

# Assessment Brief

Training Delivery and Evaluation  
QQI Level 6 6N3326

# Table of Contents

03	Introduction
04	Guideline & Checklist
05	Assignment 1: Project 40% / 80 Marks
06	Assignment 2: Skills Demonstration 40% / 80 Marks
08	Assignment 3: Learner Record 20% / 40 Marks
09	Marking Guide
10	Structuring your Assignments
11	References (Bibliography)
12	Submitting your Assessment

## Introduction

Hello and welcome to our Training Delivery and Evaluation Programme, we are delighted that you have chosen to work with DCM Learning as you continue your education.

This course is at Level 6 of the National Framework of Qualifications. To receive an award at Level 6 you will be required to under-take self-directed learning after you complete the training course. This self-directed learning will typically include additional reading, research, self-reflection and preparation of your assessments.

This document contains important information about the assessment process and it is important that you read each part of the document carefully so you clearly understand what is required of you.

We hope your return to learning experience is a positive one and we wish you every success in achieving your QQI Level 6 Certificate in Training Delivery and Evaluation Programme.

If you have any queries or require further information on any other DCM Learning courses, please contact us.

In addition to the information in this document you should visit our [Guide to completing your Training Delivery and Evaluation Assessments](#) page

## Guidelines and Checklist

Your work should show evidence of relevant reading around each topic and it **MUST** be clearly referenced and include a bibliography. See page 11 for a guide to referencing.

Pay attention to the required word count for each section and do not go significantly under or over the required word count (10% above or below is ok).

Please use the MS Word Templates below for doing your assignments.

Download and Use **“Assignment One Project Template”** [Link](#)  
Download and Use **“Assignment Two Skills Demonstration Template”** [Link](#)  
Download and Use **“Assignment Three Learner Record Template”** [Link](#)

Pay attention to the required word count for each section and do not go significantly under or over the required word count (10% above or below is ok).



### Assignment Brief Checklist:

- I have read the 12 Point Checklist - [Link](#)
- I have used the Templates provided above
- I have followed the word count
- I have spell checked all of my assignments
- I have created a Feedback Form.
- I have shared my Handout and/or PowerPoint presentation when submitting
- I have included a Bibliography
- I have watched the “Plagiarism & Referencing Video” - [Link](#)

## Assignment 1: Project 40% / 80 Marks

Your project should demonstrate your understanding of the course learning. The template for the project, provided below, should be used.

Tasks 2 and 3 ask you to discuss the training you have delivered. This can be your skills demonstration or a previous training session if you have prior experience as a trainer. All your answers should make use of the theories and learning provided in the course. Additional reading around each topic is encouraged and should be clearly referenced in a bibliography.



**To gain maximum marks we advise you:**

1. Watch the "Assignment One Project Video" [Link](#)
2. Download and use the "Assignment One Project Template" [Link](#)
3. Make sure to answer **All Tasks**

Tasks		Required Word Count
<b>Task 1</b> (20 marks)	<b>Training Evaluation</b> Provide an overview of two training evaluation models and describe how they might be applied in a practical context. Discuss the advantages and disadvantages of each model.	625
<b>Task 2</b> (20 marks)	<b>Overview of the Training</b> Provide an overview of your training session, including the background to the training and the aims, objectives and outcomes of the training. Identify any stakeholders associated with the training. Describe the methods you used to evaluate the training and any challenges associated with the evaluation process.	625
<b>Task 3</b> (20 marks)	<b>Training Session Report</b> Make use of the theories, tools and techniques you have learned on the course to produce a report on your training session, detailing areas of success and areas that might be improved. This might include your performance as a trainer, your interaction with learners, your course design, the environment and other aspects of training delivery.	625
<b>Task 4</b> (20 marks)	<b>The Training Cycle</b> Describe the four stages of the ADDE Training Cycle and the activities you might undertake for each stage. Discuss how the Training Cycle enables you to create effective training.	625

## Assignment 2: Skills Demonstration 40% /80 Marks

For your skills demonstration you are required to prepare and record a 10-12 minute training session. You may choose any topic for your training; however, it should be self-contained with a beginning, middle and end.

We recommend that you record your presentation in front of a real audience if possible, as learners perform better with a real audience. If not possible, you can record your Skills Demo with a fictional audience. Whether you present to a group or not, during your training session you should interact with your learners, invite questions and provide appropriate responses.

**IMPORTANT: YOU WILL ONLY BE GRADED ON THE FIRST 12 MINUTES OF YOUR VIDEO SO IT IS IMPORTANT TO STAY WITHIN THE ALLOTTED TIME.**



**To gain maximum marks we advise you:**

1. Watch the "Assignment Two Skills Demonstration Video" [Link](#)
2. Download & use the "Assignment Two Skills Demonstration Template" [Link](#)
3. Make sure times are broken down in your [Session Plan](#)
4. Make sure to create and submit your [Feedback Form](#)
5. Make sure to submit any handouts or PowerPoints when submitting.

Tasks		Required Word Count
<b>Task 1</b> (30 marks)	<b>Training Planning and Delivery</b> Use the provided session plan template to plan out your 10-12 minute training session. Deliver and record your session, which should match the activities outlined in your session plan.	Template
<b>Task 2</b> (25 marks)	<b>Use of Training Aids</b> During your training session use a range of training aids to deliver the content and create materials for the session. Your training materials might include a PowerPoint presentation, learner handouts, props, or whiteboard or flip chart use.	N/A

<b>Task 3</b> (10 marks)	<b>Interaction</b> Interact with learners during your session. Remember to ask if your learners understand, invite questions and give appropriate responses. If appropriate for your training topic, involve learners in practical exercises.	N/A
<b>Task 4</b> (15 marks)	<b>Evaluating the Training</b> Create a training evaluation feedback form for your session, which could be used to gather feedback from learners and determine if your training outcomes were met. This does not have to be filled in by learners but should follow best-practice for creating a feedback form as described in the course materials.	N/A

## Assignment 3: Learner Record 20% / 40 Marks

Your learner record should be a self-reflective record in which you describe your learning experiences and insights during the course. The learner record should not be a summary of the course learning, rather it should describe how you found the learning useful and how you will make use of what you have learned to improve your training going forward.

As you go through the course, we advise that you use the Learner Record Log in your course workbook to keep a record of what you have learned during the course and how you think it will be useful in your future training.

The learner record should be written in the first person and should:

- Briefly describe what you have learned on the course
- Discuss how you found this learning useful or insightful
- Discuss, with specific examples, how you will use these insights to make your future training sessions more effective.

**IMPORTANT: THIS IS NOT A FREE FORM LEARNING JOURNAL. YOU ARE REQUIRED TO ADHERE TO THE TOPICS OUTLINED BELOW.**



**To gain maximum marks we advise you:**

1. Watch the "Assignment Three Learner Record Video" [Link](#)
2. Download and use the "Assignment Three Learner Record Template" [Link](#)
3. Watch the Reflective Writing video [Link](#)

Tasks		Required Word Count
<b>Task 1</b> (10 marks)	<b>Training Theory</b> Training design theories: The Training Cycle, Kolb, Honey and Mumford.	375
<b>Task 2</b> (5 marks)	<b>Training Evaluation</b> Training evaluation theories: Kirkpatrick, Kaufman, formative and summative evaluation.	200
<b>Task 3</b> (15 marks)	<b>Training Delivery</b> Training delivery skills, tools and techniques: presenting skills, managing learners, practical exercises and demonstrations, the training environment, characteristics of adult learners.	550
<b>Task 4</b> (10 marks)	<b>Training Legislation</b> Equality, diversity and disability legislation.	375



## Marking Guide

50–64%	<b>Pass</b>	Show that you've learned and understood the course material.
65–79%	<b>Merit</b>	Have learned the course material and show that you can apply that knowledge to real-world situations (use practical examples).
80–100%	<b>Distinction</b>	Show a deep understanding of the course material and how to apply it. Show evidence of having carried out additional reading, being able to show the pros and cons of the course materials and associated theories and offer alternatives based on solid research.

# Structuring your Assignments

Examine the marking scheme for each assignment, and use the headings provided in the marking scheme as paragraph headings for your work. By doing this you're far less likely to leave out something that attracts marks.

## Things to watch out for:

- Use the assignment templates provided for submitting your assignments.
- Marks don't carry over from one section to another. No matter how much you write on a given section, you can't score more than the maximum allowed marks for that section.
- If you don't use headings in line with those in the marking guide, you're far more likely to leave out something that's worth marks. Headings also make it easier for the examiner to give you marks, rather than having to hunt through an assignment for mention of the topic.
- Get somebody else to proofread your work before you submit it. It's much easier to spot mistakes in another person's writing, and you can lose marks for careless mistakes.
- Don't be significantly under or over the required word count (10% above or below is ok).
- Formatting matters! Use paragraphs and put headings in bold. Change the vertical spacing on your document to 1.5 or 2.0 (YouTube has how-to videos) to make your assignment easier to read.

## Bibliography & References

Whenever you mention another author's work in your assignment, you should credit that author in a References section. This is a list of books, research papers or websites you've referred to in your assignment. The purpose of referencing is to give the reader enough information to find the source material. The method you use to reference should be consistent; see the links below for referencing methods. Make sure to highlight in the body of your assignment when you do this, so that the examiner knows you're not copying another author's work without crediting them.

For example, in the body of your project, your text might look something like this:

*"Kirkpatrick (1) developed a four-level model for evaluating training, which was challenged and refined by Kaufman (2)."*

And then at the end of your assignment, you would have a list of references:

References:

1. Kirkpatrick, D., & Kirkpatrick, J. 2006. Evaluating Training Programs: The Four Levels Berrett- Koehler Publishers.
2. Kaufman, R., & Keller, J. M. (1994). Levels of evaluation: beyond Kirkpatrick. Human Resource Development Quarterly, 5(4), 371-380.

### Online Referencing Tools:

<https://www.citethisforme.com/harvard-referencing>

<http://scholar.google.com> (search for the book/paper and click the icon)

### Helpful Link:

Please watch the "Plagiarism & Referencing" Video [Link](#)

# Submitting your Assessment

## **IT IS ESSENTIAL THAT YOU FOLLOW THESE GUIDELINES WHEN YOU ARE SUBMITTING YOUR WORK**

1. You must submit 1 PDF document per assessment and follow these guidelines: -
  - a. You must respect the word count: -
    - Project: 2,500 Words plus/minus 10%
    - Learner Record: 1,500 Words plus/minus 10%
    - Assignment: N/A
  - b. Each file should be named: -
    - 6N3326 Training Delivery and Evaluation – Project – YOUR NAME.pdf
    - 6N3326 Training Delivery and Evaluation – Learner Record – YOUR NAME.pdf
    - 6N3326 Training Delivery and Evaluation – Assignment – YOUR NAME.pdf
2. Any information that you source from another writer **MUST** be referenced in your bibliography. (NOTE: Your bibliography is not included in your word count)
3. You must avoid plagiarism. Plagiarised work will not receive a mark.
4. **All work must be submitted on or before the date advised in your enrollment**
5. If you need an extension you must complete our extension request form  
[Click this link to request an extension now](#)
6. [Click here if you need help completing the extension request form](#)

Once your assignments are ready click the button below to submit them for grading:

**Upload your Assignments for QQI  
Training Delivery & Evaluation Course**



If you need help to complete our submission form visit [HERE](#).



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