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## Overview

This standard is about developing training sessions for individuals and groups. This includes reviewing different ways of delivering a session, identifying the types of activities to use in a session, developing exercises for learners, deciding on the appropriate use of demonstrations and presentations, planning instruction materials, deciding on the appropriate use of individual and group activities, deciding when one- to-one coaching is appropriate, reviewing the potential for using technology-based learning and e-learning methods as part of the session, preparing material and equipment for different types of sessions and evaluating how effective the session is against learning objectives.

This standard is appropriate if your role involves developing training sessions for individuals and groups.

### Performance criteria

#### Identify options for training

*You must be able to:*

- P1 identify the purpose of and necessary outcomes from the training session
- P2 produce specific aims and objectives for the session
- P3 identify different ways you could deliver the session
- P4 consider the appropriate use of technology-based delivery and e-learning
- P5 choose ways of delivering the session which meet the aims and objectives of the session
- P6 identify the resources you need to deliver the session

#### Deliver training sessions for learners

*You must be able to:*

- P7 ensure all learning material are available
- P8 ensure that the method you have chosen will promote equal opportunities and access
- P9 include a range of appropriate techniques and activities throughout the session, including technology-based learning
- P10 evaluate how effective the session is against the aims and objectives

### Knowledge and understanding

*You need to know and understand:*

#### The nature and role of learning sessions

- K1 how to produce aims and objectives for specific sessions
- K2 how to choose appropriate ways of delivering training in relation to the objectives of the session and learners' needs
- K3 how to ensure that the way you have chosen will help individual learners achieve the necessary outcomes of the session
- K4 how to match the delivery method to the necessary outcomes of the session
- K5 how to monitor and review learners' progress in the session
- K6 how to evaluate the effectiveness of the session against aims and objectives
- K7 how to identify and evaluate changes and developments in technology and e-learning and their relevance to how the organisation delivers learning and development

#### Principles and concepts

*You need to know and understand:*

- K8 how to identify the resources you need to deliver effective learning sessions
- K9 how to identify and use an appropriate place and environment for effective learning
- K10 how to assess which materials are the most suitable for learners
- K11 how to get the necessary resources to deliver the session
- K12 How to ensure you promote equal opportunities through the material and methods you use

#### External factors influencing learning sessions

*You need to know and understand:*

- K13 how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning sessions
- K14 how to analyse and use developments in learning and new ways of delivery, including technology-based delivery and e-learning support

### Additional Information

#### Values

Family Learning staff operate within the principles and values of the sector:

1. Family Learning is inclusive and is to be offered as a universal provision with open access
2. Family Learning recognises and values diversity of culture, race, relationships and beliefs
3. equal partnership is the basis for all developments in Family Learning: all learners and educators, regardless of generation, recognise that learners and educators can frequently exchange ideas
4. Family Learning recognises that it is acceptable to make mistakes, which are part of the process of reflective learning
5. achievements within Family Learning benefit the wider learning community through promoting change and empowering individuals and communities
6. Family Learning raises aspirations and all outcomes of the process, including those which may not be overt, are of equal significance and importance
7. Family Learning operates within a culture of mutual respect for individuals, communities, colleagues and agencies

# LSIFL308v2

## Develop training sessions

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