Group Award Specification for:

Professional Development Award in Education, Training and Assessment at SCQF level 8

Group Award Code: GV2X 48

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Contents

1. Introduction

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

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.

Learners will examine adult learning theories and their 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 their own practice to inform own professional development needs within the context as a trainer or educator.

The qualification can be applied within dental or healthcare environments to support individuals undertaking workplace learning, supervision, or formal learning towards a programme that leads to a qualification.

Completion of this qualification aims to develop the necessary knowledge and skills to plan, design, deliver and evaluate education and training that meets learner needs. In addition, it will enable individuals to assess knowledge, skills and competencies using a standardised approach and provide constructive feedback that supports progression of others.

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 others 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.

Progression and successful completion of this PDA may provide opportunities for career progression or diversification within the areas furthering adult education and facilitating staff development and training. In addition, achievement of this qualification may provide opportunities for an individual to explore undertaking further professional development and formal learning within this context, for example in adult education, assessment, or digital education to support professional learning and development.

2.   Qualification structure

This group award is made up of 2 SQA unit credits. It comprises 16 SCQF credit points of at SCQF level 8. A mapping of Core Skills development opportunities is available in section 5.3.

2.1   Structure

Mandatory unit:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J7KY	35	Education, Training and Assessment	2	16	8

3. Aims of the qualification

3.1 General aims of the qualification

The general aims of this qualification are to:

1. enable progression within the SCQF.
2. provide opportunities for career planning and enhance Learners' future employment prospects.
3. develop transferable skills, for example organising/planning/personal effectiveness/team working/time management/record keeping, resource management.
4. develop the Core Skills, that is Information and Communication Technology (ICT)/Communication/Problem Solving/Working with Others and Numeracy.
5. offer an opportunity for continued professional development requirements.

3.2 Specific aims of the qualification

The specific aims of this qualification are to:

6. enable learners to examine adult learning theories and their relevance to education and assessment practice and consider how technology can be used to enhance education, training, and assessment.
7. develop the learner's knowledge and skills to enable them to plan, design, deliver and evaluate education and training that meet identified needs.
8. equip learners to assess knowledge, skills and competencies in a standardised approach and provide constructive feedback that supports progression of others.
9. enable learners to reflect upon and evaluate own practice to inform professional development needs within the context as a trainer or educator.

3.3 Mapping of qualification aims to units

Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
Education Training and Assessment	X	X	X	X	X	X	X	X	X

4. Recommended entry to the qualification

The following information on prior knowledge, skills, experience, or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Entry to this qualification is at the discretion of the centre, however it would be beneficial if learners have knowledge and experience of mentoring, supervision, facilitating or delivering training and providing feedback.

Learners must be able access opportunities to meet the unit's learning outcomes and demonstrate the evidence requirements.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Learners will naturally use and develop aspects of all five Core Skills as they work through the units making up the qualification through teaching and learning approaches.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Reading, Oral, Listening and Writing. Planning and designing a range of learning activities, creating learning resources. Delivering range of educational sessions which may include one-to-one, small or large groups to a wide range of individuals using a range of delivery methods. Creation of learning resources — written/digital format providing feedback in a range for formats (verbal, written) and mentoring support. Communicating with a wide range of individuals and groups.
Numeracy	6	Calculation of assessment outcomes/results — marks, monitoring attainment and progression. Creation of qualitative and quantitative evaluation tools, analysing and presenting/reporting on data in a graphical and statistical format.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Information and Communication Technology (ICT)	6	Use range of technological tools and applications to enhance learning provision and create learning resources and assessment in an accessible format. Handing, maintaining and safe storage of all records to keep information safe, accurate and up to date.
Problem Solving	6	Supervision, mentoring, supporting the creation of action plans/learning plans to enable individuals to achieve own goals. Planning and organising educational sessions and assessments. Creation of evaluation tools, analyse data and identifying areas for improvement of programmes and own practice. Souring evidence-based information. Use critical thinking to evaluate resources and information.
Working with Others	6	Range of activities which will include working with others, with a range of individuals in the planning and delivery of education and training. Planning and conducting assessment and providing feedback on outcomes. Working in collaboration to develop action plans/learning plans for individuals.

5. Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

This qualification 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.

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Code	Unit title	National Occupational Standards (NOS)	Criteria
FD41 04	Assess Workplace Competence Using Direct and Indirect Methods	Learning and Development	Aligned to NOS, not fully mapped.
FD3W 04	Manage Learning and Development in Groups	Learning and Development	Aligned to NOS, not fully mapped.
FD37 04	Engage and Support Learners in the Learning and Development Process	Learning and Development	Aligned to NOS, not fully mapped.
FD42 04	Reflect On, Develop and Maintain Own Skills and Practice in Learning and Development	Learning and Development	Aligned to NOS, not fully mapped.

5.3 Mapping of Core Skills development opportunities across the qualifications

Core Skill signposting, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification.

Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J7KY 45	Education Training and Assessment	X	X	X

Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J7KY 45	Education Training and Assessment	X	X

Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing/Creating Information
J7KY 45	Education Training and Assessment	X	X

Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J7KY 45	Education Training and Assessment	X	X	X

Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J7KY 45	Education Training and Assessment	X	X

5.4 Assessment strategy for the qualification

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
Education, Training and Assessment	♦ 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 learners to meet the intended learning outcomes.	♦ 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.	♦ 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	♦ 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).

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
			adjustments to support learner needs where appropriate. This should be demonstrated through the production of a report of a minimum of 750 words). *Learners who hold, Unit L&D9DI Assess Workplace Competence Using Direct and Indirect Methods (FD41 04) or equivalent, for example D32/D33, A1/A2, could be given recognition for prior achievement/learning for part of outcome 3. This should be supported by a witness testimony to confirm currency of current practice of assessment and providing feedback. The production of the outcome 3 report will also demonstrate knowledge and currency of assessment experience.	

6. Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of units

Centres may use the order of outcomes as a logical approach to guide delivery.

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.

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

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.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

There may be opportunities for Recognition of Prior Learning (RPL), which will be reviewed by the centre, for example Learners who hold unit L&D9DI Assess Workplace Competence Using Direct and Indirect Methods (FD41 04) or equivalent, for example D32/D33, A1/A2, could be given recognition for prior achievement/learning for part of outcome 3. This should be supported by a witness testimony to confirm currency of current practice of assessment and providing feedback. The production of the outcome 3 report will also demonstrate knowledge and currency of assessment experience.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

♦ HN Graded Units.
♦ Course and/or external assessments.
♦ Other integrative assessment units (which may or not be graded).
♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
♦ Where there is an existing requirement for a licence to practice.
♦ Where there are specific health and safety requirements.
♦ Where there are regulatory, professional or other statutory requirements.
♦ Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.3 Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this PDA. 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.

6.4 Resource requirements

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 should 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.

7. General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All assessments used within these qualifications 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* (www.sqa.org.uk/GuideToAssessment).

8.   Glossary of terms

Embedded Core Skills is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦   Learners may not be entered for the group award.
♦   the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

♦   the group award will be deleted from the relevant catalogue.
♦   the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
♦   no new centres may be approved to offer the group award.
♦   centres should only enter Learners whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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

Signposted Core Skills: Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:

♦ No new centres may be approved to offer the unit which has been revised.
♦ Centres should only enter Learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that NHS Education for Scotland (NES) have made to the development of this qualification.

9. General information for learners

This unit is aimed at individuals who have a responsibility for planning, designing, and delivering stage(s) 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 your learning needs to fulfil that role.

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 you to assess knowledge, skills and competencies in a standardised approach and provide constructive feedback that supports progression of others. You will examine adult learning theories and their relevance to education and assessment practice and consider how technology can be used to enhance education, training, and assessment. You will also reflect upon and evaluate your own practice to inform your professional development needs within the context as a trainer or 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.

Assessment methods are varied and will likely include:

♦ Planning the design and delivery of educational sessions or activities.
♦ Producing lesson plans and resources to support the educational sessions/activities.
♦ Delivering educational sessions/activities.
♦ Assessing individuals against defined criteria.
♦ Producing a report fully describing the assessment process.
♦ Reflect upon your own performance and evaluate the education or training provided.

Progression and successful completion of this PDA may provide opportunities for career progression or diversification within the areas of further adult education, facilitating staff development and training. In addition, achievement of this qualification may provide opportunities for you to explore undertaking further professional development and formal learning within this context, for example within adult education, assessment, or digital education to support professional learning and development.