



Overview

This unit is appropriate for you if your role involves:

- developing and adapting learning programmes for use in international settings
- delivering training to learners from different countries

The activities you are likely to be involved in:

- identifying cultural, social and economic factors which will influence the training
- establishing procedures and conditions of training in an international setting
- choosing an appropriate language and translating facilities for delivering training
- creating appropriate training and learning materials for use in international settings
- organising the content of the course in a way which will help the learning and development of people from differing cultures
- evaluating the potential of using technology-based learning and e-learning
- choosing and adapting delivery methods to suit the international setting

What the unit covers:

- 1 identifying the things that influence international learning and development
- 2 designing learning and development programmes for international settings
- 3 producing learning and development materials and support for international settings
- 4 delivering training internationally



Element L19.1: Identify the things that influence international learning and development

Performance criteria

You must be able to do the following:

- a Get appropriate information on the economic and social structure of the country where the training will take place.
- b Evaluate how the economic and social factors will affect the training.
- c Identify the main sponsors of the training and their needs.
- d Identify the cultural, social and religious needs of learners and how these may affect their learning and development.
- e Identify the nature and styles of current learning and development in which learners have taken part and evaluate how effective these have been.
- f Identify the mixture of people taking part and how people from different cultures will get on with one another.
- g Find out what resources are available in the training venue, including technology-based and e-learning opportunities.
- h Establish how you will evaluate the cross-cultural issues of the learning and development programme.

Element L19.2: Design learning and development programmes for international settings

Performance criteria

You must be able to do the following:

- a Identify the learning outcomes you need to achieve and any cross-cultural issues which may affect them.
- b Identify the needs and expectations of the people taking part in the programme.
- c Identify the most appropriate language to deliver the programme in.
- d Assess whether the people taking part are fluent in the language the training will be delivered in.
- e Identify and plan for using interpreters and translators if they are needed.
- f Identify any difficulties that might arise from having people from different cultural backgrounds in the same group and how to cope with these difficulties.
- g Choose learning methods that are appropriate to the learning outcomes and learners, including technology-based learning and e-learning.
- h Review different styles of working which will create a positive learning environment for all learners.
- i Identify clear procedures for carrying out training sessions, including the times and places.
- j Identify the criteria you will use to assess training programmes.



Element L19.3: Produce learning and development materials and support for international settings

Performance criteria

You must be able to do the following:

- a Choose materials and equipment that are appropriate to the identified training outcomes and take account of any limits on resources.
- b Develop and adapt materials to meet the needs of people from different cultures.
- c Identify how the learners' linguistic skills will affect written and visual materials and the speed of the training.
- d Identify if you need to use interpreters and translators and what skills and preparation they need.
- e Identify and use opportunities for technology-based learning and e-learning support for learners
- f Identify how using interpreters and translators will affect the contents and nature of the training materials.
- g Ensure that training materials take account of the language needs of learners.
- h Identify how materials will be evaluated during the training programme.

Element L19.4: Deliver training internationally

Performance criteria

You must be able to do the following:

- a Explain the aims of the training programme and allow learners to ask questions.
- b Identify how the training will be carried out and agree the arrangements for timing, refreshments and food.
- c Agree how language issues will be managed and the roles of any translators or interpreters.
- d Agree how technology-based learning and e-learning will be used
- e Agree an appropriate range of training methods with learners and how these will be used throughout the programme.
- f Allow enough time at the beginning of the course for learners to ask questions on the course itself, for example, how it will be delivered, its targets and any ground rules.
- g Encourage learners to respect and support each other.
- h Identify the levels of learners' skills and experience against the necessary outcomes.
- i Use appropriate forms of address (for example, calling people by Mr, Mrs and so on) and agree an acceptable dress code.
- j Use clear, simple and jargon-free vocabulary in speech and documents.
- k Ensure visual materials are appropriate to learners' needs.
- l Give learners appropriate glossaries and explain terminology to them if necessary.
- m Give learners regular opportunities to assess how effective the programme is and whether it meets their needs.



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 be able to show that you have general knowledge and understanding of the following:

The nature and role of international learning and development

- 1 how to identify and evaluate the cultural, religious and social factors that are likely to influence the people taking part
- 2 how to assess the effect of political and economic conditions on learning
- 3 how to identify linguistic (language) issues in international programmes and a variety of ways of coping with them, including using translators and interpreters
- 4 how to recognise different learning styles and procedures and their importance in different cultures
- 5 how to make use technology-based learning and e-learning to support learners
- 6 how to match learning styles to different ways of delivering training that are appropriate to different cultures
- 7 how to identify and assess the things that affect learning, including access to materials, learning environments, social settings and relationships
- 8 how to access and use sources of information on the economic and social structure in individual countries and regions
- 9 how cultural, social and religious differences may influence how learners get on with one another
- 10 how to identify and evaluate the needs of the training sponsors and the needs and expectations of the learners
- 11 how to access and use information on the training and development available in individual countries and regions
- 12 how to identify and choose appropriate materials and equipment

Principles and concepts

- 13 how to identify the needs and expectations of the training sponsors and the learners
- 14 how to adapt and develop training programmes to meet the needs of sponsors and learners
- 15 how to identify and respond to differences caused by different work and social structures
- 16 how to decide whether the learners are fluent to a high enough level to take part in the training programme
- 17 how to identify the effect translators and interpreters will have on how training is delivered and on how the people in the group get on with one another
- 18 how to identify and sensitively deal with any possible differences or tensions between the learners caused by their social and religious backgrounds
- 19 how to choose a style of training that will help everyone taking part to learn
- 20 how to identify appropriate uses of names and titles and dress codes which will encourage learners to feel at ease
- 21 how to identify and use criteria of success against which to evaluate training programmes
- 22 how to identify and provide for different cultural and social backgrounds in written and visual materials
- 23 how to identify the level and nature of materials that are appropriate to the training outcomes and the language you have chosen to deliver the training in
- 24 how to identify any necessary adaptations to materials to provide for social and cultural differences
- 25 how to identify the language needs of learners in understanding important and specialist terminology
- 26 how to use interpreters and translators if they are needed
- 27 how to evaluate the effectiveness of materials against clear standards of success
- 28 how to choose other training methods which will support the learning outcomes
- 29 how to allow learners to express their views and concerns openly



- 30 how to measure appropriate levels of skill and experience against the necessary training outcomes
- 31 how to be consistent in the use of language
- 32 how to choose and use written and visual material to strengthen training experiences
- 33 how to assess the effectiveness of individual training sessions

External factors influencing human resource development

- 34 how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice
- 35 how to identify and apply the concepts of unlawful, direct or indirect discrimination
- 36 how to use equal opportunities codes of practice effectively
- 37 how to identify and apply relevant legislation on individuals' rights
- 38 how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- 39 how to analyse and use developments in learning and new ways of delivery, including technology-based learning and e-learning support for learners