OCR
Oxford Cambridge and RSA

Unit Title:	**Facilitate learning and development in groups**
OCR unit number	9
Level:	3
Credit value:	6
Guided learning hours:	25
Unit accreditation no:	F/502/9548

Unit purpose and aim

The aim of this unit is to assess a learning and development practitioner's understanding of group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small group activities, skills practice and feedback, e-learning, blended learning, role plays, simulations and experiential learning. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	AC1.1
1 Understand principles and practices of learning and development in groups	1.1 Explain purposes of group learning and development	• When and how to use groups to support individual learning
	1.2 Explain why delivery of learning and development must reflect group dynamics	AC1.2
		• The significance of group dynamics eg:
	1.3 Evaluate methods for facilitating learning and development to meet the needs of groups	- Group norms
		- Roles within the group
		- Group relationships
	1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups	- Group development- forming, storming, norming, performing
		- Social influences
		- Effects on behaviour
	1.5 Explain how to overcome barriers to learning in groups	
	1.6 Explain how to monitor individual learner progress within group learning and development activities	AC1.3
		• How to facilitate learning within groups eg:
		- Setting clear goals
	1.7 Explain how to adapt delivery based on feedback from learners in	- Structuring discussions
		- Using appropriate

Learning Outcomes	Assessment Criteria	Exemplification
	groups	questioning techniques - Using varied resources and delivery methods, eg group work and discussion - Using teaching and learning technologies - Following equality, diversity and inclusion policies - Clarifying issues - Encouraging all to contribute - Dealing with dominant personalities • How to manage underlying dynamics eg: - Hidden agendas - Interpreting silence - Picking up non-verbal clues - Identifying uncertainty - whilst maintaining neutrality AC1.4 • The potential risks to individuals and how to manage them • The potential risks to the group and how to manage them AC1.5 • Identification of potential barriers to learning • Methods to overcome barriers to learning • Benefits and drawbacks to learning in groups AC1.6 • How to recognise the needs of individuals within the group and how to accommodate them • Obtaining feedback

Learning Outcomes	Assessment Criteria	Exemplification
		• Questioning techniques • Different ways of testing skills and knowledge acquired by individuals AC1.7 • How and when to obtain feedback • How to analyse feedback • How to adapt delivery based on evaluation of feedback
2 Be able to facilitate learning and development in groups	2.1 Clarify facilitation methods with group members to meet group and individual learning objectives 2.2 Implement learning and development activities to meet learning objectives 2.3 Manage risks to group and individual learning and development	AC2.1 • Establishing rapport and a good working relationship with different groups of learners • Feedback from learners • Introducing a variety of facilitation methods to different groups of learners • Obtaining their agreement to different facilitation methods AC2.2 • Using a variety of facilitation methods with different groups of learners • How different methods have supported learning • Using different methods of ensuring group members communicate effectively • Using a range of techniques to support learning • Factors influencing motivation • Their effect and methods used to manage them AC2.3 • The potential risks to learning • Picking up signals that learning is not taking place

Learning Outcomes	Assessment Criteria	Exemplification
		• Taking action to correct the situation
3 Be able to assist groups to apply new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2 Provide group feedback to improve the application of learning	AC3.1 • The purpose of the learning and development activity undertaken by the group • Different ways of testing skills and knowledge acquired • Action plans agreed with groups of learners AC3.2 • Giving feedback, including how, when, where and why • Records of feedback given • How feedback supports learning and motivation
4 Be able to assist learners to reflect on their learning and development undertaken in groups	4.1 Support self-evaluation by learners 4.2 Review individual responses to learning and development in groups 4.3 Assist learners to identify their future learning and development needs	AC4.1 • What reflective practice is and how it supports learning • Using different techniques to enable learners to reflect on what they have learned • What potential benefits of self-evaluation there are, including: promotes learning, monitors progress, individuals see how their work helps achieve organisational goals, identifies strengths and areas for improvement/ development AC4.2 • Feedback from individuals • Questioning techniques AC4.3 • Learning needs analysis • The role of the individual • The aims and objectives of the organisation • Action planning • Continuing Professional Development (CPD) opportunities

Assessment

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

This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

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 Standard 6: Manage learning and development in groups.

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*.*