Unit Title:	**Facilitate learning and development in groups**
OCR unit number:	41
Sector unit number:	L&D6
Level:	3
Credit value:	6
Guided learning hours:	25
Unit reference number:	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	Teaching Content
The Learner will: 1 Understand principles and practices of learning and development in groups	**The Learner can:** 1.1 Explain purposes of group learning and development 1.2 Explain why delivery of learning and development must reflect group dynamics 1.3 Evaluate methods for facilitating learning and development to meet the needs of groups 1.4 Explain how to manage risks and safeguard individuals when facilitating learning and development in groups 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 1.7 Explain how to adapt	AC1.1 • When and how to use groups to support individual learning AC1.2 • The significance of group dynamics eg: - Group norms - Roles within the group - Group relationships - Group development- forming, storming, norming, performing - Social influences - Effects on behaviour AC1.3 • How to facilitate learning within groups eg: - Setting clear goals - Structuring discussions - Using appropriate questioning techniques - Using varied resources and delivery methods, eg

Learning Outcomes	Assessment Criteria	Teaching Content
	delivery based on feedback from learners in groups	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 • Questioning techniques • Different ways of testing skills and knowledge acquired by individuals AC1.7 • How and when to obtain feedback • How to analyse feedback

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Learning Outcomes	Assessment Criteria	Teaching Content
		• 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 • 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

Learning Outcomes	Assessment Criteria	Teaching Content
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 • 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.

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.

Guidance on assessment and evidence requirements

Please refer to the OCR Centre Handbook available from the OCR website www.ocr.org.uk.

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

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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.

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.

Occupational standards	**Unit number**	**Title**
Learning and Development	6	Manage learning and development in groups.

Functional skills signposting

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

Stationery or a CD-rom.

Access to photocopier, PC and printer is desirable but not essential.

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

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.