



Facilitate learning and development in groups

VRQ

UV30762

Learner name:

Learner number:

F/502/9548





VTCT

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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.

[illegible]

Facilitate learning and development in groups

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The aim of this unit is to enable you to understand group dynamics and how to facilitate learning and development in groups. You are required to understand the use of a variety of methods, for example presentation, instruction, demonstration, small group activities, skills practice and feedback, e-learning, blended learning, role plays and experiential learning.

‘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 learning and development in groups
2. Be able to assist groups to apply new knowledge and skills in practical contexts
3. Be able to assist learners to reflect on their learning and development undertaken in groups
4. Understand principles and practices of learning and development in groups
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 groups of 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 in this unit. All outcomes 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 learning and development in groups

You can:

- a. Clarify facilitation methods with group members to meet group and individual learning objectives
- b. Implement learning and development activities to meet learning objectives
- c. Manage risks to group and individual learning and 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 groups to apply new knowledge and skills in practical contexts

You can:

- a. Develop opportunities for individuals to apply new knowledge and skills in practical contexts
- b. Provide feedback to improve the application of learning

*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 learners to reflect on their learning and development undertaken in groups

You can:

- a. Support self evaluation by learners
- b. Review individual responses to learning and development in groups
- c. Assist learners to identify their future learning and 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:

Facilitated learning with a minimum of 2 types of group	Portfolio reference
2-4 participants	
4-7 participants	
8+ participants	

Used a minimum of 2 training methods	Portfolio reference
Lecture	
Demonstration	
Instruction	
Workshops	
Discussions	
Coaching	
Case studies	
Role play	
Simulation	
Assignment	

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.

Notes

Use this area for notes and diagrams



Developing knowledge



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 learning and development in groups

You can:	Portfolio reference/ Assessor initials*
a. Explain purposes of group learning and development	
b. Explain why delivery of learning and development must reflect group dynamics	
c. Evaluate methods for facilitating learning and development to meet the needs of groups	
d. Explain how to manage risks and safeguard individuals when facilitating learning and development in groups	
e. Explain how to overcome barriers to learning in groups	
f. Explain how to monitor individual learner progress within group learning and development activities	
g. Explain how to adapt delivery based on feedback from learners in groups	

*Assessor initials to be inserted if orally questioned.

Unit content

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 learning and development in groups

Clarify facilitation methods with groups:

Learning preferences, written, verbal and non-verbal communication, negotiation skills, different models of coaching (GROW (goal, current, reality, options, will), CLEAR (contracting, listening, exploring, action, review), STEPPA (subject, target, emotion, perception, plan, pace, action), methods of instruction (instructor led, lecture, demonstration, practical exercise, controlled practical exercise, practice, case study, coach and pupil, independent experiential learning and review), methods of prioritising learning, TNA (training needs analysis), DIF analysis (difficulty, importance, frequency), essential/desirable skills, importance/competency matrix, lesson planning, characteristics of a coach and mentor.

Implementing activities to meet objectives:

Principles of coaching/mentoring, skills/task analysis – TNA, DIF, essential/desirable skills, importance/competence matrix, action planning, SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), learning preferences, appropriate environment and language, feedback, verbal and written, target setting, industrial, social, cultural and personal factors affecting motivation, lesson planning, conducting reviews.

Managing risks to group and individuals:

The concept of the safe learner, including identification of hazards, risks and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), equality legislation, impact of legislation on own practice.

Learning outcome 2: Be able to assist groups to apply new knowledge and skills in practical contexts

Developing opportunities to apply new knowledge and skills:

Consideration of how to deliver and requirements for specialist practice, resources, location, equipment and timing, purpose of learning and development activity, different ways of assessing skills and knowledge (e.g. observation, oral questioning, written questions, practical based project, assignment), negotiation skills, knowledge of opportunities and developments in subject specialist area, methods of monitoring opportunities and developments in subject specialist area (e.g. trade magazines, trade events, professional bodies, local, regional and national strategic plans).

Providing group feedback to improve application of learning:

Written, verbal and non-verbal communication, action planning, SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), knowledge of opportunities for application of learning in the job/off the job, internal/external to the organisation, reflective practice.

Learning outcome 3: Be able to assist learners to reflect on their learning and development undertaken in groups

Supporting self evaluation by learners:

Consideration of what reflective practice is, benefits of reflective practice (e.g. promotion of learning, monitoring progress, identifying further development needs, contributing to personal and/or organisational goals, meeting internal and/or external requirements).

Reviewing individual responses:

Use of feedback from range of appropriate sources e.g. learner, work based assessor, manager, effective questioning technique, organisational requirements for recording reviews.

Assisting individuals to identify future needs:

Individual learning needs analysis, skills analysis for subject specialist tasks (TNA, DIF analysis, essential/desirable matrix, importance/competence matrix), identifying changes in subject specific learning and development at local, regional and national levels, changes in policy and practice, organisational needs and development, codes of conduct and good practice guides.

Learning outcome 4: Understand principles and practices of learning and development in groups

Purposes of group learning and development:

Identifying group learning needs, institutional, social, cultural and personal barriers to learning, motivation theory (e.g. Maslow, Herzberg, McGregor), learning preferences, inclusion, differentiation.

Reflecting group dynamics:

Learning preferences, group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles – company worker, chairperson, shaper, plant, resource investigator, monitor, evaluator, team worker, completer, finisher), lesson planning, different learning and teaching methods to accommodate group work (e.g. demonstration, role play, games, discussion, problem solving, project based assignments), inclusion (organisational, subject specific and individual), differentiation, group code of conduct, organisational policies and procedures.

Evaluating methods of facilitation:

Self reflective practice, different methods of assessment (e.g. observation, oral questioning, written questions, project based assignments), formal and informal assessment, paper based and non-paper based, awarding body requirements, learner evaluation (qualitative information), programme evaluation (qualitative and quantitative information), identifying assessment outcomes as basis for improvement/target setting, action planning, verbal and written feedback.

Managing risks and safeguarding individuals:

The concept of the safe learner, including identification of hazards, risks and controls, identifying own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording of emergency procedures currently in place, identification of applicable work procedures, identification of prohibitions and restrictions, Safeguarding

(e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), data protection, organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints, appeals and personal safety policies), equality legislation, impact of legislation on own practice.

Overcoming individual barriers to learning in groups:

Institutional, social, cultural and personal barriers, organisational provision to support learning, identifying key staff members' responsibility for co-ordination of support, external provision to support learners, range of referral agencies available, liaison with key support agencies, signposting, information, advice and guidance (IAG), negotiation skills.

Monitoring individual learner progress:

Methods of monitoring and recording individual learner progress (e.g. registers, reviews, outcomes), organisational requirements in line with audit trails, formal systems of tracking individual progress and achievement within a group, awarding organisation requirements, data protection.

Adapting delivery based on group feedback:

Learning preferences, self reflection, different methods of assessment (e.g. observation, oral questioning, written questions, and project based assignments), written, verbal and non-verbal communication, questioning techniques, use of feedback from range of appropriate sources e.g. learners, managers, work based assessors, different methods of learning and teaching e.g. demonstration, presentation, role play, games, discussion, problem solving, project based assignment.

Notes

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Notes

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