

**Unit Title:** Facilitate Learning and Development in Groups  
**Unit Level:** Three  
**Unit Credit Value:** 6  
**GLH:** 25  
**AIM Awards Unit Code:** GB1/3/EA/006  
**Unique Reference Number:** F/502/9548

This unit has 4 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand principles and practices of learning and development in groups	1.1. Explain purposes of group learning and development 1.2. Explain why delivery of learning and development must reflect group dynamics 1.3. Evaluate methods for facilitating learning and development to meet the needs of groups 1.4. Explain how to manage risks and safeguard individuals when facilitating and development in groups 1.5. Explain how to overcome barriers to learning in groups 1.6. Explain how to monitor individual learner progress within group learning and development activities 1.7. Explain how to adapt delivery based on feedback from learners in groups
2. Be able to facilitate learning and development in groups	2.1. Clarify facilitation methods with group members to meet group and individual learning objectives 2.2. Implement learning and development activities to meet learning objectives 2.3. Manage risks to group and individual learning and development

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
<b>The learner will:</b>	<b>The learner can:</b>
3. Be able to assist groups to apply new knowledge and skills in practical contexts	3.1. Develop opportunities for individuals to apply new knowledge and skills in practical contexts 3.2. Provide feedback to improve the application of learning
4. Be able to assist learners to reflect on their learning and development undertaken in groups	4.1. Support self-evaluation by learners 4.2. Review individual responses to learning and development in groups 4.3. Assist learners to identify their future learning and 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 group dynamics and facilitating learning and development in groups. They are required to understand the use of a variety of methods, for example, presentations, instructions, demonstrations, small-group activities, skills practice and feedback, e-learning, blended learning, role-plays, simulations and experiential learning.

'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	B1a	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	B1b	
1.3	B1b	
1.4	B1b	
1.5	B1a	
1.6	B1b	
1.7	B1b	

### Indicative Content

- advantages and drawbacks of learning in a group;
- group workings and dynamics (e.g. Belbin), stages of development (e.g. Tuckman), implications for facilitating learning and development of groups;
- safeguarding learners when working with groups of learners;
- risk identification and management;
- identifying barriers to learning of individuals in groups and how to overcome these barriers;
- identifying and evaluating methods for facilitating learning and development in groups in subject specialist area;
- meeting individual learning and development needs;
- obtaining and using feedback from groups to improve learning and development;
- providing supportive and constructive feedback to learners in groups;
- assisting, motivating and supporting groups of learners in application of learning;
- supporting groups of learners to reflect on and evaluate their own learning and development progress and needs.

### Delivery Requirements/Recommendations

- Appropriate physical resources will be required to deliver and assess this unit.
- See qualifications 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