

Unit Title:	Facilitate learning in groups
OCR unit number	19
Unit sector reference	AG27
Level:	4
Credit value:	3
Guided learning hours:	20

Unit purpose and aim

To demonstrate that the candidate can work with groups to facilitate group and individual learning.

Learning Outcomes	Assessment Criteria
<p>The Learner will:</p> <p>1 Be able to manage group dynamics</p>	<p>The Learner can:</p> <p>1.1 Summarise the key theoretical models of group work</p> <p>1.2 Use facilitation and intervening skills in group situations</p> <p>1.3 Analyse how to balance the needs of tasks and group processes</p> <p>1.4 Encourage group members to participate effectively and ensure that they feel comfortable</p>
<p>2 Be able to establish and maintain effective communication with group members</p>	<p>2.1 Use appropriate methods of communication</p> <p>2.2 Put learners at ease</p> <p>2.3 Establish what factors are likely to affect learning and behaviour in groups</p> <p>2.4 Identify how to address individual needs in a group setting</p> <p>2.5 Recognise and deal with issues of power, conflict and authority in groups</p>
<p>3 Be able to facilitate collaborative learning</p>	<p>3.1 Agree with the group, the purpose, process and intended outcomes of group activity</p> <p>3.2 Summarise the different learning styles</p> <p>3.3 Evaluate the range of learning activities available</p> <p>3.4 Access relevant resources and support for learners</p> <p>3.5 Adapt group activities to the size and composition of the group</p>

Learning Outcomes	Assessment Criteria
4 Be able to enable individuals to reflect on the way in which they have been learning and participating in the group	4.1 Agree and implement appropriate methods of eliciting personal views on learning 4.2 Monitor individual learner's progress in a group setting 4.3 Feed back on progress made and process of learning to the group and to individual members in a positive and encouraging manner

Assessment

This qualification is internally assessed by centre staff and externally verified by an OCR Assessor.

Evidence requirements

Simulation is not allowed for any part of this unit.

All evidence of your performance must be generated in your workplace, in accordance with organisational procedures and national, local and professional guidelines.

Prior to commencing this unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using and the tasks you will be undertaking to demonstrate your competence.

You must provide your assessor with evidence for all of the assessment criteria for each learning outcome. Your assessor must be satisfied that you are able to undertake your work activities consistently over a period of time.

It is up to your assessor, working with the guidance provided, to determine a suitable mix of assessment methods, and to decide on the amount and type of evidence that is required to judge your competence.

The preferred assessment methods to be used for this unit are:

Direct observation of performance: Observation of you undertaking real work activities. This could involve interacting with clients or providing information to clients.

Evaluation of work products: Any item generated from real work activities. Evidence could be from different locations and from a variety of sources. This could include case notes, records and correspondence. It is not required in your portfolio and can remain where it is normally stored. The location and relevance of the evidence must be indicated in your portfolio. The evidence must be available for assessment and verification.

Questioning: Questions to ensure that you are able to apply your knowledge to your performance in the real work place. This may be used for areas not observed or evidenced through work products. This may be oral or written but evidence of the questioning must be recorded in an appropriate format. In addition your assessor may ask questions to clarify aspects of your practice.

Witness testimony: A confirmation or authentication of activities described in your evidence which your assessor has not seen. This could include a report or statement from a line manager or other appropriate person.

Professional discussion: A structured discussion with your assessor, about your performance of specific activities and a reflection on the reasons why you practised that way. The key aspects of this discussion will be recorded in a suitable format as evidence in your portfolio.

National Occupational Standards (NOS) mapping/signposting

This unit is derived from the National Occupational Standards in Advice and Guidance 2006 (Lifelong Learning UK).

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.