



Facilitate learning and development for individuals

VRQ

UV30761

Learner name:

Learner number:

J/502/9549





VTCT

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

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Facilitate learning and development for individuals

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The aim of this unit is to enable you to facilitate learning and development for individuals. You could be in a coaching or mentoring role. You are required to understand the use of a variety of methods.

Learning and Development 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Level

3

Credit value

6

GLH

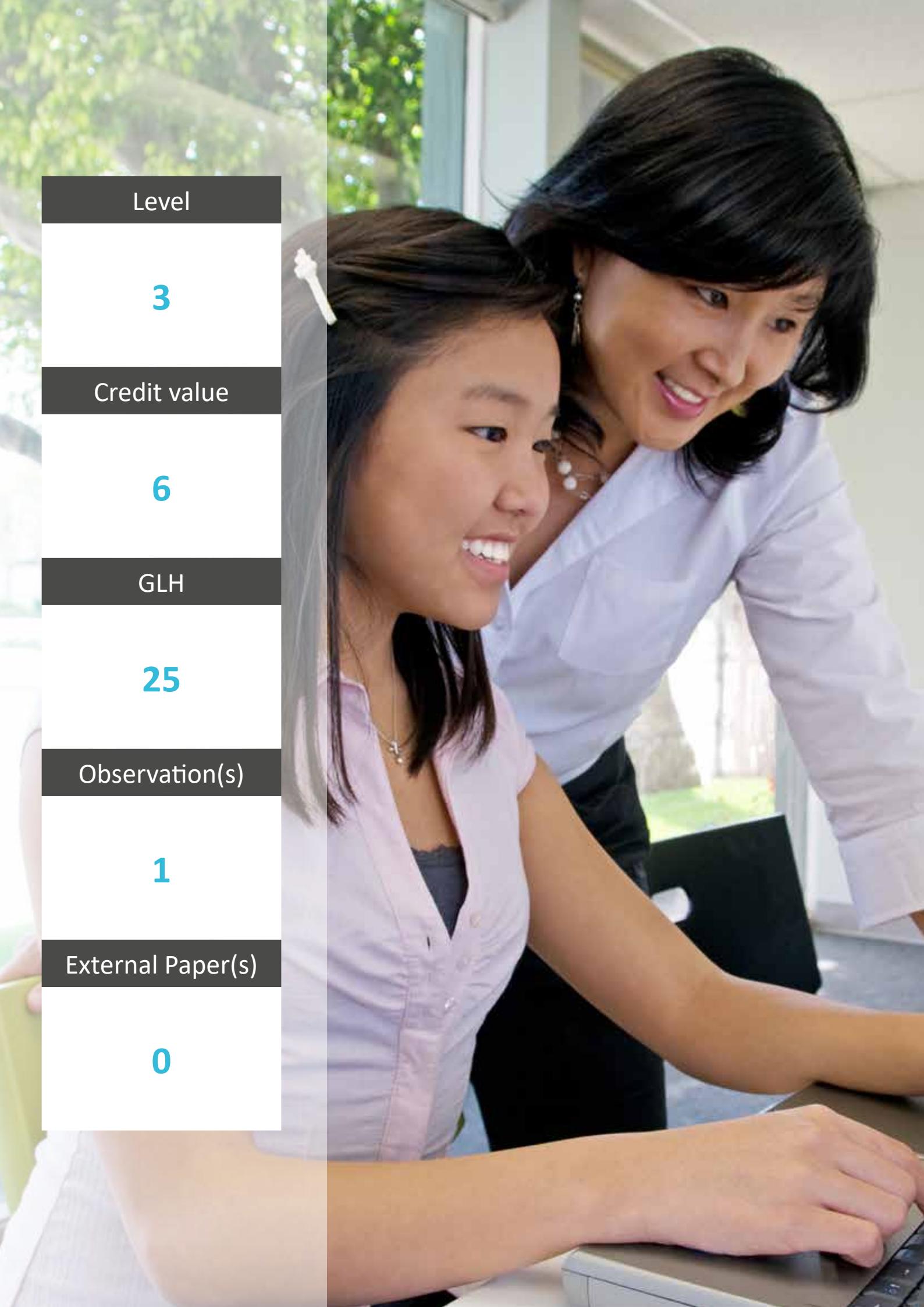
25

Observation(s)

1

External Paper(s)

0



Learning outcomes

On completion of this unit you will:

1. Be able to facilitate one to one learning and development
2. Be able to assist individual learners in applying new knowledge and skills in practical contexts
3. Be able to assist individual learners in reflecting on their learning and/or development
4. Understand principles and practices of one to one learning and development
5. **Range**
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
6. **Knowledge outcomes**
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

Evidence requirements

1. **Teaching practice**
You are required to undertake teaching practice in a work environment. Practice should be in an appropriate context with individual learners.
2. **Working environment**
This unit assesses occupational competence. Outcomes 1-3 must be observed/assessed in a work environment. Simulations, projects or assignments are not allowed for these outcomes.
3. **Achieving assessment criteria**
There must be valid, authentic and sufficient evidence for all assessment criteria. Holistic assessment is encouraged and one piece of evidence may be used to meet the requirements of more than one assessment criterion.
4. **Observation outcomes**
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least one occasion**.
7. **Tutor/Assessor guidance**
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
8. **External paper**
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce supplementary evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

Learning outcome 1

Be able to facilitate one to one learning and development

You can:

- a. Clarify facilitation methods with individuals to meet their learning and/or development objectives
- b. Implement activities to meet learning and/or development objectives
- c. Manage risks and safeguard learners participating in one to one learning and/or development

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Learning outcome 2

Be able to assist individual learners in applying new knowledge and skills in practical contexts

You can:

- a. Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
- b. Explain benefits to individuals of applying new knowledge and skills

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Learning outcome 3

Be able to assist individual learners in reflecting on their learning and/or development

You can:

- a. Explain benefits of self evaluation to individuals
- b. Review individual responses to one to one learning and/or development
- c. Assist individual learners to identify their future learning and/or development needs

*May be assessed by supplementary evidence.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			

Observation range

You must practically demonstrate that you have:

Supported all types of development	Portfolio reference
Skills	
Knowledge and understanding	

Considered all training factors	Portfolio reference
Training methods	
Structure of sessions	
Use of resources	
Course content	

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.



Learning outcome 4

Understand principles and practices of one to one learning and development

You can:	Portfolio reference/ Assessor initials*
a. Explain purposes of one to one learning and development	
b. Explain factors to be considered when facilitating learning and development to meet individual needs	
c. Evaluate methods for facilitating learning and development to meet the needs of individuals	
d. Explain how to manage risks and safeguard individuals when facilitating one to one learning and development	
e. Explain how to overcome individual barriers to learning	
f. Explain how to monitor individual learner progress	
g. Explain how to adapt delivery to meet individual learner needs	

*Assessor initials to be inserted if orally questioned.

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to facilitate one to one learning and development

Clarify facilitation methods with individuals to meet their learning and/ or development objectives:

Learning preferences, written, verbal and non-verbal communication, negotiation skills, methods of training/coaching/mentoring, lesson planning, skill/task analysis.

Implement activities to meet learning and/or development objectives:

Skills/task analysis, action planning, conducting progress reviews, methods of training, coaching, mentoring, experiential learning, multiple intelligences theory, rules of feedback, factors that influence motivation and their effect, methods used to motivate individual learners.

Manage risk and safeguard learners participating in one to one learning and/or development:

Health and safety regulation and practice, risk assessment, safeguarding and protection of vulnerable adults (POVA), impact of legislation on own practice, data protection, organisational policies and practice, complaints, appeals.

Learning outcome 2: Be able to assist individual learners in applying new knowledge and skills in practical contexts

Developing opportunities for individuals to apply their new knowledge and learning in practical contexts:

Discussing ideas with learners, listening and responding to learners, establishing and maintaining effective relationships using effective communication to promote learners' participation; establishing purpose of learning and development activity undertaken by the individual, different ways of testing skills and knowledge, negotiation skills, work based learning, realistic working environment.

Explain benefits to individuals of applying new knowledge and skills:

Recognition of long term impact, keeping a job, being valued, broader implications, contribution to organisation, career structure, benefits of employability skills, gain practical competence under supervision.

Learning outcome 3: Be able to assist individual learners in reflecting on their learning and/or development

Explain benefits of self evaluation to individuals:

Explore what reflective practice is, the benefits of reflective practice including promoting learning, monitoring progress, identifying further development needs, contribution to personal and/or organisational goals and meeting internal or external requirements.

Review individual responses to one to one learning and development:

Obtain feedback from individual and others, effective questioning technique, follow organisational requirements for recording reviews.

Assist individual learners to identify their future learning and/or development needs:

Learning needs analysis, changes in learning and development at local and national levels, changes in policy and practice, organisational needs and development, codes of conduct and good practice guides personal development journal/reflective journal to plan for learning opportunities, individual research updating, development opportunities; improving specialist qualifications; work-shadowing or work placement.

Learning outcome 4: Understand principles and practices of one to one learning and development

Purposes of one to one learning and development:

Identifying individual learning needs, barriers to learning, motivation theory, learning preferences.

Factors to be considered when facilitating learning and development to meet individual needs:

The role of the coach/mentor, how to provide appropriate support, meeting individual needs, responsibilities to the learner and the organisation, personal and professional limits of responsibility, referral to specialist support, range of skills needed; demonstrating an awareness of needs and the issues impacting on the individual learner, qualities of an effective coach or mentor, sensitive, non-judgemental, timely and empathic manner, appreciation of own limitations and when to refer where appropriate, resources/materials required for coaching, access to appropriate range of documentation to help measure or clarify learner's needs, learning styles questionnaires, basic/key skills questionnaires, study skills questionnaires, team working, use of video or audio tape facilities for recording coaching meeting where appropriate, identifying individual learning needs, barriers to learning, learning preferences, legislation impacting on own practice, methods of training/coaching/mentoring, individual lesson planning, organisational requirements.

Evaluate methods for facilitating learning and development to meet the needs of individuals:

Ensure learners and coaches/mentors have a clear and shared understanding of the purpose of one to one meetings, appreciating the impact on the individual learner's progress and achievement of goals on personal issues e.g. bullying, depression, financial difficulties, harassment, stress, provide appropriate opportunities to review and monitor progress with individual learners, recognise the need for target setting, using appropriate timescales for meeting goals, e.g. bite sized chunks for targets, long term and short term targets, appropriate to individual needs and abilities, self reflection, learner evaluation, assessment methods, programme evaluation, rules of effective feedback.

How to manage risks and safeguard individuals:

Health and safety risk assessment, safeguarding and protecting vulnerable adults (POVA), data protection, impact of legislation on own practice, organisational policies and practice.

Barriers to learning:

Institutional/social/personal barriers, learner support, learning support, referral agencies and signposting, information, advice, guidance (IAG).

Learning outcome 4: Understand principles and practices of one to one learning and development (continued)

How to monitor individual learner progress:

Methods of monitoring and recording individual learner progress, organisational requirements, awarding organisation requirements, use of SMART (Specific, Measurable, Achievable, Relevant, Timely) targets and action points, negotiation in ensuring learners understand that the achievement of SMART targets will take them nearer to their goal, process of change, ensuring feedback is fit for purpose, negotiating feedback with learners using appropriate language, specific to individual needs, using feedback in target setting, peer feedback, understanding principles of targeting strategies in feedback, improvement, empowering learners, self assessment, realistic target setting, action planning.

How to adapt delivery to meet individual learner needs:

Styles of coaching and mentoring, proactive (putting in place a series of strategies that anticipate the learner's needs, such as study skills, assignment writing or practical skills sessions), reactive (responding to learner's coaching needs), the active listening approach to coaching, allowing learners to explore their own issues in order to work towards finding their own solutions, providing guidance based on the coach's own skills, knowledge and experience, negotiating with the learner and others to use a range of skills and experience to enable the learner to achieve their potential.

Notes

Use this area for notes and diagrams



Notes

Use this area for notes and diagrams





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