OCR
Oxford Cambridge and RSA

Unit Title:	**Facilitate learning and development for individuals**
OCR unit number	10
Level:	3
Credit value:	6
Guided learning hours:	25
Unit accreditation no:	J/502/9549

Unit purpose and aim

The aim of this unit is to assess the learning and development practitioner understanding of how to facilitate learning and development for individuals. This could be someone in a coaching or mentoring role. They are required to understand the use of a variety of methods. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
The Learner will:	**The Learner can:**	AC1.1
1 Understand principles and practices of one to one learning and development	1.1 Explain purposes of one to one learning and development	• When and how to work with learners on a one to one basis
	1.2 Explain factors to be considered when facilitating learning and development to meet individual needs	AC1.2 • How to establish an environment that supports learning and is not intimidating for the learner
	1.3 Evaluate methods for facilitating learning and development to meet the needs of individuals	• The preferred learning style of the individual
		• Own coaching skills and how to apply them
	1.4 Explain how to manage risks and safeguard individuals when facilitating one to one learning and development	• Own communication skills
		• Following equal opportunities, equality & diversity, policies
	1.5 Explain how to overcome individual barriers to learning	• Use and availability of varied resources including support from others, technology, varied delivery methods
	1.6 Explain how to monitor individual learner progress	
	1.7 Explain how to adapt delivery to meet individual learner needs	AC1.3 • Methods may include: - Setting clear goals

Learning Outcomes	Assessment Criteria	Exemplification
		- Structuring discussions - Using appropriate questioning techniques - Clarifying issues - Interpreting silence - Picking up non-verbal clues - Identifying uncertainty - Maintaining neutrality - Coaching - "Tell, show, do" AC1.4 • The potential risks faced by an individual • How to minimise risks AC1.5 • Identification of potential barriers to learning and how to minimise them AC1.6 • How to pick up signals, verbal and non-verbal, that learning is not taking place • Questioning techniques • Different ways of testing skills and knowledge required AC1.7 • How delivery can be adapted to suit different learners and reasons for doing this
2 Be able to facilitate one to one learning and development	2.1 Clarify facilitation methods with individuals to meet their learning and/or development objectives 2.2 Implement activities to meet learning and/or development objectives 2.3 Manage risks and safeguard learners participating in one to one learning and/or development	AC2.1 • Establishing rapport with individual learners • Feedback from learners • Introducing individual learners to a range of methods and obtaining their cooperation AC2.2 • Using a variety of methods with different learners on a

Learning Outcomes	Assessment Criteria	Exemplification
		one to one basis
		• Factors that influence motivation of the individual and their effect
		• Methods used to motivate individual learners
		AC2.3
		• The potential risks faced by individual learners
		• Risk assessments for individual learners
		• Methods used to minimise risks

3 Be able to assist individual learners in applying new knowledge and skills in practical contexts	3.1 Develop opportunities for individuals to apply their new knowledge and learning in practical contexts
	
	3.2 Explain benefits to individuals of applying new knowledge and skills
		AC3.1
		
		• The purpose of the learning and development activity undertaken by the individual
		
		• Different ways of testing skills and knowledge acquired
		
		• Action plans agreed with individual learners
		
		AC3.2
		
		• Benefits may include:
		  - Progression routes
		  - Continuing Professional Development (CPD)
		  - Further employment opportunities/ study
		  - Encourages development of intangible skills eg self-confidence, empowerment, problem-solving ability

4 Be able to assist individual learners in reflecting on their learning and/or development	4.1 Explain benefits of self-evaluation to individuals 4.2 Review individual responses to one to one learning and/or development 4.3 Assist individual learners to identify their future learning and/or development needs	AC4.1 • What reflective practice is • Using different techniques to enable learners to reflect on what they have learned • What potential benefits of self-evaluation there are, including: promotes learning, monitors progress, individuals see how their work helps achieve organisational goals, identifies strengths and areas for improvement/

Learning Outcomes	Assessment Criteria	Exemplification
		development
		AC4.2 • Feedback from individuals • Use questioning techniques

		AC4.3
		
		• Learning needs analysis
		• Candidates may consider:
		   - The role of the individual
		   - The aims and objectives of the organisation
		   - Action planning
		   - CPD opportunities

Assessment

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

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.

National Occupational Standards (NOS) mapping/signposting

Learning and Development National Occupational Standards Standard 7: Facilitate individuals' learning and development.

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.