

**Unit Title:** Facilitate Learning and Development For Individuals  
**Unit Level:** Three  
**Unit Credit Value:** 6  
**GLH:** 25  
**AIM Awards Unit Code:** GB1/3/EA/005  
**Unique Reference Number:** J/502/9549

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand principles and practices of one to one learning and development	1.1. Explain purposes of one to one learning and development 1.2. Explain factors to be considered when facilitating learning and development to meet individual needs 1.3. Evaluate methods for facilitating learning and development to meet the needs of individuals 1.4. Explain how to manage risks and safeguard individuals when facilitating one to one learning and development 1.5. Explain how to overcome individual barriers to learning 1.6. Explain how to monitor individual learner progress 1.7. Explain how to adapt delivery to meet individual learner needs

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
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
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 contents 3.2. Explain benefits to individuals of applying new knowledge and skills
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

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## **ASSESSMENT INFORMATION**

**Specific Requirements for Assessment and delivery of this unit.**

### **ASSESSMENT AND DELIVERY INFORMATION**

This unit would normally be assessed through completion of the AIM Awards Level 3 Award in Education and Training Portfolio. Centre-devised assessment tasks are permitted, provided they are approved by AIM Awards before commencement of delivery.

### **Unit Summary**

The aim of this unit is to assess a learning and development practitioner's 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.

### **Assessment Requirements/Recommendations**

- The units of assessment for the award were written by LSIS, based on LSIS overarching professional standards for teachers, tutors and trainers in education and training.
- 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.
- Each assessment criterion needs to be evidenced once only at the appropriate level, although it is envisaged that some will be evidenced many times over the course.
- The recommended assessment for this unit is the AIM Awards Level 3 Award in Education and Training Portfolio. Below is the mapping of the AIM Awards Level 3 Award in Education and Training Portfolio tasks against the unit assessment criteria:

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1.1	B2a	NB Learning outcomes 2, 3 & 4 – evidence for these outcomes must come from performance in the workplace, (simulations, projects or assignments are not allowed). Appropriate evidence; e.g. schemes of work, session plans, and observation reports must be included in the portfolio and mapped against the relevant assessment criteria.
1.2	B2a	
1.3	B2b	
1.4	B2a	
1.5	B2b	
1.6	B2b	
1.7	B2a	

#### Indicative Content

- contexts and circumstances appropriate to facilitate learning and development with individual learners;
- safeguarding practices for facilitating learning and development of individuals;
- risk identification and management;
- establishing the individual learning and development needs of learners;
- identification of barriers to learning and developing approaches to overcome these;
- coaching and mentoring: differences and similarities;
- identification of a range of strategies for facilitating learning and development with individual learners in subject specialist area;
- identify which strategies work with individual learners;
- monitoring individual learner progress;
- motivating and supporting individual learner application of learning;
- supporting individual learner reflection on own learning and development.

#### Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit.
- See qualification specification for the requirements for those delivering units and/or observing and assessing practice.

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<b>Owner:</b>	Learning and Skills Improvement Service (LSIS)
<b>Unit Grading Structure</b>	PASS
<b>Sector Subject Areas (SSA)</b>	13.1 Teaching and Lecturing 13.2 Direct Learning Support
<b>Unit Review Date (dd/mm/yyyy)</b>	31/05/2017
<b>Availability for Use</b>	Shared
<b>Restricted organisations</b>	N/A
<b>Assessment Guidance</b>	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.
<b>Equivalences</b>	N/A