

Elements of competence

- ZE7.1 Demonstrate skills and methods to learners
- ZE7.2 Instruct learners

About this Unit

This Unit is about encouraging learning through demonstrating skills and methods and instructing learners.

The first Element focuses on demonstration, which could, for example, involve demonstrating how to use a particular piece of machinery. Facilitating learning through demonstration is covered through aspects such as the pace of demonstrations and giving learners the chance to practise what has been demonstrated. The second Element focuses on instructing learners, which could, for example, involve giving learners instructions about how to set up a computer software package. Facilitating learning is covered through aspects such as ensuring that the manner and level of instructions are appropriate to learners.

Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit — please see details overleaf.

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
◆ Simulation is NOT permitted for this Unit.
The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> ◆ Direct observation: Your assessor or expert witness must observe you in real work activities that provide a significant amount of the Performance Criteria for most of the elements in this Unit. For example your assessor may see you during meetings with others where you are demonstrating skills and methods to learners and/or instructing learners. ◆ Reflective account/Professional discussion: These will be an explanation or a description of your practice in particular situations based on current working practices. For example an account of how you have demonstrated skills and methods and instructed learners to facilitate learning.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Questioning/Professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures that cannot be fully evidenced through direct observation or reflective accounts. In addition the assessor/expert witness may also ask questions to clarify aspects of your practice. ◆ Expert witness: A designated expert witness may provide direct observation of practice, questioning, undertaking a professional discussion or providing feedback on a reflective account. Working with offending behaviour can pose a number of challenges for direct observation of practice by assessors not based in the Workplace and it is vital that expert witnesses are identified at the planning stage as they will be required to work closely with your assessor in the evidence gathering process. ◆ Witness testimony: Can be a confirmation or authentication of the activities described in your evidence that your assessor has not seen. A work colleague or another key person could provide this. It is NOT appropriate to use witness testimony from any offenders/member of their family or circle of friends. ◆ Products: These can be risk assessments, incident records, intervention plans, behaviour contracts, and/or any other agency approved forms and records. ◆ Due to the nature of this Unit considerable care should be given to the inclusion of any anonymised records in your portfolio. They should remain where they are normally stored and checked for their authenticity by your assessor as well as occasionally by your verifier. Where records are included great care should be taken to ensure they are anonymised to ensure confidentiality.

GENERAL GUIDANCE

- ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods (including potential products) and the tasks you will be undertaking to demonstrate your competence.
- ◆ Evidence must be provided for ALL of the Performance Criteria ALL of the knowledge and parts of the range/scope that are relevant to your job.
- ◆ Candidates and assessors should ensure that knowledge evidence should be **integrated** into the reflective accounts, direct observations and if appropriate in professional discussions. Care should be taken to **avoid** assessment of knowledge through set or banks of questions as they generally do not reflect real work practice.
- ◆ The evidence must reflect the policies and procedures of your workplace and be linked to the current legislation, values and principles of best practice within the Community Justice sector and in particular those staff working with offenders.
- ◆ ALL evidence must relate to your own work practice.

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the ‘knowledge evidence’ section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
1 Demonstration techniques.	
2 How to put learners at ease.	
3 How to sequence and pace information and gauge appropriateness of language for individual learners.	
4 Questioning techniques.	
5 Health and safety legislation and good practice.	
6 Learners’ learning needs.	
7 How to match instruction with individual learning needs and learning outcomes.	
8 How to give constructive feedback.	
9 Likely factors which inhibit learning and possible ways of overcoming them.	
10 How to check learners’ understanding and progress.	

ZE7.1 Demonstrate skills and methods to learners

Performance Criteria		DO	RA	EW	Q	P	WT
1	Base demonstrations of skills on an accurate analysis of the components of the skill and the sequence in which they need to be learnt.						
2	Demonstrate skills and methods.						
3	Which give an accurate reflection of real practice: <ul style="list-style-type: none"> ◆ paced and sequenced to maximise learning ◆ use demonstration equipment which is as realistic as possible and highlight any significant differences between the demonstration and 'real life' practice 						
4	Encourage learners to feel comfortable to ask questions and make comments at appropriate stages in the demonstration.						
5	Support learners in practising the skills and give further demonstrations as appropriate.						
6	Select sites and locations for demonstrations which allow for optimum visibility and conform to health and safety legislation.						
7	Minimise distractions and interruptions.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

FX1C 04 (ZE7) Facilitate Learning through Demonstration and Instruction

ZE7.2 Instruct learners

Performance Criteria		DO	RA	EW	Q	P	WT
1	Base instruction on an accurate identification of learners' learning needs.						
2	Base instruction on an accurate identification of agreed learning outcomes.						
3	Use a manner, level and pace of instruction appropriate to learners.						
4	Check learners' understanding regularly, and modify instruction as appropriate.						
5	Give timely feedback to learners in a positive and encouraging manner on the process of learning and progress towards learning outcomes.						
6	Identify accurately and explore factors which are inhibiting learning with individual learners.						
7	Provide clear and accurate supplementary and summary information where appropriate to reinforce key learning points.						

DO = Direct Observation
EW = Expert Witness

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

To be completed by the candidate
I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor
It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable
This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: