



Higher National Unit specification

General information

Unit title: Assessing Learning and Evaluating Training
(SCQF level 7)

Unit code: HA4M 34

Superclass: GE

Publication date: January 2016

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This Unit is designed to provide trainer-candidates with the knowledge, skills and understanding to assess learning during training sessions delivered to groups of a minimum of six learners and to evaluate the effectiveness of the training as well as own practice.

The Training Sessions will be devised independently of this Unit, ideally having been generated from the Unit: *Planning, Design and Delivery of Training to Groups*.

The Unit 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 wish to achieve a qualification.

Those achieving this Unit could progress to the PDA: Training and Development for Delivery to Groups or, if they have an opportunity to generate evidence of their performance in the workplace, the SVQ Unit: Evaluate and Improve Learning and Development Sessions and the SVQ 3 in Learning and Development

Further information on progression options can be found on SQA's Learning and Development web page www.sqa.org.uk/learninganddevelopment.

Higher National Unit Specification: General information (cont)

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Outcomes

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

- 1 Explain the principles and purposes of assessment of learning and evaluation of training.
- 2 Produce an assessment and evaluation plan for Training sessions.
- 3 Design and use materials to collect information to assess learning and evaluate training.
- 4 Analyse and report on the results of the assessment and evaluation.

Credit points and level

2 Higher National Unit credits at SCQF level 7 (16 SCQF credit points at SCQF level 7)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. Trainer-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.

Trainer-candidates will, however, need to be knowledgeable and experienced in the subject area(s) in which the training has been delivered.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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 Unit is a mandatory Unit in the PDA: Delivering Training and Development to Groups.

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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 trainer-candidates and 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.

Higher National Unit specification: Statement of standards

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

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. Trainer-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

Explain the principles and purposes of assessment of learning and evaluation of training.

Knowledge and/or Skills

- ◆ The role of assessment and evaluation in the training cycle
- ◆ Key concepts of quality assurance and continuous improvement Purpose of assessment (diagnostic, formative and summative)
- ◆ Using formative assessment techniques to monitor development of skills/knowledge during delivery of training
- ◆ Purpose of evaluation of training
- ◆ Valid methods to assess learning
- ◆ Advantages and limitations of assessment methods
- ◆ Current models of evaluation
- ◆ Valid methods of evaluation
- ◆ Advantages and limitations of evaluation methods

Outcome 2

Produce an assessment and evaluation plan for Training sessions.

Knowledge and/or Skills

- ◆ Setting assessment and evaluation criteria
- ◆ The Planning process
- ◆ Setting realistic targets
- ◆ Types of evaluation data
- ◆ Sources of evidence
- ◆ Using a range of approaches to gather evidence
- ◆ Organisational and legislative requirements re health and safety, equality and inclusion relevant to assessment and evaluation

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Design and use materials to collect information to assess learning and evaluate training.

Knowledge and/or Skills

- ◆ Designing effective evaluation tools for group training
- ◆ Using formative assessment techniques to monitor development of skills/knowledge during delivery of training
- ◆ Using valid evaluation methods to review the effectiveness of the training delivered

Outcome 4

Analyse and report on the results of the assessment and evaluation.

Knowledge and/or Skills

- ◆ Using a range of methods of data analysis and interpretation
- ◆ Evaluating data collected
- ◆ Methods of presenting information and giving feedback
- ◆ Identifying areas for improving the quality of training sessions
- ◆ Confidentiality and data protection legislation relevant to the collection and storage of information in training and development
- ◆ Action planning on own further skills development

Evidence Requirements for this Unit

For Outcomes 1 and 2, trainer-candidates are required to produce written/oral evidence comprising of an assessment and evaluation plan and a report of up to at least 500 and up to 750 words showing a detailed knowledge of the form, principles and purposes of both assessment of learning and evaluation of training and their role within the training cycle. This should cover the defining features of assessing learning and evaluating training and include the trainer-candidate's rationale for the two assessment instruments and two evaluation tools they will use in each training session. The results of checking and testing the assessment instruments and evaluation tools should be included in the report.

For Outcome 3, trainer-candidates will design and use two valid instruments to carry out formative assessment of learning during two training sessions and record the information gathered from both — a total of four instruments. They will design and use two tools to evaluate the effectiveness of training delivered to two different groups and record the data gathered — a total of four tools.

Higher National Unit specification: Statement of standards (cont)

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For Outcome 4, trainer-candidates will produce a report, of up between 400 and 500 words, on their analysis of the data gathered and its implications for improving the training delivery. The report will comment on the effectiveness of the training sessions delivered and of own practice, commenting on:

- ◆ whether the aims and objectives of the session were met and how this was measured.
- ◆ learner response and feedback and how these were measured.
- ◆ what went well.
- ◆ proposed improvements to future delivery of the session and own practice.

The review may provide evidence for other Units in the PDA: Delivering Training and Development to Groups — Unit HA4P 34 *Reflecting on, Developing and Maintaining Own Skills in Training and Development* and Unit HA4N 34 *Planning, Design and Delivery of Training*.

NB: Simulation and role play are not permitted assessment methods for this Unit.



Higher National Unit Support Notes

Unit title: Assessing Learning and Evaluating Training
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Unit Support Notes are offered as guidance and 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 in the Group Award. The principal context will be the training course. If the trainer-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 trainer-candidate and their tutor and an assessment plan drawn up.

The Unit is designed to enable trainer-candidates to develop the practical skills and knowledge to carry out assessment of learning in training sessions and to evaluate the effectiveness of the training delivery. The Unit is designed to be practical in content with sufficient underpinning knowledge to support performance.

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.

- ◆ role of assessment and evaluation in the training cycle
- ◆ key concepts of quality assurance and continuous improvement
- ◆ the importance of involving the learner in assessment and evaluation
- ◆ formative assessment methods
- ◆ use of formative assessment to determine learners' progress and enhance own practice
- ◆ models of evaluation
- ◆ the range, amount and frequency of data, qualitative and quantitative, that needs to be collected to give valid information about the quality of training delivery
- ◆ advantages and limitations of evaluation methods
- ◆ setting assessment criteria
- ◆ setting evaluation criteria
- ◆ planning assessment
- ◆ planning evaluation
- ◆ processes, procedures and methods involved in data analysis and interpretation
- ◆ confidentiality and data protection legislation and requirements relevant to collection, storage and use of information

Higher National Unit Support Notes (cont)

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Guidance on approaches to delivery of this Unit

It is recommended that this Unit should be integrated with the HN Unit HA4N 34 *Planning, Design and Delivery of Training to Groups*, if being delivered as part of the PDA: Training and Development for Delivery to Groups. Evidence for all of the Outcomes can be based on the training sessions designed and delivered as part of that Unit.

The performance evidence of assessment of learning and evaluation of training can be generated in a micro-teach environment as part of a course to attain this Unit and/or working with learners at an agreed location. The performance evidence must be confirmed by a written report on an observation of one of the sessions by the trainer-candidate's assessor or witness testimony from an experienced trainer and may be presented in video/digital or another alternative format.

Evaluation of the sessions can include peer group comment (written or oral) from the members of the groups to whom the training sessions are delivered.

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

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

The Unit lends itself to holistic assessment with written or oral explanations and plans covering Outcomes 1 and 2 supported by documented assessment and evaluation instruments, evaluation analysis and evidence of written and/or oral feedback to the trainers.

The Unit is designed for Outcomes to be assessed holistically and will also support evidence gathering for the Unit: *Planning, Design and Delivery of Training to Groups* and the Unit: *Reflecting on, Developing and Maintaining Own Skills in Training and Development*.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where trainer-candidates experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

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Opportunities for developing Core and other essential skills

Communication SCQF level 6

Although skills in *Communication* are not formally assessed, demonstrating effective and appropriate communication with learners and other trainers is integral to achievement and is naturally developed.

Leading, advising and responding to others while gathering data and providing comprehensive feedback requires verbal and non-verbal communication techniques to meet diverse needs.

Reading, understanding and evaluating source information on assessment and evaluation methods and resources are aspects of competence as are writing and updating materials and preparing own statement and selecting the most appropriate language, structure and format to ensure professionalism.

Problem Solving SCQF level 5

All elements of the Core Skill of *Problem Solving* will be naturally developed as trainer-candidates assess learning and evaluate training and apply effective time management to work to deadlines. Preparing to assess learning and evaluate training delivery requires the identification of all relevant factors and any potential barriers impacting on implementation. Providing feedback to trainers requires a comprehensive review and evaluation of all stages of the delivery process.

Information and Communication Technology (ICT) SCQF level 5

Effective use of technology in accessing and presenting data and preparing written and oral reports is likely to be routine. Some use of e-portfolios or social software may be practical.

Accessing, using and storing electronic data will further develop the skills expected in workplace practice. The need to develop efficient systems of recording and storing information to ensure data protection should be emphasised.

Working with Others SCQF level 6

There are opportunities to naturally enhance skills in all components of the Core Skill of *Working with Others* at SCQF level 6. Working with colleagues in complex interactions is integral to achievement. In assessing learning and evaluation training, trainer-candidates must share and disseminate relevant information.

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Essential skills

This Unit is designed to develop skills for use in the workplace and for career progression. Because of this, the skills identified by employers as essential should be emphasised. Working independently/self-management, using initiative and being proactive will support adherence to professional standards and working practices. Trainer-candidates should always be encouraged to demonstrate flexibility and the ability to adapt to different situations and environments.

Sustainability

Trainer-candidates could be encouraged to consider using eco-friendly and fair trade products and sustainable materials. In the evaluation, they could review working practices to ensure that they are environmentally sensitive, consider recycling and waste reduction.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 6.

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	20/5/2016

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General information for learners

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

Effective assessment of learning and evaluation of training delivery programmes can give an organisation a competitive edge by ensuring that their training needs are being addressed in the best way. This Unit introduces you to the assessment and evaluation process.

The Unit Outcomes are:

- 1 Explain the principles and purposes of assessment of learning and evaluation of training.
- 2 Produce an assessment and evaluation plan for Training sessions.
- 3 Design and use materials to collect information to assess learning and evaluate training.
- 4 Analyse and report on the results of the assessment and evaluation.

In order to achieve this Unit, 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. If you are doing the PDA: Training and Development for Delivery to Groups, you will be able to combine the assessment with the evidence produced for the *Planning, Design and Delivery of Learning Unit*.

The Unit 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 wish to achieve a qualification.

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

There is no automatic certification of Core Skills or Core Skill components in this Unit.

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.

You should be knowledgeable and experienced in the subject area(s) in which you plan to deliver training and possess a genuine desire to develop your delivery skills and knowledge.

Access to this Unit is, however, at the discretion of the centre and some form of initial assessment may be conducted.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 6.