5LDO3
Facilitate personalised and performance-focused learning
Learner Assessment Brief

Assessment ID: 1095_5LD03_2021_01

Level 5
Associate Diploma in Organisational Learning and Development

5LDO3 – Facilitate personalised and performance-focused learning

This unit focuses on the effective facilitation of learning activities, including knowing how to prepare an impactful intervention, making effective use of pre-learning activities, and personalisation to create learning that can be transferred back into the organisational context. In addition, it explores facilitation techniques, whether face-to-face or online, and the principles and ethics that underpin the delivery of an outstanding learning experience.

CIPD's Insight Factsheets

Roffey Park Research - What are facilitation skills and how do you facilitate?

https://www.roffeypark.ac.uk/knowledge-and-learning-resources-hub/what-are-facilitation-skills-and-how-do-you-facilitate/

When sitting in a room for hours, have you ever had that feeling of spending time "away" from your job without achieving anything concrete? Enter facilitation. Facilitation has evolved into a distinct discipline that is used at every level in an organisation, helping people in meetings to reach a decision, resolve an issue, or generate creative ideas.

MindTools Article – The Role of the Facilitator

https://www.mindtools.com/pages/article/RoleofAFacilitator.htm

This article takes a deep dive into what it takes to be an effective "facilitator". The definition of facilitate is "to make easy" or "ease a process". The role of a facilitator is to plan, guide and manage a group event, ensuring that the group's objectives are met effectively, with clear thinking, good participation, and full buy-in from everyone who is involved.

Association of Facilitators Report - Bella Mehta: The organisational impact of facilitation skills

https://www.associationoffacilitators.co.uk/documents/The-Organisational-Impact-of-Facilitation-Skills.pdf

This article attempts to describe the principles of facilitative working that seem to have a positive impact within organisations. The article describes how principles from organisations and groups have impacted facilitators, their team, the organisation and in people's lives. The themes seem to point clearly to what is often missing in working life. With the inclusion of concepts such as being positive and optimistic, the author believes that there is great potential for all facilitators to create human-centred places of work.

CIPD Report - Learning and skills at work

https://www.cipd.co.uk/knowledge/strategy/development/learning-skills-work

The CIPD Learning and Skills at Work survey, in partnership with Accenture, examines contemporary trends and practices in L&D. The research provides an illuminating level of insight into the state of play in L&D at the beginning of 2020. With COVID-19 now forcing organisations to redeploy, upskill and reskill staff at rapid pace, many have had to change the way they facilitate learning in the workplace.

In a crisis like this one, learning and development is often the earliest – and hardest – hit organisational activity. Yet learning is an essential component of an organisation's future, as it's a long-term investment in the skills of its workforce. This is especially pertinent in the current climate, where resilience, adaptability and continuous improvement are vital. Our research underscores the need for organisations to continue investing in L&D and resist the urge to press pause on development, while our recommendations and practice reflections will help L&D professionals establish the actions and attitudes needed to address the challenges identified in this report.

Case Study

You are a Learning and Development Business Partner working in a large government-funded organisation where the L&D function is centralised and provides learning materials for use within the wider organisation, delivered by L&D specialists out in the field. These specialists could be referred to as "facilitators", but there is mixed ability among them, so standards are somewhat inconsistent.

You have been tasked with the design and creation of a 15-minute "Lunch & Learn" session on a topic of your choice, imagining that it is related theoretically to the organisation's overall objectives. You have effectively two tasks to complete for this scenario, and they are listed and detailed below, in Task One and Task Two.

Preparation for Tasks:

- At the start of the assignment, you are encouraged to plan your assessment work with your assessor and, where appropriate, agree milestones so that they can help you monitor your progress.
- Refer to the indicative content in the unit guide and support your evidence.
- Pay attention to how your evidence is presented, remembering that you are working in the People Development Team for this task.
- Ensure that the evidence generated for this assessment remains your own work.

You will also benefit from:

- Acting on formative feedback from your assessor.
- Reflecting on your own experiences of learning opportunities, training and continuing professional development.
- Utilise the CIPD factsheets, reports and podcasts, as well as any other online material on these topics.

Task One – Training preparation briefing and best-practice video.

You are required to create a "Training preparation brief" that will be shared with all the L&D specialists, to help them understand the importance of preparing for this "Lunch & Learn" event and where you will share some best practice around "facilitation skills". You will also be required to produce a 15-

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minute "Train the Trainer" demonstration video, via YouTube, where you demonstrate "what good looks like" in terms of delivering and recording your session using facilitation skills and the three resources you have prepared with 'real-world' learners (up to three learners). As part of this activity, you will need to do the following:

1. Create a "Training preparation brief" for the L&D specialists. You must include:
   a. Your evaluation of three internal and three external factors that you have considered as part of preparation for this 15-minute "Lunch & Learn" learning and development activity. (AC 1.1)
   b. Three personalised, accessible learning resources that you have prepared to enhance learning. (AC 1.2)
   c. A discussion on the concept of facilitation and three key facilitation techniques that can be applied to support learning. (AC 2.1)
   d. An exploration of three ethical factors you have considered in the facilitation of this learning. (AC 2.3)

2. Produce a "Train the Trainer" demonstration video via YouTube, which should last no longer than 15 minutes, in which you must:
   a. Facilitate your "Lunch & Learn" learning and development activity with a small group of three or less 'learners' in an inclusive manner, utilising resources that meet the stated objective/s for this session. (AC 2.4)
   b. Demonstrate techniques for monitoring the effectiveness of this learning activity, including making any adjustments needed to meet the needs of individual learners within the group. (AC 2.2)

Your evidence must consist of:

Training preparation brief of around 1,700 (+ or – 10%)
A maximum 15-minute YouTube Video of you providing a demonstration of a "Lunch & Learn" with a small group of around three learners, demonstrating facilitation and learning effectiveness monitoring skills.

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Task Two – Create a "How To… Ensure Learning Transfer Guide" to support Line Managers to embed training.

To support this launch of the first of these new "Lunch & Learn" sessions, you have identified that Line Managers are not really aware of the need to support the whole "Learning Transfer" piece, so you have tasked yourself with creating a "How To… Ensure Learning Transfer Guide" to share on the organisation's intranet & L&D SharePoint site.

Your "How To… Ensure Learning Transfer Guide" should include:

- An explanation of the concept 'transfer of learning' and its significance in workplace learning, detailing five benefits of ensuring learning transfer and five risks of not ensuring learning transfer. (AC 3.1)
- A critical assessment of three strategies for supporting the transfer of learning from learning and development activities into the workplace. (AC 3.2)
- An evaluation of the role that Line Managers have in supporting transfer of learning for their team members, and how explain five ways in which learning and development can support them in this. (AC 3.3)

Your evidence must consist of:

Your evidence must consist of:
Create a "How To… Ensure Learning Transfer Guide" aimed at Line Managers to help them understand the role they play in supporting learning transfer. It should be 2,200 words (+ or – 10%).

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Assessment Criteria Evidence Checklist

Use this as a checklist to make sure that you have included the required evidence to meet the task. Please enter the evidence title and where it can be referred to. An example has been provided for you.

Task 1 – Feature Article			
	Assessment Criteria	**Evidenced Y/N**	**Evidence Reference (filename)** **You must add in the name of the file you have used.**
1.1	Evaluate internal and external factors to consider as part of preparation for learning and development activities.		*Example eg* *5C001_Report_yourname*
1.2	Prepare a range of personalised, accessible learning resources to enhance learning.		
2.1	Discuss the concept of facilitation and facilitation techniques that can be applied to support learning.		
2.2	Demonstrate techniques for monitoring the effectiveness of learning activities, including making adjustments to meet the needs of individual learners within a group context.		
2.3	Explore the ethical factors involved in facilitation of learning.		
2.4	Deliver or facilitate an inclusive learning and development activity, using resources that meet objectives.		
3.1	Explain the concept of 'transfer of learning' and its significance in workplace learning.		
3.2	Critically assess strategies for supporting the transfer of learning from learning and development activities to the workplace.		
3.3	Evaluate the role of line managers in supporting transfer of learning for their team members, and how learning and development can support them in this.		

Assessment Criteria marking descriptors:

Assessors will mark in line with the following assessment criteria (AC) marking descriptors, and will indicate where the learner sits within the marking band range **for each AC**.

Assessors must provide a mark from 1 to 4 for each assessment criteria within the unit. Assessors should use the mark descriptor grid as guidance so they can provide comprehensive feedback that is developmental to leaners. Please be aware that not all the mark descriptors will be present in **every** assessment criterion, so an assessor must use their discretion in grading decisions.

The grid below shows the range for each unit assessment results, based on the total number of marks awarded across all assessment criteria.

To pass the unit assessment, learners must achieve a 2 (Low Pass) or above for each of the assessment criteria.

The overall result achieved will dictate the outcome the learner receives for the unit, provided **NONE** of the assessment criteria have been failed or referred.

Please note that learners will receive a **Pass or Fail** result from the CIPD at unit level. **Referral** grades can be used internally by the centre.

Overall mark	Unit result
0-17	Fail
18-22	Low Pass
23-29	Pass
30-36	High Pass

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Marking Descriptors

Mark	Range	Descriptor
1	Fail	Insufficient demonstration of knowledge, understanding or skills (as appropriate) required to meet the AC. Insufficient examples included, where required, to support answers. Presentation and structure of assignment is not appropriate and does not meet the assessment brief.
2	Low Pass	Demonstrate an acceptable level of knowledge, understanding or skills (as appropriate) required to meet the AC. Sufficient and acceptable examples included, where required, to support answers. Required format adopted but some improvement required to the structure and presentation of the assignment. Answers are acceptable but could be clearer in responding to the task and presented in a more coherent way.
3	Pass	Demonstrates good knowledge, understanding or skills (as appropriate) required to meet the AC. Includes confident use of examples, where required, to support each answer. Presentation and structure of assignment is appropriate for the assessment brief. Answers are clear and well expressed.
4	High Pass	Demonstrates a wide range of confident level of knowledge, understanding or skill (as appropriate). Includes strong examples that illustrate the point being made, that link and support the answer well. Answers are applied to the case organisation or an alternative organisation.

| | | Answers are clear, concise and well argued, directly respond to what has been asked.

The presentation of the assignment is well structured, coherent and focusses on the need of the questions.

Includes clear evidence of the use of references to wider reading to help inform answers. |
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