

Manage learning and development in groups

Overview

| -----
----- ||

This standard is about using a range of methods to enable group members to learn and develop in a safe and supportive learning environment.

Manage learning and development in groups

Performance criteria

You must be able to:

| --- ||

| --- ||

1. Prepare an environment conducive to effective learning relevant to the delivery methods.
2. manage a group environment in which individuals feel valued, supported, confident and able to learn
3. communicate with learners in a way that meets individual and group needs
4. make learners aware of the outcomes they are expected to achieve and how the planned activities will support these
5. use a range of delivery methods, activities and resources to meet the needs of all group members, as appropriate to planned outcomes
6. balance and adjust delivery to meet individual needs while achieving planned group outcomes and agreements
7. monitor learner response and use appropriate strategies to motivate learners individually and collectively
8. encourage effective communication within the group
9. maintain the health and safety of learners, self and other people

Manage learning and development in groups

Knowledge and understanding

You need to know and understand:

1. the organisational, legal and professional requirements that should be followed when planning learning and development programmes
2. the principles, uses and value of learning and development on a group basis
3. the learners needs, requirements and planned outcomes relevant to their own areas of work
4. the types of learning resources available, including those that are technology enhanced, that can support learning and development in groups
5. the factors to consider when selecting and using learning and development resources to facilitate learning and development in groups
6. the characteristics of a group environment that foster learning and development for all those involved
7. different techniques to manage group dynamics
8. aspects of equality, diversity that need to be addressed when facilitating learning and development in groups
9. different ways of encouraging behaviour and values that foster mutual respect and support the learning and development process
10. the importance of own communication skills and different ways to communicate effectively with groups, and individuals within groups
11. the range of delivery methods appropriate to learning in groups
12. how to co-ordinate learning and development activities to meet individual and group needs
13. the types of motivational strategies that would support group and individual learning and how to select these according to identified needs
14. techniques that can be used to monitor learner response
15. different ways of adapting delivery according to learner response whilst still achieving planned outcomes and agreements
16. how to assess and manage risk whilst facilitating learning and development in groups

Glossary

| --- ||

Assess and manage risk

This could be a formal and written risk assessment but it could also be informal and dynamic – monitoring and controlling risk on an ongoing basis.

Delivery methods

Any method that supports learning and development, for example, presentations, instructions, demonstrations, simulations, opportunities to apply knowledge and practise skills, experiential learning, group/individual projects and research. This includes use of online tools and apps and/or blended learning.

Diversity

Acknowledging that each individual is unique, and recognizing our individual differences in, for example, culture, ability, gender, race, religion, wealth, sexual orientation, or any other individual characteristic.

Environment

This includes the physical environment in which learning and development takes place but also covers group dynamics and behaviour.

Equality

A state of fair treatment that is the right of all people regardless of differences in, for example, culture, ability, gender race, religion, wealth, sexual orientation, or any other group characteristic.

Health and safety

This includes physical health and safety as well as emotional well-being.

Learning Environment

This covers a range of learning environments and delivery platforms, methods and approaches. It may be online or face to face.

Other people

This refers to others who may be involved in, or affected by, the learning activities, for example, staff members, volunteers, assistants or people in the same.

Outcomes

These could be outcomes for the group as a whole – for example enabling team effectiveness – and/or outcomes for the individuals who make up the group – for example individual skill acquisition.

Requirements

These could be the requirements of the practitioner's own organisation or those of an external organisation, such as funding body or awarding organisation.

Resources

This covers any physical or human resource that supports the learning and development process and could include technical equipment, digital technologies (including online tools and apps), handouts, workbooks, people – for example external speakers – and visits to places of interest.

Risk

This includes health and safety risks but may also include, for example, the risk of delivery methods not being appropriate or the setting of unrealistic goals. Risks may be to individual learners, group of learners or to those facilitating.

Safe

This covers both physical and psychological safety. It also includes ensuring that assessment evidence is safe in the sense that is sufficiently robust to make a reliable judgement that the learner does meet the assessment standard.

Technology

This refers to both hardware and online tools/apps which can be used in the delivery and assessment of learning programmes.

Manage learning and development in groups

Developed by	CLD Standards Council Scotland
Version Number	1
Date Approved	28 Jun 2021
Indicative Review Date	31 Mar 2026
Validity	Current
Status	Original
Originating Organisation	Lifelong Learning UK
Original URN	LaD06
Relevant Occupations	Direct Learning Support, Education and Training, Public Services Professional, Teaching and Lecturing, Teaching Professionals
Suite	Learning and Development
Keywords	collective learning needs, development needs, focus of learning, identify learning needs, learning, learning needs analysis, prioritise learning needs, training needs, learner confidentiality, learning development practitioners