Manage learning and development in groups

UV40767

The aim of this unit is to enable you to manage learning and development in groups. You 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. You are also expected to involve learners within groups in the learning and development process.

Level
4

Credit value
6

GLH
30

Observation(s)
1

External Paper(s)
0

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Learning outcomes

On completion of this unit you will:

1. Be able to manage group learning and development environments

2. Be able to apply methodologies to manage learning and development in groups

3. Be able to manage learning and development in groups to comply with legal and organisational requirements

4. Understand the principles and practices of managing learning and development in groups

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.**

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. N.B. This does not apply to outcomes that must be assessed in the work environment.

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 manage group learning and development environments

You can:

a. Facilitate communication, collaboration and learning between group members

b. Use motivational methods to engage the group and its individual members in the learning and development process

c. Consult with group members to adapt their learning and development environments to improve their learning outcomes

d. Manage the risks associated with group 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 apply methodologies to manage learning and development in groups

You can:

a. Involve learners in agreeing group learning and development objectives

b. Adapt and implement delivery methods, activities and resources to meet the learning and development objectives of the group

c. Manage group learning strategies and delivery methods to reflect changing requirements

d. Provide individual advice to learners to assist their decision making about future learning needs

*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 manage learning and development in groups to comply with legal and organisational requirements

You can:

a. Support learner's rights in relation to equality, diversity and inclusion

b. Minimise risks to safety, health, wellbeing and security of learners

c. Manage confidentiality in relation to learners and the organisation

d. Maintain learning and development records in accordance with organisational procedures

*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 **all** types of groups	Portfolio reference
Formal	
Informal	
Group of 2-3 participants	
Group of 4+ participants	

Covered **all** evaluation topics	Portfolio reference
Learning	
Behaviour	
Achievement	

Adapted methods to meet the needs of learners in **all** settings	Portfolio reference
Small group	
Large group	

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.

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.
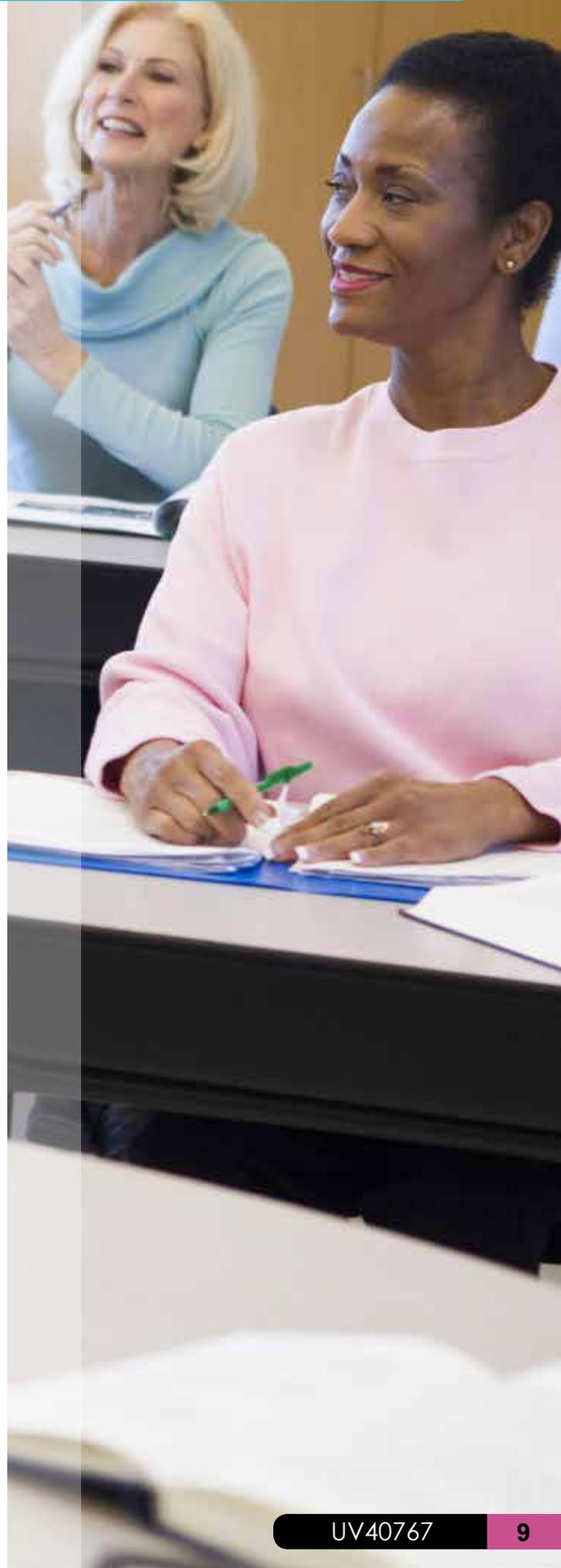
Knowledge

Learning outcome 4

Understand the principles and practices of managing learning and development in groups

You can:	Portfolio reference/ Assessor initials*
a. Analyse the characteristics of group environments that foster learning and development	
b. Evaluate strategies to manage group behaviour and dynamics	
c. Evaluate management techniques which facilitate the delivery of learning and development in groups	
d. Analyse ways to involve learners in the management of their own learning and development in groups	
e. Analyse risks to be considered when managing learning and development in groups	
f. Explain how to manage barriers to individual learning 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 manage group learning and development environments

Facilitating communication, collaboration and group learning:
Transactional analysis (dynamics of interpersonal communication), group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), learning contracts and codes of conduct, differences between teams and groups, controlling the learning situation, directing the learning of students, coping with individual student differences, inclusion, differentiation.

Using motivational methods to engage the group and its individual members:
Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), learning preferences, different methods of learning and teaching (e.g. role play, discussion, games, supported, flexible or independent study, learner centered learning), institutional, social, cultural and personal factors affecting motivation, learner's responsibility for own learning, barriers to learning, coping strategies, appropriate support methods, stimulating independent learning, written, verbal and non-verbal communication skills.

Consulting with group members to adapt environments to improve learning outcomes:
Teaching and learning preferences, written, verbal and non-verbal communication skills, negotiation skills, SMART objectives (Specific, Measurable, Achievable, Relevant, Timely), reviewing progress, obtaining feedback from a range of suitable sources (e.g. self, learners, peer/tutor observation).

Managing the risks associated with group learning and development:
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 apply methodologies to manage learning and development in groups

Involving learners in agreeing group objectives:
Written, verbal and non-verbal communication, negotiation skills, SMART objectives (Specific, Measurable, Achievable, Timely), motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), understanding the balance between group needs and task requirements.

Adapting and implementing delivery methods to meet objectives:
Learning preferences, different assessment (e.g. observation, oral questioning, written questions, project based assignments), different methods of learning and teaching (e.g. demonstration, presentation, role play, games, discussion, problem solving, assignments), reviews, use of feedback from a range of appropriate sources (e.g. self, learners, peer/ tutor observations, work based assessors).

Manage group learning strategies and delivery method to reflect changing requirements:
Classroom management, reviews, use of feedback from a range of appropriate sources (e.g. learners, managers, peer/tutor observation, work based assessors), role allocation in groups, learning contracts and codes of conduct, controlling the learning situation, directing the learning of students, coping with individual student differences.

Learning outcome 3: Be able to manage learning and development in groups to comply with legal and organisational requirements

Supporting learners' rights in relation to equality, diversity and inclusion:
Organisational policies and practice (e.g. equality and diversity, bullying, harassment, complaints and appeals policies), equality inclusive language, avoiding stereotyping, prejudice and discrimination, differentiation, impact of legislation on own practice.

Minimising risk to safety, health, wellbeing and security of learners:
The concept of the safe learner, including identification of hazards, risks and controls, identification of own health and safety responsibilities, completion of hazard surveys, identifying key health and safety staff members, recording emergency procedures currently in place, identification of applicable work procedures, safeguarding (e.g. ECM – Every Child Matters, be healthy, stay safe, make a positive contribution, achieve and enjoy, achieve economic wellbeing), impact of legislation on own practice (e.g. duty of care).

Managing confidentiality:
Data protection legislation, freedom of information, types of records generated (e.g. application form enrolment form, ILP (individual learning plan), assessment plans, reviews/tutorials, feedback reports, tracking sheets, registers), organisational requirements for monitoring and auditable purposes, awarding organisation requirements, maintaining records in accordance with organisational procedure.

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

Characteristics of group environments:
Learning preferences, group formation theory (e.g. forming, storming, norming, performing), motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), role allocation in groups (e.g. team roles – company worker, chairperson, resource investigator, monitor, evaluator, team worker, completer, finisher), classroom management, the learning organisation.

Strategies to manage group behaviour:
Behaviour management, group formation theory (e.g. forming, storming, norming, performing), role allocation in groups (e.g. team roles), legislation, organisational policies and procedures, negotiation skills, empowerment, establishing boundaries, management styles (e.g. laissez-faire, democratic, autocratic), motivation theory (e.g. Maslow, McGregor), learning contracts, codes of conduct, group size, planning to proceed, reviews, mechanisms for groups to deal with unco-operative members.

Evaluating management techniques:
Self reflective practice, models of evaluation (e.g. Kirkpatrick), obtaining feedback from a range of appropriate sources (e.g. self, learners, peer/tutor observations), management styles (e.g. laissez-faire, democratic, autocratic), identifying assessment outcomes as basis for improvement/target setting.

Analysing ways to involve learners in management of own learning and development:
Motivation theory (e.g. Maslow, Herzberg, McGregor, Dwerk), lesson planning, learning preferences, group dynamics, different teaching and learning methods (e.g. role play, problem solving, supported, flexible or independent study, learner centered learning, discussion, games, assignments), ILPs (individual learning plans), code of conduct, role allocation in groups (e.g. team roles), self reflective practice.

Analysing risks to be considered:
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.

Managing barriers to individual 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.

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