

Higher National Unit Specification

General information for centres

Unit title: Learning and Development: Planning, Design and Delivery of Learning

Unit code: DN3N 34

Unit purpose: This Unit is designed to provide the knowledge, understanding and skills required to enable candidates to plan, design, deliver and resource a variety of training activities.

On completion of the Unit the candidate should be able to:

1. Plan and prepare training sessions.
2. Design and develop learning resources.
3. Deliver training sessions using a variety of methods.
4. Review a training and development session.

Credit points and level: 2 HN Credit at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to have competence in communication skills at Intermediate 2 (SCQF Level 5) or similar qualifications or experience and some knowledge of the training cycle and the trainer's role within it.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. It is a Mandatory Unit in the HNC Learning and Development.

Assessment: This Unit will be assessed holistically by a project in the form of a practical assignment covering all Outcomes. The candidate is required to produce Two Training plans one of which will be developed, delivered and assessed by the tutor using an observation checklist.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Plan and prepare training sessions

Knowledge and/or skills

- ◆ Training cycle
- ◆ Barriers to learning
- ◆ Knowledge, skills and attitudes of trainer
- ◆ Planning training sessions
- ◆ Writing aims and objectives
- ◆ Training and delivery methods
- ◆ The learning needs of the target group
- ◆ Matching content to learner needs
- ◆ Identification and selection of resources

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can provide written evidence of:

- ◆ two training session plans
- ◆ detailing aims and objectives
- ◆ two delivery methods in each plan
- ◆ content, resources
- ◆ timing of delivery
- ◆ any assessments to be used
- ◆ evaluation methods to be used

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Planning, Design and Delivery of Learning

Assessment guidelines

This Unit is assessed holistically. The candidate should produce written evidence of at least two session plans, one of which will be used for the delivery of training to meet Outcomes 2, 3 and 4.

Outcome 2

Design and develop learning resources

Knowledge and/or skills

- ◆ Resources and materials available
- ◆ Selection of appropriate resources
- ◆ Designing and developing learning resources
- ◆ The use of resources in sessions
- ◆ Use of Information Communication Technology
- ◆ Relevant legislation

Evidence requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by producing a minimum of two learning resources/materials for use in a training session to be delivered for Outcome 3. The resources should:

- ◆ contribute to the aims and objectives of the session
- ◆ be clear and accurate
- ◆ be well designed and comply with relevant legislation

The selection of these resources should be justified by a short written report.

Assessment guidelines

This Unit is assessed holistically. Written and performance evidence should be provided by the candidate to cover the above skills and knowledge. This Outcome will be assessed with Outcomes 1 and 3.

Outcome 3

Deliver training sessions using a variety of methods

Knowledge and/or skills

- ◆ Training methods
- ◆ Presentation skills
- ◆ Interpersonal skills
- ◆ Time management
- ◆ How to create atmospheres conducive to learning

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Planning, Design and Delivery of Learning

- ◆ Use of question and answer technique
- ◆ Use appropriate learning resources

Evidence requirements

Candidates will demonstrate their knowledge and/or skills by delivering a minimum of one training session competently. The session should:

- ◆ meet the aims and objectives of one of the plans developed in Outcome 1
- ◆ engage the learners
- ◆ demonstrate at least two different delivery methods
- ◆ use the resources developed in Outcome 2

A Tutor checklist should be used to assess performance of Outcome 3.

Assessment guidelines

This Unit is assessed holistically. This Outcome is assessed with Outcomes 1, 2 and 4 in order to provide written and performance evidence.

Outcome 4

Review training and development sessions

Knowledge and/or skills

- ◆ Purpose and scope of review
- ◆ Method for collecting information
- ◆ Reflection on sessions
- ◆ Self review techniques
- ◆ Action planning
- ◆ Skills and attitudes of a good trainer

Evidence requirements

Candidates will demonstrate their skills and/or knowledge by providing written evidence of having carried out a reflective review of the session. The review should:

- ◆ identify aims and objectives of the session met
- ◆ reflect on what went well and
- ◆ make proposals for improvements to the session
- ◆ Identify 3 strengths and 2 opportunities for improvement
- ◆ Include A plan for self-improvement

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Planning, Design and Delivery of Learning

Assessment guidelines

This Unit is assessed holistically. Written evidence must be provided by the candidate to cover Outcome 4. The self-review may provide evidence for Evaluate Own Practice and Plan for Self Development.

Administrative Information

Unit code:	DN3N 34
Unit title:	Learning and Development: Planning, Design and Delivery of Learning
Superclass category:	GE
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Higher National Unit specification: support notes

Unit title: Learning and Development: Planning, Design and Delivery of Learning

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

The Unit is mandatory to the delivery of the group award. The principal context will be the training/teaching. If the candidate has access to a workplace where evidence to meet the Outcomes can be generated this should be encouraged. This would require to be negotiated and agreed between the candidate and his/her tutor and an assessment plan drawn up.

The Unit is designed to help develop candidates' skills and knowledge in the planning, design and delivery of training. In order to achieve this Unit the student will need to clearly demonstrate effective planning and delivery of training sessions using a variety of training methods with the use of appropriate resources and materials to support this.

The candidate will be expected to evaluate the sessions that they deliver.

This Unit lends itself to being integrated with a number of Units in the framework. In particular Identifying Learning Need, Evaluate Learning, How People Learn/Learning Processes. Evaluate Own Practice, Support Learners, and Assessment of Learning.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

How people learn, Learning styles, Types of learners, Learner centred approaches to training, Training methods, ICT, Advantages/disadvantages of different training methods, Variety and type of training aids/resources

How to pace and sequence training, How to plan/prepare and deliver presentation

How to plan/prepare and deliver training activities, Using occupational standards to plan training events, Functional analysis, Writing aims/objectives, Sources of training material, Adaptation of training exercises and resources including copyright constraints, designing training exercises, writing guidance for training material

Relevant current legislation such as copyright law, data protection and equal opportunities. DDA.

Anti-discriminatory practice. Health and safety within the training context

Self managed learning, Group dynamics/group behaviour theories, Dealing with problems, Barriers to learning, Communication skills, Intervening skills, Interpersonal skills, Task management, Goal setting skills, Problem solving skills, Facilitating skills, Feedback skills,

Higher National Unit specification: support notes (cont)

Unit title: Learning and Development: Planning, Design and Delivery of Learning

Guidance on the delivery and assessment of this Unit

Candidates should be encouraged to provide evidence of using a variety of methods in their delivery, eg projects/assignment, case studies, role-plays, simulations etc.

Where possible assessment should be integrated to provide evidence over Outcomes 2, 3, and 4. Assessments may also provide a link between other HN Units in Learner Development eg delivery of a training session may provide the central basis for a number of difference assessments incorporating several Units.

Outcomes 1, 2, 3 and 4 of this Unit provide an ideal opportunity for integration.

In Outcome 2 a minimum of two types of materials should be used for the session delivered. Materials may include worksheets, handouts, case studies, and charts, PowerPoint presentation, over head transparencies, role play scenarios.

The resource and materials chosen need to be valid and support the aims and objectives and delivery method appropriately. The language, style and format in the resources and materials should be at the correct level for the learners and promotes equal opportunity.

The materials need to be legible and accurate and effectively convey the required information.

The use of ICT eg spreadsheets, databases, Word, CD ROM to develop resources and materials should be encouraged.

Development of resources should take into account-Copyright law, Equal opportunities and anti discriminatory practise.

Outcome 3

At least two methods should used in the training sessions from the list below:

Presentation, lecture, group activity, demonstrations, seminars, brainstorming, case studies, simulation, discussion, role-play and any other methods not mentioned in agreement with the tutor.

Outcome 4

The candidate could reflect on the session with the aid of a questionnaire given out to the group. The candidate should analyse the results of the questionnaire, the information from which, should be used to state what worked, what did not work and how the session might be improved

Higher National Unit specification: support notes (cont)

Unit title: Learning and Development: Planning, Design and Delivery of Learning

The reflection should look at how effective the session was against the aims and learning objectives, training methods, content, pace, level, resources, timing etc

Authenticity for this Unit will be maintained via the use of the tutor observing the candidate demonstrate performance and knowledge.

Open learning

Outcomes 1 and 2 lend themselves appropriately to being delivered on an open learning basis. Outcome 3 would need to be witnessed by the tutor observing the candidate in a training delivery situation. Partial evidence e.g. the planning and documentation could be evidence presented on an open learning basis.

For further information and advice, please see *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001- publication code A1030)

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk.

General information for candidates

Unit title: Learning and Development: Planning, Design and Delivery of Learning

This Unit is designed to offer you the opportunity to develop skills and knowledge in relation to planning training sessions and designing the materials and learning resources to support the sessions. It also offers actual practice in delivering training sessions and reviewing the training sessions once delivered.

The evidence for the Unit may be generated in the HNC course setting or in the workplace if you are currently delivering training.

You will develop or adapt materials and exercises in order to support the delivery of training.

You will deliver at least one training sessions with feedback as to the success of the session from the tutor, peers, students and self-evaluation.

The Unit also covers partial knowledge requirements of Scottish National Vocational Qualification Units: L6: Develop Training Sessions, L7 Prepare and Develop Resources to Support Learning, L13: Enable Group Learning