

Unit Title:	Understand the principles and practices of learning and development
OCR unit number	1
Level:	3
Credit value:	6
Guided learning hours:	25
Unit accreditation no:	Y/502/9541

Unit purpose and aim

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

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the purpose and context of learning and development</p>	<p>The Learner can:</p> <p>1.1 Analyse the objectives of learning and development for learners and for organisations</p> <p>1.2 Explain the contexts and environments in which learning and development takes place</p>	<p>AC1.1</p> <ul style="list-style-type: none"> The stated objectives of the learners and their purpose The stated objectives of the organisation and their purpose How they were identified and why The expected outcomes of the learning and development activity Appropriate methods to deliver the learning and development activities which will achieve the stated objectives A range of ways in which learning and development can be delivered How the achievement of the objectives will benefit the learner and/or the organisation <p>AC1.2</p> <ul style="list-style-type: none"> How learning and development relates to the achievement of the

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		<ul style="list-style-type: none"> - organisation's goals - individual's goals • The different types of environment in which learning and development can take place eg <ul style="list-style-type: none"> - formal; - informal; - classroom; - workplace; - on the job learning; - off the job learning; - other • The potential benefits and disadvantages of each
2 Understand the learning and development cycle	<p>2.1 Explain the learning and development cycle and each of its constituent parts</p> <p>2.2 Explain how the learning and development cycle is used to enhance learner experience</p>	<p>AC2.1</p> <ul style="list-style-type: none"> • The four stages of the learning and development cycle • The content and purpose of each stage <p>AC2.2</p> <ul style="list-style-type: none"> • How and when to obtain feedback on learning and development activities and from whom • How to evaluate feedback and use it to improve the learner experience
3 Understand the needs of learners in relation to learning and development	<p>3.1 Summarise why it is necessary to understand learner needs and motivations for learning and development</p> <p>3.2 Explain how to adapt learning and development to meet the needs and preferences of learners</p> <p>3.3 Outline the factors that can lead to the improvement and maintenance of learner engagement and motivation</p>	<p>AC3.1</p> <ul style="list-style-type: none"> • Factors that influence motivation and their impact on learners eg <ul style="list-style-type: none"> - Maslow; - Hertzberg; - Others • Individual needs of learners – eg <ul style="list-style-type: none"> - Social - Economic - Health - Others <p>AC3.2</p> <ul style="list-style-type: none"> • Different learning styles and

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		<p>how to incorporate into practice – eg</p> <ul style="list-style-type: none"> - Kolb; - Honey and Mumford - Others <ul style="list-style-type: none"> • What the various learning styles are – eg activist; <ul style="list-style-type: none"> - pragmatist; - reflector; - theorist; - visual; - auditory; - kinaesthetic - others • How to adapt practice to meet differing needs • Multiple Intelligence theory • How to take account of individual needs – eg social, economic, health, others <p>AC3.3</p> <ul style="list-style-type: none"> • How to determine individual learning styles using methods appropriate to chosen model • A range of learning resources/ materials/ activities and how they are used to engage learners • Use of varied delivery methods/styles to address learning styles • Identifying barriers to learning and how to overcome them
<p>4 Understand the roles and responsibilities of the learning and development practitioner</p>	<p>4.1 Explain own role and responsibilities in relation to learning and development</p> <p>4.2 Explain the points of referral available to help meet the needs of learners</p> <p>4.3 Explain the practitioner role in the development of learners' in the learning and development process</p> <p>4.4 Explain the practitioner's role in the quality improvement of learning and development</p> <p>4.5 Summarise the practitioner's role in</p>	<p>AC4.1</p> <ul style="list-style-type: none"> • Outline of own role and how it relates to company policies and procedures • Own responsibilities and how they relate to the delivery of the learning outcomes required. • Company policy on learning and development • Strengths/ limits of own skills, knowledge and authority, eg practitioner experience/ qualifications/ knowledge

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	managing risks to and safeguarding learners	<ul style="list-style-type: none"> • Confidentiality • Appropriate use of power and influence <p>AC4.2</p> <ul style="list-style-type: none"> • Opportunities are available to learners <ul style="list-style-type: none"> - inside the organisation - outside the organisation • How to access them • Support for individual needs – eg <ul style="list-style-type: none"> - Dyslexia - Special equipment - Others <p>AC4.3</p> <ul style="list-style-type: none"> • How to identify learning needs • How to develop learning interventions to meet identified needs, eg resources, delivery styles, motivational/ engagement strategies • How to facilitate learning, eg setting up the learning environment, checking the availability of resources • Appropriate use of power and influence, eg complying with relevant legislation and company policies such as Equal opportunities, Data Protection/ confidentiality • How to evaluate the success of learning interventions, eg feedback to and from learners, refer learners to appropriate channels for further support/ mentoring where necessary <p>AC4.4</p> <ul style="list-style-type: none"> • The importance of continuous improvement in learning and development and how it can be achieved • How to evaluate learning and

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		<p>development, eg Kirkpatrick's evaluation model, course evaluation forms, one-to-one reviews with individuals, monitoring individual learning and development plans to check that they are in line with organisational objectives</p> <ul style="list-style-type: none"> • How own skills and knowledge are kept up to date and why, eg practitioner's CPD <p>AC4.5</p> <ul style="list-style-type: none"> • Potential risks to learners, how to assess and manage them in line with: <ul style="list-style-type: none"> - Company policy - Health & Safety - Safeguarding - Regulatory and legal requirements - Other
<p>5 Understand legislative and organisational requirements in relation to learning and development</p>	<p>5.1 Explain learner's rights in relation to equality, diversity and inclusion</p> <p>5.2 Explain the practitioner's and the organisation's responsibility for the safety and security of learners</p> <p>5.3 Summarise the purpose and limits of confidentiality in relation to learners and the organisation</p> <p>5.4 Explain requirements for record keeping in relation to learning and development</p>	<p>AC5.1</p> <ul style="list-style-type: none"> • Learners rights in relation to: <ul style="list-style-type: none"> - Data Protection Act - Disability Discrimination Act - Human Rights Act - Equality Act 2010 - Safeguarding - Company policy - Others <p>AC5.2</p> <ul style="list-style-type: none"> • Own responsibilities in relation to <ul style="list-style-type: none"> - Data Protection Act - Company policy - Health & Safety - Safeguarding - Others <p>AC5.3</p> <ul style="list-style-type: none"> • What the requirements are and how to carry them out • The benefits to learners

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		<ul style="list-style-type: none"> • The benefits to the organisation • Why boundaries are important <p>AC5.4</p> <ul style="list-style-type: none"> • Records required and why they are kept. • The benefit to learners and organisations of keeping records • Confidentiality and Data Protection

Assessment

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

Evidence requirements

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

Learning and Development National Occupational Standards, 2010

Additional information

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.