

Unit CFAM&LDC1 (H41R 04) Identify Individuals’ Learning Needs and Styles

I confirm that the evidence detailed in this unit is my own work.

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| **Candidate’s name** |  | **Candidate’s signature** |  | **Date** |
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I confirm that the candidate has achieved all the requirements of this unit.

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| **Assessor’s name** |  | **Assessor’s signature** |  | **Date** |
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| **Countersigning — Assessor’s name**  **(if applicable)** |  | **Countersigning — Assessor’s signature**  **(if applicable)** |  | **Date** |
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I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

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| **Internal verifier’s name** |  | **Internal verifier’s signature** |  | **Date** |
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| **Countersigning — Internal verifier’s name**  **(if applicable)** |  | **Countersigning — Internal verifier’s signature**  **(if applicable)** |  | **Date** |
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| **External Verifier’s initials and date (if sampled)** |  |

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| **Unit overview** |
| This standard is about helping individuals to identify the knowledge, skills and competence they need to develop in order to meet the demands of their current and future work roles and to fulfil their personal aspirations. It also covers helping individuals to identify how they learn and the types of learning activity which are most effective for them. |

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| **Sufficiency of evidence** |
| There must be sufficient evidence to ensure that the candidate can consistently achieve the required standard over a period of time in the workplace or approved realistic working environment. |

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| **Performance criteria** |
| **What you must do:** |
| There must be evidence for **all** Performance Criteria (PC). |
| 1. Agree with individuals the knowledge, skills and competence required to meet the demands of their current and potential future work roles. 2. Encourage individuals to seek feedback on their performance from those who are able to provide objective, specific and valid feedback. 3. Provide opportunities and tools for individuals to make an accurate assessment of their current levels of knowledge, skills and competence and of their potential. 4. Evaluate with individuals any additional, or higher levels of, knowledge, skills and competence they need for their current work roles, potential future work roles and their personal aspirations. 5. Identify and evaluate any learning difficulties or particular needs individuals may have. 6. Support individuals in prioritising their needs and specifying their learning objectives. 7. Provide opportunities and tools for individuals to identify the learning style or combination of styles which they find most effective and the types of learning activities appropriate to these styles. 8. Encourage individuals to focus on their prioritised learning needs and to take account of their learning styles when selecting learning activities and planning their development. 9. Seek advice and support from learning and development specialists, when required. |

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| **Evidence reference** | **Evidence description** | **Date** | **Performance criteria** | | | | | | | | |
| **What you must do** | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |
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| **Knowledge and understanding** | | **Evidence reference**  **and date** |
| **What you must know and understand** | |
| For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning). | |
|  | **General knowledge and understanding** |  |
|  | The differences between knowledge, skills and competence. |  |
|  | The importance of objective, specific and valid feedback in identifying learning needs. |  |
|  | Tools for assessing knowledge, skills and competence. |  |
|  | How to analyse the gaps between current levels of knowledge, skills and competence and the levels required. |  |
|  | How to prioritise learning needs. |  |
|  | How to establish SMART (Specific, Measurable, Agreed, Realistic, Timebound) learning objectives. |  |
|  | Learning styles and how to identify individuals’ preferred learning styles. |  |
|  | The types of learning activities appropriate for different learning styles. |  |
|  | How to develop learning and development plans based on a sound analysis of learning needs and styles. |  |
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|  | **Industry/sector specific knowledge and understanding** |  |
|  | Industry/sector requirements for learning and professional development. |  |
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|  | **Context specific knowledge and understanding** |  |
|  | The knowledge, skills and competence requirements for different roles within your area of responsibility. |  |
|  | Individuals within your area of responsibility, their roles, responsibilities, competences and potential. |  |
|  | Your organisation’s personal and professional development policy and practices. |  |
|  | Learning opportunities available in your organisation. |  |
|  | Tools used in your organisation to identify individual learning needs and styles. |  |
|  | Sources of specialist advice and support. |  |

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# Supplementary evidence

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| **Evidence** | | **Date** |
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| **Assessor feedback on completion of the unit** |
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