XSQA

Group Award Specification for:

PDA: Training and Development for Delivery to Groups at SCQF level 7

Group Award Code: GL16 47

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Contents

1   Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

♦ assist centres to deliver the qualification
♦ provide a guide for staff involved in offering the qualification
♦ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
♦ provide details of the range of learners the qualification is suitable for and progression opportunities

This qualification is a revision of the PDA: Training and Development (G7V1 16) validated in March 2005. The new award is called **PDA: Training and Development for Delivery to Groups at SCQF level 7.** It has been designed to develop the skills and knowledge of those who are or wish to become group trainers (min. of 6 learners,) where the job role is focused on delivering training.

The award is levelled at SCQF level 7 to recognise the skills and knowledge required by those who design and deliver training.

In common with the predecessor award and the National Occupational Standards for Learning and Development (2010,) the Group Award follows the training cycle but it comprises three Units rather than the six in the previous award. It will provide some underpinning knowledge for those who wish to move on to the SVQs in Learning and Development should they gain an appropriate job role such as a trainer or instructor of groups in a training centre or in a business or voluntary organisation.

The revision is required because the National Occupational Standards (NOS) for Learning and Development were revised in 2010. Whilst the PDA does not fully cover the knowledge in the Learning and Development NOS, it does give some coverage of the standards by following the training cycle should the evidence of performance be generated in the workplace as per the Evidence Requirements of the SVQs. The knowledge and skills requirements of all of the Units in the SVQs were consulted when drafting the PDA. The links with the National Occupational Standards are shown later in this document.

The target group for this award, like its predecessor, is those who wish to become group trainers or who already have training in their remit and wish to develop their skills and knowledge to improve their career/promotional prospects or meet specific learning goals. It is suitable for a range of adult returners who have occupationally relevant skills in which they can train others.

The combination of Units covers the essential skills (design, planning, delivery and evaluation) of those involved in group training. The development of these skills is relevant to those entering the training profession. They are also relevant to training practitioners who may have been involved in delivery only and now wish to use their experience to enhance course design and content.

The design and planning components ensure that training is developed to meet the training objectives of groups. The delivery component recognises the importance of using effective learning structures throughout training; those that suit group members and their learning contexts. The evaluation component covers the need to evaluate delivery and own practice as a trainer, both important for quality and improvement purposes.

Whilst this is an aspirational award, careful selection of participants is necessary to ensure they have sufficient Core Skills to achieve the Units. Experience as a trainer is not mandatory but for those who are new to training, some additional preparation might be needed before starting or additional support may be required during the course.

Although it is possible for trainer-candidates to submit examples of workplace practice, the more usual delivery will be within a peer group setting. Therefore, it is essential that the centres delivering the award have access to a fully equipped training room in which trainer-candidates can prepare and develop resources as well as deliver training sessions to their peers.

A group of at least six participants is required to practise group delivery techniques. Centres will decide on the maximum number, bearing in mind the need for individuals to be assessed delivering one group training session. With larger groups, additional assessors may be required at key times during the delivery of the PDA.

The award will provide trainer-candidates with:

♦ protected time for learning.
♦ the chance to share ideas with one another and learn from shared experience in a structured setting.
♦ the opportunity to practise their skills in a safe and supported environment.
♦ feedback to help build their confidence and competence.

On completing the award, trainer-candidates will have the skills to take up a training post with their current employer, with a training business or in a voluntary organisation which offers training opportunities to others.

Once in employment, they may progress to an SVQ in Learning and Development.

2   Qualification structure

This Group Award is made up of 5 SQA Unit credits. It comprises 40 SCQF credit points at SCQF level 7. The three Units are all mandatory. Each Unit can also be offered on a stand-alone basis. A mapping of Core Skills development opportunities is available in Section 5.3.

4 code	2 code	Unit title	SCQF level	SCQF credit points	SQA credit
HA4P	34	Reflecting on, Developing and Maintaining Own Skills in Training and Development	7	8	1
HA4N	34	Planning, Design and Delivery of Training to Groups	7	16	2
HA4M	34	Assessing Learning and Evaluating Training	7	16	2

3   Aims of the qualification

The aim of the Group Award is to develop the practical skills required for training delivery to groups by practitioners and intending practitioners.

3.1   General aims of the qualification

♦ To develop knowledge and understanding of the roles, responsibilities and processes involved in training and developing groups either in the workplace or in a realistic working environment.
♦ To develop a range of core and transferable skills essential within training and development.
♦ To develop analysis and reflection skills in trainer-candidates.
♦ To develop employment skills related to the National Occupational Standards.
♦ To enhance trainer-candidates' employment prospects.
♦ To enable progression within the SCQF by developing study or research skills.
♦ To equip trainer-candidates for progression to further studies in Learning and Development.

3.2   Specific aims of the qualification

1   To produce objectives and session plans to meet training requirements of groups.
2   To identify and develop training resources for use with groups.
3   To deliver planned interactive group training sessions using a variety of methods.
4   To review the effectiveness of the training sessions delivered and of own practice using a variety of methods.
5   To analyse and report on the results of the assessment and evaluation.
6   To identify own development needs and create an action plan.

4   Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Candidates do not require any specific qualifications prior to starting but will need good communication skills and to command a level of English that will allow achievement of all of the Unit Outcomes.

This may be demonstrated by relevant qualifications at SCQF level 5 or above or IELTS level 6 for those trainer-candidates for whom English is not their first language.

Candidates will, however, need to be knowledgeable and experienced in the subject area(s) in which they plan to deliver training and have the desire to develop their delivery skills and knowledge.

Some experience of training is an advantage and additional support may be needed for those without it.

4.1   Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for trainer-candidates whose Core Skills profile is below the recommended entry level or whether trainer-candidates should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	All three Units are assessed by self-evaluative reports in addition to the practical activities demonstrated. Trainer-candidates will need to read, understand and evaluate a range of documentation and produce a variety of documentation including learning resources. Oral communication skills are required for the delivery of training sessions.
Numeracy	3	The development of learning resources may involve producing diagrams, etc to display information. Trainer-candidates may need to produce statistical information in their learning resources and analyse information collected as part of their evaluation activity.
Information and Communication Technology (ICT)	3	The use of technology in the delivery of training to groups will be assessed. In addition, IT skills will be useful in the production of learning resources and as well as the presentation of the written reports to be generated for each of the Units.
Problem Solving	4	Both the design of training sessions and of learning resources may require problem solving skills. They may also need to find solutions to issues arising during the delivery of training to the groups.
Working with Others	5	Leading group learning requires good interpersonal skills and the ability to work productively with others.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards. In addition, significant opportunities exist for trainer-candidates to develop the more generic skills, known as Core Skills through doing this qualification.

5.1 Mapping of qualification specific aims to Units

Code	Unit title	Aims					
		1	2	3	4	5	6
HA4P 34	Reflecting on, Developing and Maintaining Own Skills in Training and Development				X	X	X
HA4N 34	Planning, Design and Delivery of Training to Groups	X	X	X	X	X	X
HA4M 34	Assessing Learning and Evaluating Training				X	X	X

5.2　Signposting of National Occupational Standards (NOS)

In preparing the Unit specifications, the National Occupational Standards for Learning and Development were consulted to provide some underpinning knowledge. The trainer-candidates will be able to practise and develop their skills towards achieving the performance evidence whether they are working in a micro-teach environment or in the workplace.

Code	Unit title	National Occupational Standard	
HA4P 34	Reflecting on, Developing and Maintaining Own Skills in Training and Development	L&D10 (FD42 04):	Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development
HA4N 34	Planning, Design and Delivery of Training to Groups	L&D2 (FD3P 04): L&D4 (FD3T 04): L&D5 (FD3V 04): L&D6 (FD3W 04): L&D8 (FD3Y 04): L&D10 (FD42 04):	Identify Individuals' Learning and Development Needs Plan and Prepare Specific Learning & Development Opportunities Develop and Prepare Resources for Learning and Development Manage Learning and Development in Groups Engage and Support Learners in the Learning and Development Process Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development
HA4M 34	Assessing Learning and Evaluating Training	L&D13S (FD46 04):	Evaluate and Improve Learning and Development Sessions

5.3 Mapping of Core Skills development opportunities across the qualification

Opportunities to develop Core Skills are found across the qualification. The map below shows the Core Skills that will be developed in each Unit. The Core Skill/Core Skill components are signposted which means trainer-candidates will be developing aspects of Core Skills through teaching and learning approaches.

Unit code	Unit title	Communication		ICT		Problem Solving			Working with Others
		Written	Oral	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others
HA4N 34	Planning, Design and Delivery of Training	6*		5*	5*	5*	5*	5*	6*
HA4M 34	Assessing Learning and Evaluating Training	6*	6*	5*	5*	5*	5*	5*	6*
HA4P 34	Reflecting on, Developing and Maintaining Own Skills in Training and Development	6*		5*		5*	5*	5*	6*

*SCQF exit level

5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**
Reflecting on, Developing and Maintaining Own Skills in Training and Development	Statement	Action Plan and statement	Record of Achievement Portfolio of Evidence of Achievement	N/A
Planning, Design and Delivery of Training	Two training session plans	Four training resources	Observation of performance in delivering one training session	Statement
Assessing Learning and Evaluating Training	Assessment and evaluation plan	Statement	Four assessment instruments Four evaluation tools	Statement

6 Guidance on approaches to delivery and assessment

Although the Units in this qualification can be delivered on a stand-alone basis, it has been designed to facilitate the integrated delivery of the Units in a supportive group of peer trainer-candidates. The trainer-candidates will be involved both in practising their own skills in delivering training to a group of learners and in offering evaluative comments to their peers.

It is envisaged that most assessment will take place within the group setting and all performance evidence will be generated there. However, trainer-candidates may bring in evidence of workplace practice with the agreement of their assessor and for some, the context of their training may derive from the needs of their employer or voluntary organisation.

There should be opportunities for the trainer-candidates to work with equipment unfamiliar to them and to develop skills in using the various technologies found in training centres.

A group of at least six participants is required to practise group delivery techniques. Centres will decide on the maximum number, bearing in mind the need for individuals to be assessed delivering one group training session. With larger groups, additional assessors may be required at key times during the delivery of the PDA.

6.1 Sequencing/integration of Units

After a general introduction to the Training Cycle, the most integrated route through the three Units is as follows:

Initially, the trainer-candidates will work on **Reflecting on, Developing and Maintaining Own Skills in Training and Development** by analysing their own development needs. This may take the form of working in pairs to identify learning needs and planning on how to meet them. Their participation during the three Units in the qualification, witnessed by their assessor, will meet the requirement to complete CPD activities to a timescale in this Unit. The reports on their performance in the delivery Unit will enable them to evaluate themselves and to forward plan as required to complete this Unit and will consolidate their learning in the other two Units. It should, therefore, be delivered in parallel with the other two Units and tutors should signpost the opportunities to develop evidence of CPD during the other assessments.

Trainer-candidates should then progress to **Planning, Design and Delivery of Training to Groups.** After initial instruction on planning and designing training and on various delivery techniques, the trainer-candidates will develop detailed delivery plans and resources for two training sessions. The plans should include the assessment opportunities and the evaluation tools which will be carried forward into the final Unit. The sessions may be to meet a training need for their employer or for the voluntary organisation for whom they may work/volunteer. The sessions should be discussed and agreed with their assessor before starting. Peer support is important within this Unit. The Unit closes with the trainer-candidate completing a report on their performance and planning any required improvements. This will contribute also to their assessment of their CPD activities above.

The trainer-candidates should progress to **Assessing Learning and Evaluating Training.** Again, after initial instruction in both assessment techniques and evaluation, they should proceed to develop their assessment instruments and the supporting documents, demonstrate their assessment feedback techniques and conduct evaluation activities. In an integrated delivery of the qualification, the instruction component of this Unit would parallel the design Unit above so that the assessment instruments and the evaluation tools could be developed for use during the delivery of the training sessions. Finally, a reflective report on their performance in assessing learning and evaluating delivery will be completed and again, can be carried forward into the final assessment for the CPD Unit which will conclude the programme.

6.2   Recognition of Prior Learning

SQA recognises that trainer-candidates gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

♦   HN Graded Units
♦   Course and/or external assessments
♦   Other integrative assessment Units (which may or not be graded)
♦   Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
♦   Where there is an existing requirement for a licence to practice
♦   Where there are specific health and safety requirements
♦   Where there are regulatory, professional or other statutory requirements
♦   Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.3   Articulation and/or progression

It is possible that trainer-candidates who gain employment as a trainer can progress to the SVQs in Learning and Development. The level of the SVQ would depend on whether they are employed as a face to face trainer or whether they have responsibility for developing and evaluating training programmes.

6.4   Opportunities for e-assessment

Whilst some of the knowledge could be provided by e-learning approaches, this is an experiential learning course about delivering training to groups and most, if not all, learning should take place in a group setting. Therefore, e-assessment is not appropriate for the direct observation of the practical aspects of the award.

6.5   Resource requirements

Staff delivering this award will need to be experienced trainers and assessors. In addition, the centre will need to have access to a well-equipped training room so that trainer-candidates can practise their skills using a range of training aids and equipment.

7   General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of trainer-candidates will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8   Glossary of terms

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Signposted Core Skills: refers to opportunities to develop Core Skills or Core Skills components in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦   No new centres may be approved to offer the Unit which has been revised.
♦   Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for trainer-candidates

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

This qualification has been designed to develop the knowledge, understanding and skills required to plan, design and deliver training to groups consisting of a minimum of 6 learners and to evaluate your own performance and the effectiveness of the training delivered.

The qualification is suitable for those wishing to deliver training to groups as part of a future job role. It is also suitable for those who already deliver training to groups and/or undertake CPD to enhance their skills in course design and delivery.

To meet the Evidence Requirements for this qualification, you will need to show how you have planned, delivered and evaluated the effectiveness of two training sessions to groups using a variety of delivery methods and training resources. The qualification will be achieved through demonstration of a combination of knowledge and skills of delivering training to groups. Your knowledge will be presented in written and/or oral explanations which meet the knowledge requirements of the Units and performance evidence will be provided in the form of session plans and training resources for two groups. Your performance of training delivery will be observed by an assessor. In addition, you will have to carry out assessment of learning during training sessions and an evaluation of the training delivered, recommending how the delivery could be improved. You will also be required to provide evidence that you have completed the whole process of evaluation and development including an evaluation of your own practice, a personal action plan, record of achievement, evidence of review and a reflective account.

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

You do not require any specific qualifications prior to starting but you should have good communication skills and command a level of English that will allow effective learning of all of the Unit Outcomes.

This may be demonstrated by relevant qualifications at SCQF level 5 or above, or IELTS level 6 for those trainer-candidates for whom English is not their first language.