Unit Title:	**Engage learners in the learning and development process**
OCR unit number	45
Sector unit number:	L&D8
Level	3
Credit value:	6
Guided learning hours:	30
Unit accreditation no:	F/502/9551

Unit purpose and aim

The aim of this unit is to assess learning and development practitioners' competence in assisting learners to become engaged and involved in their own learning and development process. It includes knowledge and understanding of the role of mentoring, but does not include the development of specific mentoring skills. Although it implies assistance and support for the learner, the unit is not about learning support. This also includes working with the learner to review their progress. '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 purpose of engaging learners in learning and development	**The Learner can:** 1.1 Explain principles of learner engagement in the learning and development process 1.2 Evaluate the processes and activities used to engage learners in learning and development 1.3 Explain information and advice learners need for learning and development 1.4 Analyse learner motivation for learning and development 1.5 Analyse ways to overcome barriers to learning and development faced by learners 1.6 Explain methods of engaging learners in their own progress review of learning	AC 1.1 • Reasons for engaging in the learning process • Learner aims and objectives • Why a learner would commit to learning and development • What motivates individuals • Learner responsibility for their own learning • Learner participation • Learner choice • Learner awareness and clarity • Legislative influences and organisational policies including - Equal Opportunities - safeguarding - Health and Safety - use of appropriate language - Special Educational Needs

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Learning Outcomes	Assessment Criteria	Teaching Content
		- opportunities for addressing learners' spiritual, moral, ethical, social and cultural values AC 1.2 • What processes exist • What are the benefits and drawbacks of these processes • What activities exist e.g: - ice-breakers - group-work - pair-work - presentations - discussions - Q&A sessions - available information • The benefits and drawbacks of these activities AC 1.3 • Objectives and goals of the individual • Learner targets • Expected outcomes • Personal expectations • Company expectations and requirements • Work environment legislation, requirements and expectations • Changes within work environment • Constraints that exist • Resource availability • Funding availability AC 1.4 • Learners hopes and expectations • Internal and external drives for learning and development such as - opportunities for promotion - opportunities for Continuing Professional Development (CPD)

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Learning Outcomes	Assessment Criteria	Teaching Content
		AC 1.5 • Types of barriers that can exist • Facilities available internally and externally to support and overcome these barriers AC 1.6 • The various types of feedback, both to and from learner • How progress can be recorded by learners as an ongoing process • The joint negotiation of targets, dates and expected outcomes • The value of third party testimony in support of learner progress reviews
2. Understand the role of mentoring in facilitating learning	2.1 Explain how mentoring can engage and motivate learners 2.2 Summarise the role and characteristics of a mentor 2.3 Analyse mentoring relationships that engage and motivate learners	AC 2.1 • How mentoring can build learner confidence through their support and listening skills • The mentors role in offering alternative approaches, guidance and advice AC 2.2 • What an ideal mentor offers • What characteristics, skills, abilities, knowledge and experience an ideal mentor will have • How these skills, abilities, knowledge and experience will benefit the learner • Characteristics that the mentor should possess AC 2.3 • Reviewing some mentoring relationships that they are aware of first hand • Reviewing some mentoring relationships that they are aware of through alternative sources e.g. internet, manuals, text books, journals, discussions with colleagues

Learning Outcomes	Assessment Criteria	Teaching Content
		• Identify positive aspects of these relationships
3. Be able to assist and engage the learner in the learning and development process	3.1 Demonstrate working relationships with learners to motivate learning 3.2 Provide assistance to learners to encourage them to take responsibility for their own learning and development 3.3 Provide learners with the information and advice to engage in learning and development that meets their needs	AC 3.1 • What positive engagement methods are • What motivates learners • Barriers to learning and how to overcome them • This could be evidenced by an observation of the practitioner engaging with a learner AC 3.2 • Methods of self motivation • Strategies for self development • How guidance, policies, procedures and documentation can support self development • The role mentors can play in encouraging self development • This could be evidenced by an observation of the practitioner providing assistance to their learners AC 3.3 • How to ensure the learner • understands what purpose the development has • How to ensure the learner understands what the expected outcomes are • How to ensure the learner understands what the barriers are • How to ensure the learner understands what support is available • How to ensure the learner understands how achievement will be measured • This could be evidenced by an observation of the practitioner providing their learners with information and advice, or examples of

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Learning Outcomes	Assessment Criteria	Teaching Content
		information and advice given
4. Be able to assist the learner in reviewing their own progress	4.1 Establish opportunities to review progress with learners 4.2 Provide learners with constructive feedback on their learning and development 4.3 Enable learners to give feedback on their learning experience 4.4 Analyse progress and achievement with learners 4.5 Assist learners to in adapting learning and development plans to reflect future learning needs*	AC 4.1 • The benefits of progress reviews • What the review requirements are within the organisation • Examples of review schedules and reviews that have taken place AC 4.2 • Examples of feedback given to learners • Observations of feedback being given AC 4.3 • Documentation that encourages feedback from learners and the policies and procedures that back the documentation AC 4.4 • Documented progress and achievement • Draw conclusions from the recorded progress AC 4.5 • Amended learning and development plans • Observations of assisting learners with their plans

*Assessment criterion 4.5, wording taken from The Register of Regulated Qualifications, OCR interprets this as:

AC4.5 Assist learners in adapting learning and development plans to reflect future learning needs.

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 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	8	Engage and support learners in the learning and development

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.

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