



## Higher National Unit specification

### General information

**Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

**Unit code:** HA4P 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, review, reflect on and evaluate own personal and professional development in training and development.

The Unit is suitable for those wishing to deliver training as part of a future job role. It is also suitable for those who already deliver training and wish to achieve a qualification and/or develop their skills and knowledge.

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 SVQ Unit: Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development 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](http://www.sqa.org.uk/learninganddevelopment).

### Outcomes

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

- 1 Evaluate own performance as a trainer.
- 2 Identify own personal and professional development needs and create an action plan.
- 3 Monitor own progress towards achievement of objectives in own action plan.

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

**Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 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. 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.

### 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: Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

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

Evaluate own performance as a trainer.

#### Knowledge and/or skills

- ◆ Factors which influence the need for personal and professional development:
  - current performance requirements relevant to own practice as a trainer and in area of specialism
  - trends and developments relevant to own skills, knowledge and practice
  - organisational and legislative requirements relevant to own role in training
  
- ◆ Gathering, interpreting and reflecting on evidence of own performance:
  - sources of feedback on own performance
  - effective methods of assessing own skills and practice
  - methods of Identifying and reflecting the impact of own behaviour, values, beliefs and attitudes on practice
  
- ◆ Ensuring own practice is inclusive and promotes equality and diversity
  
- ◆ Factors which have an impact on the ability to identify own development needs:
  - extent and limitations of the requirements and responsibilities of own role
  - organisational and legislative requirements relevant to own role in training (including role descriptors, standards, benchmarks, codes of practice, values and principles)

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

**Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

### Outcome 2

Identify own personal and professional development needs and create an action plan.

#### Knowledge and/or Skills

- ◆ Identifying and planning using SMART objectives
- ◆ Methods of meeting own development needs:
  - identifying sources of financial and other support for professional development
  - how research can help to update practice
  - how to address factors that impact negatively on own practice
  - how to deal effectively with constructive criticism
- ◆ How to prioritise goals and targets
- ◆ Creating and maintaining a record of continuing professional development

### Outcome 3

Monitor own progress towards achievement of objectives in own action plan.

#### Knowledge and/or Skills

- ◆ Using valid methods to monitor own progress to the training objectives
- ◆ Action planning on own further skills development
- ◆ How to evaluate the effectiveness of a personal action plan
- ◆ The impact of trends and developments on own future practice
- ◆ How to deal effectively with constructive criticism

#### Evidence Requirements for this Unit

The focus for this Unit must be a real evaluation by the candidate of their own practice, behaviour, performance and an assessment of their own development needs.

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

Candidates will provide evidence of having undertaken a minimum 10 hours/maximum of 15 hours within a 12 month period of planned development activity, which they have agreed with their assessor as meeting identified development goals and actions.

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

**Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

### Outcome 1

A candidate statement, written or oral, of up to 750 words on how they evaluated their own practice and performance, including:

- ◆ the range of valid and reliable evidence used to evaluate own practice
- ◆ the effects of own behaviour, values, beliefs and attitudes on practice
- ◆ trends and developments in training and in own area of specialism
- ◆ relevant external factors likely to impact on own practice
- ◆ others consulted in gathering and interpreting evidence
- ◆ how criticism was dealt with in a positive and constructive manner and assessed for its validity and importance
- ◆ goals and targets set in the light of evidence reviewed
- ◆ the extent to which own practice is inclusive and supports equality and diversity
- ◆ compliance with organisational and legislative requirements

### Outcomes 2 and 3

A written action plan with clear goals for own development and SMART objectives showing:

- ◆ the specific knowledge and skills needed to achieve the objectives set
- ◆ the actions to be taken to acquire the required knowledge and skills
- ◆ the resources and support required to achieve the objectives
- ◆ the criteria by which progress will be reviewed
- ◆ target completion and/or dates for review

A record and evidence of achievement detailing what the trainer-candidate has done and why, what the trainer-candidate learned from each activity, how the trainer-candidate will use the skills/knowledge developed and any further activity required must also be produced.

A self-reflective candidate statement, written or oral, of up to 750 words describing how the actions taken have met individual objectives and improved practice. It should include comment on:

- ◆ how objectives were re-assessed taking account of experience, trends and developments
- ◆ feed-back received from appropriate people
- ◆ any sources of financial and/or other support received
- ◆ any research carried out to update practice
- ◆ any factors that could have impacted negatively were overcome

This could also be evidenced in a reflective diary/log.



## Higher National Unit Support Notes

**Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

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 40 hours.

### Guidance on the content and context for this Unit

This Unit is designed to provide trainer-candidates with the opportunity to evaluate their self-development needs, devise a personal action plan and then review and re-evaluate their practice and development needs. This Unit may, however, form part of a Group Award which is primarily designed to provide trainer-candidates with technical or professional knowledge and skills related to a specific occupational area. Given the requirement in many organisations and professions for continuous professional development, this Unit may be taught in a variety of occupational contexts - in which case it is helpful if the trainer-candidate has access to a workplace where evidence to meet the requirements can be generated (although this is not compulsory).

**Outcome 1** asks the trainer-candidate to reflect on and review their practice. Factors to be considered include are current practices and competencies, preferred and/or required practices, competencies and codes of conduct, anticipated future needs/requirements, and personal aspirations. The trainer-candidate could start with a period of personal reflection, considering their main career achievements, life achievements, lessons learned and future aspirations. The trainer-candidate could consider current skills, knowledge, competence and performance levels. Methods of reviewing performance may include, for example, personal experience, achievement, personal aspirations, work results, appraisals, formative assessments and the views of others, including colleagues and clients.

The trainer-candidate must also measure the extent to which their own current practice is inclusive and promotes equality and diversity and how this can be maintained/implemented for future practice.

The trainer-candidate should, where appropriate, consider and research competence and performance levels required for their present or potential future job roles. This could include research into national standards and codes of conduct, as well as anticipated future demands and developments in work practices and consideration of the implications of the changes identified for their development needs.

**Outcome 2** asks the trainer-candidate to prepare an individual action plan and create a record of achievement, including aspirations and how to achieve them, aims, objectives and, where appropriate, work-related targets. A portfolio of evidence of achievement should also be generated.

## Higher National Unit Support Notes

**Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

**Outcome 3** recognises the circular process of evaluating own practice and development needs. Trainer-candidates are required to note what they have done in order to carry out the plan, giving the reason, noting what they have learned, how they used the skills/knowledge gained and noting any further action required. The evidence is expected to include review of the overall process at regular intervals to take stock and make revisions and changes to take account of new developments and circumstances.

The following are suggestions of what could be included:

- ◆ sources of evidence to draw on when evaluating own practices and performance
- ◆ factors which have an impact on the ability to identify own needs and to develop
- ◆ resource and other constraints applicable
- ◆ the contribution that others make to the candidate's self-evaluation
- ◆ ways of addressing own development needs, for example, courses and training, participation in public duties, voluntary or charity work, organising social or sports events or helping to run a club or society, writing or lecturing, informal learning such as books, newspapers, magazines, television, videos, radio, audio recordings and the internet.

The list is neither prescriptive nor exhaustive and should be used as a guide only.

Also, if the trainer-candidate is working, or aspires to work in an organisation:

- ◆ their current role, or anticipated future role and the skills and knowledge required to carry out that role competently
- ◆ methods of evaluating own experience and performance against the requirements of the job
- ◆ the organisation's aims, objectives, policies and nature, including future needs and development and the implications for the self-development needs of the trainer-candidate
- ◆ sources of professional/work-related support and advice, knowledge and development and how to access them
- ◆ current issues and trends within professional or work-related practice, team and organisational requirements
- ◆ what constitutes best professional practice
- ◆ staff development and review procedures
- ◆ ways of addressing own development needs, for example courses, seminars and conferences, taking part in professional work-related activities such as planning and running a new training course, working with a team from various disciplines, implementing new systems and techniques, writing reports and making presentations; coaching and mentoring

## Higher National Unit Support Notes (cont)

**Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

### Guidance on approaches to delivery of this Unit

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 arrangement would need to be negotiated and agreed between the trainer-candidate and their tutor and an assessment plan drawn up.

This Unit requires a candidate-centred participative approach due to the independent nature of the learning.

### 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 trainer-candidates.

This evidence for this Unit will be created by the trainer-candidate's identification of their own development needs, planning and implementing relevant learning opportunities and reviewing the impact on their own performance, practice and behaviour. The candidate will produce:

- ◆ an evaluation of own practice
- ◆ an action plan
- ◆ a record and evidence of achievement
- ◆ evidence of self-reflective review

Evidence from other Units in the PDA: Training and Development for Delivery to Groups — Unit HA4N 34 *Planning, Design and Delivery of Training to Groups* and Unit HA4M 34 *Assessing Learning and Evaluating Learning* may be included here.

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](http://www.sqa.org.uk/e-assessment).



## Higher National Unit Support Notes (cont)

**Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

### Opportunities for developing Core and other essential skills

#### Communication SCQF level 5

Although skills in *Communication* are not formally assessed, demonstrating effective and appropriate communication with others is integral to achievement and is naturally developed. Seeking and responding to feedback from others requires effective verbal and non-verbal communication techniques. Reading, understanding and evaluating source information on development opportunities are aspects of competence as are writing and updating plans and records.

#### Problem Solving SCQF level 5

All elements of the Core Skill of *Problem Solving* will be naturally developed as trainer-candidates identify their own development needs and apply effective cost and time management to the planning process. Planning own development requires the identification of all relevant factors and any potential barriers, assessing the resources required and available and setting realistic objectives.

#### Information and Communication Technology (ICT) SCQF level 5

Effective use of technology in accessing and presenting information 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 practice.

#### Working with Others SCQF level 5

There are opportunities to naturally enhance skills in all components of the Core Skill of *Working with Others* at SCQF level 6. In defining appropriate aims and objectives, trainer-candidates will seek, share and disseminate relevant information.

#### 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.

## Higher National Unit Support Notes (cont)

**Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (SCQF level 7)

### Sustainability

Trainer-candidates could be encouraged to consider using eco-friendly and fair trade products and sustainable materials. During the evaluation stage, trainer-candidates 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.	20/05/16

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## General information for learners

### **Unit title:** Reflecting on, Developing and Maintaining Own Skills in Training and Development (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 is designed to enable you to carry out an evaluation of your own development needs. You will work through three main processes:

- ◆ Evaluating your current practice.
- ◆ Identifying your development needs, planning and carrying out activities to achieve the goals and targets you included in your action plan for the development of your skills and knowledge, gathering evidence of what you have done.
- ◆ Reviewing your own progress at regular intervals, making changes to take account of circumstances and evaluating what improvements have been made to your own practice and considering what you have learned.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance by providing 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 Unit Outcomes are:

- 1 Evaluate own performance as a trainer.
- 2 Identify own personal and professional development needs and create an action plan.
- 3 Monitor own progress towards achievement of objectives in own action plan.

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 SVQ Unit: Reflect on, Develop and Maintain Own Skills and Practice in Learning and Development and the SVQ 3 in Learning and Development.

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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.

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.