



# Qualification Handbook

## BIIAB Level 4 Diploma In Learning and Development

601/6971/0

Version 2

**BIIAB Level 4 Diploma In Learning  
and Development**



<b>Version and date</b>	<b>Change, alteration or addition</b>	<b>Section</b>
Version 2 January 2018	Updated throughout to remove reference to "QCF"	
	Updated RoC with TQT figures	Rules of Combination

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## **1. About the BIIAB Level 4 Diploma In Learning and Development**

BIIAB is regulated to deliver this qualification by Ofqual and CCEA Regulations in England and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

<b>Qualification Title</b>	<b>Qualification Number (QN)</b>
BIIAB Level 4 Diploma In Learning and Development	601/6971/0

## **2. Objective and Purpose of this Qualification**

This qualification has been designed to allow learners to demonstrate the skills required to be a learning and development practitioner.

The primary purpose of the qualification is to confirm competence in an occupational role to the standards required. However, employers can also rely on the knowledge and skills provided as meeting nationally recognised standards at this level as such the sub-purpose is to develop knowledge and/or skills in a subject area.

## **3. About this Handbook**

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place.

If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

## **4. BIIAB Customer Service**

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: 01276 684449

Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

## **5. What are Rules of Combination (ROC)?**

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (eg Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and GLH
- Any barred units (units that cannot be taken together as part of the qualification)

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

## 6. BIIAB Level 4 Diploma In Learning and Development Rules of Combination (ROC) and structure

To achieve the Level 4 Diploma In Learning and Development learners **must** gain a **total of 45** credits. This **must** consist of:

- **Minimum total** credit: **45**
- Mandatory group M **minimum** credit: **12**
- Optional unit groups O **minimum** credit: **33**
- To be awarded a management endorsement the learner must achieve a **minimum** credit of **18** from Optional Group P. If 18 credits or more are taken from Group P then a further **minimum** credit of **15** must come from Optional Groups A, B, C or D
- A **minimum of 23** credits **must** be achieved through the completion of units at **Level 4** and above.
- GLH: **195**
- TQT: **450**

The qualification has been developed based upon industry feedback as to the fundamental skills required to work in the sector at the level.

Listed below are the qualification units.

### Mandatory Group M

Unit no	URN	Unit Title	Level	Credit	GLH	Assessment method
LD17	D/502/9542	Principles, theories and practices of learning and development	4	6	25	Portfolio
LD18	J/502/9552	Reflect on and improve own practice in learning and development	4	6	25	Portfolio

**Optional Group O**

**A - Assess occupational competence in the work environment**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Assessment method</b>
A2	H/601/5314	Assess occupational competence in the work environment	3	6	30	Portfolio
A1	D/601/5313	Understanding the principles and practices of assessment	3	3	24	Portfolio

**B - Assess vocational skills, knowledge and understanding**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Assessment method</b>
A3	F/601/5319	Assess vocational skills, knowledge and understanding	3	6	30	Portfolio
A1	D/601/5313	Understanding the principles and practices of assessment	3	3	24	Portfolio

**C - Internally assure the quality of assessment**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Assessment method</b>
IQA2	A/601/5321	Internally assure the quality of assessment	4	6	45	Portfolio
IQA1	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45	Portfolio



**D - Other optional units within optional Group O1**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Assessment method</b>
ET24	H/502/9543	Identify the learning needs of organisations	4	6	30	Portfolio
ET23	K/502/9544	Identify individual learning and development needs	3	3	24	Portfolio
ET14	A/502/9547	Develop and prepare resources for learning and development	4	6	25	Portfolio
ET15	M/502/9545	Develop learning and development programmes	4	6	30	Portfolio
ET18	F/502/9551	Engage learners in the learning and development process	3	6	30	Portfolio
LD19	L/502/9553	Evaluate and improve learning and development provision	4	6	25	Portfolio
ET3	J/502/9549	Facilitate learning and development for individuals	3	6	25	Portfolio
ET4	F/502/9548	Facilitate learning and development in groups	3	6	25	Portfolio
ET26	A/502/9550	Manage learning and development in groups	4	6	30	Portfolio
LD20	T/502/9546	Plan and prepare specific learning and development opportunities	3	6	20	Portfolio
A1	D/601/5313	Understanding the principles and practices of assessment	3	3	24	Portfolio
IQA1	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment	4	6	45	Portfolio
ET20	D/502/9556	Engage with employers to facilitate workforce development	4	6	30	Portfolio
LD21	R/502/9554	Provide information and advice to learners and employers	3	3	20	Portfolio
ET19	Y/502/9555	Engage with employers to develop and support learning provision	3	6	25	Portfolio

**Optional Group P (Optional management units)**

**P1 - Management**

<b>Unit no</b>	<b>URN</b>	<b>Unit Title</b>	<b>Level</b>	<b>Credit</b>	<b>GLH</b>	<b>Assessment method</b>
CA267	Y/600/9588	Develop and evaluate operational plans for own area of responsibility	5	6	25	Portfolio
FS8	T/600/9601	Provide leadership and direction for own area of responsibility	4	5	30	Portfolio
CFAQ84	M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	3	4	20	Portfolio
IT178	M/600/9662	Work productively with colleagues and stakeholders	5	6	30	Portfolio
IQA3	H/600/9674	Plan, allocate and monitor work in own area of responsibility	4	5	25	Portfolio
CFAQ79	M/600/9600	Set objectives and provide support for team members	3	5	35	Portfolio
LD22	T/600/9694	Developing collaborative relationships with other organisations	5	7	30	Portfolio
LD23	A/600/9695	Manage a budget for own area or activity of work	5	7	30	Portfolio
LD24	A/600/9793	Manage the achievement of customer satisfaction	4	5	25	Portfolio

## **7. Age Restriction**

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+.

## **8. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

This qualification has been designed to allow learners to obtain the knowledge to facilitate learning and development at this level. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- Career progression.

## **9. Assessment**

### **Overview of assessment strategy**

The qualification contains competence units. Competence units are assessed following NVQ principles and require learners to build a portfolio of evidence, which will demonstrate competence by various means including observation by an assessor. Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

### **Assessment process**

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

### **Assessment Strategy**

The Assessment Strategy is supported by Skills for Justice. While BIIAB has not itself designed the strategy it agrees with the principles and their suitability as an Assessment Strategy for this qualification, it has agreed that this strategy will be applied for this qualification and it has agreed that it will monitor the compliance of BIIAB centres offering this qualification against the criteria. As such all centres and their assessment must adhere to the current assessment strategy for this qualification.

The assessment strategy for this qualification can be seen in the section which follows and it provides details of the key requirements for the qualification and the assessor, verifiers delivering, quality assuring and certificating the qualification.

### **Requirements of assessors, external and internal verifiers**

Candidates may be assessed, moderated or verified at work either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- be 'occupationally competent'. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQA's.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- be 'occupationally competent'. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in the workplace.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- be 'occupationally competent'. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

Skills for Justice and awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. Skills for Justice recognises this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

### **Evidence from Workplace Performance**

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

### **Simulation**

Simulations may not be used for this qualification.

### **Appeals**

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org)



## **10. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

## **11. Resources**

BIIAB provides the following additional resources for this qualification:

- Evidence matrices for the competence / NVQ units
- a Summative Reflective account
- Access to the units.

All of these resources are available for download via The Hub on [centrezone.bii.org](http://centrezone.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

### **Access to the Units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The majority of these units are written by the Sector Skills Council, although some are written by other organisations. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezone.bii.org](http://centrezone.bii.org)

### **Learner Summative Reflection**

In order to claim the unit(s) for the qualification, the learner will need to complete a learner summative reflection, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## **12. Design and Delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

## **13. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

### **Unit Number / Unit Reference Number (URN)**

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.

### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

### **Guided Learning Hours (GLH)**

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

**Learning Outcomes and Assessment Criteria**

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.

## **14. Initial Registration**

### **Registration and Certification**

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

### **Equal Opportunities and Diversity Policy**

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

### **Reasonable Adjustment Policy**

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## **15. Qualification Review and Feedback**

BIIAB is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be reviewed and revised to ensure the approach remains appropriate and that it is fit for purpose.

## **16. Mandatory Units**

The following units are mandatory for this qualification. For access to all optional units please visit [centrezone.bii.org](http://centrezone.bii.org).



## 17. BIIAB Level 4 Diploma In Learning and Development sign-off sheet

To achieve the Level 4 Diploma In Learning and Development learners **must** gain a **total of 45** credits. This **must** consist of:

- **Minimum total** credit: **45**
- Mandatory group M **minimum** credit: **12**
- Optional unit groups O **minimum** credit: **33**
- To be awarded a management endorsement the learner must achieve a **minimum** credit of **18** from Optional Group P. If 18 credits or more are taken from Group P then a further **minimum** credit of **15** must come from Optional Groups A, B, C or D
- A **minimum of 23** credits **must** be achieved through the completion of units at **Level 4** and above.
- GLH: **195**
- TQT: **450**

Learners and centres should complete the following table to confirm when a unit is considered as complete. Only units that are a requirement of the RoC and Optional units that are selected to meet the RoC requirements need to be completed.

## BIIAB Level 4 Diploma In Learning and Development

### Mandatory Group M

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
LD17	D/502/9542	Principles, theories and practices of learning and development						
LD18	J/502/9552	Reflect on and improve own practice in learning and development						

### Optional Group O

#### Group A

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
A2	H/601/5314	Assess occupational competence in the work environment						
A1	D/601/5313	Understanding the principles and practices of assessment						

## BIIAB Level 4 Diploma In Learning and Development

**Group B**

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
A3	F/601/5319	Assess vocational skills, knowledge and understanding						
A1	D/601/5313	Understanding the principles and practices of assessment						

**Group C**

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
IQA2	A/601/5321	Internally assure the quality of assessment						
IQA1	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment						

## BIIAB Level 4 Diploma In Learning and Development

**Group D**

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
ET24	H/502/9543	Identify the learning needs of organisations						
ET23	K/502/9544	Identify individual learning and development needs						
ET14	A/502/9547	Develop and prepare resources for learning and development						
ET15	M/502/9545	Develop learning and development programmes						
ET18	F/502/9551	Engage learners in the learning and development process						
LD19	L/502/9553	Evaluate and improve learning and development provision						
ET3	J/502/9549	Facilitate learning and development for individuals						
ET4	F/502/9548	Facilitate learning and development in groups						
ET26	A/502/9550	Manage learning and development in groups						
LD20	T/502/9546	Plan and prepare specific learning and development opportunities						
A1	D/601/5313	Understanding the principles and practices of assessment						
IQA1	T/601/5320	Understanding the principles and practices of internally assuring the quality of assessment						
ET20	D/502/9556	Engage with employers to facilitate workforce development						

## BIIAB Level 4 Diploma In Learning and Development

LD21	R/502/9554	Provide information and advice to learners and employers						
ET19	Y/502/9555	Engage with employers to develop and support learning provision						

### Optional Group P

Unit no	URN	Unit Title	Learner Signature	Date	Assessor Signature	Date	Internal Quality Assurer signature (if sampled)	Date
CA267	Y/600/9588	Develop and evaluate operational plans for own area of responsibility						
FS8	T/600/9601	Provide leadership and direction for own area of responsibility						
CFAQ84	M/600/9628	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility						
IT178	M/600/9662	Work productively with colleagues and stakeholders						
IQA3	H/600/9674	Plan, allocate and monitor work in own area of responsibility						
CFAQ79	M/600/9600	Set objectives and provide support for team members						
LD22	T/600/9694	Developing collaborative relationships with other organisations						
LD23	A/600/9695	Manage a budget for own area or activity of work						
LD24	A/600/9793	Manage the achievement of customer satisfaction						

## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provide below and sign & date the document, or you and your assessor may wish to record your reflection on a voice recorder.

**Learner Name:** \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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