

# Certificate in Mentoring in the Workplace (7318)

Candidate guide

**City & Guilds**

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# **Certificate in Mentoring in the Workplace (7318)**

**Candidate guide**

**November 2004**

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## Record of achievement

Candidate name

Candidate enrolment number

Centre name

Centre number

Registration date

Start date on programme

Assessor making assessment decision (please print)

Independent assessor (please print)

Internal verifier (please print)

Units	Date of completion	Signature of assessor	Signature of internal verifier
<b>G3 (033)</b>			
<b>L14 (014)</b>			
<b>L15 (015)</b>			
<b>L16 (016)</b>			

(City & Guilds component number in brackets)

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## Personal details

### Award details

Title of award

---

Award/Scheme number

---

Units

<b>G2 (032)</b>	Evaluate and develop own practice
<b>L14 (014)</b>	Support learners by mentoring in the workplace
<b>L15 (015)</b>	Support and advise individual learners
<b>L16 (016)</b>	Monitor and review progress with learners

### Candidate details

Candidate name

---

Date of candidate's enrolment at centre

---

Candidate registration number with City & Guilds

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Date candidate registered with City & Guilds

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## What is the Certificate in Mentoring in the Workplace?

The process of developing S/NVQs has also identified a range of smaller clusters of units that would be valuable to employers and practitioners. These have been grouped together as certificates. Some of these certificates have been developed as part of the work to raise minimum standards of trainers delivering government-funded work-based learning. They are suitable for those who are involved with promoting learning by delivering training and development in the workplace or in training establishments.

This certificate consists of **four mandatory units in total**.

## Award structure

The units are:

<b>G3 (033)</b>	Evaluate and develop own practice
<b>L14 (014)</b>	Support learners by mentoring in the workplace
<b>L15 (015)</b>	Support and advise individual learners
<b>L16 (016)</b>	Monitor and review progress with learners

## Information about the National Qualifications Framework

There are three categories of qualifications in the national framework. These are:

- General qualifications attainment in a subject
- Vocationally-related qualifications attainment in a vocational area
- Occupational Qualifications attainment of competence in the workplace.

S/NVQs are in the 'Occupational Qualifications' category.

### Scottish/National Vocational Qualifications (S/NVQs)

S/NVQs are part of a framework of national awards covering a wide range of occupations at all levels. Each sector/industry has agreed national occupational standards for people who work within it. These standards define the skills, knowledge and understanding required at each S/NVQ level. The achievement of an S/NVQ is based on the demonstration of competence in the workplace against these occupational standards, and on the assessment of work performance and related knowledge. NVQs are accredited by the Qualifications Curriculum Authority (QCA) and are part of the national qualifications framework. The qualifications are delivered and monitored by awarding bodies, such as City & Guilds.

An **S/NVQ** is a qualification comprising a collection of several units of competence. A **unit of competence** describes what you are expected to do in a particular function of your job. It is a collection of common skills. A **unit** can be achieved over a period of time and single units (which are not full S/NVQ awards in their own right) can be recognised with individual certificates.

**Units** are made up of one or more **elements of competence** which relate to more specific activities required to carry out the function covered by the unit. Each **element** contains **performance criteria** and **underpinning knowledge** against which the assessor must judge a candidate's performance.

## **Information about Vocationally-Related Qualifications (VRQs)**

VRQs are awards which are related to a vocational area and an occupation, but they differ from S/NVQs because assessment need not take place in the workplace. They are suitable for people who are training for work before actually seeking a job. These awards must have a clear relationship to relevant national occupational standards and they are also constructed in units with the content expressed as assessable outcomes of learning.

## Who will be involved?

### **You the candidate**

With your assessor's help and guidance, you should take responsibility for collecting and indexing your evidence in support of your claim to competence. (You may have more than one assessor, particularly if the assessors in your centre also act as your trainers or tutors). In addition some of your work for this award must be assessed independently: this means by someone who is not your primary assessor and is, therefore, independent from you.

### **The assessor**

Your assessor is responsible for helping you identify opportunities to prove your competence and produce evidence that your work matches the appropriate standards. Your assessor, who is a qualified assessor and has experience in this area of work, will also judge your performance and other evidence to check that it meets the national standards.

### **The independent assessor**

Part of the assessment for your award will be carried out by a second fully qualified assessor who is independent from you and who is experienced as an assessor of these standards.

An **independent assessor**, who is not your primary assessor, must assess a **substantive component** of your evidence. An *independent assessment report form* is provided on page 33 of this pack for use by the person selected to be your independent assessor.

Your centre will select a suitable person to act as your independent assessor.

### **The witness**

Someone, such as your supervisor, line manager or an internal verifier, may provide witness testimonies for the tasks and activities you have carried out in the workplace.

### **The internal verifier**

This person is responsible for ensuring quality and consistency of assessment decisions throughout a centre.

### **The external verifier**

This person is appointed by the awarding body to monitor the quality of assessment decisions and verification processes within a centre, ensuring that the centre meets national standards. There will be an external verifier from City & Guilds (your awarding body) for the award for which you are a candidate, but you may also occasionally meet external verifiers (from other awarding bodies) who are monitoring the awards that you are taking.

### **The role of the centre**

The centre plays a lead role in your award by ensuring the whole process meets City & Guilds' requirements through its systems and through the activities of its assessors and internal verifiers. The centre may be the company where you work or the place that organises your training. The centre is responsible for sending the details of your registration and achievements to City & Guilds for processing.

**The awarding body**

City & Guilds is responsible for checking that you have all the necessary practical skills and knowledge to do the job. When your centre is satisfied that you are competent then it will apply to the awarding body for your award. This will be sent to you through your centre.

**The Employment NTO**

Until 2002 the Employment NTO has fulfilled the role of the 'standards setting body' for the learning and development industry, which includes the areas of training and also assessment and verification. That is to say it has been given the responsibility, by the government, for defining the industry's national occupational standards on which the learning and development, and assessor and verifier awards are based.

## Where do you begin?

You will probably begin working for your award by going through an **'induction' programme** arranged by the training and assessment centre you register with. This programme is likely to involve your assessor(s) and/or adviser/mentor/trainer(s). It will enable you to get to know the documentation, and help you understand the actual standards to be achieved.

It should be made clear to you that the award is based on **actual work-based performance**, so your activity will be judged, as well as the products you produce from your work. **Performance of real work activities in the real working environment is what is required; this means that NONE of your performance against the standards may be simulated.**

Note: there are a few exceptions to this in certain units and if relevant to you, your assessor will guide you.

You and your assessor should then consider any experience you may already have in relation to the relevant units to help you determine your start-point. At this initial assessment your assessor will help you draw up your first action plan.

## Accreditation of prior learning

If you already have some competence in the units of this award you may be able to evidence this to your assessor by demonstration in the workplace or by showing some of your work products and answering questions. This is often referred to as **'accreditation of prior learning'**. Your assessor must be sure that your competence is **current**, and will only be able to accept evidence which is **recent**, ie **created within the last 3 years**. In addition any claim for **accreditation of prior learning** will be subject to some form of testing to ensure that you still have the claimed competence.

Evidence which you may have already gathered towards the old training and development units, if it is still recent, may be transferred into your portfolio for the new learning and development units, but must be matched against the criteria in the new standards. This will be treated in the same way as any other prior learning evidence.

## Accreditation of prior achievement

If you already hold any of the old training and development units (which are similar to the ones which make up this award) you will **not** be able to claim **accreditation of prior achievement** as the old and new units differ slightly. However, some of the work you did to achieve the old unit may still be relevant to the new unit, so you should treat this like current or recent experience and negotiate with your assessor for **accreditation of prior learning** for the relevant part of the new unit (see section on accreditation of prior learning).

If you already hold any of the **revised** national standards in learning and development which make up this award you will not be required to repeat them; instead you should submit the original unit certificates to your assessor who will request **accreditation of prior achievement** status for the units on your behalf. However, **accreditation of prior achievement** is only possible for full units from the revised national standards, and for which you have a **certificate dated within the last 3 years**. Your assessor must be sure that your competence is current, so any claim for **accreditation of prior achievement** may be subject to some form of testing to ensure that you are still competent in the work of the unit.

## Devising a personal action plan

Your assessor and/or adviser/mentor/trainer will support you in devising a personal action plan. Go through each element of each unit and compare it with your experience to date. Decide what degree of competence you already have. Next, determine whether or not you have evidence to present, and whether or not you need training. Prepare two lists – one for areas where you can start to identify evidence, and one for areas where you have identified training needs.

A pro-forma for a *personal action plan* for you to copy and use can be found on page 39. Use this to identify the types of evidence you can already present for each element/unit, and show the type and source. Also negotiate with your assessor the future action and evidence requirements, and record these with agreed target completion dates. Agree and record suitable review dates with your assessor.

You may find the following questions useful as a checklist when completing the 'action required' column:

- can my performance be observed by the assessor?
- can I include any records, documents, etc?

- in the absence of the assessor can a witness authenticate my evidence?
- do I have any evidence of previous relevant work (this must be recent)?
- are there any aspects for which I cannot easily produce evidence?
- are there any elements/units for which I need training?
- are there any elements/units for which I need to build up experience?

When completing the 'evidence required' column work out with your assessor:

- what can be assessed through observing you at work
- what can be assessed through your work products
- how your knowledge will be assessed, eg by questions or discussions (these must be recorded for verification). Note: the assessment of knowledge should be integrated with the assessment of performance wherever possible and appropriate.

Then set about building up your experience, knowledge and skills and gathering supporting evidence in the process. Your 'personal action plan' should help you to understand fully what is expected of you and what is to be covered in the assessments.

## How is your competence assessed?

Formal assessment will take place when you and your assessor feel that you are ready. Assessments should occur at frequent intervals, and during an assessment your assessor may ask you questions to confirm your knowledge and understanding of certain points. The independent assessment is likely to take place towards the end of your programme.

What you do in your everyday work in a learning and development environment will provide most of your evidence. Although there are different sources of evidence (described below), performance evidence is seen as the primary source for making a judgement of your competence against the standards. However, it is required that a variety of assessment methods should be used to confirm your competence.

It is important that **all** of your assessment evidence comes from your competent performance in your workplace, ie when you are carrying out 'real work-based activities'. **You are not allowed to use materials you create during your training as evidence of competence and you are not allowed to use simulation.**

You have to produce performance evidence to meet **all the criteria in an element.**

Your performance evidence will show your assessor that you have some of the required knowledge, but you may also evidence some of the required knowledge by reporting on your evaluations of systems and processes. **All the knowledge items listed for the unit as a whole** must be evidenced.

For each element specification in this pack, and for the unit knowledge, you will find details of the '**agreed common evidence**'. This is the minimum that is acceptable. Depending on your experience and circumstances, your assessor and/or adviser/mentor will negotiate with you to determine whether this will be sufficient in your case or whether you will need to provide more evidence of your competence.

## Independent assessment

Part of the assessment for your award will be carried out by a second fully qualified assessor who is independent from you and who is experienced as an assessor of these awards.

An **independent assessor**, who is not your primary assessor, must assess a **substantive component** of your evidence. An *independent assessment report form* is provided on page 33 of this pack for use by the person selected to be your independent assessor.

Your centre will select a suitable person to act as your independent assessor.

## Different types of assessment evidence

There are different ways of judging competence, different methods of assessing and different forms of evidence that can be presented as follows:

### Assessor observation reports

Observations by your assessor should take place as you carry out activities in your everyday working situations. During an observation you should work normally and your assessor should observe you, without being too obtrusive. Your assessor should watch and listen for any evidence of your skills, knowledge and understanding. Your assessor should discuss the assessment with you immediately afterwards so that you get feedback on your performance and are clear about what you should do next. The observation report created by your assessor is an important assessment document and is needed as evidence for your portfolio.

### Work products

Actual 'outputs' of your performance in the workplace can also provide evidence of competence. These could include:

- artefacts and documents, eg copies of materials you have created for your candidates/trainees, reports you have made on your candidates progress and development or on your training activities, your assessor's observation reports on your performance, forms, videos and photographs
- reports from relevant work projects and work activities, such as evaluation of systems and procedures
- reports of professional discussions you have with your assessor
- statements that refer to and explain materials which may be confidential or too bulky to fit into a portfolio.

Evidence you produce will often be applicable to more than one element (or even more than one unit), and you should reference these items in a holistic way to any element or unit you think applicable. Do not photocopy documents for the sake of it! You do not need to duplicate the same piece of evidence for use with different units or elements, and you do not need a separate piece of evidence for each performance criterion in an element – **many evidence items you use are likely to be applicable to several criteria in several elements/units**. Giving each item a reference number and keeping them in order in your portfolio allows you to refer to them clearly in different units.

### **Witness testimonies**

Separately from your assessor(s) a number of different people may witness you carrying out particular activities which occur during the evidence gathering stage, or even before you began to collect evidence. Witnesses may simply authenticate that a particular piece of work was produced by you by signing and dating the work, or they may offer you a written account of your performance – such accounts are often called ‘witness testimonies’. The most suitable witness is someone who has not only witnessed your work but is fully aware of your job and also of the national occupational standards being used. If the witness is not already fully aware of the detail in the standards you should provide them with a copy of the relevant unit specifications and explain how your activity relates to them.

All people who act as witnesses for you should be included on a witness status list which you should place in your portfolio of evidence. A pro-forma *witness status list* is provided on page 41 of your pack.

### **Questioning**

You may be asked oral and/or written questions by your assessor(s) to confirm that you possess the necessary knowledge and understanding associated with competent performance. For oral questions you or your assessor should record the questions and the answers you give, and this record should be included in your portfolio as evidence.

### **Professional discussion**

You and your assessor may engage in a professional discussion session where you will describe, explain and evaluate aspects of your work which may not be able to be evidenced in any other way. Your assessor will be able to ask for clarification and ask questions. Ideally this discussion should take place at your workplace so that you will be able to show your assessor work products which could not be taken out of the work environment because of complexity, security or confidentiality. The purpose and process of each professional discussion should be planned and agreed in advance, and there must be a clear and full record of the discussion which will be available for verification purposes – this may be in a written form or as a video or audio recording.

### **The quality of your evidence**

When presenting your evidence it is important to ensure that it is valid, authentic, current and sufficient.

Valid means appropriate and relevant to the element or unit being claimed. Authentic means that it is your own work, so you should put your name on it and sign it, and have someone authenticate it where necessary. Current means that what is being claimed is not out of date and is fairly recent, so include the date on your evidence. Sufficient means that you can perform consistently to the required level, over a period of time.

## Compiling a portfolio of evidence

A portfolio is recommended by City & Guilds as the best way of collecting and presenting all your relevant evidence in a clear and structured way. This will enable all those involved in the assessment process to find all the appropriate information quickly and easily.

It is useful to provide the following items at the front of your portfolio:

- an index to all that is in your portfolio
- brief details about yourself and your centre (*pro-formas for this are included in the appendix on pages 33, 35, 37, 39 and 41 of your pack*)
- a witness status list (*a pro-forma for this is included in the appendix on page 41 of your pack*)
- your personal action plans (*a pro-forma for this is included in the appendix on page 39 of your pack*).

All your items of evidence should be numbered and included in your portfolio, including witness testimonies, your assessor's assessment reports, observation reports, records of questions and answers and of professional discussions.

## Internal verification

The centre you are registered with for the Learning and Development Award must ensure that your assessor's decisions on your competence are reliable. This is done by internally verifying the assessment process, and it should happen at regular intervals during your progress towards the award so that any incorrect decisions or inconsistencies may be put right as soon as possible.

## Claiming your certificate

When your assessor is satisfied that you have evidenced all your competencies, the summary of achievement record will be finalised and the portfolio will be passed to the internal verifier who will carry out a final verification of the assessment and, if all is satisfactory, will initiate the certificate or award claim on your behalf. Your portfolio must then be held in the centre for external verification. The external verifier may wish to meet you and talk with you about your work and your assessment.

## Certificate key words

The following words and phrases are found in this pack.

### **National occupational standards**

These define the agreed level and scope of occupational activities which a competent person should be able to achieve, and state what the outcome of competent performance should be. They also specify the essential knowledge and understanding which underpins competent performance.

The national occupational standards are presented as:

**units of competence**, which are sub-divided into **elements** in which the competencies are specified as **performance criteria**, and **knowledge and understanding**.

## Glossary of terms

The following is a glossary of terms as defined by Employment NTO.

### **Action plan**

An agreed set of learning and training activities for an individual candidate based on a review of the requirements of the standards contained within a recognised award. It should contain a structured programme of learning experiences within an agreed time frame.

### **Assessment plan**

A detailed statement of how and when specific outcomes in the standards will be assessed and by which method(s). It must also provide a clear set of actions to be carried out by the candidate, assessor(s) and any others involved in the process, with a timescale attached to each activity. This will be agreed between the candidates and one or more assessor.

### **Assessment record**

A record of which outcomes have been assessed with an indication of the success or otherwise of the outcome. The record must provide details of the candidate and the assessor and the outcomes assessed and by which method. The record may be a standardised pro-forma issued by an awarding body, an internal record devised by an organisation or an individual assessor's record system.

### **Element/component of an award**

A discrete assessable outcome or group of outcomes drawn from a set of national standards within the national qualifications framework. In S/NVQs, this is usually a unit of competence. It must represent a substantive outcome rather than a set of sub-activities and relate to a primary function within the qualification.

### **Endorsed assessment plan**

A candidate assessment plan which has been countersigned and approved by a recognised assessor. The endorsement can relate to both the initial agreed plan and to all/any subsequent modifications to the plan in the light of progress and assessment activities. There should be a clear indication of how and why the original plan has been altered and a new set of agreed actions with a timescale produced.

### **External auditing and sampling**

An agreed set of activities by which internal assessment decisions are monitored, and checked for intra-assessor and inter-assessor accuracy and consistency. It also includes the review of internal standardisation processes to ensure the quality of assessment decision and support provided to assessors and others. It is normally a formalised process defined by an awarding body recognised by the Regulatory Authorities or other appropriate agencies. It will contain procedures for identifying the frequency, level and coverage of the sampling of assessment decisions within and between recognised centres.

### **Internal quality assurance and standardisation of assessment**

An agreed set of activities by which internal assessment decisions by different assessors are monitored and reviewed. This includes specific arrangements for ensuring the selection of suitable assessors, their induction and training in relation to specific standards and their use of appropriate assessment methods which are valid in relation to the standards being assessed. It will also include specific arrangements for the standardisation of assessment decisions between different assessors and monitoring the consistency of a single assessor's judgements over time and with a number of candidates (if appropriate). The overall quality assurance system must be endorsed by the organisation and be acceptable to the body responsible for external quality assurance of the assessment process.

### **Professional discussion**

A structured review of practice conducted between an assessor or verifier and a person making a judgement on their competence which identifies and explores key aspects of competence not readily manifested by product evidence. The specific areas of activity to be explored must be clearly identified and agreed in advance, as must the methods by which the discussion will be conducted. This could be via a presentation followed by questioning, 'what-if' questioning to cover contingencies or the use of scenarios to explore practice (or other forms of mutually agreed processes).

The common evidence requirements clearly state which aspects of competence are to be covered by each professional discussion and these must form the basis of the exchange. The purpose of the discussion is to probe the level of competence of the individual and to be certain that his/her actions are based on a firm understanding of principles which support practice. Thus the questioning will normally centre on the reasons for selecting specific actions, the alternatives considered and the factors taken into consideration, as well as an evaluation of successes and failures and learning points for the future. The outcomes of the professional discussion should be captured by means of audio/videotape, written summaries and evidence of structured questioning (eg question checklist or structured interview schedule).

**Progress reviews**

Formal or semi-formal meetings between assessors and candidates to identify progress within an agreed action plan and achievements against an agreed assessment plan. They should identify areas of success and identify where additional learning and training opportunities are needed and how they will be provided, by whom and when. They also provide opportunities to identify the next stages in the assessment process and the re-development of an assessment plan for the completion of the qualification.

**Sampling framework/strategy**

The methods to be used by external verifiers to monitor the quality of assessment decisions and internal quality assurance within a recognised centre, using agreed procedures set down by an external awarding body. It will provide details of the level, nature and frequency of external reviews of assessment decision, by assessor, by type of evidence, by numbers of candidates and by type of centre, depending upon the requirements of the qualification. It will meet the requirements for sampling imposed by appropriate external agencies and the specific monitoring regimes set down by a recognised awarding body.

**Systems documentation**

The documents used by an assessment centre for recording all appropriate assessment decisions and internal quality assurance auditing processes. This will include records of candidates, their action plans, their assessment plans and the outcomes of progress reviews. It will also include details of assessor selection, induction, standardisation and support as well as the written outcomes of internal quality auditing and reviews. The documents used within the system can be designed by the recognised assessment centre or be those required and produced by recognised awarding bodies.

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# Appendix

All pro-formas in this appendix may be photocopied for your use.

## Pro-formas

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**33** Independent assessment report

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**35** Assessment declaration

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**37** Contact details

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**39** Personal action plan

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**41** Witness status list

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## Independent assessment report

Candidate name	Candidate number
I have assessed the required substantive component of this candidate's evidence	

<b>Evidence</b> (This evidence comprises: (please state the evidence you have assessed using evidence reference numbers supplied by the candidate where possible))
<b>Assessment decision</b> (please state the outcome of your assessment, bearing in mind the requirements for validity, authenticity, currency and sufficiency of evidence)
<b>Feedback to candidate</b> (please record your comments to the candidate as a result of the assessment)

Print independent assessor name	
Independent assessor signature	Date

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## Assessment declaration

### Candidate declaration

I confirm that the evidence listed for this certificate is my own work.

Print candidate name

---

Candidate signature

Date

---

### Assessor declaration

I confirm that this candidate has achieved all the requirements of this certificate with the evidence detailed.

Feedback/comments to candidate

Print assessor name

---

Assessor signature

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## Contact details

### Centre details

Centre name

Centre number

Address

Postcode

Telephone number

Fax

Email

Co-ordinator's name

### Assessor details

Assessor name

Position

Signature

Second assessor name (if appropriate)

Position

Signature

**Independent assessor details**

Independent assessor name

---

Position

---

Signature

---

**Internal verifier details**

Internal verifier name

---

Position

---

Signature

---

# Personal action plan

Candidate name \_\_\_\_\_

Candidate number \_\_\_\_\_

Date \_\_\_\_\_

Assessor name \_\_\_\_\_

Unit/element number	Details of current achievement	Work experience	Learning/training	Other experience	APL	Action required	Evidence required	Completion date

Review date(s) \_\_\_\_\_

Signed by assessor \_\_\_\_\_

Signed by candidate \_\_\_\_\_

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## Witness status list

Candidate name \_\_\_\_\_

Candidate registration number \_\_\_\_\_

Scheme number \_\_\_\_\_

In addition to the assessor, all witnesses who have been involved in the assessment process must be recorded on this witness status list. Please ensure that all details are included and signed by the witness as correct. Please photocopy this page as and when necessary.

Name and contact details of witness	Status of witness *	Professional relationship to candidate (eg supervisor, assessor etc)	Elements witnessed (number and title)	Witness signature	Date

### \* Notes

1 The competence of the witness must be established by the candidate's assessor/internal verifier.

2 Witness status categories are:

- A = Occupational expert and qualified D32/D33 or A1 or A2 assessor, familiar with the standards
- B = Occupational expert and qualified D32/D33 or A1 or A2 assessor, not familiar with the standards
- C = Occupational expert but not a qualified assessor, familiar with the standards
- D = Occupational expert but not a qualified assessor, not familiar with the standards
- E = non-occupational expert but qualified D32/D33 or A1 or A2 assessor, familiar with the standards

- F = non-occupational expert but qualified D32/D33 or A1 or A2 assessor, not familiar with the standards
- G = non-occupational expert and not a qualified assessor, familiar with the standards
- H = non-occupational expert and not a qualified assessor, not familiar with the standards

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## Units

### Certificate in Mentoring in the Workplace

#### Units

<b>G3 (033)</b>	Evaluate and develop own practice
<b>L14 (014)</b>	Support learners by mentoring in the workplace
<b>L15 (015)</b>	Support and advise individual learners
<b>L16 (016)</b>	Monitor and review progress with learners

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## Unit G3 Evaluate and develop own practice (033)

### **This unit is appropriate for you if your role involves:**

- reflecting on own practice
- reviewing own practice against goals
- setting and prioritising goals and targets for self-development
- adapting practice in the light of changes in professional practices.

### **The activities you are likely to be involved in:**

- identifying goals and targets set by self, national standards and codes of conduct, current competence, anticipated future demands, personal aspirations and organisational needs
- reviewing performance using work results, appraisals, formative assessments and the views of colleagues and clients
- developing and monitoring a personal action plan
- trying out and evaluating the results of developments to own practice
- identifying and responding to changes in professional practice, national and local systems as well as organisational policy and procedures.

### **What the unit covers:**

- evaluating own practice
- identifying self-development needs.

### **Element G3.1**

Evaluate own practice

#### **Performance criteria**

You must be able to do the following:

- a evaluate own practice against set targets and goals.
- b use a range of valid and reliable evidence to assess own work which includes an assessment of the effects of your own behaviour and values on others.
- c involve others in the interpretation of evidence.
- d use evidence to reflect on own practice and professional issues.
- e accept criticism in a positive manner and assess its validity and importance.
- f revise goals and targets in the light of reviewing evidence of performance.

### **Element G3.2**

Identify self-development needs

#### **Performance criteria**

You must be able to:

- a set and prioritise clear and realistic goals and targets for own development.
- b base goals and targets on the accurate assessment of all relevant information relating to own work and achievement, including developments in professional practice and related areas.
- c devise a personal action plan and review it regularly.
- d try out developments in own practice in a way which does not cause problems for others.
- e evaluate developments in own practice and ensure continued self-development.

## Evidence requirements for

### Unit G3 Evaluate and develop own practice

Product evidence	The record <b>MUST</b> include the following evidence of:	In preparing the record you should consider the following:
<p><b>ONE record</b> identifying how you evaluate your own practice and identify your own development needs.</p> <p><b>Plus</b></p> <p>A Personal action plan showing how you review and develop yourself.</p>	<p><b>Record and personal action plan</b></p> <p>It is expected that this will show:</p> <p><b>How you:</b></p> <ul style="list-style-type: none"> <li>• evaluate your own practice against set targets and goals.</li> <li>• use a range of valid and reliable evidence to assess your own work which includes an assessment of the effects of your own behaviour and values on others.</li> <li>• have involved others in the interpretation of evidence.</li> <li>• use evidence to reflect on your own practice and professional issues.</li> <li>• are prepared to accept criticism in a positive manner and assess its validity and importance.</li> <li>• revise goals and target in the light of reviewing evidence of performance.</li> <li>• set and prioritise clear and realistic goals and targets for your own development.</li> </ul>	<ul style="list-style-type: none"> <li>• ways of identifying job and organisational needs.</li> <li>• organisational policy relating to professional practice and its implications for own development.</li> <li>• methods of evaluating suggested changes in the context of one's own current work.</li> <li>• how to apply external trends and developments into own performance.</li> </ul>

## Evidence requirements for

### Unit G3 Evaluate and develop own practice

Product evidence	The record <b>MUST</b> include the following evidence of:	In preparing the record you should consider the following:
	<ul style="list-style-type: none"><li>• base goals and targets on the accurate assessment of all relevant information relating to own work and achievement, including developments in professional practice and related areas.</li><li>• devise a personal action plan and review it regularly.</li><li>• try out developments in own practice in a way which does not cause problems for others.</li><li>• evaluate developments in own practice and ensure continued self-development.</li></ul>	

Assessment: Your assessor will look at your record and personal action plan. You should be prepared to answer your assessor's questions. A record of these questions and your responses should be kept.

### Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to demonstrate **how** you have met the knowledge requirements for this unit. You may like to use the following to indicate how you have met the following criteria, and where the evidence is located in your portfolio: performance evidence (PE) observation (OB) professional discussion (PD) responses to assessor questions (AQ) written evidence (WE) other (O). You need to be able to show that you have general knowledge and understanding of the following:

### The nature and role of self-evaluation in relation to the organisation

- 1 ways of identifying job and organisational needs
- 2 organisational policy relating to professional practice and its implications for own development

Candidate signature

Date

Assessor signature

Date

How met	Portfolio reference

**Principles and concepts**

- 3 methods of self-assessment
- 4 how to interpret evidence of own performance
- 5 methods of reviewing and interpreting developments in professional practice
- 6 factors which impact on the ability to identify own development needs
- 7 appropriate people to support the interpretation of evidence of own performance
- 8 how to prioritise self-development needs
- 9 methods of personal action planning
- 10 methods of evaluating suggested changes in the context of one's own current work

**External factors influencing learning within the organisation**

- 11 how to apply external trends and developments into own performance

Candidate signature

Date

Assessor signature

Date

How met	Portfolio reference

## Unit L14 Support learners by mentoring in the workplace (014)

### **This unit is appropriate for you if your role involves:**

- mentoring trainees in the workplace
- supporting personal development through learning in the workplace.

### **The activities you are likely to be involved in:**

- agreeing the nature of mentoring in the workplace
- creating an appropriate environment in which mentoring can take place
- mentoring trainees as they put their training plan into practice
- giving trainees information, advice and guidance on their work roles and expectations
- reviewing the potential for technology-based support for the mentoring process, including mentoring on-line
- identifying and providing resources and facilities that meet the needs of the trainee
- giving trainees encouragement and support to stay motivated.

### **What the unit covers:**

- planning the mentoring process
- setting up and maintaining the mentoring relationship
- giving mentoring support.

### **Element L14.1**

Plan the mentoring process

#### **Performance criteria**

You must be able to do the following:

- a explain your role as a mentor in the workplace and the activities everyone will perform.
- b identify how mentoring can contribute to the training programme in the workplace.
- c Identify the resources and facilities needed to perform your role as a mentor.
- d Identify who else could be involved in mentoring in the workplace and what their role should be.
- e Explain the relationship between the mentor, the people the mentor is helping and other people in the organisation.
- f Identify sources of information and support to help you in your role as mentor.
- g Agree how you will keep to the ethical code for mentoring in your organisation.
- h Plan when, where and how often mentoring sessions should be arranged to ensure an appropriate environment for mentoring.
- i Ensure you have prepared documents and activities which will help trainees in the early stages of mentoring.

### **Element L14.2**

Set up and maintain the mentoring relationship

#### **Performance criteria**

You must be able to do the following:

- a behave in a way that shows you accept the trainee you are supporting.
- b discuss, explain and agree the roles and expectations involved in the mentoring relationship.
- c agree the aims of the mentoring process and the rules that you will both work within.
- d agree the mentoring support which will help trainees meet the needs of their workplace programme.
- e agree the boundaries of the mentoring relationship and how they will be recognised and maintained.
- f agree with trainees where and how often mentoring sessions take place.
- g agree how progress and any problems will be reviewed during mentoring sessions.

### **Element L14.3**

Give mentoring support

#### **Performance criteria**

You must be able to do the following:

- a set aside enough time for each mentoring session.
- b help trainees to express and discuss ideas and any concerns affecting their experience in the workplace.
- c give trainees information and advice that will help them to be effective in the workplace.
- d give trainees the opportunities which help them understand and adapt to the working environment.
- e identify ways of developing trainees' confidence in performing activities in the workplace.
- f help trainees take increasing responsibility for developing their skills in the workplace.
- g give trainees the opportunities to get experience in the workplace to increase their confidence and self-development.
- h help trainees look at issues from an unbiased point of view that helps them make informed choices.
- i give trainees honest and constructive feedback.
- j identify when the mentoring relationship needs to change to remain effective, and agree any changes with the trainee.

**Element L14.3 (continued)**

Give mentoring support

- k identify when the mentoring relationship has reached its natural end, and review the process with the trainee.
- l agree what extra support and help the trainee needs or can access.
- m plan how to provide extra support and help.

# Evidence requirements for

## Unit L14 Support learners by mentoring in the workplace

Product evidence	This record, mentoring plans and observation <b>MUST</b> include the following evidence of:	In preparing the mentoring plans, the record and for the observation you should consider the following:
<p>A <b>mentoring</b> plan for each of two individual learners.</p> <p><b>Plus</b></p> <p><b>ONE record</b> of how you prepare to mentor learners in the workplace.</p> <p><b>Plus</b></p> <p>A record of an <b>Observation</b> of you mentoring learners by an Assessor Or A Witness (This witness must have been agreed by the Assessor prior to the observation taking place).</p>	<p><b>Record</b></p> <p>It is expected that this will show:</p> <p><b>How</b> you will:</p> <ul style="list-style-type: none"> <li>• explain your role as a mentor in the workplace and the activities everyone will perform.</li> <li>• identify how mentoring can contribute to the training programme in the workplace.</li> <li>• identify the resources and facilities needed to perform your role as a mentor.</li> <li>• explain the relationship between the mentor, the people the mentor is helping and other people in the organisation.</li> <li>• identify sources of information and support to help you in your role as mentor.</li> <li>• agree to keep the ethical code for mentoring in your organisation.</li> <li>• set aside enough time for each mentoring session.</li> <li>• help trainees to express and discuss ideas and any concerns affecting their experience in the workplace.</li> <li>• give trainees information and advice that will help them to be effective in the workplace.</li> <li>• give trainees the opportunities which help them understand and adapt to the working environment.</li> </ul>	<ul style="list-style-type: none"> <li>• how to give an overview of the training programme and see how the different areas of the workplace fit together.</li> <li>• how to show you use good practice in the workplace.</li> <li>• how to identify and use sources of support.</li> <li>• how to identify and apply an appropriate code of practice for mentoring which deals with:             <ul style="list-style-type: none"> <li>- commitment to best practice.</li> <li>- recognising the limits of your own experience and competence.</li> <li>- setting and maintaining boundaries within the mentoring relationship.</li> <li>- being open and truthful within the mentoring relationship.</li> </ul> </li> </ul>

## Evidence requirements for

### Unit L14 Support learners by mentoring in the workplace

Product evidence	This record, mentoring plans and observation MUST include the following evidence of:	In preparing the mentoring plans, the record and for the observation you should consider the following:
	<ul style="list-style-type: none"> <li>• identify ways of developing trainees' confidence in performing activities in the workplace.</li> <li>• help trainees take increasing responsibility for developing their skills in the workplace.</li> <li>• give trainees the opportunities to get experience in the workplace to increase their confidence and self-development.</li> <li>• help trainees look at issues from an unbiased point of view that helps them make informed choices.</li> <li>• identify when the mentoring relationship needs to change to remain effective.</li> <li>• identify when the mentoring relationship has reached its natural end, and review the process with the trainee.</li> <li>• plan how to provide extra support and help.</li> </ul> <p><b>Mentoring plan</b> This should show:</p> <ul style="list-style-type: none"> <li>• when, where and how often mentoring sessions should be arranged to ensure an appropriate environment for mentoring.</li> <li>• the prepared documents and activities which will help your trainees in the early stages of mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>• monitoring and evaluating your own performance throughout the mentoring process.</li> <li>• using appropriate sources of support.</li> <li>• managing differences between your own values and beliefs and the agreed ethical code.</li> <li>• answering to the trainee and their organisation for your mentoring activities.</li> <li>• how to realistically assess the technical and personal skills needed in acting as a mentor to a trainee.</li> <li>• how to agree you will keep information confidential during the mentoring process.</li> </ul>

## Evidence requirements for

### Unit L14 Support learners by mentoring in the workplace

<p><b>Product evidence</b></p>	<p><b>This record, mentoring plans and observation MUST include the following evidence of:</b></p>	<p><b>In preparing the mentoring plans, the record and for the observation you should consider the following:</b></p>
	<p><b>Observation</b>  <b>How</b> you:</p> <ul style="list-style-type: none"> <li>• behaved in a way that showed you accept the trainee you are supporting.</li> <li>• discussed, explained and agreed the roles and expectations involved in the mentoring relationship.</li> <li>• gave trainees honest and constructive feedback.</li> </ul> <p><b>How</b> you agreed:</p> <ul style="list-style-type: none"> <li>• the aims of the mentoring process and the rules that you will both work within.</li> <li>• the mentoring support which will help trainees meet the needs of their workplace programme.</li> <li>• the boundaries of the mentoring relationship and how they will be recognised and maintained.</li> <li>• with trainees where and how often mentoring sessions take place.</li> <li>• how progress and any problems will be reviewed during mentoring sessions.</li> <li>• any changes with the trainee.</li> <li>• what extra support and help the trainee needs or can access.</li> </ul>	<ul style="list-style-type: none"> <li>• how to identify and apply responsibilities in relation to health, safety and environmental protection legislation.</li> <li>• how to agree rules on confidentiality and data protection within the mentoring relationship.</li> </ul>

Assessment: Your assessor will look at your two mentoring plans, record and observation record. You should be prepared to answer your assessor's questions. A record of these questions and your responses should be kept.

### Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to demonstrate **how** you have met the knowledge requirements for this unit. You may like to use the following to indicate how you have met the following criteria, and where the evidence is located in your portfolio: performance evidence (PE) observation (OB) professional discussion (PD) responses to assessor questions (AQ) written evidence (WE) other (O). You need to be able to show that you have general knowledge and understanding of the following:

### The nature and role of mentoring in the workplace

- 1 how to give an overview of the training programme and see how the different areas of the workplace fit together
- 2 how to identify appropriate mentoring activities in relation to the training programme in the workplace
- 3 how to identify opportunities to develop skills and increase confidence in the workplace such as changes to work roles, job shadowing and setting specific tasks
- 4 how to monitor how effective, and how appropriate the mentoring relationship is
- 5 how to explain and agree your role as mentor within the organisation

Candidate signature

Date

Assessor signature

Date

How met	Portfolio reference

**The nature and role of mentoring in the workplace (continued)**

- 6 how to promote the interests of the trainee in the organisation
- 7 how to show you use good practice in the workplace
- 8 how to identify and involve other people in the workplace in the mentoring process
- 9 how to identify and secure the resources and facilities needed for the mentoring process
- 10 how to identify the information and advice trainees are likely to need, and the expectations of your own role, the mentoring scheme and the organisation you are working with
- 11 how to identify and use sources of support

How met	Portfolio reference

Candidate signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

### Principles and concepts

- 12 how to identify and apply an appropriate code of practice for mentoring which deals with:
- commitment to best practice
  - recognising the limits of your own experience and competence
  - setting and maintaining boundaries within the mentoring relationship
  - being open and truthful within the mentoring relationship
  - monitoring and evaluating your own performance throughout the mentoring process
  - using appropriate sources of support
  - managing differences between your own values and beliefs and the agreed ethical code
  - answering to the trainee and their organisation for your mentoring activities
- 13 how to work out mutual roles and responsibilities in the mentoring relationship
- 14 how to realistically assess the technical and personal skills needed in acting as a mentor to a trainee
- 15 how to listen, ask questions and negotiate
- 16 how to gain and keep the enthusiasm and commitment of trainees

Candidate signature

Date

Assessor signature

Date

How met

Portfolio  
reference

**Principles and concepts (continued)**

- 17 how to explore issues with trainees without judging them
- 18 how to motivate trainees and develop their self-confidence
- 19 how to agree you will keep information confidential during the mentoring process
- 20 how to encourage trainees to express themselves
- 21 how to identify and give trainees appropriate information
- 22 how to use reviews and evaluations to encourage trainees to be independent
- 23 how to identify sources of extra support that are available to the trainee
- 24 how to identify and use sources of and procedures for referral to other agencies
- 25 how to identify and use technology-based support for the mentoring process

Candidate signature

Date

Assessor signature

Date

How met	Portfolio reference

**External factors influencing the mentoring process**

- 26 how to identify and apply responsibilities in relation to health, safety and environmental protection legislation
- 27 how to agree rules on confidentiality and data protection within the mentoring relationship
- 28 how to identify and act within the requirements of a mentoring scheme and the organisation's policies

How met	Portfolio reference

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

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## Unit L15 Support and advise individual learners (015)

### **This unit is appropriate for you if your role involves:**

- giving learners guidance and support
- helping learners to manage their own learning.

### **The activities you are likely to be involved in:**

- giving learners relevant information
- helping learners to plan their learning
- organising and arranging the resources to support learning
- helping individuals to develop their learning skills.

### **What the unit covers:**

- giving individual learners guidance to help them plan their learning
- advising and supporting individual learners in managing their own learning.

**Element L15.1**

Give individual learners guidance to help them plan their learning

**Performance criteria**

You must be able to do the following:

- a identify the types of guidance learners are likely to need when they are planning their learning.
- b agree with learners the sort of guidance they want.
- c refer learners to other sources of guidance if they need it.
- d take account of each learner's personal circumstances, beliefs, capabilities, aspirations and learning situation.
- e giving learners advice and guidance on learning opportunities and methods, qualification routes and progression.
- f give guidance that is appropriate to the learner.
- g ensure you give advice in a way which encourages the learner to develop and make their own decisions.
- h ensure you give unbiased information and guidance which helps learners to make informed decisions.

**Element L15.2**

Advise and support individual learners in managing their own learning

**Performance criteria**

You must be able to do the following:

- a identify and agree learners' needs for advice and support.
- b identify which areas learners need to be responsible for in order to achieve their learning objectives.
- c help learners identify the competencies and resources they will need to manage their own learning.
- d discuss with learners an appropriate use of technology-based methods to support their learning.
- e give learners guidance on how to develop their ability to manage their own learning.
- f ensure you give learners unbiased information and advice.
- g explain to learners the ongoing support that is available to them.
- h identify and deal with any difficulties learners have in managing their learning and give them guidance on how to overcome the difficulties.

## Evidence requirements for

### Unit L15 Support and advise individual learners

Product evidence	The record and observation <b>MUST</b> include the following evidence of:	In preparing the record and for the observation you should consider the following:
<p><b>ONE record</b> of how you give individual learners guidance to help them plan their learning.</p> <p><b>Plus</b></p> <p><b>ONE record</b> of an <b>observation</b> by an Assessor Or A Witness (This witness must have been agreed by the assessor prior to the observation taking place) of you advising <b>ONE</b> individual learner.</p> <p><b>Plus</b></p> <p><b>ONE record</b> of assessor questioning of how you considered ILT alternatives and how you support and advise learners other than those you are presently working with.</p>	<p><b>Record</b> It is expected that this will show: <b>How</b> you:</p> <ul style="list-style-type: none"> <li>• identify the types of guidance learners are likely to need when they are planning their learning.</li> <li>• take account of each learner’s personal circumstances, beliefs, capabilities, aspirations and learning situation.</li> <li>• ensure you give advice in a way which encourages the learner to develop and make their own decisions.</li> <li>• give learners unbiased information and advice.</li> </ul> <p><b>Observation</b> <b>How</b> you:</p> <ul style="list-style-type: none"> <li>• agreed with the learner the sort of guidance they want.</li> <li>• referred the learner to other sources of guidance if they need it.</li> <li>• gave the learner advice and guidance on learning opportunities and methods, qualification routes and progression.</li> <li>• gave guidance appropriate to the learner.</li> <li>• gave advice in a way which encouraged the learner to develop and make their own decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• how to identify and evaluate the things that affect learners’ ability to plan their own learning.</li> <li>• how people learn how to identify issues of equal opportunities and practices that do not discriminate against other people in relation to learning support.</li> <li>• how to identify and evaluate the potential of using technology to support learners.</li> <li>• how to find out the views of learners.</li> <li>• how to identify and resolve difficulties in supporting learners, including different values and beliefs.</li> <li>• how to identify and maintain a database of referral sources and procedures.</li> </ul>

## Evidence requirements for

### Unit L15 Support and advise individual learners

Product evidence	The record and observation <b>MUST</b> include the following evidence of:	In preparing the record and for the observation you should consider the following:
<p><b>Plus</b></p> <p><b>ONE record</b> of questions your Assessor asked you about what ILT alternatives you considered and also using hypothetical context.</p> <p><b>Note:</b> Discuss with learners an appropriate use of technology-based methods to support their learning. Identify and deal with any difficulties learners have in managing their learning and give them guidance on how to overcome the difficulties.</p>	<ul style="list-style-type: none"> <li>• identified and agreed the learner’s need for advice.</li> <li>• identified which areas the learner needs to be responsible for in order to achieve their learning objectives.</li> <li>• helped the learner identify the competencies and resources they will need to manage their own learning.</li> <li>• gave the learner guidance on how to develop their ability to manage their own learning.</li> <li>• explained to the learner the ongoing support that is available to them.</li> </ul>	<ul style="list-style-type: none"> <li>• how to identify and work within your own limits of competence in relation to managing learning</li> <li>• how to identify and give details of routes for progression and further learning opportunities</li> <li>• how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice.</li> <li>• how to identify and apply relevant legislation to individuals’ rights.</li> <li>• how to analyse and use developments in learning and new ways of delivery, including technology-based learning.</li> </ul>

Assessment: Your assessor will look at your record, observation record and your responses to the questions on ILT alternatives and how you support and advise learners. You should be prepared to answer your assessor’s questions. A record of these questions and your responses should be kept.

### Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to demonstrate **how** you have met the knowledge requirements for this unit. You may like to use the following to indicate how you have met the following criteria, and where the evidence is located in your portfolio: performance evidence (PE) observation (OB) professional discussion (PD) responses to assessor questions (AQ) written evidence (WE) other (O). You need to be able to show that you have general knowledge and understanding of the following:

### The nature and role of supporting learners

- 1 how to identify and evaluate the things that affect learners' ability to plan their own learning
- 2 how to ensure that each learner receives sufficient support to ensure their entitlement to learning is met
- 3 how to promote learners' rights and choices
- 4 how to identify the available options for support and match these to individual learning needs
- 5 how to identify appropriate types of guidance for learners and how learners can access them
- 6 how to give learners information, advice and support in a way that encourages them to develop and be independent

Candidate signature \_\_\_\_\_

Date \_\_\_\_\_

Assessor signature \_\_\_\_\_

Date \_\_\_\_\_

How met	Portfolio reference

### Principles and concepts

- 7 how people learn to identify issues of equal opportunities and practices that do not discriminate against other people in relation to learning support
- 8 how to identify and prepare for the types of information learners are likely to need
- 9 how to identify and evaluate the potential of using technology to support learners
- 10 how to put information for individual learners into an order which they will understand
- 11 how to find out the views of learners
- 12 how to develop a good working relationship with learners
- 13 how to identify and resolve difficulties in supporting learners, including different values and beliefs
- 14 how to identify and maintain a database of referral sources and procedures
- 15 how to give advice in a constructive way which encourages learners to be independent
- 16 how to identify and work within your own limits of competence in relation to managing learning
- 17 how to identify and give details of routes for progression and further learning opportunities

Candidate signature

Date

Assessor signature

Date

How met	Portfolio reference

**External factors influencing human resource development**

- 18 how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice
- 19 how to identify and apply relevant legislation to individuals' rights
- 20 how to analyse and use developments in learning and new ways of delivery, including technology-based learning

How met	Portfolio reference

Candidate signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor signature \_\_\_\_\_ Date \_\_\_\_\_

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## Unit L16 Monitor and review progress with learners (016)

### **This unit is appropriate for you if your role involves:**

- monitoring the development of individual learners
- reviewing progress with learners.

### **The activities you are likely to be involved in:**

- making an initial assessment of learners
- reviewing progress and setting new learning objectives
- collecting and analysing information from learners, practitioners, mentors and assessors
- reviewing achievements and difficulties, and dealing with learners' concerns.

### **What the unit covers:**

- reviewing progress with learners.

### **Element L16.1**

Review progress with learners

#### **Performance criteria**

You must be able to do the following:

- a base your reviews of progress on the views of learners and your assessment of their progress to date.
- b check that the information you use in the review with learners is accurate and unbiased.
- c encourage learners to express their views on their own progress.
- d match information to learning objectives to see what learners have achieved.
- e give learners positive feedback.
- f identify new learning needs and objectives.
- g identify and agree any changes to the learning programme as a result of the review.
- h record, pass on and use the results of the review.

## Evidence requirements for

### Unit L16 Monitor and review progress with learners

Product evidence	The record and the Observation <b>MUST</b> include the following evidence:	In preparing the record you should consider the following:
<p>A <b>record</b> of an <b>observation</b> by an Assessor Or A Witness (This witness must have been agreed by the Assessor prior to the observation taking place).</p> <p><b>Plus</b></p> <p>A <b>record</b> of how you monitored and reviewed progress with: a an individual b a group.</p>	<p><b>Record</b> It is expected that this will show: <b>How</b> you:</p> <ul style="list-style-type: none"> <li>• based your reviews of progress on the view of learners and your assessment of progress to date.</li> <li>• checked that the information you use in the review with learners is accurate and unbiased.</li> <li>• matched information to learning objectives to see what learners have achieved.</li> <li>• identified new learning needs and objectives.</li> <li>• identified and agreed any changes to the learning programme as a result of the review.</li> <li>• record, pass on and use the results of the review.</li> </ul> <p><b>Observation</b> This must show that you:</p> <ul style="list-style-type: none"> <li>• checked that the information you used in the review was accurate.</li> <li>• encouraged learners to express their views on their own progress.</li> <li>• gave learners positive feedback.</li> <li>• agreed any changes to the learning programme with the learner.</li> </ul>	<ul style="list-style-type: none"> <li>• how to encourage individuals and groups to take part in the review process.</li> <li>• how to prioritise and summarise information correctly.</li> <li>• how to use information technology to keep records.</li> <li>• how to apply interview and discussion techniques.</li> <li>• how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice.</li> <li>• how to identify and apply relevant legislation to individuals' rights.</li> </ul>

Assessment: Your assessor will look at your observation record as well as your record. You should be prepared to answer your assessor's questions. A record of these questions and your responses should be kept.

### Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to demonstrate **how** you have met the knowledge requirements for this unit. You may like to use the following to indicate how you have met the following criteria, and where the evidence is located in your portfolio: performance evidence (PE) observation (OB) professional discussion (PD) responses to assessor questions (AQ) written evidence (WE) other (O). You need to be able to show that you have general knowledge and understanding of the following:

### The nature and role of the review process

- 1 how to involve learners in the review and assessment processes
- 2 how to encourage individuals and groups to take part in the review process
- 3 how to set and renegotiate learning objectives
- 4 how to match the results of reviews to the changes the learning programmes require

Candidate signature

Date

Assessor signature

Date

How met	Portfolio reference

**Principles and concepts**

- 5 how to collect and analyse information for review and assessment purposes
- 6 how to identify and use appropriate sources of reliable and valid information
- 7 how to prioritise and summarise information correctly
- 8 how to record and store information for review and assessment purposes
- 9 how to use information technology to keep records
- 10 how to put learners at their ease
- 11 how to give learners constructive feedback
- 12 how to put information in order
- 13 how to apply interview and discussion techniques

**External factors influencing human resource development**

- 14 how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice
- 15 how to identify and apply relevant legislation to individuals' rights

Candidate signature

Date

Assessor signature

Date

How met	Portfolio reference

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