



Higher National Unit Specification

General information

Unit title: Education, Training and Assessment (SCQF level 8)

Unit code: J7KY 35

Superclass: PF

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Unit purpose

This unit is aimed at individuals who have a responsibility for planning, designing, and delivering stages of the education, training, and assessment cycle. Completion of this unit aims to develop the necessary knowledge and skills to plan, design, deliver and evaluate education and training that meet learner needs.

This unit can be applied within a variety of different learning environments, for example within a dental or a healthcare environment, to support individuals undertaking workplace learning, supervision, or formal learning towards a programme that leads to a qualification.

Progression through this unit will equip individuals to assess knowledge, skills and competencies in a standardised approach and provide constructive feedback that supports progression of others. Learners will examine adult learning theories and its relevance to education and assessment practice and consider how technology can be used to enhance education, training, and assessment. Learners will also reflect upon and evaluate own practice to inform professional development needs within the context as a trainer/educator.

Although the unit has been primarily developed for use in the dental sector, it has been written using terminology and content that is also applicable in other multidisciplinary health and social care settings. This reflects the transferable knowledge and skills within professional education, training, and assessment to support continued professional development, workplace training, supervision, or formal learning towards a programme that leads to a qualification.

Higher National Unit Specification: General information (continued)

Unit title: Education, Training and Assessment (SCQF level 8)

Outcomes

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

1. Use adult learning theories to inform the planning and design of effective educational provision taking account of learners' needs and specific requirements.
2. Provide education and training provision using a range of methods that creates a positive and inclusive learning experience, that meets learners' needs and specific requirements.
3. Conduct assessment in a standardised approach and provide constructive feedback that supports progression.
4. Reflect on and evaluate educational provision and own practice to understand its impact on learning and inform professional development needs.

Credit points and level

2 Higher National Unit credits at Scottish Credit and Qualifications Framework (SCQF) level 8: (16 SCQF credit points at SCQF level 8).

Recommended entry to the unit

Access to this unit is at the discretion of the centre. However, learners would normally be expected to have competence in Communication Skills at SCQF level 6 or similar qualification or equivalent experience and some knowledge of mentoring, supervision, facilitating, or delivering training and providing feedback. There may be opportunities for Recognition of Prior Learning (RPL), which will be reviewed by the centre. Learners must be able access opportunities to meet the unit's learning outcomes and demonstrate the evidence requirements.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

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

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.

Higher National Unit Specification: General information (continued)

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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 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. 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

Use adult learning theories to inform the planning and design of effective educational provision taking account of learners' needs and specific requirements.

Knowledge and/or skills

- ◆ Principles of adult education and andragogy principles.
- ◆ Adult Learning Theories.
- ◆ Learning and assessment cycle.
- ◆ Constructing aims and learning outcomes.
- ◆ Learner centred approach to planning and design.
- ◆ Planning considerations, for example Health and Safety, Equality, Diversity, Accessibility, and Inclusion, etcetera.
- ◆ Methods to identify learner needs.
- ◆ Content, for example workplace requirements, professional development, role development, awarding body curriculum/qualification, regulatory requirements, etcetera).
- ◆ Session/lesson planning.
- ◆ Delivery methods and approaches.
- ◆ Different learning contexts.
- ◆ Designing learning resources.

Higher National Unit Specification: Statement of standards (continued)

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Outcome 2

Provide education and training provision using a range of methods that creates a positive and inclusive learning experience, that meets learners' needs and specific requirements.

Knowledge and/or skills

- ◆ The range of different learning environments.
- ◆ Methods to create a positive and inclusive learning environment and experience.
- ◆ Facilitation and delivery of education and training activities and sessions.
- ◆ Using technology to enhance learning, teaching, and assessment.
- ◆ Strategies to facilitate learner engagement and interaction.
- ◆ Barriers to learning and how to overcome them.
- ◆ Use of effective communication, interpersonal and facilitation skills.

Outcome 3

Conduct assessment in a standardised approach and provide constructive feedback that supports progression.

Knowledge and/or skills

- ◆ Purpose of assessment.
- ◆ Principles of assessment.
- ◆ Assessment methods to assess knowledge, skills and performance/competence.
- ◆ Types of assessment, for example formative and summative assessments.
- ◆ Assessing performance: Supervision and competency assessment.
- ◆ Using assessment criteria to assess performance and knowledge.
- ◆ Assessment processes.
- ◆ Standardisation of assessment decisions.
- ◆ Supporting learners in preparing for assessment.
- ◆ Strategies to promote independent learning.
- ◆ Inclusive practice and implementing reasonable adjustments for assessment.
- ◆ Methods of providing constructive feedback to promote learning, affirm achievement, and inform future learning goals.
- ◆ Recording assessment decisions, against agreed criteria.
- ◆ Recording feedback, assessment outcomes.

Higher National Unit Specification: Statement of standards (continued)

Unit title: Education, Training and Assessment (SCQF level 8)

Outcome 4

Reflect on and evaluate educational provision and own practice to understand its impact on learning and inform professional development needs.

Knowledge and/or skills

- ◆ Purpose of evaluation.
- ◆ Methods to evaluate education and training sessions/activities.
- ◆ Question design and data types: quantitative and qualitative.
- ◆ Measuring outcomes and impact of education and training.
- ◆ Gathering and interpreting evaluation data.
- ◆ Using evaluation data to inform the continual improvement of educational provision and own practice, and impact of learning.
- ◆ Reflective Practice and Models of Reflection.
- ◆ Reflect on and evaluate your own practice against evidence-informed principles.
- ◆ Identify and plan professional development needs to maintain own knowledge, skills, and practice.

Evidence requirements for this unit

Outcome 1

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ Plan the design and delivery of two educational sessions/activities.
- ◆ Produce evidence of planning in the format of lesson plans and resources created to support the two educational sessions/activities.

The sessions can be of any chosen format and method of delivery that enables the learner(s) to meet the intended learning outcomes.

Outcome 2

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ Deliver a minimum of two educational sessions/activities, with session/lesson plans and resources created to support these sessions/activities, observed and reviewed by an experienced educator/assessor.

May be assessed holistically with outcome 1.

Higher National Unit Specification: Statement of standards (continued)

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Outcome 3

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ Assess two individuals against defined criteria and communicate the assessment decision, providing verbal feedback. The learner must document their assessment decisions and provide written feedback to the learners. (Assessment methods could include supervision of practice/observation, completion of a report/assignment, etcetera).
- ◆ Describe the assessment process, the principles of assessment, definitions of formative and summative assessment methods and how to implement reasonable adjustments to support learner needs where appropriate. This should be demonstrated through the production of a report of a minimum of 750 words).

Outcome 4

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ Design a tool to evaluate two educational sessions/activities (outcomes 1 and 2).
- ◆ Analyse the data gathered to inform the continual improvement and the overall impact of the educational activities and inform the continuous professional development of one's own practice in the context of education and training.
- ◆ Create a report to present the data, analysis, reflections, and actions from the evaluation. (The report should be a minimum of 750 words).



Higher National Unit Support Notes

Unit title: Education, Training and Assessment (SCQF level 8)

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

This unit has been designed for learners who in their professional role require to plan, design, deliver and assess learning to support learning and progression of others.

This unit can be applied within a variety of different learning environments, for example within a dental or a healthcare environment, to support individuals undertaking workplace learning, supervision, or formal learning towards a programme that leads to a qualification

Completion of this unit aims to develop the necessary knowledge and skills to plan, design, deliver and evaluate education and training that meet learner needs. In addition, enable learners to assess knowledge, skills and competencies in a standardised approach and provide constructive feedback that supports progression of others.

Learners will examine adult learning theories and its relevance to education and assessment practice and consider how technology can be used to enhance education, training, and assessment.

Learners will also reflect upon and evaluate own practice to inform professional development needs within the context as a trainer/educator.

The experience of planning, designing, and delivering education, training and assessment will enable learners to use a variety of approaches to empower, motivate and support learners to develop specific knowledge, skills, behaviours, and attitudes required for workplace or professional learning and development.

The principal context will be the workplace/learning environment where evidence to meet the knowledge and skills for the outcomes can be generated

Following successful completion of this unit learners may wish to undertake further qualifications, for example within the context of adult education, assessment, or digital education to support professional learning and development.

Higher National Unit Support Notes (continued)

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Guidance on approaches to delivery of this unit

Centres may use a range of methods to facilitate the delivery of the outcomes' knowledge and skills to encourage a learner-centred, experiential, and practical approach to learning. Approaches may include formal learning activities, completion of e-learning modules, self-directed research, and opportunities for practical application of knowledge and skills to meet the evidence requirements. Centres may use the order of outcomes as a logical approach to guide delivery. Centres must appoint personnel experienced within the context of this award to facilitate the delivery and assessment.

The following list of topics are suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- ◆ Principles of adult education and andragogy principles.
- ◆ Adult Learning Theories, for example Behaviourism, Cognitivism, Humanism and Constructivism.
- ◆ Stages of the learning and assessment cycle.
- ◆ Constructing aims and learning outcomes, for example using blooms taxonomy.
- ◆ Learner centred approach to planning and design, for example Universal Learner Design, recognising differences in learners to ensure engagement.
- ◆ Planning considerations, for example Health and Safety, Equality, Accessibility, and Inclusion, etcetera.
- ◆ Methods to identify learner needs, for example Maslow's hierarchy of needs (1943).
- ◆ Content, for example workplace requirements, professional development, role development, awarding body curriculum/qualification, regulatory requirements, etcetera).
- ◆ Session/lesson planning: structure to designing educational activities/sessions, which include details of appropriate learning activities, duration, interactions/activities, resources required, and assessment.
- ◆ Delivery methods and approaches, for example synchronous (live/real time) didactic, facilitation, group work, tutorials, case-based discussion, problem solving, practical demonstration, simulation. asynchronous (own time/pace, self-directed).
- ◆ Different learning contexts, for example one-to-one, small group, large group, work based, experiential learning, online, in person, hybrid, blended, formal, informal.
- ◆ Designing learning resources, for example synchronous (live/real time) asynchronous (own time/pace, self-directed) learning resources to support sessions/activities.

Higher National Unit Support Notes (continued)

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Outcome 2

- ◆ Managing the facilitation and delivery of educational activities and sessions.
- ◆ Methods to create a positive and inclusive learning environment and experience.
- ◆ The range of different learning environments, for example workplace, seminar rooms, clinical skills facilities, online, etcetera.
- ◆ Using technology to enhance learning, teaching, and assessment.
- ◆ Strategies to facilitate learner engagement and interaction: to promote learning and independent learning.
- ◆ Barriers to learning and how to overcome them.
- ◆ Use of effective communication, interpersonal and facilitation skills: to create and maintain an interactive, supportive, inclusive, and safe learning environment that is conducive to learning.

Outcome 3

- ◆ Purpose of assessment.
- ◆ Principles of assessment: Valid, Authentic, Reliable, Current, Sufficient (VARCS).
- ◆ Assessment Methods to assess knowledge, skills, and performance/competence: observation, supervision, report writing, use of a portfolio of evidence.
- ◆ Types of assessment, for example formative and summative assessments.
- ◆ Assessing performance: Supervision and competency assessment (for example Miller's pyramid).
- ◆ Using assessment criteria to assess performance and knowledge.
- ◆ Assessment processes, for example equitable, fair, robust.
- ◆ Standardisation of assessment decisions, for example making fair and consistent assessment decisions.
- ◆ Supporting learners in preparing for assessment.
- ◆ Strategies to promote independent learning, for example setting goals and action plans.
- ◆ Inclusive practice and implementing reasonable adjustments for assessment.
- ◆ Methods of providing constructive feedback to promote learning, affirm achievement, and inform future learning goals, for example written, verbal, etcetera.
- ◆ Recording assessment decisions, against agreed criteria.
- ◆ Recording feedback, outcomes, and action plans.

Higher National Unit Support Notes (continued)

Unit title: Education, Training and Assessment (SCQF level 8)

Outcome 4

- ◆ Purpose of evaluation.
- ◆ Methods to evaluate education and training sessions/activities, for example pre, during and post, tools — questionnaires, focus groups, etcetera.
- ◆ Question design and data types: quantitative and qualitative.
- ◆ Measuring outcomes, for example reaction, learning, behaviour, and results. Impact level of education and training, for example Engagement, Educational, Performance and Service Impact.
- ◆ Gathering and interpreting evaluation data.
- ◆ Using evaluation data to inform the continual improvement of educational provision and own practice and impact of learning.
- ◆ Reflective Practice and Models of Reflection, for example Gibbs Reflective Cycle (1998), Kolb Experiential Learning Cycle (1984), etcetera.
- ◆ Reflect on and evaluate your own practice against evidence-informed principles.
- ◆ Identify and plan professional development needs to maintain own knowledge, skills, and practice, for example educator, health and social care practitioner, workplace and or regulatory requirements, etcetera.

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.

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.

Learners undertaking this award must have regular opportunities to practice the necessary knowledge and skills to successfully demonstrate the evidence requirements of this unit.

As evidence should be generated in the workplace/learning environment. Centres must ensure that a particular workplace will allow learners to generate sufficient and suitable evidence for each outcome's evidence requirements to be achieved.

Centres will provide guidance and support in the development of evidence to meet unit's evidence requirements.

Assessors must have knowledge and experience of the unit criteria to which they are assessing.

Higher National Unit Support Notes (continued)

Unit title: Education, Training and Assessment (SCQF level 8)

Learners will be assessed on their ability to:

- ◆ Plan the design and delivery of two educational sessions/activities.
- ◆ Produce evidence of planning in the format of lesson plans and resources created to support the two educational sessions/activities.
- ◆ Deliver a minimum of two educational sessions/activities, with session/lesson plans and resources created to support these sessions/activities, observed, and reviewed by an experienced educator/assessor.
- ◆ Assess two individuals against defined criteria, communicate their assessment decisions and provide verbal feedback. The learner must document their assessment decisions and provide written feedback to the learners. (Assessment methods could include supervision of practice/observation, completion of a report/assignment, etcetera).
- ◆ Describe the assessment process, the principles of assessment, provide definitions of formative and summative assessments method and how to implement reasonable adjustments to support learner needs where appropriate. This should be demonstrated through the production of a report of a minimum of 750 words).
- ◆ Design a tool to evaluate two educational sessions/activities (outcomes 1 and 2).
- ◆ Analyse the data gathered to inform the continual improvement and the overall impact of the educational activities and inform the continuous professional development of one's own practice in the context of education and training.
- ◆ Create a report to present the data, analysis, reflections, and actions from the evaluation. (The report is recommended to be a minimum of 750 words).

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.

Opportunities for developing Core and other essential skills

Completion of this award will enable individuals to receive certification of knowledge and skills required to plan, design, and delivery stages of the education, training, and assessment cycle. This unit could also support career progression, for example within a clinical educator role.

This unit may provide opportunities to gather evidence towards the Core Skills of Communication, Working with Others, Problem Solving and Information and Communication Technology (ICT) however there is no automatic certification of Core Skills or Core Skills components. In addition, support the development of digital skills.

History of changes to unit

Version	Description of change	Date

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Unit template: October 2022.

General information for learners

Unit title: Education, Training and Assessment (SCQF level 8)

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 aimed at individuals who have a responsibility for planning, designing, and delivering stages of the education, training, and assessment cycle. Completion of this unit aims to develop the necessary knowledge and skills to plan, design, deliver and evaluate education and training that meet learner needs.

This unit can be applied within a variety of different learning environments, for example within a dental or a healthcare environment, to support individuals undertaking workplace learning, supervision, or formal learning towards a programme that leads to a qualification.

Progression through this unit will equip individuals to assess knowledge, skills and competencies in a standardised approach and provide constructive feedback that supports progression of others. Learners will examine adult learning theories and its relevance to education and assessment practice and consider how technology can be used to enhance education, training, and assessment. Learners will also reflect upon and evaluate own practice to inform professional development needs within the context as a trainer/educator.

Outcomes

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

1. Use adult learning theories to inform the planning and design of effective educational provision taking account of learners' needs and specific requirements.
2. Provide education and training provision using a range of methods that creates a positive and inclusive learning experience, that meets learners' needs and specific requirements.
3. Conduct assessment in a standardised approach and provide constructive feedback that supports progression.
4. Reflect on and evaluate educational provision and practice to understand its impact on learning and inform professional development needs.

You will be asked to:

- ◆ Plan the design and delivery of two educational sessions/activities.
- ◆ Produce evidence of planning in the format of lesson plans and resources created to support the two educational sessions/activities.
- ◆ Deliver a minimum of two educational sessions/activities, with session/lesson plans and resources created to support these sessions/activities, observed, and reviewed by an experienced educator/assessor.
- ◆ Assess two individuals against defined criteria, communicate their assessment decisions and provide verbal feedback. The learner must document their assessment decisions and provide written feedback to the learners. (Assessment methods could include supervision of practice/observation, completion of a report/assignment, etcetera).

General information for learners (continued)

Unit title: Education, Training and Assessment (SCQF level 8)

- ◆ Describe the assessment process, the principles of assessment, provide definitions of formative and summative assessments method and how to implement reasonable adjustments to support learner needs where appropriate. This should be demonstrated through the production of a report of a minimum of 750 words).
- ◆ Design a tool to evaluate two educational sessions/activities (outcomes 1 and 2).
- ◆ Analyse the data gathered to inform the continual improvement and the overall impact of the educational activities and inform the continuous professional development of one's own practice in the context of education and training.
- ◆ Create a report to present the data, analysis, reflections, and actions from the evaluation.