



**SURVIVAL SCHOOL COURSE DIRECTOR'S DIPLOMA**  
**LEARNING OUTCOMES**  
**LEVEL 5**

## **Unit 01      CONCEPT OF NEW COURSES**

### **Learning Outcomes:**

#### **The learner will:**

Define the process of the conception and creation of a new course.

#### **The learner will:**

- 1.1.1 select a course subject and write the outline of that course
- 1.1.2 analyse market need using a flowchart and explain reasoning
- 1.1.3 evaluate reasons for candidates to do the course
- 1.1.4 describe a course concept
- 1.1.5 outline course objectives that are achievable
- 1.1.6 discuss appropriate pre-requisites to attend course
- 1.1.7 explain course content
- 1.1.8 justify the course Level

#### **The learner can:**

- 1.2.1 define and plan a new course in modular format
- 1.2.2 illustrate using a flowchart if a course is original and develop market research programmes to indicate the validity of the course subject
- 1.2.3 analyse the market requirement for the course and summarise the market for the course
- 1.2.4 develop the course content to enable learners to full understand the subject
- 1.2.5 appraise key and relevant points in the course that are achievable by learners
- 1.2.6 appraise previous learning that should be completed before attending the course
- 1.2.7 outline the course content in order to ensure learners can learn in a modular way to promote flexibility
- 1.2.8 justify the course Level so that learners are taught in the correct depth on a unit

### **Range (explanation)**

This unit is designed to give the learner the format required to conceive and create their own course. The learner will be encouraged to follow a flow chart to ensure that there is no duplication of course design. This unit will also guide the learner through market research and market requirements for a course. The learner will also be taught how to identify course content.

Internal Assessment Guidance – Unit 01:

## **Unit 02      GOVERNANCE, LEGALITIES & REGULATORY CRITERIA OF COURSES**

### **Learning Outcomes:**

#### **The learner will:**

Identify the governance, legalities and regulations that pertain to creating courses in the UK

#### **The learner will:**

- 2.1.1 Identify organisations that can affect the course and describe their influence
- 2.1.2 Identify the Laws affecting the course and describe how they affect the course
- 2.1.3 Describe how Corporate Law and HSE regulations affects the course

#### **The learner can:**

Identify

- 2.2.1 Define which organisations can help, promote and regulate the learner's course
- 2.2.2 Discuss which criminal and civil laws can govern the running of the course and where to look for them.
- 2.2.3 Summarise which Corporate laws and HSE regulations can affect the course and what may result if they are breached

### **Range (explanation)**

This unit will examine UK laws and organisations influencing what is permitted and what is illegal within the confines of the course. The learner will be required to carry out research into those organisations and legalities relevant to the course they designed in unit 1 and list them for each unit within their course. This should be returned to the assessor as evidence of work carried out and added to the portfolio.

Internal Assessment Guidance – Unit 02:

## **Unit 03      CALCULATING COURSE RESOURCES AND FINANCES**

### **Learning Outcomes:**

#### **The learner will:**

Outline the range of resources and finances needed to make the concept of the course a reality.

#### **The learner will:**

- 3.1.1 Calculate the appropriate number of required hours to complete the course
- 3.1.2 Recommend the skills needed for staff to lead the course
- 3.1.3 Define the number of staff that are required to make the course work safely
- 3.1.4 Calculate the costs that are incurred to develop and run the course
- 3.1.5 State the list of fixed assets required
- 3.1.6 Define the list of fixed asset costs
- 3.1.7 State the implications of VAT on calculations and how VAT affects pricing
- 3.1.8 Discuss course profit and loss accounts
- 3.1.9 Identify the break-even point
- 3.1.10 Identify the minimum uptake of candidates

**The learner can:**

- 3.2.1 calculate the number of hours required to complete the course.
- 3.2.2 produce a list of skills and level of knowledge required for staff running the course and create a job description for an instructor
- 3.2.3 discuss the importance of employing the correct number of staff that are required to make the course work safely for the number of learners
- 3.2.4 illustrate course cost calculations
- 3.2.5 identify a list of fixed assets required to complete all units of the course
- 3.2.6 calculate a budget for the list of fixed asset costs
- 3.2.7 discuss the implications of VAT on calculations so the course can be sold at the correct price and budgeted accordingly
- 3.2.8 Explain the course profit and loss accounts to demonstrate how feasible the course is financially
- 3.2.9 Identify the minimum number of people to make the course feasible
- 3.2.10 Discuss how to promote a course to exceed the minimum number required but not exceed the maximum

**Range (explanation)**

This unit guides the course director through the financial aspects of devising and running a course in the UK. The learner will be expected to justify all expenses, profits and revenue from course they have devised in Unit 1. A profit and loss account and general accounts will need to be produced to back up the validity of the course. The learner will also have to list the resources, cost them and add their report to their portfolio. The unit will also investigate how to promote, market and advertise a course.

Internal Assessment Guidance – Unit 03:

**Unit 04            SELECTION OF COURSE LOCATIONS**

**Learning Outcomes:**

**The learner will:**

Identify the land resources and criteria required to make the course work safely.

**The learner will:**

- 4.1.1 Discuss the requirement of the course for land
- 4.1.2 Outline the permissions required for the land used
- 4.1.3 Discuss location requirements with regards to medical support
- 4.1.4 Discuss water source requirements for the location
- 4.1.5 Describe administration and logistical requirements for the location
- 4.1.6 Discuss rent and rental agreements for courses
- 4.1.7 Discuss suitability and sustainability for the course location

**The learner can:**

- 4.2.1 Identify the geographical, geological and topological requirements for the course
- 4.2.2 Illustrate how to work with landowners to obtain the permissions required for the land used
- 4.2.3 Identify the medical requirements for the course, what should be included in the first aid kit for the course, where the nearest medical help is located and routes to the nearest hospital
- 4.2.4 Identify the location of the nearest water source, or if an alternative is required and how many litres it will take to administer the course
- 4.2.5 Identify the administration and logistical requirements for the location with particular attention to bookings, registration, certification, assessment, verification, accommodation, feeding, latrines and unit specific equipment
- 4.2.6 Explain how to develop relationships with landowners with regard to rent and rental agreements
- 4.2.7 Outline suitability and sustainability for the location

**Range (explanation)**

This unit is designed to promote a broad ranging understanding of the real estate required to run a course in the UK. The learner will be guided through obtaining permission and contracts. The learner will also investigate the location of the real estate required and surrounding facilities that are required for the course to run. The learner will itemise and explain all factors relating to the location selected for their course.

Internal Assessment Guidance – Unit 04:

**Unit 05      LESSON PLANS, SCHEMES OF WORK, DELIVERY AND REFLECTION****Learning Outcomes:**

**The learner will:**

Discuss the importance of lesson plans, schemes or work, delivery and reflection.

**The learner will:**

- 5.1.1 Discuss the importance and benefits of learning outcome documents
- 5.1.2 Illustrate how Lesson Plans should be used for the course
- 5.1.3 Illustrate how a Scheme of Work is written for a new course
- 5.1.4 Describe how assessment criteria should be used
- 5.1.5 Describe how verification criteria should be used
- 5.1.6 Discuss the importance and benefits of standardisation when running courses in multiple locations
- 5.1.7 Discuss the importance and benefits of reflection at the end of each unit and each course

**The learner can:**

- 5.2.1 explain the importance and benefits of learning outcome documents as a vehicle to assisting learners with a structured learning experience
- 5.2.2 summarise how Lesson Plans can be used to ensure a standardised unit from one delivery to another
- 5.2.3 summarise how a Scheme of Work is written and used for a new course to ensure the standardisation course from one delivery to the next and to ensure advertised course content is delivered.
- 5.2.4 explain how assessment criteria should be used to determine and quantify how the lessons are learnt from the units delivered
- 5.2.5 explain verification criteria and recognise how it should be used and the reasons for its implementation
- 5.2.6 Discuss the importance and benefits of standardisation to ensure that learners attending the same course from one delivery to another.
- 5.2.7 Discuss the importance and benefits of reflection so that courses can be improved from delivery to delivery and instructors can develop and perfect a wider range of skills

**Range (explanation)**

This unit is designed to ensure that once the background of a course has been established, the course can be run appropriately, with an underpinning knowledge and suitable evidence. As a future course director the learner should be completely comfortable with lesson plans, learning outcomes, schemes of work, assessing, verifying, standardising and reflecting on their course. It should be highlighted to the learner that the documentation for a course is almost as important as the delivery and that to produce a course all documentation should be clear and easily understood.

Internal Assessment Guidance – Unit 5: