

<b>Unit Title:</b>	<b>Principles, theories and practices of learning and development</b>
OCR unit number	3
Level:	4
Credit value:	6
Guided learning hours:	25
Unit accreditation no:	D/502/9542

## Unit purpose and aim

This unit assesses the knowledge and understanding an advanced learning and development practitioner requires to underpin their core practice. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand the principles, purpose and context of learning and development</p>	<p><b>The Learner can:</b></p> <p>1.1 Evaluate learning and development principles and strategies used with individual learners and learners in groups</p> <p>1.2 Evaluate the objectives and benefits of learning and development for learners and organisations</p> <p>1.3 Critically evaluate different environments for learning and development in relation to different learner and organisational needs</p> <p>1.4 Explain why learning and development programmes and activities must be managed to meet learner needs</p>	<p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• The purpose of learning and development</li> <li>• What is involved in carrying out a learning needs analysis</li> <li>• The information they would need to carry out a learning needs analysis</li> <li>• Learning styles and domains</li> <li>• Learner motivation</li> <li>• Types of delivery</li> <li>• Delivery structures</li> <li>• Barriers to learning, eg availability of resources, finance, available budget</li> <li>• Costs, time implication and other resources</li> <li>• Technology</li> <li>• Organisational culture</li> <li>• The benefits of learning and development for individuals eg increased understanding of their job role, or new job role, improved awareness of organisational goals, confidence</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
		<ul style="list-style-type: none"> <li>• The objectives of learning and development for individuals eg greater understanding of production techniques</li> <li>• The benefits of learning and development for organisations eg increased productivity</li> <li>• The objectives of learning and development for organisations eg greater staff awareness of safe working practices</li> <li>• Different types of learning environments</li> <li>• Factors that could influence where an individual is most at ease</li> <li>• Which environments would suit particular learners</li> <li>• Can the learning environment create a barrier to learning</li> <li>• Could individual and organisational needs be different in respect of appropriate learning environments</li> <li>• When might different environments, be more suitable, eg classroom rather than shop floor</li> </ul>
<p>2 Understand the learning and development cycle</p>	<p>2.1 Evaluate the role and importance of each phase of the learning and development cycle</p> <p>2.2 Analyse how different phases of the learning and development cycle are used to enhance the learner experience</p>	<p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• What are the phases of the learning and development cycle</li> <li>• The importance of each phase of the learning and development cycle</li> </ul> <p>Candidates may consider how to:</p> <ul style="list-style-type: none"> <li>• Identify learning needs</li> <li>• Plan and design learning</li> <li>• Deliver learning</li> <li>• Evaluate learning outcomes</li> </ul>
<p>3 Understand how people learn</p>	<p>3.1 Evaluate different theories of learning in relation to own practice and context</p>	<p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Learning domains</li> <li>• Learning styles</li> <li>• Learning cycles</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
		<ul style="list-style-type: none"> <li>• Learning theories eg, cognitive theories, behaviourist theories</li> <li>• Andragogy</li> <li>• Pedagogy</li> <li>• Motivation theories</li> </ul>
<p>4 Understand the needs of learners in relation to learning and development</p>	<p>4.1 Evaluate the needs of different types of learners</p> <p>4.2 Evaluate the advantages and disadvantages of adapting learning and development activities to meet the needs and preferences of learners</p> <p>4.3 Explain the importance of engaging learners in planning, managing and reviewing their own learning</p>	<p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Goals and aspirations</li> <li>• Resource issues, eg finance, time</li> <li>• Other learners</li> <li>• Outcomes eg further learning, continuing professional development (CPD), career progression</li> <li>• Legislation, eg Health and safety, Equal Opportunities, Safeguarding</li> <li>• Learning styles, pace</li> <li>• What impact there could be if individual learner differences were not considered</li> <li>• The benefits of engaging individuals in their own learning</li> <li>• The risks of not engaging individuals in their own learning</li> <li>• How influences, both internal and external can impact on the facility to engage individuals in their own learning</li> <li>• How restrictions, both internal and external can impact on the facility to engage learners in their own learning</li> <li>• How learners can be engaged in the learning and development process <ul style="list-style-type: none"> <li>- The benefits of these strategies</li> <li>- The negative aspects of these strategies</li> </ul> </li> </ul>
<p>5 Understand the roles and responsibilities of the learning and development practitioner</p>	<p>5.1 Analyse own roles and responsibilities in relation to learning and development</p> <p>5.2 Evaluate points of referral available to meet the</p>	<p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Reviewing job descriptions</li> <li>• Personal development plans</li> <li>• Company policies and procedures</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
	<p>potential needs of learners</p> <p>5.3 Analyse the practitioner's role in the quality improvement of learning and development</p>	<ul style="list-style-type: none"> <li>• Working instructions, minutes of meetings, agreements</li> <li>• Who to refer learners to</li> <li>• The key functions of these points of referral</li> <li>• The benefits of each of these points of referral</li> <li>• Feedback, both solicited and unsolicited</li> <li>• Every child matters</li> <li>• Independent safeguarding authority</li> <li>• Any relevant legislation</li> </ul>
<p>6 Understand legislative and organisational requirements in relation to learning and development</p>	<p>6.1 Examine learner's rights in relation to equality, diversity and inclusion</p> <p>6.2 Evaluate responsibility for the safety and security of learners from the perspective of the</p> <ul style="list-style-type: none"> <li>- Organisation</li> <li>- Practitioner</li> </ul> <p>6.3 Explain the purpose and limits of confidentiality in relation to learners and the organisation</p> <p>6.4 Explain requirements for record keeping in relation to learning and development</p>	<p>Candidates may consider:</p> <ul style="list-style-type: none"> <li>• Internal and external influences</li> <li>• Current legislation, eg Equal Opportunities , Safeguarding, Health and Safety, Data Protection</li> <li>• Company policies and Procedures</li> <li>• Reporting procedures, feedback, summative assessment, diagnostic assessment, target-setting</li> <li>• Boundaries</li> </ul>

## Assessment

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All learning outcomes in this unit must be assessed using methods appropriate to the assessment of the knowledge and understanding.

## Evidence requirements

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There must be valid, authentic and sufficient evidence for all the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criterion.

## National Occupational Standards (NOS) mapping/signposting

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Learning and Development National Occupational Standards, 2010

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk) .