

H5TR 04 (SCDHSC3108) — Facilitate Learning Through Presentations in Health and Social Care Settings

Overview

This standard identifies the requirements when you facilitate learning through presentations in health and social care settings. This includes preparing and making presentations to meet specific learning outcomes and producing follow-up activities after presentations. It also includes reviewing your practice to ensure continuous improvement in making presentations.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

The **audience** may include individuals you care for or support in your work; key people such as families and carers; your colleagues; other professionals; volunteers; or a combination of these.

Others are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 29 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Prepare to make presentations to groups

	Performance Criteria	Evidence Number where this criteria has been met
1	Work with others to clarify the purpose of the presentation and the outcomes it is intended to achieve.	
2	Identify the size and nature of the audience for your presentation, including any special requirements that participants may have.	
3	Decide on the structure, style and methods you will use to deliver the presentation, taking account of its required purpose and outcomes and the size and specific preferences and needs of the audience.	
4	Prepare the content of your presentation, including materials for your own reference and any resources required for participants.	
5	Where necessary, adapt materials and resources to make them accessible to individual participants.	
6	Confirm that a suitable and accessible environment is available at the time you require it.	
7	Confirm that any equipment you need is available and safe to use.	
8	Ensure that the audience is aware of the time, place and purpose of the presentation.	

Make presentations to groups to facilitate learning

	Performance Criteria	Evidence Number where this criteria has been met
9	Present information in a tone and manner and at a speed which is appropriate to the preferences and needs of the audience.	
10	Use visual aids which support the information you are presenting, using technology where appropriate.	
11	Observe individual needs and learning styles during the presentation.	
12	Encourage learners to ask questions at appropriate points.	
13	Give clear explanations in response to questions, checking that the enquirer understands your clarification.	
14	Adapt your presentation to ensure it supports the learning of all participants.	
15	Give clear and accurate information to reinforce significant learning points.	
16	Reduce distractions and disruptions as much as possible.	
17	Support participants to keep their focus on the presentation and engage with the learning process.	

Set follow up exercises and activities

	Performance Criteria	Evidence Number where this criteria has been met
18	Select follow up exercises and activities which will reinforce the main learning points of your presentation.	
19	Prepare materials for the exercises and activities taking account of individual learning styles, preferences and needs.	
20	Ensure participants understand the aims and expected outcomes of the exercises and activities.	
21	Give clear guidance and instructions on how to complete the exercises and activities.	
22	Ensure that the manner, level and pace of your explanations encourage individual participants to take part and understand.	
23	Make clear the extent to which you will be available to support the exercises and activities.	
24	Provide agreed support to ensure the exercises and activities are completed and are effective in reinforcing learning points.	
25	Give learners positive and constructive feedback on their progress towards learning outcomes.	

Review learning through presentations

	Performance Criteria	Evidence Number where this criteria has been met
26	Work with participants and others to review the effectiveness of your presentation.	
27	Reflect on your own practice in enabling learning through presentations.	
28	Identify areas where you need to make changes to ensure future presentations are as effective as possible.	
29	Complete records and reports about presentations, learning achieved and the outcomes of review, in accordance with legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 43 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	Your own background, experiences and beliefs that may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	How to build trust and rapport in a relationship.	
10	How your power and influence as a worker can impact on relationships.	
11	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
12	How to work in partnership with individuals, key people and others.	
13	How to manage ethical conflicts and dilemmas in your work.	
14	How to challenge poor practice.	
15	How and when to seek support in situations beyond your experience and expertise.	

Theory

16	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
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Personal and professional development

17	Principles of reflective practice and why it is important.	
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Communication

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
18	Factors that can affect communication and language skills and their development in children, young people adults.	
19	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

20	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
21	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

22	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
23	Indicators of potential harm or abuse.	
24	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
25	What to do if you have reported concerns but no action is taken to address them.	

Handling information

26	Legal requirements, policies and procedures for the security and confidentiality of information.	
27	Legal and work setting requirements for recording information and producing reports.	
28	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Which types of learning are best achieved and supported through presentations.	
30	Individual learning styles and how to maximise learning for each style.	
31	Aspects of exercises and activities which encourage learning.	
32	How to choose from a range of presentation techniques and activities.	
33	How to put information in order and decide whether the language you will be using is appropriate for the learners.	
34	How to adapt presentations and activities to support learning.	
35	How to structure presentations and activities.	
36	How to analyse and use developments in learning and new ways of delivery, including technology-based learning.	
37	How to put learners at their ease and encourage them to take part.	
38	Factors that are likely to obstruct learning and how to overcome them.	
39	How to check learners' understanding and progress.	
40	How to choose and prepare appropriate visual aids.	
41	How to identify and evaluate changes and developments in technology and e-learning and whether they are relevant to delivering learning and development.	

Knowledge specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
42	How to use appropriate forms of questioning during presentations.	
43	External factors influencing the learning environment.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	