

SQA Advanced Unit Specification

General information for centres

-Unit Number- HT3M 47
-Superclass- GE
-Title- TRAINING SKILLS

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Understanding the principles of training and carrying out effective training sessions.

OUTCOMES

1. describe the reasons for training;
2. describe the factors which contribute to an effective training session;
3. identify options for a training session;
4. carry out effective training.

CREDIT VALUE: 1 SQA Credit

ACCESS STATEMENT: Access to this unit is at the discretion of the centre.

For further information, contact SQA's Customer Contact Centre, The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ.

Telephone: 44 (0) 141 500 5030 or 0345 279 1000.

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Unit specification: statement of standards

UNIT NUMBER: HT3M 47

UNIT TITLE: TRAINING SKILLS

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. DESCRIBE THE REASONS FOR TRAINING

PERFORMANCE CRITERIA

- (a) The methods of identifying the training needs of the individual are accurately explained.
- (b) The methods of identifying the required skills of the establishment are accurately explained.
- (c) Possible delivery arrangements for a training programme are described accurately in terms of their effectiveness for training situations.
- (d) The benefits of training to a trainee are described.
- (e) The benefits of training to an establishment are described.

RANGE STATEMENT

Methods of identifying the training needs of the individual: interview; verbal appraisal; written appraisal; observation; curriculum vitae; induction.

Methods of identifying the required skills of the establishment: existing skills of the workforce; type of work carried out in the workplace; development plan/policy; contractual requirements; occupational standards.

Possible delivery arrangements: in-house; off-the job; on-the-job; short courses; induction programmes; college attendance; private trainers; informal training; government-funded programmes.

The benefits of training to a trainee: achievement of nationally recognised qualifications; career development; personal development; occupational competence.

The benefits of training to an establishment: improved quality of product/service; improved industrial relations; achievement of national awards for quality standards; staff loyalty.

EVIDENCE REQUIREMENTS

Written evidence that the candidate can describe the reasons for training which covers the full range.

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OUTCOME

- 2. DESCRIBE THE FACTORS WHICH CONTRIBUTE TO AN EFFECTIVE TRAINING SESSION**

PERFORMANCE CRITERIA

- (a) A range of methods for delivery of training are accurately described in relation to potential use.
- (b) Possible methods of feedback to trainees are described.
- (c) Reasons for the choice of location and timing of a training session are explained.
- (d) Methods of evaluating the effectiveness of training sessions are accurately explained in relation to their possible use.
- (e) The use of training records is accurately described.

RANGE STATEMENT

Methods of training: role play; simulation; lecture; seminar; workshops; games; demonstrations; use of audio-visual equipment; self-study techniques.

Methods of feedback: oral; written.

Methods of evaluation: feedback to candidates; observation; feedback to trainer; effectiveness of training in relation to improved work practices; efficiency in terms of time and money expended.

Use of training records: candidate's training history; effectiveness of a training session; certification.

EVIDENCE REQUIREMENTS

Written evidence that the candidate can describe the factors which contribute to a training session to cover the full range.

OUTCOME

- 3. IDENTIFY OPTIONS FOR A TRAINING SESSION**

PERFORMANCE CRITERIA

- (a) The training needs of the candidate and the work situation are accurately identified.
- (b) A range of options for delivering the training session are accurately identified.
- (c) Options are matched against all relevant factors and the most appropriate one selected.
- (d) The selected option is suitable to the needs of the candidate.
- (e) The selected option is confirmed with the candidate and the supervisor.
- (f) The training plan is effective in meeting the defined outcome identified as the training need.

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RANGE STATEMENT

Resources: people; equipment; materials; facilities.

EVIDENCE REQUIREMENTS

Performance evidence that the candidate can produce a training plan which covers all of the performance criteria for all of the range.

OUTCOME

4. CARRY OUT EFFECTIVE TRAINING

PERFORMANCE CRITERIA

- (a) The outcome of the training session is relevant to the candidate's needs and the work situation.
- (b) The use of resources required for the training session is effective in meeting the designated outcome.
- (c) The delivery of the training session is effective in meeting the designated outcome.
- (d) Communication with the candidate is appropriate to the situation and the candidate's needs.
- (e) The results of the training session are recorded accurately.
- (f) Further training needs are identified.

RANGE STATEMENT

Use of resources: methods of delivery and feedback; place; timing; justification.

Communication: level of language; presentation skills; tone; non-verbal communication.

Recording of results: checklist; answers to questions.

EVIDENCE REQUIREMENTS

Performance evidence that the candidate can carry out effective training which covers all the performance criteria and the full range.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

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Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

EQUALITY AND INCLUSION

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should 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.

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Unit specification: support notes

UNIT NUMBER: HT3M 47

UNIT TITLE: TRAINING SKILLS

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit is intended to introduce candidates to the reasons for training and the skills involved in delivering effective training.

CONTENT/CONTEXT The unit should be delivered with reference to the type of training which candidates may be expected to deliver once they are in employment and responsible for the training of staff. For this reason, it is important that the outcomes are delivered in the context of an industrial situation. Candidates might work with trainees who are undertaking non-advanced training.

In relation to outcome 3, options for delivery training sessions could include role play, lecture, simulation, seminar, workshops, games, demonstrations, use of audio visual equipment, self-study techniques.

ASSESSMENT PROCEDURES Outcomes 3 and 4 could be assessed by the candidate planning and delivering a training session of approximately ten minutes duration. This should be delivered in the context of a realistic working environment which may be in the centre or in industry.

PROGRESSION It is intended that this unit acts as an introduction to 6490256 Assessment of Workplace Competence.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
4. For details of other SQA publications, please consult SQA's publications list.

An exemplar assessment pack for this unit is available from SQA.

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