



## Higher National Unit specification

### General information

**Unit title:** Planning, Design and Delivery of Training to Groups (SCQF level 7)

**Unit code:** H4AN 34

**Superclass:** GE

**Publication date:** January 2016

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This Unit has been designed to develop the knowledge, understanding and skills required to plan, design and deliver training to groups consisting of a minimum of six learners.

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 individual SVQ Unit(s) in Learning and Development or an SVQ level 3 in Learning and Development if they have an opportunity to generate the evidence of performance in the workplace.

Further information on progression options can be found on SQA's Learning and Development web page [www.sqa.org.uk/learninganddevelopment](http://www.sqa.org.uk/learninganddevelopment).

### Outcomes

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

- 1 Produce objectives and session plans to meet training requirements of groups.
- 2 Identify and develop training resources for use with groups.
- 3 Deliver planned interactive training sessions to groups using a variety of methods.
- 4 Review the effectiveness of the training sessions delivered and of own practice.

### Credit points and level

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

## Higher National Unit Specification: General information (cont)

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### 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 they plan to deliver training and have the desire to develop their delivery skills and knowledge.

### 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: Training and Development for Delivery to Groups.

### 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](http://www.sqa.org.uk/assessmentarrangements).

## Higher National Unit specification: Statement of standards

**Unit title:** Planning, Design and Delivery of Training to Groups  
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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. Learners 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

Produce objectives and session plans to meet training requirements for groups.

#### Knowledge and/or Skills

- ◆ The Training Cycle
- ◆ Using initial assessment to identify training needs and entry skills/knowledge
- ◆ The learning needs of the target group
- ◆ Matching content to learner needs
- ◆ Learning styles
- ◆ Overcoming barriers to learning
- ◆ Writing training aims and SMART objectives
- ◆ Sequencing and grouping learning
- ◆ Methods of training delivery including technology
- ◆ Developing three-phase session plans
- ◆ Designing and using formative assessment to monitor learning
- ◆ Risk assessment for training delivery and contingency planning
- ◆ Organisational and legislative requirements re health and safety, equality and inclusion relevant to training delivery
- ◆ How to cost training delivery

## Higher National Unit specification: Statement of standards (cont)

**Unit title:** Planning, Design and Delivery of Training to Groups  
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### Outcome 2

Identify and develop training resources for use with groups.

#### Knowledge and/or Skills

- ◆ How to use resources and materials to support training
- ◆ Resources and materials available
- ◆ Identification and selection of resources including technology
- ◆ Factors to consider when adapting resource materials including copyright, intellectual property and patents
- ◆ Designing and developing resource materials
- ◆ How to check and test resources
- ◆ Organisational and legislative requirements re health and safety, equality and inclusion relevant to resource selection and use
- ◆ How to cost resources

### Outcome 3

Deliver planned interactive training sessions to groups using a variety of methods.

#### Knowledge and/or Skills

- ◆ Preparing the environment and self for training delivery
- ◆ Using session plans in the delivery of training
- ◆ How and when to use visual aids
- ◆ How and when to use resource materials
- ◆ How to communicate aims and objectives to learners
- ◆ Introducing learning sessions
- ◆ Training methods
- ◆ Interpersonal skills
- ◆ Time management
- ◆ How to motivate and engage with learners
- ◆ Facilitating learning
- ◆ Characteristics of the group environment that foster learning
- ◆ Techniques to manage group dynamics
- ◆ Techniques to monitor learner response
- ◆ Framing and responding to questions
- ◆ Using feedback when delivering and assessing learning
- ◆ Using formative assessment techniques to monitor development of skills/knowledge during delivery
- ◆ Organisational and legislative requirements re health and safety, equality and inclusion relevant to training delivery

## Higher National Unit specification: Statement of standards (cont)

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### Outcome 4

Review the effectiveness of the training sessions delivered and of own practice.

#### Knowledge and/or Skills

- ◆ Using valid methods of assessment to monitor learners' progress to the training objectives
- ◆ Reflection on sessions
- ◆ Self review techniques
- ◆ Using valid evaluation methods to review the effectiveness of the training delivered
- ◆ Action planning on own further skills development

#### Evidence Requirements for this Unit

This Unit is assessed holistically. Trainer-candidates will present performance evidence of having planned, designed and delivered a minimum of two different training sessions, each for a group of at least six learners and each lasting 30 to 40 minutes. This will involve preparing and producing a written session plan for each group which details the objectives, delivery methods and resources required. At least two different delivery methods and two different training resources should be used for each session.

The performance evidence from delivery of the training sessions can be generated in a micro-teach environment delivering to delegate-peers as part of a course to attain this Unit and/or delivering training to learners at an agreed location. The performance evidence must be confirmed by a written report on the 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.

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

Satisfactory achievement of the Unit will be demonstrated by:

A written session plan for each of the two different training sessions each documenting:

- ◆ identified training needs of the group members
- ◆ overall aim of the training
- ◆ at least three SMART training objectives
- ◆ at least two different delivery methods to accommodate a range of learning styles
- ◆ content
- ◆ at least two different training resources
- ◆ the use of appropriate technology in support of the training process.
- ◆ at least two methods of assessment to determine learner progress
- ◆ assessment of risk
- ◆ organisational and legislative requirements re health and safety, equality and inclusion

## Higher National Unit specification: Statement of standards (cont)

### Unit title: Planning, Design and Delivery of Training to Groups (SCQF level 7)

An observation report for one of the training sessions, commenting on how the trainer-candidate:

- ◆ prepared the training environment and resources
- ◆ Introduced self
- ◆ Introduced the aim, objectives and delivery format
- ◆ used appropriate delivery methods
- ◆ dealt with barriers to learning.
- ◆ used appropriate activities and resources.
- ◆ used appropriate technology in support of the training process
- ◆ paced the delivery
- ◆ adapted the plan if required
- ◆ motivated and engaged the learners
- ◆ used appropriate communication and interpersonal skills, including listening, using and inviting questions to encourage interaction and giving positive and constructive feedback
- ◆ used the group dynamics to enhance learning
- ◆ monitored and reviewed progress in relation to the training objectives
- ◆ adhered to organisational and legislative requirements re health and safety, equality and inclusion

A trainer-candidate statement (written or oral; if written, it should be at least 1,800 but no more than 2,000 words) covering:

- ◆ introduction to the groups
- ◆ how the group members' training needs and preferred learning styles were identified
- ◆ the research undertaken in relation to:
  - the various delivery methods, at least six, considered in order to identify the most appropriate model for each group and how they were used
  - the various training resources and materials, at least six, considered in order to identify those most appropriate for each group and how they were designed, adapted and used, taking into account copyright, intellectual property and patents
  - the costs of delivery
- ◆ the barriers, at least four, that could prevent learning for the learners.
- ◆ the different skills, at least six, required for effective training
- ◆ the importance of considering equality and inclusion when training groups
- ◆ the value and purpose of feedback in the training process
- ◆ how risk assessment was carried out and taken into account in planning and delivery
- ◆ justification for any changes made during the sessions
- ◆ a review of 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

## Higher National Unit specification: Statement of standards (cont)

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- proposed improvements to future delivery of the session and own practice  
The review may provide evidence for other Units in the PDA: Training and Development for Delivery to Groups — Unit HA4P 34 *Reflecting on, Developing and Maintaining Own Skills* in Training and Development and Unit HA4M 34 *Assessing Learning and Evaluating Learning*.



## Higher National Unit Support Notes

**Unit title:** Planning, Design and Delivery of Training to Groups  
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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.

This Unit is designed to develop trainer-candidates' skills and knowledge in the planning, design and delivery of training. In order to achieve this Unit the trainer-candidate will need to clearly demonstrate effective competencies in planning and delivery of training sessions using a variety of training methods and appropriate resources and materials. They should also be able to provide a rationale for the methods used.

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.

- ◆ how people learn
- ◆ learning styles
- ◆ types of learner
- ◆ learner-centred approaches to training
- ◆ training methods
- ◆ use of ICT in training
- ◆ advantages/disadvantages of different training methods
- ◆ using occupational standards to plan training
- ◆ functional analysis
- ◆ writing aims/objectives
- ◆ developing three-phase session plans
- ◆ variety and type of training aids/resources
- ◆ sources of training material
- ◆ adaptation of training exercises and resources including copyright constraints
- ◆ design of training exercises and resources
- ◆ how to pace and sequence training
- ◆ how to plan/prepare and deliver training activities

## Higher National Unit Support Notes (cont)

**Unit title:** Planning, Design and Delivery of Training to Groups  
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- ◆ designing training exercises
- ◆ writing guidance for training material
- ◆ relevant current legislation such as copyright law, data protection, equality and inclusion, health and safety within the training context
- ◆ group dynamics/group behaviour theories
- ◆ barriers to learning
- ◆ communication skills
- ◆ intervention skills
- ◆ negotiating skills
- ◆ interpersonal skills
- ◆ task and time management
- ◆ problem solving skills
- ◆ facilitating skills
- ◆ feedback skills
- ◆ costing training delivery
- ◆ use of initial assessment methods to identify training needs
- ◆ use of formative assessment to determine learners' progress and enhance own practice

### Guidance on approaches to delivery of this Unit

Given that this Unit is about planning, designing and delivery of training to groups, it is essential that tutors model best practice in their own delivery to trainer-candidates.

Candidate-trainers should be encouraged to provide evidence of using a variety of methods in their delivery, eg presentation/lecture, group activity, demonstration/instruction, seminars, thought streaming, case studies, simulation, discussion, role-play, projects/assignment.

Materials may include worksheets, handouts, case studies, PowerPoint slides, role play scenarios.

The language, style and format in the resources and materials should be at the correct level for the trainer-candidates and learners and promote equality and inclusiveness.

Materials need to be legible and accurate and effectively convey the required information.

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

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

Authenticity for this Unit will be maintained via the use of the tutor observing the trainer-candidate demonstrate performance and knowledge.

## Higher National Unit Support Notes (cont)

**Unit title:** Planning, Design and Delivery of Training to Groups  
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### Guidance on approaches to assessment of this Unit

The Unit is designed for Outcomes to be assessed holistically and will also support evidence gathering for the *Assessing Learning and Evaluating Training* Unit and *Reflecting on, Developing and Maintaining Own Skills in Training and Development* 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.

An over-arching written and/or oral explanation covering all Outcomes is appropriate, supported by product evidence in the form of training session plans and training material/resources for two groups and an observation report from the tutor on the trainer-candidate's delivery of one of the two planned training sessions to groups. The session plans, which are created at the planning stage (Outcome 1) and the resources selected, adapted or developed (Outcome 2) will be used by the candidates to deliver the training (Outcome 3) and then reviewed and revised (Outcome 4).

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners 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 that 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](http://www.sqa.org.uk/e-assessment).

### 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 is integral to achievement and is naturally developed.

Leading, advising and responding to others during training sessions and providing comprehensive feedback requires sophisticated verbal and non-verbal communication techniques to meet diverse needs.

## Higher National Unit Support Notes (cont)

**Unit title:** Planning, Design and Delivery of Training to Groups  
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Reading, understanding and evaluating source information on training methods and resources are aspects of competence as are writing and updating resources and preparing own statement and selecting the most appropriate language, structure and format to ensure professionalism.

### **Problem Solving SCQF level 6**

All elements of the Core Skill of *Problem Solving* will be naturally developed as trainer-candidates identify learner needs and apply effective time management to work to a practical deadline. Preparing for the training sessions requires the identification of all relevant factors and any potential barriers impacting on individual learning needs. The resources required and available must also be assessed before a plan is developed and objectives agreed. Training must be structured effectively and completed efficiently. Providing feedback to learners 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 learning materials 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 learners in complex interactions is integral to achievement. In defining appropriate training aims and objectives, candidates must ascertain needs and share and disseminate relevant information. Negotiation with learners during delivery of training and developing strategies to motivate and engage learners will underpin performance as in professional practice.

### **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 evaluation they could review working practices to ensure that they are environmentally sensitive, consider recycling and waste reduction.

## Higher National Unit Support Notes (cont)

**Unit title:** Planning, Design and Delivery of Training to Groups  
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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.	20/05/16

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## General information for learners

### **Unit title:** Planning, Design and Delivery of Training to Groups (SCQF level 7)

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.

This Unit has been designed to develop the knowledge, understanding and skills required to plan, design and deliver training to groups consisting of a minimum of six learners.

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 Unit Outcomes are:

- 1 Produce objectives and session plans to meet training requirements of groups.
- 2 Identify and develop training resources for use with groups.
- 3 Deliver planned interactive training sessions to groups using a variety of methods.
- 4 Review the effectiveness of the training sessions delivered and of own practice.

To meet Evidence Requirements for this Unit, you will need to show how you have planned and delivered two different training sessions to groups using a variety of delivery methods and training resources. The Unit will be achieved through demonstration of a combination of knowledge and skills of delivering training to groups. Your knowledge will be presented in a written and/or oral explanation which meets the knowledge requirements of the Unit 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/expert witness.

This Unit is designed to offer you the opportunity to develop skills and knowledge in relation to planning training sessions and designing the materials and learning resources to support the sessions. It also offers actual practice in delivering training sessions and reviewing the training sessions once delivered.

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

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 performance in the workplace, the relevant individual SVQ Unit(s) in Learning and Development or the SVQ level 3 in Learning and Development

Your trainer can advise you about qualification options or alternatively you can visit SQA's Learning and Development web page [www.sqa.org.uk/learninganddevelopment](http://www.sqa.org.uk/learninganddevelopment). 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, however, 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.

## **General information for learners**

**Unit title:** Planning, Design and Delivery of Training to Groups  
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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.