



Higher National Unit specification

General information for centres

Unit title: Plan and Facilitate Learning

Unit code: F552 35

Unit purpose: This Unit is designed to enable candidates to develop the skills and knowledge required to plan learning in a variety of learning environments taking account of learners' prior knowledge and skills and methods of learning, training and assessment. It will enable them to manage an effective learning environment, to empower, motivate and support learners using a variety of approaches and also to reflect on the impact of their own practice.

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

- 1 Plan effective learning taking account of learners' needs.
- 2 Implement a plan to promote learning.
- 3 Assess learning and give feedback.
- 4 Reflect on and evaluate own practice and understand its impact on learning.

Credit points and level: 2 HN credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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 SCQF level 6 or similar qualification or equivalent experience and some knowledge of delivering learning and training.

Core Skills: There are opportunities to develop the Core Skills of *Communication* and *Working with Others* at SCQF level 6 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.

This is a mandatory Unit in PDA Facilitating Training and Assessment in the Workplace at SCQF level 8 and it is recommended that it should be taught and assessed within this framework. The principal context will be the learning environment.

General information for centres (cont)

Assessment: The candidate should produce four training plans and will be observed delivering at least two training sessions and giving assessment feedback to a learner. The candidate should also produce an evaluative report or commentary and reflect on and evaluate their own practice. There must be arrangements in place to ensure the authenticity of the work produced.

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.

The Unit will be assessed holistically by combining Outcomes 1, 2, 3 and 4 for assessment purposes. Evidence Requirements and assessment guidelines for the Unit appear after Outcome 4.

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 effective learning taking account of learners' needs

Knowledge and/or Skills

- ◆ Subject knowledge and skills and how these are interpreted for learning
- ◆ Concepts of professionalism and ethics
- ◆ Training cycle
- ◆ Learning cycle
- ◆ Writing aims and objectives
- ◆ Setting learning goals
- ◆ Modes of delivery
- ◆ Ways of learning and related learning strategies
- ◆ Planning training sessions
- ◆ Selecting learning and training activities to meet the learner's requirements
- ◆ Appropriate use of ICT to support learning, teaching and assessment
- ◆ Inclusive practice to meet diverse learners' needs
- ◆ Strategies to promote positive attitudes to social and cultural diversity.
- ◆ Strategies to promote independent learning
- ◆ Purposes of assessment (for learning, for certification)
- ◆ Health and safety considerations
- ◆ Relevant legislation and statutory requirements
- ◆ The reflective practitioner

Higher National Unit specification: statement of standards (cont)

Unit title: Plan and Facilitate Learning

Outcome 2

Implement a plan to promote learning

Knowledge and/or Skills

- ◆ Management and delivery of training strategies
- ◆ Strategies for promoting equality and diversity
- ◆ Using a range of learning and training activities which involve learners
- ◆ Ways of structuring and presenting information and ideas
- ◆ Barriers to learning and how to overcome them
- ◆ Challenge and motivation of learners; high but realistic expectations
- ◆ Strategies to develop the independent learning skills of learners
- ◆ Social, cultural and emotional factors and their effect on learning
- ◆ Seeking, responding to and giving feedback to learners
- ◆ Communication and interpersonal skills
- ◆ Effective and appropriate communication with learners, colleagues, and other professionals for the purposes of facilitating learning
- ◆ Using learning, training and assessment resources, including materials, to meet diverse learning needs
- ◆ Relevant legislation, standards and guidelines as they apply to children, young people and adults
- ◆ Health and safety requirements applicable to the learning environment
- ◆ The reflective practitioner

Outcome 3

Assess learning and give feedback

Knowledge and/or Skills

- ◆ Relevant methods of measuring competence/knowledge/skills
- ◆ Making fair and consistent assessment decisions
- ◆ Ways of giving feedback to promote learning, affirm achievement, and inform future learning goals
- ◆ Recording evidence against agreed criteria
- ◆ Record keeping: checklists and schedules, attainment records, use of ICT
- ◆ Methods to promote best practice in assessment

Higher National Unit specification: statement of standards (cont)

Unit title: Plan and Facilitate Learning

Outcome 4

Reflect on and evaluate own practice and understand its impact on learning

Knowledge and/or Skills

- ◆ Strategies for evaluating the learning and training process
- ◆ Methods for reflecting critically on the effectiveness of own practice in meeting diverse learning needs
- ◆ Gathering and interpreting evidence of own performance
- ◆ Ways of using assessment information to maintain standards
- ◆ Boundaries of competence and responsibility
- ◆ Action planning

Evidence Requirements for the Unit

Candidates will need evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- (a) Design training plans which include:
- aims and objectives
 - activities and resources
 - timing of delivery
 - any assessments to be used
 - methods for evaluation

Candidates should produce a minimum of four training plans, two of which should be used for the observed training sessions in b) and one for the observed feedback to a learner following assessment in c) below. The duration of each training session should be a minimum of 30 minutes.

Candidates should justify their selection of learning, training and assessment activities in meeting the aims and objectives of the session and learner needs.

- (b) Deliver training sessions that:
- meet the aims and objectives of the planned session and learners' needs
 - engage the learner(s)
 - promote professional and ethical values
 - demonstrate at least two methods of delivery

They should be observed delivering a minimum of two training sessions; the duration of each should be at least 30 minutes. Candidates should reflect on what went well and make proposals for improvements to the sessions.

- (c) Use feedback skills which promote learning, affirm achievement and inform future learning goals. Candidates should be observed giving feedback to at least one learner and justify their assessment decisions. They should complete assessment records for the learner.

Higher National Unit specification: statement of standards (cont)

Unit title: Plan and Facilitate Learning

- (d) Reflect on and analyse their practice and identify appropriate ways of enhancing it. Candidates should produce evidence in the form of a reflective account (of approximately 750 words) in which they provide a critical analysis of the quality of their training and learning experience for their learners. They should use feedback from peer/tutor observation and the data collected through their evaluation strategy. Candidates should also draw up an action plan for improving/enhancing their practice.

Evidence should be generated in the workplace/learning environment and be performance based.

Assessment Guidelines for the Unit

As evidence should be generated in the workplace/learning environment, it may be appropriate for the assessor to ensure beforehand that a particular workplace will allow candidates to generate sufficient and suitable evidence. The workplace situation/learning environment should allow for all items listed under knowledge and skills for each Outcome to be covered.

Assessment of the candidate's ability to deliver effective training sessions, assess Outcomes of learning and give oral feedback to a learner should be observed and recorded on a checklist. The candidate should keep a reflective log book, diary or e-portfolio to facilitate professional critical reflection.

Candidates may provide evidence in which they:

- evaluate and justify their selection of learning, training and assessment activities in meeting the aims and objectives of the session and learner needs
- justify their assessment decisions
- reflect on what went well and make proposals for improvements to the observed sessions
- identify appropriate ways of enhancing their practice

in the form of a report, commentary or e-portfolio. The commentary may be in audio, video or note format and should be agreed with the assessor. The report can be supplemented by additional questions to ensure all aspects of the Evidence Requirements are covered. Evidence may also be derived from a professional discussion.

Candidates who hold either Unit D94L 04, *Assess Candidates Using a Range of Methods* (A1) or Unit D94M 04, *Assess Candidates Performance through Observation* (A2) could be given credit for Outcome 3, supported by a witness testimony of current practice.

Administrative Information

Unit code: F552 35

Unit title: Plan and Facilitate Learning

Superclass category: GB

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Version	Description of change	Date

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Higher National Unit specification: support notes

Unit title: Plan and Facilitate 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

This Unit has been designed for candidates who already have, or who anticipate having, responsibility for delivering and assessing learning in a variety of learning environments, for example in the health care sector. The experience of planning and facilitating learning, training and assessment will enable candidates to use a variety of approaches to empower, motivate and support learners to develop knowledge, skills and attitudes for learning, personal development and employment. It will also enable them to evaluate and reflect on the impact of their practice on learning.

The principal context will be the workplace/learning environment where evidence to meet the knowledge and skills for the Outcomes can be generated. Where delivered as part of the Group Award, PDA Facilitating Learning, Training and Assessment in the Workplace at SCQF level 8, integration with the delivery and assessment of Unit DF4E 34, *Developing Skills for Personal Effectiveness*, is recommended.

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.

Outcome 1

- ◆ Professional codes of conduct
- ◆ Learner centred approaches to training
- ◆ Information literacy skills required by learners
- ◆ Sources of information about learners' previous experiences
- ◆ Advantages/disadvantages of different training methods and when to use them, eg use of exercises, presentation, demonstration, instruction to group, one-to-one coaching, information and communications technology (ICT), case studies, simulation, discussion, role-play
- ◆ Criteria for selection of learning and training activities, eg variety, challenge, motivation, range, organisation
- ◆ Ways of incorporating all aspects of the learning cycle in the learning process
- ◆ Factors that affect learning, including personal characteristics and circumstances of learners, learners' previous experience of learning, access to materials, environment, social setting, social relationships
- ◆ Learning styles and how they affect learning and training
- ◆ Access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
- ◆ Inclusive practice to meet learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity

Higher National Unit specification: support notes (cont)

Unit title: Plan and Facilitate Learning

- ◆ Ways of using information and communications technology (ICT) to support delivery eg word processing handouts and worksheets, using a presentation package, e-mail, computer conferencing, using materials on the internet, e-assessment
- ◆ Organisational factors to be considered in the learning and training plan — location, meeting times, lesson duration, course content, sequence, availability of resources, aids and equipment, trainers and learners involved
- ◆ Coherent and progressive learning programmes
- ◆ How to pace and sequence training in a way likely to foster and maintain learners' enthusiasm and motivation
- ◆ Strategies to promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour
- ◆ Methods of enabling candidates to work effectively on their own and the place of these methods in learning, training and assessment
- ◆ The purposes of formative and summative assessment
- ◆ Advantages and disadvantages of different assessment methods: written, oral, online, product assessment; assessment by observation, witness testimony
- ◆ Relevant legislation and statutory requirements: the protection and welfare children, young people and vulnerable adults, health and safety, disability, anti-discrimination and equality, ICT

Outcome 2

- ◆ Environmental factors which enhance/detract from learning in practical situations
- ◆ Differing learning contexts ie small group, large group, informal with wide scope for interaction between trainer and learners, formal with limited scope for interaction
- ◆ The impact of professionalism and ethics: the trainer as a positive role model for learners, trainers' and learners' individual behaviours and attitudes
- ◆ Ways of creating an atmosphere that is conducive to establishing rapport
- ◆ Factors that affect the establishment of rapport
- ◆ Methods for achieving effective interaction with learners eg questioning, group work, one-to-one coaching, use of ICT and Web 2.0 technologies (blogs/wikis)
- ◆ Managing behaviours to promote interaction and learner involvement
- ◆ Establishing relationships with the learner appropriate to their background, abilities and learning needs
- ◆ How to put learners at ease
- ◆ How to interpret non-verbal behaviour
- ◆ How to interpret non-verbal communication
- ◆ The effects of language choice and linguistic differences: codes, jargon, register, and spoken languages
- ◆ Sensitivity in the use of language
- ◆ Discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping
- ◆ Strategies for recognising, resisting and challenging discrimination
- ◆ Access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural

Higher National Unit specification: support notes (cont)

Unit title: Plan and Facilitate Learning

- ◆ Learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity
- ◆ Good practice in catering for the needs of all learners including learners who need additional support
- ◆ Strategies for promoting equality and diversity including positive attitudes to social and cultural diversity and mutual respect
- ◆ Strategies for promoting positive behaviour
- ◆ Strategies for dealing with challenging or inappropriate behaviour
- ◆ The importance of pacing learning and training appropriately
- ◆ Independent learning skills and how to foster these
- ◆ Dynamics of group sessions
- ◆ Processes involved in group learning
- ◆ Factors likely to affect learning and behaviour in groups
- ◆ Barriers to learning in groups
- ◆ Effective use of ICT to address different learner needs
- ◆ Facilitation and intervening skills and how to identify which skills to use and when to use them
- ◆ How to give constructive feedback
- ◆ Ways of consolidating and reinforcing learning
- ◆ Relevant legislation and statutory requirements: eg, the protection and welfare of children, young people and vulnerable adults, health and safety, disability, anti-discrimination and equality, ICT

Outcome 3

- ◆ The role of assessment in relation to the training cycle
- ◆ Appropriate timing and pacing of assessment activities within a learning programme
- ◆ Methods of assessing performance and their characteristics, eg watching learners perform, setting skills tests, arranging simulations
- ◆ Methods of assessing knowledge and their characteristics, eg oral questioning, written questioning, setting projects and tasks
- ◆ Integration of assessment
- ◆ Equality, diversity and inclusion issues in relation to assessment
- ◆ Setting criteria, marking, marking schemes and sample solutions
- ◆ How to judge evidence reliably
- ◆ How to make fair and consistent assessment decisions
- ◆ How to monitor and review progress with learners
- ◆ How to give constructive feedback to learners according to the nature of the decision taken
- ◆ Evidence recording, eg use of checklists
- ◆ How to record assessment decisions
- ◆ How to comply with legal requirements with regard to the protection of data

Higher National Unit specification: support notes (cont)

Unit title: Plan and Facilitate Learning

Outcome 4

- ◆ Sources of evidence on which to draw when evaluating own work
- ◆ How to analyse information on learning, training and assessment and extract what is relevant to modify future strategies
- ◆ The contribution that learners make to trainers' evaluation of their own training
- ◆ Ways of reflecting upon their own training experience and the experience of learners
- ◆ What constitutes relevant evidence of trainers' own practice and how to interpret it
- ◆ The impact of trainers' own values, beliefs and life experiences on learners and learning
- ◆ The limits of trainers' own competence and responsibility

Guidance on the delivery and assessment of this Unit

This Unit is one in which candidates are expected to engage in experiential learning and to analyse and reflect on this experience and make conclusions for their future practice. The focus of the Unit is on planning and facilitating learning, using a variety of different approaches, assessing learners and giving feedback, reflecting on and evaluating their own practice.

Delivery of the Unit should take account of its practical nature. The achievement of the skills and underpinning knowledge required for the Unit would be facilitated by orientation of delivery towards the candidate's own experience, with opportunities for candidate-centred discussions on topics relating to the Outcomes, the use of role-play and simulations for practice in soft skills and case studies. Using illustrations sourced from candidates and their work experience will serve to make the learning more relevant and familiar. The discussions will also develop the skills required to reflect on their own practice. It would be useful to have examples of well-written training plans for illustration.

In order to achieve this Unit, candidates must gather and present sufficient evidence to demonstrate that they have met all of the Unit Outcomes identified in the Statement of Standards — above. The primary sources of evidence should be drawn from their own work practice in planning and facilitating learning. The candidate should keep a well-evidenced reflective diary or e-portfolio describing his/her performance. This form of record would need to be substantiated by an authorised source. As a guide for Assessors, for Outcome 1, it is expected that the evidence provided by the Candidate justifying the selection of activities will be a minimum of 300 words. For Outcome 4, the reflective account should be a minimum of 750 words. Direct observation, oral questioning, written/documentary evidence and professional discussion are all appropriate methods of assessment. Candidates should have several opportunities to prepare for the summative 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.

Where this Unit is delivered as part of the PDA in Facilitating Training and Assessment in the Workplace at SCQF level 8 it may be possible to integrate the reflective notes on the observed sessions and identification of ways in which practice can be enhanced with Outcome 1 of the Unit DF4E 34, *Developing Skills for Personal Effectiveness*.

Higher National Unit specification: support notes (cont)

Unit title: Plan and Facilitate Learning

Opportunities for developing Core Skills

There are opportunities for developing components of the Core Skills in *Communication* and *Working with Others* although there is no automatic certification.

Open learning

This Unit is suitable for open and distance learning delivery. The assessment strategy and guidelines described in this specification must still be applied if this method of delivery is chosen.

Candidates with disabilities and/or additional support needs

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. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

Unit title: Plan and Facilitate Learning

What this Unit is about

This Unit is about the knowledge and skills you need to plan learning, training and assessment taking account of learners' prior knowledge and skills. It will enable you to manage an effective learning environment, to empower, motivate and support learners using a variety of approaches and also to reflect on and evaluate the impact of your own practice.

What you will learn

You will learn how to:

- ◆ develop training plans, which include details of appropriate learning activities, resources and assessments
- ◆ create and maintain an interactive, supportive, inclusive and safe learning environment that is conducive to learning
- ◆ communicate effectively and develop appropriate relationships that promote positive behaviour
- ◆ implement effectively a range of strategies to promote learning and independent learning using different modes of delivery
- ◆ identify and take appropriate actions to address the individual needs of learners
- ◆ use learning, assessment and training activities effectively to meet diverse learning needs
- ◆ measure and record progress and attainment
- ◆ use assessment feedback to promote learning, affirm achievement, and inform future learning goals
- ◆ reflect on and evaluate your own practice and understand its impact on learning

On completion of the Units you will be able to:

- 1 Plan effective learning taking account of learners' needs.
- 2 Implement a plan to promote learning.
- 3 Assess learning and give feedback.
- 4 Reflect on and evaluate your own practice and understand its impact on learning.