecturing 15.3 – Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Shared
Units available from	18/05/2011
Unit guided learning hours	12

Additional Guidance about the Unit

Indicative Content:

1	<ul style="list-style-type: none">• The world of learning and contemporary practice in training and education• Learning styles• Articulate differing approaches to learning
2	<ul style="list-style-type: none">• Intervention design• Skills gaps• Training needs analysis
3	<ul style="list-style-type: none">• Scholarship, professionalism and ethical practice in designing learning interventions• Benchmarking• Professional standards
4	<ul style="list-style-type: none">• Practitioner skills for working in different contexts• Working with peers in partnership• Selecting options for learning
5	<ul style="list-style-type: none">• Assessing impact• The 4 stage Kirkpatrick model
6	<ul style="list-style-type: none">• Personal and professional development plans

Title:	Working as a developer in training and education (M5.55)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Be able to identify development objectives within training and education client groups	1.1 Undertake the role of internal consultant to client groups 1.2 Negotiate with clients' development objectives	
2 Be able to facilitate development interventions for training and education client groups	2.1 Negotiate with internal clients to satisfy development needs 2.2 Design development interventions to meet the needs of client groups 2.3 Facilitate learning solutions	
3 Be able to evaluate the impact of development interventions	3.1 Evaluate the outcomes of development interventions with internal clients 3.2 Review evaluative processes 3.3 Critically review interventions to ensure that the intervention applied was appropriate or the identified need	
Additional information about the unit		
Unit purpose and aim(s)	The aim of this unit is to develop practitioner skills of staff working within a training and education client group.	
Unit review date	31/12/2013	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to LLUK NOS	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	Portfolio based evidence along with Work-Based Assignment and Reflective Review.	

Support for the unit from a sector skills council or other appropriate body (if required)	LLUK
Location of the unit within the subject/sector classification system	13.1 – Teaching and Lecturing 15.3 – Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Shared
Units available from	18/05/2011
Unit guided learning hours	12
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Learning objectives and learning outcomes • Internal consultancy • Internal consultancy models
2	<ul style="list-style-type: none"> • Training and education staff groups • Using intervention design appropriate to circumstance • Coaching, mentoring and facilitation techniques
3	<ul style="list-style-type: none"> • Validation and evaluation models and techniques • Using psychometrics appropriately

Appendix 3 – Approval Guidance

In order to offer this qualification, organisations must become an approved ILM centre. Full details of the approval process for UK based and international organisations is available at:

<https://www.i-l-m.com/Information-for-centres/becoming-an-ilm-centre>

The organisation must also ensure that they have competent and suitably qualified staff to deliver, quality assure and assess the qualification. The table below shows the occupational competency requirements of tutors, internal quality assurers and/or assessors.

Tutors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • Show evidence of information or documents prepared for learners such as a learner journey plan (Scheme of Work), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification. • Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Be able to prove that they have current experience of delivering training appropriate to the level and subject area of this qualification
A qualification in support of assessment and internal quality assurance.	<ul style="list-style-type: none"> • Ideally hold a valid and recognised teaching/training qualification.
Internal Quality Assurers and/or Centre Assessors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of this qualification

<p>A qualification in support of assessment and/or internal quality assurance.</p>	<ul style="list-style-type: none"> • Ideally hold an assessment qualification (e.g. TAQA or equivalent)
<p>Experience and a working knowledge of the operational and assessment processes for the relevant qualification.</p>	<ul style="list-style-type: none"> • Demonstrate an understanding of the organisation’s management centric policies, procedures and practices. • Demonstrate knowledge and understanding of ILM’s quality assurance policy, procedures and requirements.

Appendix 4 – Scheme of work

This scheme of work has already been developed using ILM learner journey guidelines and template and has been approved by ILM for Belfast Metropolitan College. If applying for approval, organisations can use or adapt this scheme to suit different delivery timescales and formats.

Name of ILM Qualification:		ILM Level 5 Award in Staff and Organisation Development		
Aim of the qualification:		Aims to provide a CPD qualification for staff working in educational organisations.		
Structure of the Qualification:		Two mandatory units with an overall credit value of 8 (4,4)		
Total Credits:		8		
Qualification Guided Learning Hours:		24 (extra 2 hours for induction and 4 hours for tutorial support)		
Duration:		4 days plus 2 hour induction and 4 hours tutorial support		
Main tutor(s):				
Day/Hours	Module Title	Content		Resources
2 hours	Induction	<ul style="list-style-type: none"> Outline of ILM qualifications. Aim and format of the programme. Assessment process and requirements Resources and learner support Expectations of, and benefits to, the individual and where relevant, their employer. Roles and responsibilities of centre staff, employer of the learner (where applicable) and ILM. Information on equal opportunities, appeals procedures, plagiarism, any special considerations etc ILM Membership 		Learner Handbook ILM unit and assignment guidance
Day 1 6 hours	Session/Lesson: Developing and evaluating practitioner skills in training and education	Learning Outcome 1. Understand Learning styles 2. Understand how people learn 3. Understand quality standards	Assessment criteria 1.1 Analyse different learning styles 1.2 Evaluate the rationale for different approaches to learning based on the concept of differing learning styles	Resources Power point Handouts, Group Discussion Flipchart Youtube video Learning style questionnaires

			<p>2.1 Analyse ways in which people learn</p> <p>2.2 Analyse blockages to the learning process</p> <p>2.3 Evaluate methods and development activities to support the learning of others</p> <p>3.1 Evaluate the purpose of quality standards</p> <p>3.2 Appraise the impact of quality standards on professional practice</p>	PAL framework Quality standards
<p>Day 2</p> <p>6 hours</p>	<p>Session/Lesson:</p> <p>Developing and evaluating practitioner skills in training and education</p>	<p>Learning Outcome</p> <p>4. Be able to support the learning of others</p> <p>5. Be able to evaluate the impact of the scholarship and professional practice against sector standards and benchmarks</p> <p>6. Be able to review own continuous development requirements</p>	<p>Assessment criteria</p> <p>4.1 Use skills as a staff development practitioner with learners or in partnerships with peers in different contexts</p> <p>4.2 Select and apply a range of development solutions to support the learning of others</p> <p>5.1 Assess the impact of scholarship, and professional practice against professional and awarding organisation standards</p> <p>5.2 Manage staff development interventions that satisfy organisational requirements of time, cost and quality</p> <p>6.1 Appraise own development needs</p>	<p>Resources</p> <p>Power point Handouts, Group Discussion Flipchart Youtube video PAL toolkit PAL tracking tool and reflection templates</p>

			and produce personal development plans	
Tutorial support 2 hours	Assessment Guidance & tutorial support for Unit assignment	<ul style="list-style-type: none"> Guidance given to learners with regards to unit assessment 		Handouts Discussion Assignment Task
Day 3 6 hours	Session/Lesson: Working as a developer in training and education	Learning Outcome: 1 Be able to identify development objectives within training and education client groups 2 Be able to facilitate development interventions for training and education groups	Assessment criteria 1.1 Undertake the role of internal consultant to client groups 1.2 Negotiate with clients' development objectives 2.1 Negotiate with internal clients to satisfy development needs 2.2 Design development interventions to meet the needs of client	Flip chart, Power Point slides, IWB Example development plans and objectives
Day 4 6 hours	Session/Lesson: Working as a developer in training and education	Learning Outcome: 2 Be able to facilitate development interventions for training and education groups 3 Be able to evaluate the impact of development interventions	Assessment criteria 2.3 Facilitate learning solutions 3.1 Evaluate the outcomes of development interventions with internal clients 3.2 Review evaluative processes 3.3 Critically review interventions to ensure that the intervention was applied was appropriate or the identified need	Flip chart, Power Point slides, IWB Handouts Programme valuations

<p>Tutorial support 2 hours</p>	<p>Assessment Guidance & tutorial support for Unit assignment</p>	<ul style="list-style-type: none"> • Guidance given to learners with regards to unit assessment 	<p>Handouts Discussion Assignment Task</p>
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Please note that the programme will be underpinned with resources from the PAL European Project. Full details and copies of framework, toolkit and tracking tools available under “products” folder on website: www.palcpd.eu

Appendix 5 – Lesson Plans

The following set of lesson plans has been developed for unit: Developing and evaluating practitioner skills in training and education. These have been created using ILM guidelines and template and has been approved by ILM for Belfast Metropolitan College. The Guided Learning hours for this unit is 12, however it is recommended that a 2 hour induction is also offered. This could be integrated into the PAL learning champion induction within the organisation. On becoming an approved centre ILM will provide access to ILM materials which can be used for the induction session. It is also recommended that tutorial support is offered after the 12 hours of training to offer follow up support and guidance on completion of the unit assignment. Whilst the lesson plans have been devised to address the 12 GLH over 2 days this delivery format can be changed to suit the organisation and could also be delivered using a combination of face to face and online teaching. Weblinks to suggested resources have been included but can be adapted to suit the needs of different countries and organisations. The lessons are also underpinned with the PAL framework, toolkit and tracking tool resources available in the products tab at www.palcpd.eu

Induction – 2 hours

Time	Content	Tutor activity	Course Member activity	Resources	Assessment/Evaluation
2 hours	Welcome Domestics Induction	Lecture & explanation	Discussion and Q&A as appropriate	<p>ILM Induction materials (provided by ILM on completion of qualification approval)</p> <p>PAL overview – explanation of framework, toolkit and tracking tool (available www.palcpd.eu)</p> <p>Information on organisation staff and policies and procedures in relation to plagiarism, appeals etc</p>	We have adopted the mandatory assignment for this unit . The content of workshops and activities will prepare the delegates to complete these successfully & additional tutorial guidance will be offered during last 2 hours of the Day 2 session.

Lesson Plan – Day 1

Time	Content	Tutor activity	Course Member activity	Resources	Assessment Evaluation
0-30	Welcome Domestics Icebreaker Overview of learning outcomes	Lecture & facilitation of icebreaker	Participate in icebreaker	Icebreaker Powerpoint of learning outcomes	We have adopted the mandatory assignment for this unit. The content of workshops and activities will prepare the delegates to complete these successfully & additional tutorial guidance will be offered during last 2 hours of the Day 2 session.
30-1h	Learning styles	Facilitate discussion & presentation of Learning styles	Discussion, watch Learning style videos	Powerpoint Flipchart and markers https://www.youtube.com/watch?v=C0ghnE4ebn4 https://www.youtube.com/watch?v=Kf7S9BRJ8nk	
30-1.15	Different approaches to learning based on learning styles	Discussion & reflection on own learning style	Discuss own experiences with peers and students, complete own Learning style questionnaire , review ILM article	http://vark-learn.com/ Flipchart https://www.i-l-m.com/Insight/Inspire/2013/July/opinion-understanding-learning-styles	
1.15-1.35	Contemporary practice in training and Education	Lecture on top 10 trends	Listen & discuss	Powerpoint /article on Top 10 trends https://www.ilm.com/Insight/Inspire/2015/May/10-learning-shifts	
1.35-2.15	Contemporary practice in training and Education	Facilitate small discussion on impact of trends in education and training	Group discussion on impact of trends to own context and practice	Flipchart	
2.15-2.45	Analyse ways people learn and blockages to learning	Facilitate brainstorm of barriers & blockages that impact on peer learning	Discuss & log ideas	Flipchart	
2.45-3.15	Overcoming blockages and barriers to learning	Lecture on training cycle & discussion on intervention at different stages	Listen and discuss	Powerpoint	

3.15 — 3.45	Evaluate methods and development activities to support the learning of others	Explain and present the PAL toolkit	Listen and discuss	PAL toolkit introductory pages www.palcpd.eu	
3.45- 4.30	Evaluate methods and development activities to support the learning of others	Facilitate group review of PAL toolkit	Review PAL toolkit in groups, select 2 or 3 methodologies and consider their pros and cons and ideas for use in own context	PAL toolkit Group feedback using flipcharts or other resource	
4.30-5	Quality standards	Presentation of key quality standards and benchmarks	Listen, discuss, review	Copies or links to relevant organisational quality standards Within UK: http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/introducing-the-quality-code http://www.etini.gov.uk/index/improving-quality-raising-standards.htm	
5-5.30	Quality standards	Facilitate start of self-assessment against appropriate quality standard	Review appropriate quality standard and start to self-assess strengths and areas for development	Copies or online access to quality standards as above Self assessment template/SWOT analysis https://www.mindtools.com/pages/article/newTMC_05.htm?download=1	
5.30-6	Recap and review of session learning outcomes Session evaluation	Recap	Provide feedback	Evaluation template	

Lesson Plan – Day 2

Time	Content	Tutor activity	Course Member activity	Resources	Assessment Evaluation
0-30	Welcome back Recap Overview of learning outcomes	Lecture		Powerpoint of learning outcomes	We have adopted the mandatory assignment for this unit. The content of workshops and activities will prepare the delegates to complete these successfully & additional tutorial guidance will be offered during last 2 hours of the Day 2 session.
30-3.00	PAL Toolkit trials	Facilitate toolkit trials with group	Engage and facilitate toolkit trial	PAL toolkit	
3.00-4.00	Evaluate impact of peer learning and development solution chosen	Facilitate discussion and peer/self-evaluation Completion of PAL tracking tool and PAL self-reflection	Discuss experience of toolkit methodology, assess the impact on scholarship, practice and awarding body standards	Flipchart PAL tracking tool and self-reflection template	
4.00-4.30	Plan for future application of PAL	Facilitate discussion of opportunities to use PAL toolkit methodologies to satisfy organisational requirements of cost, time and quality	Discuss future opportunities for use of PAL methodologies	Flipchart	
4.30-5.00	Appraising own development needs	Review completed self-assessment started on day 1	Share completed self-assessment started on day 1 and prioritise key development areas on personal development plan	Completed self assessment of own development needs from day 1 Personal development plan template and resources available at: https://www.i-l-m.com/Member-zone/Professional-development	
5-5.30	Assessment guidance	Review of unit assignment requirements	Q&A	ILM unit assignment and marking sheet	
5.30-6	Recap and review of session	Recap	Provide feedback	Evaluation template	

	learning outcomes Session evaluation				
Follow up	2 hours tutorial support	Facilitate tutorials	Attend tutorials	Assignment and marking sheet	Feedback on drafts

Appendix 6 – Assessment guidance

The Unit work-based assignment and marking sheet as set by ILM guidelines.

WORK-BASED ASSIGNMENT M5.54

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
This task requires you to appraise your own professional skills and standards against recognised benchmarks. The assignment should be 2500-3000 words, with appropriate supporting evidence (documents, testimonials, reports etc) included in the portfolio.	
<i>Please use the headings shown below when writing up your assignment</i>	Assessment Criteria
<p>Understand learning styles</p> <p>Provide an analysis of different learning styles and evaluate how each style influences the choice of approaches to learning.</p> <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • Different learning styles are analysed • The rationale for different approaches to learning based on the concept of differing learning styles is evaluated
<p>Understand how people learn</p> <p>Provide an analysis and evaluation of learning and methods and development activities which support the learning of others.</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • Ways in which people learn is analysed • Blockages to the learning process is analysed • Methods and development activities to support the learning of others are evaluated
<p>Understand quality standards</p> <p>Identify and evaluate appropriate quality standards and the impact of standards on professional practice.</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • The purpose of quality standards is evaluated • The impact of quality standards on professional practice is appraised
<p>Be able to support the learning of others</p> <p>Provide evidence that you have of selected and applied learning interventions as a practitioner with learners in different contexts.</p>	<ul style="list-style-type: none"> • Skills as a staff development practitioner with learners or in partnerships with peers in different contexts is used • A range of development solutions to support the

<p><i>(min 15 marks required from 30 available)</i></p>	<p>learning of others are selected and applied</p>
<p>Be able to evaluate the impact of scholarship and professional practice against sector standards and benchmarks</p> <ul style="list-style-type: none"> • Identify appropriate professional and awarding organisation standards and assess their impact on professional practice. • Provide evidence that you have met organisational requirements of time, cost and quality. <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • The impact of scholarship and professional practice against professional and awarding organisation standards is assessed • Staff development interventions that satisfy organisational requirements of time, cost and quality are managed
<p>Be able to review own continuous professional development needs</p> <p>Provide an appraisal of your own development needs in the form of a PDP.</p> <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • Own development needs and personal development plans are produced and appraised
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: M5.54

Centre Number:		Centre Name:		
Learner Registration No:		<p>1. Learner named below confirms authenticity of submission</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<p>Understand learning styles</p> <ul style="list-style-type: none"> Different learning styles are analysed The rationale for different approaches to learning based on the concept of differing learning styles is evaluated 			/10 marks (min 5)	
<p>Understand how people learn</p> <ul style="list-style-type: none"> Ways in which people learn is analysed Blockages to the learning process is analysed Methods and development activities to support the learning of others are evaluated 			/20 marks (min 10)	
<p>Understand quality standards</p> <ul style="list-style-type: none"> The purpose of quality standards is evaluated The impact of quality standards on professional practice is appraised 			/20 marks (min 10)	
<p>Be able to support the learning of others</p> <ul style="list-style-type: none"> Skills as a staff development practitioner with learners or in partnerships with peers in different contexts is used A range of development solutions to support the 			/30 marks (min 15)	

learning of others are selected and applied				
Be able to evaluate the impact of scholarship and professional practice against sector standards and benchmarks <ul style="list-style-type: none"> The impact of scholarship and professional practice against professional and awarding organisation standards is assessed Staff development interventions that satisfy organisational requirements of time, cost and quality are managed 			/10 marks (min 5)	
Be able to review own continuous professional development needs <ul style="list-style-type: none"> Own development needs and personal development plans are produced and appraised 			/10 marks (min 5)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

WORK-BASED ASSIGNMENT M5.55

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK This task requires you to provide evidence that you have developed and applied your practitioner skills with at least two client groups*. The assignment should be 2500-3000 words, with appropriate supporting evidence (documents, testimonials, recordings, etc) included in the portfolio.</p>	
<i>Please use the headings shown below when writing up your assignment</i>	Assessment Criteria
<p>Be able to identify development objectives within training and education client groups</p> <p>Provide evidence that you have undertaken the role of internal consultant and negotiated development objectives with at least two client groups.</p> <p>*Note - internal consultant is taken here to refer to work within any appropriate client organisation.</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • The role of internal consultant to client groups was undertaken • Negotiate with clients development objectives
<p>Be able to facilitate development interventions for training and education client groups</p> <p>Provide evidence that you have designed development interventions and facilitated learning solutions that satisfy clients' development needs.</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> • Negotiated with internal clients' to satisfy development needs • Development interventions to meet the needs of client groups are designed • Learning solutions facilitated
<p>Be able to evaluate the impact of development interventions</p> <p>Critically evaluate the outcome of your interventions using an appropriate recognised method and review its fit to the identified need.</p> <p>Provide a brief review of alternative methods of evaluation.</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> • The outcomes of development interventions with internal clients is evaluated • Evaluative processes reviewed • Interventions to ensure that the intervention applied was appropriate for the identified need was critically reviewed
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: M5.55

Centre Number:		Centre Name:		
Learner Registration No:		<p>1. Learner named below confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<p>Be able to identify development objectives within training and education client groups</p> <ul style="list-style-type: none"> • The role of internal consultant to client groups was undertaken • Negotiate with clients development objectives 			/20 marks (min 10)	
<p>Be able to facilitate development interventions for training and education client groups</p> <ul style="list-style-type: none"> • Negotiated with internal clients' to satisfy development needs • Development interventions to meet the needs of client groups are designed • Learning solutions facilitated 			/40 marks (min 20)	
<p>Be able to evaluate the impact of development interventions</p> <ul style="list-style-type: none"> • The outcomes of development interventions with internal clients is evaluated • Evaluative processes reviewed • Interventions to ensure that the intervention applied was 				

appropriate for the identified need was critically reviewed			/40 marks (min 20)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		