Qualification Specification

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SafeCert Level 6 Award in Planning and Delivering Learning Sessions to Groups

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Document Control

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Change History

Version	Date	Reason for change	Change by
1.0	15/10/2024	Final Release	Paul Horsburgh

Change Mechanism

Any person seeking to alter this document must consult the author before making any change.

SafeCert Awards Ltd Change Authority must endorse any alterations to the approved version of this document before any wider dissemination of the altered document.

The person making the alteration must indicate every change between the previous (approved) document version and the altered document version.

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This qualification is made up of one mandatory units
Unit 1: Plan and Deliver Learning Sessions to Groups

Introduction

This Qualification Specification is designed to outline all you need to know in order to achieve this qualification. If you have any further questions, please contact your account manager at SafeCert.

Qualification Details

The SafeCert Level 6 Award in Planning and Delivering Learning Sessions to Groups is accredited by SafeCert Awards and has been mapped to the SCQF at the equivalent of Level 6 . This qualification has the value of 8 credits.

Qualification Structure

This qualification consists of one mandatory unit, the details of which are included at the end of this document. Learners who successfully achieve the unit can gain the SafeCert Level 6 Award in Planning and Delivering Learning Sessions to Groups.

Plan and Deliver Learning Sessions to Groups - Unit Summary of Learning Outcomes

This unit has 4 Learning outcomes:

1. Explain the delivers role in ensuring learners needs are met
2. Prepare learner objectives, session plans and learning support materials to meet learner requirements
3. Deliver planned interactive learning sessions and assess the progress and achievement of learners
4. Evaluate the effectiveness of the learning sessions delivered and your own practice

Mode of Delivery & Assessment

Practical presentation assessment, short questions assignment and development of teaching and assessment resources.

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

External Document

There are a range of additional documents available, pertaining to this qualification. The main ones are as follows:

- Tutor/Assessor & IQA Support Guidance for this award. This is the assessment guidance together with the assessments. (This is only given to approved SafeCert centres for this award).
- Centre Handbook. (This is only for approved SafeCert centres).
- There are other policies such as appeals procedure and reasonable adjustments which can be seen in the about us page on the SafeCert website.

Centre's must be approved by SafeCert Awards, before they can provide any of the SafeCert Award qualifications. Qualifications approval can be included at initial approval. If a centre wishes to seek approval for further awards after the initial approval, they would complete and submit the additional awards approval form.

More Information about your qualification can be found on our website: www.safecertawards.com

Unit 1: Plan and Deliver Learning Sessions to Groups		
This section provides the detailed information on the unit specification requirements covering the four learning outcomes.		
Learning Outcome	**What you must know to complete this outcome**	**Evidence**
1. Explain the deliverers role in ensuring learners needs are met	1.1 Inclusive practice, equality and diversity	Question
	1.2 Current legislative requirements	Question
	1.3 Identifying learning needs and styles	Question
	1.4 The ways adults learn (Andragogy)	Question
	1.5 Boundaries and the learners referral process	Question
2. Prepare learning objectives, session plans and learning support materials to meet learner requirements	2.1 Methods of delivery and assessment	Question
	2.2 Developing three-phase session plans	Session Plan
	2.3 Writing SMART objectives	Lesson Plan
	2.4 Sequencing and grouping learning	Session Plan
	2.5 How to use materials to support learning	Hand-Outs
	2.6 Assessing Learner progress and achievement	Test
3. Deliver planned interactive learning sessions and assess the progress and achievement of learners	3.1 Preparing the environment and self for learning	Question
	3.2 Introducing learning sessions	Presentation
	3.3 Use of lesson plans in guiding learning	Lesson Plan
	3.4 How and when to use visual aids	Visual Aids
	3.5 The use of learning support materials	Hand-outs
	3.6 How to motivate and engage with learners	Question
	3.7 Managing control and participation	Presentation
	3.8 Framing and responding to questions	Presentation
	3.9 The use of feedback when delivering and assessing learning	Question
	3.10 Using valid methods of assessment	Test
	3.11 Legislative requirements	Question
4. Evaluate the effectiveness of the learning sessions delivered and your own practice	4.1 Sources of evidence used when conducting evaluations	Peer Feedback
	4.2 How to evaluate learning based on findings	Feedback
	4.3 Conducting self-evaluations, analysing results and proposing improvements	Self-Evaluation

Additional information about this unit	
Unit Code	SM24 42 U1
Level	6
Credit	8
Support for the unit from SSC or other appropriate body	SafeCert Awards
Assessment requirements and guidance	This unit must be assessed in accordance with the current specification and guidance. Candidate will be assessed on a presentations to a group, short written assignment and the development of teaching and assessing resources to include session plan, lesson plan, hand-out and a test
Details of the relationship between the unit and relevant NOS and/or professional standards	This particular qualification provides skills and knowledge relating to 'Manage Learning and Development in Groups' which is standard 6 from the National Occupational Standards in Learning and Development (2010).

Additional Information about the award			
Group Award Code	SC24 42		
Minimum Learning Hours			
Level	6	Credit	8
Sector Skills Council Support		Assessment	Aassessed with the current Tutor/Assessor/IQA Guidance

Learners with proven Special Consideration

The SafeCert procedures can be found in the Guidance on Reasonable Adjustments and Special Consideration document which is on the SafeCert Awards website www.safecertawards.com

Guidance notes on delivery

Centres may choose to deliver this qualification via blended learning. 'Blended learning' means the combination of delivery by face to face methods and learner self-study.

There are detailed requirements for the delivery and assessment of these qualifications specified in this document. Therefore delivery and assessment must be undertaken in line with this guidance, regardless of the mode of delivery chosen.

Any training materials used for assessment purposes must either be endorsed by SafeCert Awards beforehand or approved by the SafeCert Awards external moderator prior to their usage in line with this document. Where SafeCert Awards– endorsed materials are available by training providers they will be listed on our website www.safecertawards.com

Prerequisites

Age ranges
The qualification is open to learners 16 years and above. You should also have good communication skills and a level of English that will allow effective learning of all the outcomes. You will also be expected to deliver a presentation to a group, therefore you should be knowledgeable and experienced in the subject that you plan to deliver.

Qualification Structure

This qualification is made up of one mandatory unit, the details of which are included from page 6 of this document.

Learners must successfully complete the assessment for this unit to achieve the qualification. The qualification can be taken as a free standing qualification or as part of a wider programme of training.

Opportunities for progression

Successful completers can progress to:
Progression and further learning routes include:

- SafeCert Level 3 Award in Education and Training

Pre-course procedures

These qualifications are available to anyone who is capable of reaching the required standards. They have been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

There are no formal requirements for entry to these qualifications.

Interview procedure & ID checking

All centre staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them as candidates for one of these qualifications

All learners must be instructed to bring photographic identification to the assessment to be checked by the invigilator/assessor. If candidate does not have photographic ID the assessor should take a photograph and verify ID with employer.

It is the responsibility of the Centre to have systems in place to ensure that the person taking an examination/assessment is indeed the person they are purporting to be. All Centres are therefore required to ensure that each learner's photographic identification is checked before they are allowed to undertake the examination/assessment and write the type of photo identification provided by each learner on the Candidate List under "Identification Provided"

Criminal Records Checks

Centres should note that it is now a requirement for teachers in further education to undergo Criminal Records checks with Disclosure Scotland.

Initial Assessment

All centres need to carry out an initial assessment that identifies what competence and knowledge a learner has already so that this can be taken into account.   This should be recorded so that centres can identify any associated special requirements and record this in appropriate plans

SECTION 2 - ASSESSMENT OVERVIEW

Delivery/Assessment Ratios

In order to effectively deliver and assess this qualification, it is recommended that centres do not exceed the ratio of 1 qualified tutor/assessor to 12 candidates. It is essential all candidates get the teaching practice and support requirement which would be extremely difficult if the number of candidates increased more than 12. If a centre wishes to increase this ratio, they must first request approval and state how they would support candidate needs.

Guidance on Assessment

SafeCert has worked with subject specialists to develop a robust and streamlined assessment process which includes the following:

1. **Presentation Practice** – Candidates will get the time to develop their skills and gain valuable feedback before they give a final second presentation which is then marked for assessment
2. **Practical Presentation Assessment** – Candidates are scored on the presentation and given valuable feedback on further developments
3. **Written Assignment** – Candidates are given out the written assignment under normal exam conditions of closed book etc, after which the assignment is then marked. After marking the candidates are then given a further one to one professional discussion in order to expand on initial answers in order to meet the pass mark required. Oral questions are therefore allowed.
4. **Session Plan and Lesson Plan** – Candidates are assessed on their planning ability and are to produce a session plan of at least 3 sessions for which one of the sessions which they will present to the group is detailed further in a lesson plan. Candidates are allowed blank templates to use for this assessment.
5. **Hand-outs and Tests** – Candidates are assessed on their development of suitable resources such as a hand-out to give out to reinforce learning of key points and the development of a short question test to assess what the candidates have learned
6. **Feedback and Self Evaluation** – Candidates are assessed from their peers with simple feedback form but also the candidate themselves would record at least 100 words on a self-evaluation.

Full details and assessment materials are recorded in the Tutor/Assessor Guidance support information.

Guidance on Internal Quality Assurance

SafeCert centres require having in place a robust internal quality assurance system. The Internal Quality Assurance must be completed by a suitably qualified person who has also not been involved with the delivery or assessment of the award.

The Internal Quality Assurers Role is to monitor not only the assessment of the qualification but also how it is delivered. This can be completed in a number of ways such as observing a course delivery/assessment, sampling assessments, learner interviews in person or by telephone etc.

All assessment materials must be kept at the centre for a minimum of 3 years and made available for any quality assurance checks.

Guidance on External Quality Assurance

SafeCert approved centres are required to be externally quality assured. This is to support centres in the implementation and management of the award and also to ensure the validity and value of the qualification.

SafeCert Awards employs a risk-based model to decide the frequency of EQA visits and each approved Centre will receive at least 1 EQA visit within a 3-year cycle. In addition to the EQA Visits SafeCert Awards will also conduct the following:

- Sample Desktop EQA Spot Checks on Assessment – This is where we will ask a sample of centres each year to send in all assessment paperwork so we can conduct an EQA desktop approval on assessment
- Sample EQA Centre Visits on Observation of Assessment – This is where we will conduct a sample of visits to monitor assessments during the tutor assessment process at the centre.

SafeCert centres, must provide access to all records, for any EQA visits. Full details can be seen in the Centre Handbook.

Reassessment Procedures

Learners who are unsuccessful in any aspect of the assessment process will be offered 1 further opportunities to be reassessed in the appropriate component of the assessment, ideally within the timeframe allocated. Learners should be aware that there may well be an additional charge for conducting reassessments.

Grading

Assessment is pass/ reassessment /fail. There is no grading.

Unit Certification

Due to the qualification being a minimum 8 credits, a**ll** assessment components must be completed by the candidate and they must pass the centre quality assurance process to be certificated.

Centre Examination Procedures

SafeCert requires centres to monitor assessments in place:

- Assessor must keep all assessment papers in secure locked area until the start of the assessment
- Assessor will ensure no candidates, have any written notes or other reference material during the assessment
- Assessor will ensure the assessment room is in a quiet area and the room has an Exam Notice – "Please keep quiet during the assessment".
- Assessor will make sure there is no talking during the assessment
- Assessor will ensure there is a suitable distance between candidates to prevent copying of answers
- All candidates will need to sit at their desk and remain quiet until the full assessment period is complete
- All candidates must stop writing as soon as the assessor has indicated, that the assessment time is completed
- All question papers and answer sheets, should then be marked by the assessor. This is then sent to IQA for internal quality assurance of results and then held in secure locked area, for at least the duration of the validity of the award. SafeCert will then request full assessment materials sent in, if you are a new centre or for periodic EQA desktop spot checks on assessment. During external quality assurance visits, the EQA will need access to all assessment and IQA documents. SafeCert Awards will also conduct EQA observation of assessment visits to a sample of centres each year.

Reasonable Adjustments

Awarding organisations and centres are required by law to do what is 'reasonable' in terms of giving access. What is reasonable will depend on the individual circumstances, the practicality, and the effectiveness of the adjustment. Other factors, such as the need to maintain competence standards and health and safety, must also be taken into consideration.

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the candidate at a substantial disadvantage in the assessment situation.

Reasonable adjustments must not affect the integrity of what needs to be assessed but may include:
- Changing standard assessment arrangements, for example allowing a candidate extra time to complete the assessment activity.
- Adapting assessment materials, such as providing materials in large print.
- Providing access for facilitators during the assessment, such as a sign language interpreter or a reader.
- Re-organising the assessment room, such as removing visual stimuli for an autistic candidate.

There is a detailed list of Reasonable Adjustments listed in the Reasonable Adjustments and Special Considerations Policy on the SafeCert website on the link below, that the centre can apply without prior approval from SafeCert and these would be recorded on the candidate registration and assessment

tracking record. Any other reasonable adjustment not listed must be applied for using Form RA1 in Appendix 2 and agreed upon before the assessment activity takes place.

They constitute an arrangement to give the candidate access to the assessment activity. The use of a reasonable adjustment will not be taken into consideration during the assessment of a candidate's work.

SafeCert has a Reasonable Adjustments and Special Considerations Policy which can be found on our website at the following link:
https://www.safecertawards.com/pdf/ReasonableAdjustmentsandSpecialConsiderationsPolicy.pdf
or you can obtain a copy by e-mailing SafeCert at info@safecertawards.com.

All awarding organisations and centres have a responsibility to ensure that the process of assessment is robust and fair while allowing the candidate to show what they know and can do without compromising the assessment criteria.

Adjustments to assessments:
- Should not invalidate the assessment requirements of the qualification.
- Should not give the candidates an unfair advantage.
- Should reflect the candidate's normal way of working.
- Should be based on the individual needs of the candidate.

SECTION 3

Centre Staffing:

Ensure that there are a sufficient number of people either trained or qualified to assess the number of candidates they anticipate to register. Ensure that there are a sufficient number of people either trained or qualified to internally verify for the number of candidates and assessors

Put verification systems and internal verifiers in place to ensure that all assessments are valid, reliable, authentic and sufficient and provide quality assured training for those people identified as being responsible for verification

Ensure that there is a system of standardisation in place to ensure that all assessments are consistent and fair and those undertaking the roles of verification and assessment maintain their skills, knowledge and understanding regarding assessment and verification and the associated qualification.

The occupational expertise of those undertaking the roles of assessment and internal verification is one of the key factors underpinning valid, fair and reliable assessment. The integrity of assessments and verifications is of paramount importance. Centres must ensure that there is sufficient time to conduct effective assessment and internal verification.

Criteria for Trainer/Assessors

SafeCert requires that Nominated Trainers/Assessors have teaching experience and hold a qualification in the relevant subject area. *Suitable Subject Area Qualifications may include:*

- Level 3 or 4 PTLLS
- Education and Training Award (or higher award of certificate/diploma)
- Diploma or Certificate in Education
- Bachelors or Masters Degree in Education
- City and Guilds Teachers Certificate or equivalent
- Level 3 SVQ/NVQ in Training and/or Development
- Level 3 or 4 SVQ/NVQ Learning and Development
- SafeCert Level 6 Award in Planning and Delivering Learning Sessions to Groups
- Other Equivalent Award

Criteria for Internal Verifiers

All those who quality assure these qualifications internally must:
Have up-to-date working knowledge and experience of best practice in assessment and quality assurance, plus be occupationally competent in training.

Verifiers should either hold or be working towards one of the following:

- SQA Accredited Learning and Development Unit 11 – Internally Monitor and Maintain the Quality of Workplace Assessment, *or*
- QCF Qualifications based on the learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment, *or*
- Level 4 Award in the Internally Quality Assurance of Assessment Processes and Practice (RQF), *or*
- Level 4 Certificate in Leading the Internally Quality Assurance of Assessment Processes and Practice (RQF).
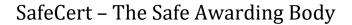- V1 or D34
- Other Equivalent Award

Criteria for External Verifier

The External Verifier will need to hold or working towards:

- Level 4 RQF Award in the External Quality Assurance of Assessment Processes and Practice
- V2 or D35
- SQA Accredited Unit 12 Externally Monitor and Maintain the Quality of Assessment
- Other Equivalent Award

Delivery

The qualification must be delivered using a programme of training that is approved by SafeCert having been checked that the learning outcomes have been met. A qualification can be approved with initial

centre approval form or after with an additional awards application form, these can be downloaded from www.safecertawards.com, or you can contact SafeCert for more information.

The programme may be applied flexibly, in accordance with candidates' needs and local circumstances; facilitators/assessors are encouraged to repeat sessions that candidates have not fully grasped or introduce additional sessions to ensure understanding and competence.   It is recommended that where possible the theoretical sessions are interspersed with practical aspects.

Facilities/Resources/Safety Considerations

Any training or assessment site must meet the requirements of health and safety and accepted safe practice in the delivery of safe cert Qualifications.

Training and assessment must be able to provide a suitable teaching area/environment conducive to candidates' learning i.e. well lit, well ventilated and of adequate size

Useful Websites

Company	Website
Society for Education and Training	https://set.et-foundation.co.uk/
Learn Higher – Free resources	www.learnhigher.ac.uk
BILD – British Institute for Learning and Development	www.thebild.org
SafeCert Awards	www.safecertawards.com