



Arrangements for:

HNC Learning and Development

Code: G7V0 15

Diploma in Training and Development

Code: G7V1 16

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
09	Revision of Unit: F7J9 34 Office Technologies has been replaced by HH82 34 Digital Technologies for Administrators on the HNC framework only and will finish 31/07/2019	27 th January 2017
08	CIPD revoked the agreement to recognise the HNC for associate membership of CIPD, to take effect from session 2010/11.	07 th July 2014
07	Appendix 2 — CIPD letter updated to reflect new session fees. Section 1 – Sections related to SCQF level 6 award and HND in Learning and Development removed. Dates updated. Section 7 – Guidance on credit transfer removed	02 September 2009
06	Appendix 2 — CIPD letter updated to reflect new fees.	5 August 2008
05	Change made to title of Training and Development award	April 2008
04	Appendix 2: CIPD letter updated to reflect new fees.	18 September 2007
03	Clarification on Section 1 Clarification on Section 5 Information for candidates added Section 9	1 June 2007
02	<ul style="list-style-type: none"> ◆ Guidance on the order of delivery ◆ Updated letter from CIPD Appendix 2 ◆ Example of Integrated Assessment Records Appendix 3 ◆ Suggested delivery framework Appendix 4 	21 March 2007

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1 Introduction

This is the Arrangements Document for the revised HNC in Learning and Development and the Diploma in Training and Development, which were validated in March 2005. This document includes: background information on the development of the Group Awards, their aims, guidance on access, details of the Group Awards structure, and guidance on delivery.

The purpose of the awards is to prepare candidates for employment in learning and development and to develop those already employed as trainers or with training in their remit. Candidates do not need to be employed as a trainer in the workplace to achieve the awards, as all of the assessments can be achieved through classroom activities or case studies.

The exception to this is the Graded Unit in the HNC, as candidates need to have access to an organisation in order to complete the required investigation. The organisation investigated should be a real organisation with which the candidate is familiar, ideally his or her employer. In exceptional circumstances a case study can be used but this is not recommended as a normal course of action.

For candidates who are not in employment as a trainer or do not have training in their remit, the HNC is a viable alternative to the SVQs in Learning and Development, which are not achievable outwith the workplace.

The HNC was recognised by the Chartered Institute of Personnel and Development (CIPD) and achievement of the HNC qualified for associate membership of CIPD. CIPD revoked the agreement to recognise the HNC for associate membership of CIPD, to take effect from session 2010/11.

Background to Development

An HNC in Training and Development has been offered successfully since August 1996. Its content and form have been commended as useful by learners but there were gaps in the content and the award needed to be updated both to meet the new design principles and to reflect changes in the occupational standards.

As part of the development process a marketing research exercise was carried out involving colleges, employers, former and current students. There was no consultation with Higher Education as there are no degree level courses available for articulation and students generally move out into employment in the field if they are not already employed.

The design team reviewed the whole area of Training and Development within the SQA Catalogue, and as the Group Award G2P3 15 Certificate in Training Practice also required revision, decided to consider the whole area and develop coherence and progression within it. The Certificate in Training Practice, formerly known as the 'Training of Trainers' course, is a well established award. It was most recently matched to the underpinning knowledge of the SQA level 3 Training and Development standards. In addition, at one time it was jointly awarded by SQA and IPD, giving Associate membership of IPD to those trainers achieving the award. The recognition lapsed some years ago but it has always been SQA policy to try and renew the professional body recognition. This was achieved for the HNC Learning and Development and details are given on page 2 and Appendix 2, SQA Letter to Centres dated August 2009.

In order to develop a suite of awards most appropriate to market needs, a consultation on the Certificate in Training Practice and proposals to develop it was held in November 2004. Participants at the workshop endorsed the suggested move to establish the HNC as the main qualification in this area and seek CIPD endorsement of it. They also endorsed the proposal to develop a Diploma based on HN Units as a replacement for the Certificate in Training Practice.

2 Rationale for the development of the Group Awards

The HNC Learning and Development has a clear focus on the learning and development function and the importance within it of the training cycle. It is designed to give a broad overview of the main areas and this is set in context by an introductory Unit, DN3H 34 *Learning and Development: An Introduction*. As many of the potential students are already employed as trainers and have a basic understanding of the cycle, this Unit is optional in the framework. It will however be a useful introduction to the area for those who wish a career in training. It is also designed to be imported into other HN awards that wish to include consideration of the training function.

Then the award goes on to develop the key stages of the training cycle in more detail. The four stages are covered by mandatory Units that form the heart of the qualification.

In addition, learners have a choice of one of two Units that consider assessment. Finally the increased focus on professional development in the new occupational standards is addressed by a Unit that has been designed to be generally applicable so that it can be imported into other awards as appropriate. The focus of each Unit is to develop knowledge and applied practice. In order to reflect changes in occupational standards 'learning' has replaced training wherever appropriate

Developing the award in a mandatory and optional Unit framework has allowed the inclusion of both ICT (of developing importance as a delivery method) and group facilitation techniques, of particular relevance in some areas of the workplace.

3 Aims and objectives of the HNC Learning and Development

The main aim of the HNC is to enable candidates to develop knowledge and understanding of the technical areas of Learning and Development. Its specific objectives are to:

- ◆ develop the skills and understanding of those in employment with training in their remit
- ◆ prepare candidates for employment at an appropriate level within the learning and development field by developing their skills
- ◆ develop knowledge and understanding of the roles, responsibilities and processes involved in training and developing the human resource
- ◆ develop a range of core and transferable skills essential within learning and development
- ◆ enhance the personal effectiveness of candidates

4 Aims and objectives of the Diploma in Training and Development

The main aim of the Diploma is to develop the practical skills required for training delivery for practitioners and intending practitioners. Its specific objectives are to:

- ◆ develop a theoretical understanding of the training cycle
- ◆ develop key applied skills for training
- ◆ develop the personal effectiveness of trainers
- ◆ provide credit towards the full HNC
- ◆ provide a certificated exit route for candidates

Key Changes

The following key changes have been introduced in the Group Award structures:

- ◆ A mandatory and optional Unit structure has been adopted for the HNC Learning and Development
- ◆ The term ‘learning’ (as the end product of training) has been used within the awards wherever appropriate
- ◆ The content of all the main subject areas has been updated to reflect current practice in the field
- ◆ The self evaluation process has been introduced as a mandatory part of the award
- ◆ A Diploma award, as a subset of the HNC has been defined.
- ◆ A Graded Unit has been introduced to grade candidate performance and to enable candidates to apply a range of vocational knowledge and skills in an integrated manner to the training environment

5 Recommended access

Access to both the HNC and Diploma qualifications, as is customary for all SQA qualifications, is at the discretion of the centre. These recommendations are for guidance only.

The benchmark for this award has been taken as Intermediate 2 for all Core Skills except Numeracy which is set at Intermediate 1. The course is designed to develop all Core Skills towards Higher/Intermediate 2 as appropriate. Mature candidates with no qualifications but with suitable experience and skills may be accepted if they are likely to benefit from undertaking the award.

In addition centres may wish to specify:

- ◆ any relevant Scottish Group Award at Intermediate 2 or Higher
- ◆ any two relevant National Qualifications at Higher together with three Standard Grade passes at 3 or above, or equivalent
- ◆ an SVQ in a relevant area at level 2 or 3

Note: Candidates do not need to be employed as a trainer in the workplace to achieve the awards, as all of the assessments can be achieved through classroom activities or case studies.

The exception to this is the Graded Unit in the HNC, as candidates need to have access to an organisation in order to complete the required investigation. The organisation investigated should be a real organisation with which the candidate is familiar, ideally his or her employer. In exceptional circumstances a case study can be used but this is not recommended as a normal course of action.

6 Group Award structures

The HNC Learning and Development award consists of 12 credits, 7 mandatory Unit credits and 5 optional credits as follows.

6.1 Framework — HNC Learning and Development

Mandatory Units

Candidates must achieve six Units amounting to 7 credits as follows:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Learning and Development: Identifying Learning Need	DN3G 34	8	7	1
Learning and Development: Planning, Design and Delivery of Learning	DN3N 34	16	7	2
Learning and Development: Supporting Learner Development	DN3R 34	8	7	1
Learning and Development: Evaluating Learning	DN3D 34	8	7	1
Learning and Development: Evaluating Own Practice and Planning for Self Development	DN3E 34	8	7	1
HNC Learning and Development Graded Unit 1	DN7M 34	8	7	1

Optional Units

A total of five optional Unit credits are needed to complete the HNC. Candidates should choose 1 credit from List A and 4 credits from list B:

List A (one Unit credit to be taken from list A)

Learning and Development: Competence-based assessment	DN3C 34	8	7	1
Learning and Development: Non-competence based assessment	DN3L 34	8	7	1

List B (4 Unit credits to be taken from list B)

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Learning and Development: An Introduction	DN3H 34	16	7	2
Learning and Development: Planning and Managing Training Programmes	DN3M 34	8	7	1
Learning and Development: Facilitating Group Learning	DN3F 35	8	8	1
Learning and Development: Coaching Skills	DN3A 34	8	7	1
Learning and Development: Mentoring	DN3K 34	8	7	1
Learning and Development: Learning Processes	DN3J 34	8	7	1
Learning and Development: Quality Assuring the Assessment Process	DN3P 34	8	7	1
Online Learning Materials: Selection and Use	DA3V 34	4	7	0.5
Online Learning Materials: Design and Preparation	DA3W 34	4	7	0.5
IT: Applications Software 1 or Digital Technologies for Administrators	D75X 34* HH82 34*	8 8	7 7	1 1
Learning Support Promoting Access to Information and Learning for Learners with Additional Support Needs or Learner Support: Barriers to Learning	DP9N 34 DP9E 34	8 8	7 7	1 1

*Only **one** of these two Units may count towards achievement of the HNC

Graded Unit

The Graded Unit involves the investigation of training provision within an organisation and its evaluation leading to recommendations for its improvement. It will consolidate understanding of the training cycle.

6.2 Framework — Diploma in Training and Development

The Diploma in Training and Development award consists of 5 mandatory Unit credits and 1 optional credit as follows:

Mandatory Units

Candidates must achieve five Units amounting to 6 credits as follows:

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Learning and Development: Identifying Learning Needs	DN3G 34	8	7	1
Learning and Development: Planning, Design and Delivery of Learning	DN3N 34	16	7	2
Learning and Development: Evaluating Learning	DN3D 34	8	7	1
Learning and Development: Evaluating Own Practice and Planning for Self Development	DN3E 34	8	7	1

And 1 credit from the following **optional Units**:

Learning and Development: Competence-based assessment	DN3C 34	8	7	1
Learning and Development: Non-competence based assessment	DN3L 34	8	7	1

Core Skills

The importance of Core Skills, especially the emphasis found in the market research on Communication and IT, is recognised in the content, teaching approaches and assessment of the Units.

The benchmark for entry to the HNC and the Diploma awards has been taken as Intermediate 2 for all Core Skills except Numeracy which is set at Intermediate 1. The course is designed to develop all Core Skills towards Higher/Intermediate 2 as appropriate.

Candidates have many opportunities to practise and develop their skills as demonstrated in the Core Skills signposting (Appendix 1 on page 13).

SCQF

The HNC is designed to focus on the broad range of activities within the training function in a straightforward way. The focus is on the practical applications of knowledge and understanding and an emphasis on skills. To reflect this emphasis the Units are all levelled at SCQF level 7, except the group facilitation Unit DN3F 35 *Learning and Development: Facilitating Group Learning* which, to recognise the level of applied skills required, is set at level 8.

7 Approaches to delivery and assessment

Guidance on context and content

The purpose of the awards is both to prepare candidates for employment in learning and development and to develop those already employed as trainers or with training in their remit; as such candidates may undertake the course from a variety of backgrounds. Candidates do not need to be employed as a trainer in the workplace to achieve the award as all of the assessments can be achieved through classroom activities or case studies except for the Graded Unit as candidates need to have access to an organisation.

The awards are designed to provide the knowledge and skills required and to consolidate them wherever practical with application. As the focus of the award is on using training to empower learning it provides an environment in which candidates can practise their skills as well as giving their trainers/lecturers an opportunity to demonstrate good practice. In addition, those already employed in the field may use their workplace practice and reflect on it.

Detailed guidance about the context and content is given in each Unit.

Guidance on assessment and delivery

These awards are intended to prepare or develop candidates within the field of training and development and the delivery of all Units should reflect that context. In addition, delivery methods will encourage the development of Core Skills and activities such as role play will encourage the development of practical skills.

The assessment methods used include projects, reports, case studies and related questioning, practical activities and role play exercises. For mandatory Units, exemplar assessment material will contextualise each Unit and exemplify the standard for successful completion. All the assessments apart from the Graded Unit can be achieved through classroom work or case studies. To achieve the Graded Unit candidates need to have access to an organisation, but they do not need to be a trainer in that organisation.

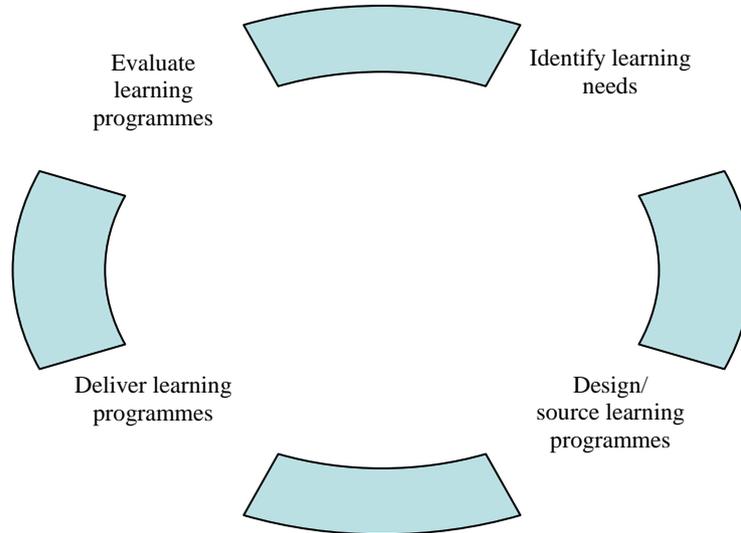
Centres may decide to integrate the delivery and assessment of Units, where there are common knowledge and skills areas. Centres operating in this manner should ensure that the delivery and assessment process allows candidates to undertake all the Outcomes for each Unit and meet all the Evidence Requirements. All evidence gathered must be recorded to show how the Evidence Requirements have been met for each Unit, and must be available for internal verification of individual Units in accordance with Centres' internal verification procedures.

See Appendix 3 for examples of integrated assessment records (taken from Plan, Design and Deliver Learning and Evaluate Own Practice).

Guidance on the order of delivery

Whilst centres are free to decide the order of delivery of the Units, the award is constructed around the training cycle and this would provide a natural order for the delivery of the course.

Training Cycle



Using the training cycle as a framework for delivery provides opportunities for integrating delivery of skills and knowledge common to several Units. Appendices 4 and 5 provide suggested delivery frameworks for the Diploma and HNC.

Although integration of delivery is the preferred option, it is recognised that Centres often provide a roll on roll off system in which candidates join the course as the next Unit commences. This system lessens opportunities for integration so individual Unit delivery may still be necessary for those Centres.

The relevance of the training cycle and the Unit's position in it is developed as part of the content of each Unit.

In addition centres will be encouraged to use the Unit: DN3E 34 *Learning and Development Evaluating Own Practice and Planning for Self Development* as a continuous theme in the delivery of the course by encouraging candidates to retain an active personal development log. This is now established practice within the field, a requirement of continuing competence in the vocational qualification.

Guidance on Graded Units and the timing of delivery

The Graded Unit brings together many of the competencies gained by the candidate while undertaking the individual Units. It is also designed to reflect the award title. In other words, as the Unit draws heavily upon the skills being gained within other Units, it is recommended that candidate start working on the Graded Unit after some or most of the supporting Units have been delivered.

Centres will manage this at their discretion.

There are real possibilities of integrating assessments within Units, and centres are encouraged to take advantage of these opportunities as far as possible.

Guidance on Open Learning

It is considered that there is a real possibility of delivering this award by a variety of routes. It may be delivered on a full-time or more usually on a part-time basis or by an Open Learning route. Centres are continuing to develop their virtual learning environments and may decide to deliver some of these Units by this means. Centres will make their own decisions in the matter. Again however, regardless of the mode of delivery, Evidence Requirements will be as described and required by the Units' specifications.

If assignments are completed outwith the centre, it will be the responsibility of the centre to ensure the authentication of a candidate's work. There are many ways to support this process, mentor reports being signed, a written record of oral questions and responses being signed and dated as accurate, the video recording of practical activities, to name a few. Experienced centres will often devise valid and imaginative ways to do this. Information and advice can be found in *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 – publication code A1030)

8 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

9 General information for candidates

Welcome to the new HN awards in Learning and Development and Training and Development. The overall aim of these awards is that it is a stimulating and enjoyable learning experience for you.

Whether you are employed as a trainer or are preparing for employment within the Learning and Development area you have just made a significantly important decision for your future. We are delighted that you have decided to study for either your HNC in Learning and Development or a Diploma in Training and Development. The main purpose of the awards is to prepare you for employment or to develop those already employed as trainers.

The awards were developed through consultation involving employers, centres and current holders of the previous qualification. The HNC was recognised by the Chartered Institute of Personnel and Development (CIPD) and achievement of the HNC qualified for associate membership of CIPD. CIPD revoked the agreement to recognise the HNC for associate membership of CIPD, to take effect from session 2010/11.

The HNC can normally be achieved in a one year full time programme or on a two year part-time basis. The Diploma can normally be completed within six months. Your chosen centre will be able to advise you on the modes of delivery available to you.

The HNC and Diploma consist of a fixed programme of study through a series of subjects called mandatory units and a choice of additional subjects called optional units. Units carry a value called a credit value which reflects the length of study required for that subject eg:

- 1 credit = approximately 40 hours of study
- 2 credits = approximately 80 hours of study

The HNC in Learning and Development is achieved by gaining a total of 12 credits 7 mandatory and 5 optional credits.

The Professional Development Award in Training and Development is achieved by gaining a total of 6 credits 5 mandatory and 1 optional credit.

Each Unit contains a main subject area and is broken further down into topics identified as outcomes within each Unit. Each outcome comprises of Knowledge and Skills associated with each topic.

Your chosen centre will advise you of their delivery arrangements and the optional Units on offer.

10 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in Information Technology or Communications.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.

11 Appendices

Appendix 1: Core Skills Signposting — Page 14

Appendix 2: Examples of Integrated Assessment Records — Page 23

Appendix 3: Suggested delivery framework for HNC Learning and Development — Page 26

Appendix 4: Suggested delivery framework for the Diploma Training and Development — Page 32

Core Skills Signposting

Communication (Higher)

Skill component Written Communication (Reading)

Read and Understand complex written communication

- a Identify and summarise significant information, ideas and supporting detail.
- b Evaluate effectiveness in meeting purpose and needs of readership.

Unit	Knowledge and Skills/Evidence	Developed/Assessed	a	b
Learning and Development; Identifying Learning Need	Outcomes 1–3: identification and summary of significant information on learning needs, including an in depth training needs analysis. Evaluation of relevance of data to training issues.	Developed	√	
L&D: Planning Design and delivery	Research on a range of complex current information training programme design in Outcome 2/3.	Developed	√	
L&D: Evaluating Learning	Outcome 3: Interpretation analysis, summary and evaluation of complex data.	Developed	√	√
All Units	Knowledge and skills across the award will require in depth study of a range of complex reading materials and independent research into current theory and practice on Learning and Development.	Developed	√	√

Written Communication (Writing)

Produce well-structured Written Communication on complex topics

- a Present essential ideas/information in a logical and effective order.
- b Use a structure which takes account of purpose/links points for clarity and impact.
- c Use conventions which are effectively adapted for audience.
- d Use accurate spelling, punctuation, sentence structures.
- e Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d	e
L&D: Identifying Learning Need	Outcomes 1–3: production of extended written report on training needs and resources, including a structured training plan.	Developed	√	√	√	√	√
L&D: Planning, Design and Delivery of Learning	Written training Needs Analysis and plan. Design and production of customised training materials with emphasis on clarity, impact and professional presentation: written evaluation review.	Developed	√	√	√	√	√
Evaluating Own Practice	Portfolio of structured written data underpinning review process, including questionnaire design and peer evaluation reports.	Developed	√	√	√	√	√
L&D: Evaluating Learning	Two formal extended evaluative reports (minimum 1,250 words).	Developed	√	√	√	√	√
All Units	An ability to report on and document development activities to a professional standard is essential to achievement. Design and presentation of training and support materials which communicate effectively and meet the needs of learners is critical to achievement of the award.	Developed	√	√	√	√	√

Oral Communication

Produce and respond to oral Communication on a complex topic

- a Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality.
- b Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis.
- c Structure to take full account of purpose and audience.
- d Take account of situation and audience during delivery.
- e Respond to others taking account of their contribution.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d	e
L&D: Planning, Design and Delivery of Learning	Outcomes 1–3 involve designing and deliver training sessions including presenting essential information and using active listening techniques, matching language and tone to reflect needs of trainees, Use of appropriate support materials will enhance communication with an audience.	Developed	√	√	√	√	√
L&D: Identifying Learner Needs	Outcome 3: conducting a personal training needs interview in which training needs are identified and a plan negotiated with the learner.	Developed	√	√	√	√	√
L&D: Supporting Learner Development	Outcome 2: conducting an individual personal interview (minimum 20 minutes) supporting the needs of a learner.	Developed	√	√	√	√	√
All Units	Teaching and Learning for all Units will involve on-going discussion analysing and evaluating relevant and related information. Personal interviews and guidance from assessors will support verbal exploration of complex issues.	Developed	√	√	√	√	√

Using Information Technology (Higher)

Use an IT system independently to process a range of information

- a Use a range of it equipment paying attention to security and other users.
- b Resolve a simple hardware or software problem.
- c Use software in an unfamiliar context requiring analysis, design, integration of data, decision on format.
- d Carry out searches to extract and present information from electronic sources.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d
L&D: Planning, Design and Delivery of Learning	Using IT equipment and appropriate range of software to analyse, design, integrate and output training materials.	Developed	√		√	√
L&D: Evaluating Own Practice	Outcome 2: production of portfolio of data and records. Written records of evidence for all stages in a professional format.	Developed	√		√	√
All Units	Professional presentation of journals, logs and business documentation and training materials will involve extensive access to and use of technology. Internet research on current training issues, events and practice will provide essential underpinning knowledge for the award. Security, consideration and the managing of any technical problems will be a routine aspect of good practice.	Developed	√	√	√	√

Numeracy (SCQF level 5)

Skill component Using Number

- ◆ Apply a wide range of numerical skills

Skill component Using graphical information

- ◆ Interpret and communicate graphical information in everyday and generalised contexts

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b
L&D: Evaluating Learning	Theoretical and underpinning knowledge for the Unit requires an understanding of statistical data analysis and presentation, including participation trends- Outcome 3 reporting using graphical information	Developed	√	√
L&D: Planning Design and Delivery	Outcome 2 requires an understanding of resource implications for training, including calculating and working with costs for materials and production Training sessions will involve design and production of information conveyed in effective graphic form.	Developed	√	√
L&D: Identifying Learning Needs	Outcome 2: identification of cost effective and appropriate resources required to support learning programme.	Developed	√	
L&D Evaluating Own Practice	Outcomes1–3: sampling methods, interpreting results of research, analysing and presenting evaluation data in most appropriate format.	Developed	√	√

Numeracy (Higher)

Skill components

- a Using graphical information-Apply a wide range of numerical statistical and other mathematical skills.
- b Using Number-Apply a wide range of graphical skills to interpret and present complex information.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b
L&D: Identifying Learning Need	Outcomes 1–3: interpreting results of research, analysing and presenting data.	Developed	√	√
L&D: Planning, design and Delivery	Identification of resources.			
L&D: Evaluating Learning	<i>Underpinning knowledge data gathering and interpretation</i> Outcomes 1–3:— interpreting results of research, analysing and presenting data.	Developed	√	√

Problem Solving

Skill components

Critical Thinking

- ◆ Analyse a complex situation or issue Planning and Organising
- ◆ Plan organise and complete a complex task

Reviewing and Evaluating

- ◆ Review and evaluate a complex problem solving activity

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	CT	PO	RE
L&D: Identifying Learner Need	Analysing requirements of training, identifying and allocating appropriate resources, producing a formal training plan.	Developed	√	√	√
L&D: Planning Design and Delivery	Outcomes 1–4: analysis of a specific training need, design of support materials, delivery to a specified group of learners, review and practical evaluation including recommendations on good practice and suggested improvements.	Developed	√	√	√
L&D:Evaluating Own Performance	Analysis of performance against targets. Evaluation of effectiveness, reassessment of objectives and revision of goals.	Developed	√	√	√
L&D: Evaluating Learning	Analyse and evaluate effectiveness of training programmes.	Developed	√	√	√
L&D: Supporting Learner Development	Plan, prepare for and take part in support interview to meet identified learner needs.	Developed	√	√	√

Working with Others (Higher)

Work with Others in a group to analyse, plan and complete an activity

- a Analyse the activity and identify component tasks and roles.
- b Agree allocation of activities taking account of group strengths and weaknesses.
- c Support co-operative working.
- d Evaluate and draw conclusions about own contribution, justifying with evidence.

Unit	Knowledge/Skills/Evidence	Developed/ Assessed	a	b	c	d
L&D: identifying Learning Need	Underpinning theoretical knowledge: behavioural theories of group and individual learning and training practices.	Developed	√			
L&D: Supporting Learner Development	Theories of learning cycle support planning, preparing for and working with learners on identified support needs.	Developed	√	√	√	
L&D: Planning, Design and Delivery of Learning	Identifying required training needs and components, designing and delivering training to others and reviewing activities.	Developed	√	√	√	√
L&D: Evaluating Own Practice	Outcome 1: involving others in evaluation of effectiveness and to improving own performance.	Developed	√			√
All Units	All elements of the Core Skill will be critical to the award. All Units require an analytical and evaluative approach to working with a range of others. The award centres on communication, co-operation and negotiation as essential to effective teaching and learning.	Developed	√	√	√	√

Examples of Integrated Assessment Records

Example 1: Showing how the candidate assessment record which is included in the assessment exemplar can be used to indicate where evidence has been generated.

Unit assessment: candidate's assessment record				
DN3N 34: Learning and Development: Planning, Design and Delivery of Learning				
Candidate Name			Candidate ID	
Outcome 4				
Evidence Requirements		Record of Performance		
		Satisfactory/	Comments	
Assessment task 4		<p>Here the assessor is indicating that the candidate has met these requirements in their work for the Unit Evaluate Own Practice – Outcome 2.</p>		
Project – review and recommend improv				
◆ Description of evaluation				
◆ Analysis of data				
◆ Aims and objectives met?				
◆ Three strengths	S			EOP Outcome 2
◆ Two proposed improvements	S			EOP Outcome 2
◆ Reflection on performance	S			EOP Outcome 2
◆ Three actions for self-improvement	S	EOP Outcome 2		
<p>(Enter S or U in the box to indicate whether performance in the relevant aspect of the assessment is satisfactory or unsatisfactory. The comment column can be used to highlight any re-assessment that may be needed.)</p>				
Overall comments:				
Assessor's signature:		Date:		

Example 2: This grid lists the Evidence Requirements for Outcome 1 of Plan, Design and Deliver Learning. The other Outcomes can be added in the same way. The grid can be cross referenced against assessment tasks which are integrated into one project. In this example the project would have four tasks which correspond to stages of the training cycle. Thus task 1 would involve identifying learning needs, task 2 designing training, task 3 delivering training and task 4 evaluating training.

The candidate could therefore expect to generate the session plans during task 2 and the evidence for the written report in task 1 (identify learning needs). As each task is completed assessors can initial the boxes until all boxes are complete.

DN3N 34: Learning and Development: Planning, Design and Delivery of Learning

Assessment Grid (part)

Name: Class:

Evidence Requirement	Task 1	Task 2	Task 3	Task 4	Complete?
Two session plans including:					
Aims of the sessions given (O1)					
Three smart objectives					
Two delivery methods (O1)					
30-minute timing and cost					
Two training resources					
Assessment methods (O1)					
Evaluation methods (O1)					
Written report including:					
Introduction to learners (O1)					
Outline of learners' needs (O1)					
Barriers to learning (O1)					
Additional support needs (O1)					
Justification of methods (O1)					
Justification of resources (O1)					
Justification of assessment methods (O1)					
Justification of evaluation methods (O1)					

Candidates and assessors can see what evidence is still to be gathered.

All Evidence Requirements met:

Signed: (Tutor)
.....

Date:

Signed: (Student) Date:

Suggested delivery framework for HNC Learning and Development

The following framework follows the four stages of the training cycle and includes the assessment instrument and evidence for each relevant Outcome. For example, in the delivery of the first stage of the cycle – Identify Training Needs — some of the knowledge and skills from Evaluate Own Practice, Facilitate Group Learning and Learning Processes (where chosen as options) can be taught and assessed together. The Additional Notes column provides further guidance about suggested integration of assessment tasks.

Training Cycle Stage 1: Identify Learning Needs

Training Cycle	Unit	Outcome	Assessment Instrument	Suggested Evidence	Additional Notes
EOP/Identification of needs. (in this case this will be the needs of the student on the course who will look at own skills and knowledge against HNC/Diploma competencies)	Evaluate Own Practice (EOP)	1	Report	Self-evaluation checklists Targets and goals (HNC/Diploma) Evidence of APL/Competencies claimed with justification Job role/CV (if appropriate) Narrative with awareness of criticism SWOT analysis	Report must include a variety of information including evidence from others
	Evaluate Own Practice	2	Individual IAP Record and evidence of achievement (ROA)	Personal development plan with SMART objectives Reflective log	Reflective log is ongoing and should be written up throughout course. Can provide CPD evidence also. ROA needs to be detailed and linked to HNC/Diploma.
	Facilitate Group Learning (FGL)	1	Report		Must be integrated with LO2 from FGL. May not be appropriate to deliver this as part of EOP.
	Learning Processes (LP)	1	Report		750 words covering theories/concepts/training cycle.

Training Cycle Stage 2: Design learning programmes

Training Cycle	Unit	Outcomes	Assessment Instrument	Suggested Evidence	Additional notes
Plan and Prepare for Training	Planning and Managing Training Programmes (PMTP)	1	Implementation plan and report		Holistic assessment for all three Outcomes therefore three needs covered either here or soon after five training options with criteria
	Planning and managing training programmes	2	Implementation plan and report		Written report of 800 words
	Planning and managing training programmes	3	Implementation plan and report		Included here as it needs to meet assessment requirements of Unit Reflective account (add to EOP 2)
	Identifying learning needs (ILN)	1	Organizational learning plan and report		five learning objectives that are SMART
	Identifying learning needs	2	Organisational learning plan with resources and report		
	Evaluating learning (EL)	1	Evaluation plan for a programme		750 words on producing an effective plan
	Plan Design Deliver Learning (PPDL)	1	2 training session plans 2 delivery methods in each	1 plan for a group 1 plan for an individual	Meets FGL 2 Meets Coaching 1
	Facilitating Group Learning	2		Materials produced plus justification	
	Identifying learning needs	3	Interview and associated learning plan		Needs to be done before coaching plan
	Coaching Skills	1		Documentary evidence including records of meetings, plans, agreements and checklists	

Training Cycle Stage 2: Design learning programmes (materials)

Plan and prepare for training (materials)	Unit	Outcomes	Assessment instrument	Suggested evidence	Additional notes
	Learning processes	2	Practical exercise	Training materials and rationale	1 hour training session 2 learners with different LS – this will link to FGL 3 and PPDL 3
	Plan, design, deliver learning	2	Written and performance evidence	Training materials and rationale	Minimum of 2 learning resources/material
	Facilitate Group Learning	2	Written evidence plus commentary	Exercises/activities Rationale for promotion of group learning	Should be assessed with FGL 1 – FGL is sitting within earlier part of course
	Evaluating Learning	2	Documentary evidence of 2 evaluation instruments collecting data on 2 occasions		
	Competence — Based Assessment (CBA)	2	Design 2 instruments of assessment covering performance and knowledge	Assessment instruments plus rationale	Learners could also plan for assessment as part of the preparation of material
	Non-Competence-Based Assessment (NCBA)	2	Case studies		These Outcomes would need to be supported by theory of assessment (Outcomes 1) which might need to be included here so theory and practice are combined

Training Cycle Stage 3: Deliver training

Training Cycle	Unit	Outcomes	Assessment Instrument	Suggested Evidence	Additional Notes
Deliver Training.	Plan, Design, Deliver Learning	3	Observation of performance of a minimum of one training session	Observation of 2 training sessions	One observation of a group to meet FGL 3 One observation of an individual to meet Coaching 2 Observation could be carried out by a class member – CBA Outcome 3 for feedback
	Facilitate Group Learning	3	Observation checklist	Performance or role-play or case study	Minimum of 40 minutes of group facilitation
	Coaching Skills	2	Observation of a coaching session	May be supported by a checklist	

Training Cycle Stage 4: Evaluate learning programmes

Training Cycle	Unit	Outcomes	Assessment Instrument	Suggested Evidence	Additional Notes
Evaluating learning	Plan Design Deliver Learning	4	Review including a plan for self-improvement		
	Evaluating Learning	3	report		500 words including two different analytical techniques and two methods of presenting information
	Coaching	3	Reflective account		
	Planning and managing training programmes	3	Evaluation plan		Probably already assessed as it needs holistic assessment with 1 and 2 but could go back and discuss
	Facilitate Group Learning	4	Written and documentary evidence. Practical activities and brief commentary		Should be integrated with FGL 3

Training Cycle Stage 4: Evaluate learning programmes (continued)

Training Cycle	Unit	Outcomes	Assessment Instrument	Suggested Evidence	Additional Notes
	Competence-Based Assessment	3	Observation checklist		
	Non-Competence Based Assessment	3	Carry out two different types of Non CBA assessment and provide feedback	Answers with marking schemes including feedback to 2 learners	Does not need to be observed
	Evaluate Own Practice	3	Single instrument of assessment?	Reflective accounts from ongoing log IAP completed All review evidence from Coaching, PDDL, Evaluation and Assessment which would include tutor observation sheets	

Suggested delivery framework for Diploma — Training and Development

The following framework follows the four stages of the training cycle and includes the assessment instrument and evidence for each relevant Outcome. The Additional Notes column provides further guidance about suggested integration of assessment tasks.

Training Cycle Stage 1: Identify Learning Needs

Training Cycle	Unit	Outcome	Assessment Instrument	Suggested Evidence	Additional Notes
EOP/Identification of needs. (in this case this will be the needs of the student on the course who will look at own skills and knowledge against HNC/Diploma competencies)	Evaluate Own Practice (EOP)	1	Report	Self-evaluation checklists Targets and goals (Diploma) Evidence of APL/Competencies claimed with justification Job role/CV (if appropriate) Narrative with awareness of criticism SWOT analysis	Report must include a variety of information including evidence from others
	Evaluate Own Practice	2	Individual IAP Record and evidence of achievement	Personal development plan with SMART objectives Reflective log	Reflective log is ongoing and should be written up throughout course. Can provide CPD evidence also. ROA needs to be detailed and linked to Diploma
	Identifying learning needs (ILN)	1	Organizational learning plan and report		Five learning objectives that are SMART
	Identifying learning needs	2	Organisational learning plan with resources and report		
	Evaluating learning (EL)	1	Evaluation plan for a programme		750 words on producing an effective plan

Training Cycle Stage 2: Design learning programmes

Training Cycle	Unit	Outcomes	Assessment Instrument	Suggested Evidence	Additional notes
Plan and Prepare for Training	Plan Design Deliver Learning (PPDL)	1	Two training session plans two delivery methods in each		
	Identifying learning needs	3	Interview and associated learning plan		
	Plan, design, deliver learning	2	Written and performance evidence	Training materials and rational	Minimum of two learning resources/material
	Evaluating Learning	2	Documentary evidence of two evaluation instruments collecting data on two occasions		
	Competence – Based Assessment (CBA)	2	Design two instruments of assessment covering performance and knowledge	Assessment instruments plus rationale	Learners could also plan for assessment as part of the preparation of material
	Non-Competence-Based Assessment (NCBA)	2	Case studies		These Outcomes would need to be supported by theory of assessment (Outcomes 1) which might need to be included here so theory and practice are combined

Training Cycle Stage 3: Deliver training

Training Cycle	Unit	Outcomes	Assessment Instrument	Suggested Evidence	Additional Notes
Deliver Training.	Plan, Design, Deliver Learning	3	Observation of performance of a minimum of one training session	Tutor Checklist	Observation could be carried out by a class member – CBA Outcome 3 for feedback

Training Cycle Stage 4: Evaluate learning programmes

Training Cycle	Unit	Outcomes	Assessment Instrument	Suggested Evidence	Additional Notes
Evaluating learning	Plan Design Deliver Learning	4	Review including a plan for self-improvement		
	Evaluating Learning	3	report		500 words including two different analytical techniques and two methods of presenting information
	Competence-Based Assessment	3	Observation checklist		
	Non-Competence Based Assessment	3	Carry out two different types of Non CBA assessment and provide feedback	Answers with marking schemes including feedback to 2 learners	Does not need to be observed
	Evaluate Own Practice	3	Single instrument of assessment?	Reflective accounts from ongoing log IAP completed All review evidence from Coaching, PDDL ,Evaluation and Assessment which would include tutor observation sheets	