

Higher National Unit Specification

General information for centres

Unit title: Learning and Development: Facilitating Group Learning

Unit code: DN3F 35

Unit purpose: This Unit is designed to enable candidates to develop the knowledge and skills required to facilitate group learning. It prepares candidates to identify and examine group dynamics and to apply group management tools and techniques. It provides candidates with the opportunity to facilitate group learning.

On completion of the Unit the candidate should be able to:

1. Explain the requirements for effective group learning.
2. Design, adapt and develop materials and exercises for group learning.
3. Facilitate a group learning activity.
4. Review the group learning activity.

Credit points and level: 1 HN Credit at SCQF level 8: (8 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this unit is at the discretion of the centre. However, candidates would normally be expected to have competence in communication skills at Intermediate 2 (SCQF Level 5) or similar qualifications or experience and some knowledge of the training cycle and the trainer's role within it.

Core skills: There may be opportunities to gather evidence towards core skills in this Unit, although there is no automatic certification of core skills or core skills components.

Context for delivery: If this Unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes. This Unit is included as optional in the framework of the HNC Learning and Development.

General information for centres (cont)

Assessment: This unit is assessed by two assessments. Outcomes 1 and 2 are assessed jointly by a report. Outcomes 3 and 4 are assessed by observation of practical activities and an accompanying reflective account of own performance. Candidates are assessed on both written and performance evidence. Candidates will require to produce documentary evidence on the planning and promoting of group learning and on the review of learning, and additional evidence of activities and/or exercises to promote group learning. Evidence of candidate performance will be generated by the candidate facilitating a group learning session.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the requirements for effective group learning

Knowledge and/or skills

- ◆ Processes involved in effective group learning
- ◆ Factors that promote effective group learning
- ◆ Barriers to learning within groups
- ◆ Rights and responsibilities of individuals within groups
- ◆ Group dynamics

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and skills by showing that they can:

- ◆ explain group dynamics and the processes involved in group learning
- ◆ describe the factors which promote group learning
- ◆ identify barriers to learning with groups
- ◆ describe the rights and responsibilities of individuals in groups

Candidates will require to provide written evidence to demonstrate their knowledge and understanding of the processes involved in group learning:

- ◆ a description of the stages of group formation;
- ◆ an analysis of 2 benefits and 2 limitations of group learning;
- ◆ identification of 2 potential hazards in group learning and (suggest) possible remedies; identification of 2 potential barriers to group learning and identify at least 2 rights and responsibilities of the individual learner within a group.

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Facilitating Group Learning

Assessment guidelines

Outcome 1 is assessed in conjunction with Outcome 2. The evidence for this Outcome should be combined with the evidence for Outcome 2 in the form of a report which should include a commentary/rationale detailing the candidate's planning for facilitating group learning in Outcome 3. The assessment will be open book.

Outcome 2

Design, adapt and develop materials and exercises for group learning

Knowledge and/or skills

- ◆ Selection, adaptation and development of exercises and activities to promote group learning
- ◆ Language, style and format of materials to promote group learning
- ◆ Appropriateness of content of materials
- ◆ Awareness and understanding of relevant legislation

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and understanding by showing that they can:

- ◆ select, adapt and develop materials
- ◆ use materials appropriate in language, style and content
- ◆ demonstrate understanding of relevant legislation

Candidates should provide written evidence to demonstrate their knowledge and skills in preparing materials and exercises to promote group learning. This evidence should include exercises and/or activities, and candidates should be able to justify their selection. Using one of the activities or exercises, candidates should demonstrate how the language, style and format of the exercise or activity promote group learning, and how the exercise/activity complies with relevant, current legislation.

The assessment of this Outcome will be open book

Assessment guidelines

Outcome 2 is assessed in conjunction with Outcome 1. The evidence for this Outcome should be combined with the evidence for Outcome 1 and should be a commentary/rationale detailing the candidate's planning for facilitating group learning in Outcome 3.

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Facilitating Group Learning

Outcome 3

Facilitate a group learning activity

Knowledge and/or skills

- ◆ Group learning processes
- ◆ Negotiating the learning agenda
- ◆ Group management skills
- ◆ Monitoring progress
- ◆ Intervention skills
- ◆ Interpersonal skills
- ◆ Feedback skills
- ◆ Time management skills
- ◆ Awareness and knowledge of relevant legislation

Evidence requirements

Candidates will need evidence to demonstrate their skills and/or knowledge by showing that they can facilitate group learning. Candidates will require to lead and facilitate a group learning session of about 40 minutes duration.

They should:

- ◆ demonstrate effective and appropriate use of time
- ◆ negotiate outcomes with learners
- ◆ demonstrate the use of two group management skills
- ◆ demonstrate one method of intervention
- ◆ monitor progress and provide appropriate feedback to learners.

Where intervention techniques are not demonstrated through natural performance, the candidate should provide written evidence via role-play or case study.

Assessment Guidelines

Outcome 3 should be integrated with outcome 4 and assessment should be supported by an observation checklist of candidate performance. It may be necessary to provide supplementary written evidence to demonstrate coverage of all the skills and knowledge requirements.

This assessment should where possible be the delivery of the training session planned in Outcome 1 and Outcome 2 and reviewed in Outcome 4.

Higher National Unit specification: statement of standards (cont)

Unit title: Learning and Development: Facilitating Group Learning

Outcome 4

Review the learning activity

Knowledge and/or skills

- ◆ Methods of reviewing and interpreting own performance
- ◆ Tools for reviewing learning
- ◆ Interpersonal skills
- ◆ Methods of involving learners in a review
- ◆ Goals setting for review

Evidence requirements

Candidates will need evidence to demonstrate their knowledge and/or skills by showing that they can instigate and implement a purposeful review of learning.

Candidates should provide written (and/or documentary) evidence justifying their choice of review tool, and should make effective use of two methods of involving the learners in both goal setting and review of learning.

The assessment of this Outcome will be open book.

Assessment guidelines

Outcome 4 and Outcome 3 should be assessed jointly by observation of practical activities and a brief commentary. The evidence for this Outcome should be combined with the evidence for Outcome 3 and should be a reflective account detailing the candidate's planning for reviewing learning with learners and the outcomes of that review.

Assessment of this Outcome may also provide evidence for HN Unit *Evaluating Own Practice and Planning for Self Development*.

Administrative Information

Unit code:	DN3F 35
Unit title:	Learning and Development: Facilitating Group Learning
Superclass category:	GB
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Higher National Unit specification: support notes

Unit title: Learning and Development: Facilitating Group Learning

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This optional unit is designed to enable candidates to develop the practical skills and knowledge to facilitate group learning.

The principal context will be the training environment with evidence generated by reports and commentaries and observation of the candidate facilitating group learning.

The Unit is designed to be practical in content with sufficient underpinning knowledge to support performance.

For Outcomes 1 and 2 candidates will need a broad understanding of the form and purpose of facilitating group learning, its specific characteristics and how it differs from other types of training. The following list is offered as a guideline only:

- ◆ How to introduce, promote and negotiate facilitation sessions with trainees
- ◆ Give information and advice to trainees so that they can make informed choices and decisions out their learning session
- ◆ The limits of what can be negotiated
- ◆ How the size and composition of a group affects learning
- ◆ Group cohesion and performance
- ◆ Difference between a group and a team
- ◆ Role relationship and role conflict
- ◆ Intervention techniques
- ◆ Motivation techniques
- ◆ Resources and support available to learners
- ◆ The need for contextualisation of materials
- ◆ The power balance in facilitating learning
- ◆ Roles, responsibilities and rights of participants
- ◆ How to resolve any disagreements about the learning outcomes while maintaining an effective learning relationship
- ◆ How to take effective and consistent action to oppose discrimination or exclusion

For Outcome 3 candidates will plan, prepare and lead a 40-minute facilitation session. In order to do this they will need to be familiar with the principles of effective group learning and how to minimise or ameliorate potential threats to the group's success. A case study may be used where the circumstances do not allow a candidate to demonstrate sufficient evidence of intervention or conflict management.

Higher National Unit specification: support notes (cont)

Unit title: Learning and Development: Facilitating Group Learning

For Outcome 4 candidates will plan and carry out a review of learning with the learners. In order to carry this out effectively they will need to be familiar with the principles of reviewing learning. Candidates will need to be familiar with a range of review tools and devise criteria for selection of an appropriate review mechanism. They will also need an understanding of the value and limitations of involving others in a review.

Guidance on the delivery and assessment of this Unit

Candidates should be encouraged to generate evidence of achievement from all available sources. Direct observation, oral questioning, case studies and written/documentary evidence would be appropriate methods of assessment for this Unit.

This is a practical unit and the main focus of this Unit is the preparation, leading and review of a facilitation session and candidates should have several opportunities to prepare for the summative assessment.

Open learning

This Unit could be delivered in part by open learning. However it would require planning by the centre to ensure the authenticity of candidate evidence. Arrangements would have to be made to ensure that the assessment for Outcome 3 takes place in the centre.

Difficulties in authenticating evidence will have to be addressed by the centre. For further information and advice please refer to Assessment and Quality Assurance for Open and Distance Learning (SQA, February 2001 – publication code A1030)

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on the SQA website www.sqa.org.uk.

General information for candidates

Unit title: Learning and Development: Facilitating Group Learning

This Unit is designed to give you an insight into the key areas of facilitating group learning and offers opportunities to apply group learning skills. It shows how our understanding of group dynamics and our management of them contributes to effective group learning. You will develop an awareness and understanding of the interpersonal skills necessary for effective group learning and will demonstrate these skills by planning, leading and reviewing a facilitation session.