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|------------------------|--------------------------------------|
| <b>Unit Title:</b>     | <b>Facilitate learning in groups</b> |
| OCR unit number:       | 16                                   |
| Sector unit number:    | AG27                                 |
| Level:                 | Level 4                              |
| Credit value:          | 3                                    |
| Guided learning hours: | 20                                   |
| Unit reference number: | R/602/5207                           |

## Unit purpose and aim

The aim of this unit is to demonstrate that the candidate can work with groups to facilitate group and individual learning.

| Learning Outcomes  | Assessment Criteria   | Teaching Content  |
|--|---|---|
| <b>The Learner will:</b><br>1 Be able to manage group dynamics                 | <b>The Learner can:</b><br>1.1 Summarise the key theoretical models of group work<br>1.2 Use facilitation and intervening skills in group situations<br>1.3 Analyse how to balance the needs of tasks and group processes<br>1.4 Encourage group members to participate effectively and ensure that they feel comfortable | <ul style="list-style-type: none"> <li>• Belbin's model of balanced team roles; team development models – Leigh and Maynard, Tuckman, Honey.</li> <li>• Different ways of working with groups such as lectures and workshops. Methods used by the organisations - reasons why.</li> <li>• Role of team leader in managing group dynamics, taking into account individual learning styles and different personality types in a group.</li> </ul>                           |
| 2 Be able to establish and maintain effective communication with group members | 2.1 Use appropriate methods of communication<br>2.2 Put learners at ease<br>2.3 Establish what factors are likely to affect learning and behaviour in groups<br>2.4 Identify how to address individual needs in a group setting<br>2.5 Recognise and deal with issues of power, conflict and authority in groups          | <ul style="list-style-type: none"> <li>• Different styles and methods of communicating with the group and individual members; benefits of each Take into account different techniques such as facilitating or being directive, verbal and nonverbal communication, written, electronic open and closed questioning.</li> <li>• Styles appropriate for different situations such as one team member having difficulty participating, or conflict within a team.</li> </ul> |

| Learning Outcomes   | Assessment Criteria   | Teaching Content   |
|---|---|--|
| 3 Be able to facilitate collaborative learning  | 3.1 Agree with the group, the purpose, process and intended outcomes of group activity<br>3.2 Summarise the different learning styles<br>3.3 Evaluate the range of learning activities available<br>3.4 Access relevant resources and support for learners<br>3.5 Adapt group activities to the size and composition of the group | <ul style="list-style-type: none"> <li>Client groups and the types of learning most likely in the organisation, and ways of gaining agreement from the group to the process.</li> <li>Details of the types of activity undertaken and why these have been selected – group, individual, research, case studies.</li> <li>Resources and facilities available to undertake the activities and evaluate how effective they are – online, text-based.</li> </ul> |
| 4 Be able to enable individuals to reflect on the way in which they have been learning and participating in the group | 4.1 Agree and implement appropriate methods of eliciting personal views on learning<br>4.2 Monitor individual learner's progress in a group setting<br>4.3 Feed back on progress made and process of learning to the group and to individual members in a positive and encouraging manner   | <ul style="list-style-type: none"> <li>Interviews, questionnaires, discussions</li> <li>Progress of the group and of the individual group members.</li> <li>Ways of giving feedback to the group and the individuals that will encourage them to make further progress.</li> </ul>   |

## Assessment

This unit is internally assessed by centre staff and externally verified by OCR.

## Evidence requirements

Simulation is not allowed for any part of this unit. All evidence of your performance must be generated in your workplace, in accordance with organisational procedures and national, local and professional guidelines.

## Guidance on assessment and evidence requirements

Please refer to the OCR Centre Handbook available from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

You should refer to the 'Admin Guide: Vocational Qualifications (A850)' for *Notes on Preventing Computer-Assisted Malpractice*.

## National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

| Occupational standards | Unit number | Title                         |
|------------------------|-------------|-------------------------------|
| Advice and Guidance    | AG27        | Facilitate learning in groups |

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

| Functional Skills Standards |   |              |  |  |  |
|-----------------------------|---|--------------|--|--|--|
| English                     |   | Mathematics  |  | ICT  |  |
| Speaking and Listening      | ✓ | Representing |  | Use ICT systems                              |  |
| Reading                     | ✓ | Analysing    |  | Find and select information                  |  |
| Writing                     | ✓ | Interpreting |  | Develop, present and communicate information |  |

## Resources

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Evidence record sheets and witness statements are available from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but you are not expected to reproduce other people's written work.

## 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).