

**Unit Title: Manage learning and development in groups**

OCR unit number	11
Level:	4
Credit value:	6
Guided learning hours:	30
Unit accreditation no:	A/502/9550

## Unit purpose and aim

The aim of this unit is to assess a learning and development practitioner's management of learning and development in groups. They are expected to understand the use of a variety of management methods, for example, motivational strategies, behaviour management, provision of advice as well as deliver strategies to facilitate learning. They are also expected to involve learners within groups in the learning and development process. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
<p><b>The Learner will:</b></p> <p>1 Understand the principles and practices of managing learning and development in groups</p>	<p><b>The Learner can:</b></p> <p>1.1 Analyse the characteristics of group environments that foster learning and development</p> <p>1.2 Evaluate strategies to manage group behaviour and dynamics</p> <p>1.3 Evaluate management techniques which facilitate the delivery of learning and development in groups</p> <p>1.4 Analyse ways to involve learners in the management of their own learning and development in groups</p> <p>1.5 Analyse risks to be considered when managing learning and development in groups</p> <p>1.6 Explain how to manage barriers to individual learning in groups</p>	<p>AC1.1</p> <ul style="list-style-type: none"> <li>• How to use groups to support individual learning</li> <li>• The significance of group dynamics eg:               <ul style="list-style-type: none"> <li>- Group norms</li> <li>- Roles within the group</li> <li>- Group relationships</li> <li>- Group development-forming, storming, norming, performing</li> <li>- Social influences</li> <li>- Effects on behaviour</li> </ul> </li> </ul> <p>AC1.2</p> <ul style="list-style-type: none"> <li>• Methods of managing group dynamics</li> <li>• The advantages and disadvantages of different methods</li> </ul> <p>AC1.3</p> <ul style="list-style-type: none"> <li>• When different techniques are appropriate, how they are</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
		<p>applied and the advantages/disadvantages eg:</p> <ul style="list-style-type: none"> <li>- Setting clear goals</li> <li>- Structuring discussions</li> <li>- Using appropriate questioning techniques</li> <li>- Clarifying issues</li> <li>- Encouraging all to contribute</li> <li>- Dealing with dominant personalities</li> <li>- Group work and discussion</li> </ul> <p>AC1.4</p> <ul style="list-style-type: none"> <li>• The significance underlying dynamics and how to manage them - eg: <ul style="list-style-type: none"> <li>- Hidden agendas</li> <li>- Interpreting silence</li> <li>- Picking up non-verbal clues</li> <li>- Identifying uncertainty</li> </ul> </li> <li>• A range of learning objects, how and why they are used to engage learners</li> </ul> <p>AC1.5</p> <ul style="list-style-type: none"> <li>• The potential risks to learners and their significance</li> <li>• How to minimise them</li> </ul> <p>AC1.6</p> <ul style="list-style-type: none"> <li>• Tools to identify potential barriers to learning and how to overcome them.</li> <li>• How to recognise the needs of individuals within the group and how to accommodate them</li> </ul>
2 Be able to manage group learning and development environments	2.1 Facilitate communication, collaboration and learning between group members 2.2 Use motivational methods to engage the group and its individual members in the learning and	AC2.1 <ul style="list-style-type: none"> <li>• Establishing rapport and a good working relationship with groups of learners</li> <li>• Feedback from learners</li> </ul>

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	<p>development process</p> <p>2.3 Consult with group members to adapt their learning and development environments to improve their learning outcomes</p> <p>2.4 Manage the risks associated with group learning and development</p>	<ul style="list-style-type: none"> <li>• Using different methods of ensuring group members communicate effectively</li> <li>• Creating opportunities for group to work together to achieve a specified outcome</li> </ul> <p>AC2.2</p> <ul style="list-style-type: none"> <li>• Factors that influence motivation, their significance and how to deal with them</li> <li>• Using a range of techniques to increase motivation and improve learning</li> </ul> <p>AC2.3</p> <ul style="list-style-type: none"> <li>• How and when to obtain feedback</li> <li>• How to analyse feedback</li> <li>• How to adapt the environment based on evaluation of feedback</li> </ul> <p>AC2.4</p> <ul style="list-style-type: none"> <li>• How to pick up the signals that learning is not taking place</li> <li>• Taking action to correct the situation</li> </ul>
<p>3 Be able to apply methodologies to manage learning and development in groups</p>	<p>3.1 Involve learners in agreeing group learning and development objectives</p> <p>3.2 Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group</p> <p>3.3 Manage group learning strategies and delivery methods to reflect changing requirements</p> <p>3.4 Provide individual advice to learners to assist their decision-making about future learning needs</p>	<p>AC3.1</p> <ul style="list-style-type: none"> <li>• Using a variety of methods to convey information to groups</li> <li>• Using different techniques to obtain group agreement</li> </ul> <p>AC3.2</p> <ul style="list-style-type: none"> <li>• Using a range of appropriate delivery methods with groups</li> <li>• Using a variety of group activities to support learning</li> <li>• Identification of the resources required and appropriate use of them</li> <li>• Modifying delivery in different situations</li> </ul> <p>AC3.3</p> <ul style="list-style-type: none"> <li>• Making changes to delivery</li> </ul>

Learning Outcomes	Assessment Criteria	Exemplification
		<p>methods and activities to accommodate the different needs within the group</p> <ul style="list-style-type: none"> <li>• Recognising when changes are required</li> <li>• Taking action to bring about required changes</li> </ul> <p>AC3.4</p> <ul style="list-style-type: none"> <li>• Advising individual learners on the opportunities available within and outside own organisation</li> <li>• Action planning with individual learners</li> </ul>
<p>4 Be able to manage learning and development in groups to comply with legal and organisational requirements</p>	<p>4.1 Support learners' rights in relation to equality, diversity and inclusion</p> <p>4.2 Minimise risks to safety, health, wellbeing and security of learners</p> <p>4.3 Manage confidentiality in relation to learners and the organisation</p> <p>4.4 Maintain learning and development records in accordance with organisational procedures</p>	<p>AC4.1</p> <ul style="list-style-type: none"> <li>• How to protect learners rights in relation to: <ul style="list-style-type: none"> <li>- Data Protection Act</li> <li>- Disability Discrimination Act</li> <li>- Human Rights Act</li> <li>- Equality Act 2010</li> <li>- Company policy</li> <li>- Others</li> </ul> </li> </ul> <p>AC4.2</p> <ul style="list-style-type: none"> <li>• Reducing risk factors in line with: <ul style="list-style-type: none"> <li>- Company policy</li> <li>- Health &amp; Safety</li> <li>- Safeguarding</li> <li>- Others</li> </ul> </li> </ul> <p>AC4.3</p> <ul style="list-style-type: none"> <li>• Managing confidentiality issues in relation to: <ul style="list-style-type: none"> <li>- Data Protection</li> <li>- Company policy</li> <li>- Other</li> </ul> </li> </ul> <p>AC4.4</p> <ul style="list-style-type: none"> <li>• Records required by company policy and procedure</li> <li>• Compliance on confidentiality issues and Data Protection</li> </ul>

## Assessment

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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 the learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

## Evidence requirements

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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

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Learning and Development National Occupational Standards Standard 6: Manage learning and development in groups.

## 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).