



## Overview

### **This unit is appropriate for you if your role involves:**

- managing group work to improve learning

### **The activities you are likely to be involved in:**

- identifying where group work is appropriate to learning
- setting up learning groups
- identifying and managing group dynamics and power balances
- enabling group activities

### **What the unit covers:**

- 1 managing group dynamics
- 2 enabling the group to learn together



### Element L13.1: Manage group dynamics

#### Performance criteria

You must be able to do the following:

- a Use an appropriate range of skills to enable and manage learning within the group.
- b Find a balance between the tasks the group has to achieve and the group process.
- c Encourage all members of the group to take part effectively.
- d Ensure that the manner, level and speed of communication is appropriate for group members.
- e Challenge behaviour in groups that discriminates against people.
- f Use the power, authority and influence within the group to improve learning.
- g Manage any differences within the group so that all members of the group can continue to learn.

### Element L13.2: Enable the group to learn together

#### Performance criteria

You must be able to do the following:

- a Agree the purpose, processes and intended outcomes of group activity with the group.
- b Adapt group activities to the size and different needs of the people in the group.
- c Get involved in group activities, when necessary to improve the learning process.
- d Encourage members to identify the things which contribute to individual and group learning within the group.
- e Monitor the progress of individuals within the group in an appropriate way.
- f Give members feedback on the progress they have made and the process of learning within the group.
- g Manage the timing and speed of group activities effectively.
- h Identify and manage the dynamics of the group activity effectively.



### Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

#### The nature and role of group learning

- 1 how to deal with individual needs in a group
- 2 how to balance the needs of tasks and group processes
- 3 which learning situations are appropriate for group work activities
- 4 how to identify and apply different types of group work
- 5 how to identify the typical roles groups perform in learning situations
- 6 how to identify and manage the group dynamics in learning situations in terms of formation, maintenance and closing
- 7 how to identify the things that are likely to affect learning and behaviour in groups
- 8 how to deal with issues of power and authority in groups
- 9 how learning and group processes affect each other

#### Principles and concepts

- 10 how to identify and manage equal opportunities issues and practices that do not discriminate in group activities
- 11 how to find out the views of learners and deal with individual needs in group processes
- 12 how to put groups at ease
- 13 how to manage the different learning styles of learners in groups
- 14 how to interpret non-verbal communication
- 15 how to facilitate learning and when to intervene in group activities
- 16 how to put information in order and decide whether the language you will be using is appropriate for individuals within the group
- 17 how to monitor learners' progress in a group setting
- 18 how to recognise and manage the different aspects of group dynamics

#### External factors influencing the learning environment

- 19 how to ensure that everyone acts in line with health, safety and environmental protection legislation and best practice