Unit Title:	**Facilitate learning and development for individuals**
OCR unit number:	42
Sector unit number:	L&D7
Level:	3
Credit value:	6
Guided learning hours:	25
Unit reference number:	J/502/9549

Unit purpose and aim

The aim of this unit is to assess the learning and development practitioner understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. '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 one to one learning and development	**The Learner can:** 1.1 Explain purposes of one to one learning and development 1.2 Explain factors to be considered when facilitating learning and development to meet individual needs 1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals 1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development 1.5 Explain how to overcome individual barriers to learning 1.6 Explain how to monitor individual learner progress 1.7 Explain how to adapt delivery to meet individual learner needs	AC1.1 • When and how to work with learners on a one to one basis AC1.2 • How to establish an environment that supports learning and is not intimidating for the learner • The preferred learning style of the individual • Own coaching skills and how to apply them • Own communication skills • Following equal opportunities, equality & diversity, policies • Use and availability of varied resources including support from others, technology, varied delivery methods AC1.3 • Methods may include: - setting clear goals - structuring discussions - using appropriate

Learning Outcomes	Assessment Criteria	Teaching Content
		questioning techniques - clarifying issues - interpreting silence - picking up non-verbal clues - identifying uncertainty - maintaining neutrality - coaching - “tell, show, do” AC1.4 • The potential risks faced by an individual • How to minimise risks AC1.5 • Identification of potential barriers to learning and how to minimise them AC1.6 • How to pick up signals, verbal and non-verbal, that learning is not taking place • Questioning techniques • Different ways of testing skills and knowledge required AC1.7 • How delivery can be adapted to suit different learners and reasons for doing this
2 Be able to facilitate one to one learning and development	2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives 2.2 Implement activities to meet learning and/or development objectives 2.3 Manage risks and safeguard learners participating in one to one learning and/or development	AC2.1 • Establishing rapport with individual learners • Feedback from learners • Introducing individual learners to a range of methods and obtaining their cooperation AC2.2 • Using a variety of methods with different learners on a one to one basis • Factors that influence motivation of the individual and their effect • Methods used to motivate individual learners

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Learning Outcomes	Assessment Criteria	Teaching Content
		AC2.3 • The potential risks faced by individual learners • Risk assessments for individual learners • Methods used to minimise risks
3 Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts 3.2 Explain benefits to individuals of applying new knowledge and skills	AC3.1 • The purpose of the learning and development activity undertaken by the individual • Different ways of testing skills and knowledge acquired • Action plans agreed with individual learners AC3.2 • Benefits may include: - Progression routes - Continuing Professional Development (CPD) - Further employment opportunities/ study - Encourages development of intangible skills eg self-confidence, empowerment, problem-solving ability
4 Be able to assist individual learners in reflecting on their learning and/or development	4.1 Explain benefits of self-evaluation to individuals 4.2 Review individual responses to one to one learning and/or development 4.3 Assist individual learners to identify their future learning and/or development needs	AC4.1 • What reflective practice is • 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 • Use questioning techniques AC4.3 • Learning needs analysis

Learning Outcomes	Assessment Criteria	Teaching Content
		• Candidates may consider: - the role of the individual - the aims and objectives of the organisation - action planning - 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*.

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	7	Facilitate individuals' learning and development

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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.