

5LD03 – Facilitate personalised and performance-focused learning – Grading Grid (Version 1)

Criteria	Fail (1)	Low Pass (2)	Pass (3)	High Pass (4)
Task 1 – Training preparation briefing and best-practice video				
AC1.1 Evaluate internal and external factors to help shape the preparation of learning and development activities.	Insufficient evaluation of internal and external factors to help shape the preparation of learning and development activities. Insufficient discussion of the requirement to plan and prepare in advance of a learning and development activity. No clear identification of overall purpose of preparation. Examples provided do not support the answer.	Acceptable evaluation of <u>three</u> examples of internal factors and <u>three</u> examples of external factors that could be considered as part of the preparation of any facilitated learning and development activity. For instance, you could look at training materials, training space, the mindset of the trainees, their familiarisation of the content, training content, training environment, training facilities, training schedule, and training presentation style. Acceptable use of examples to support the answer. Training briefing note and layout is to an acceptable standard and in line with the assessment brief, but with some improvement required.	Good evaluation of <u>three</u> examples of internal factors and <u>three</u> examples of external factors that could be considered as part of the preparation of any facilitated learning and development activity. For instance, you could look at training materials, training space, the mindset of the trainees, their familiarisation of the content, training content, training environment, training facilities, training schedule, and training presentation style. Good use of 'real-world' examples and academic referencing to support the answer. Training briefing note and layout is to a good standard and in line with the assessment brief.	Confident evaluation of <u>three</u> examples of internal factors and <u>three</u> examples of external factors that could be considered as part of the preparation of any facilitated learning and development activity. For instance, you could look at training materials, training space, the mindset of the trainees, their familiarisation of the content, training content, training environment, training facilities, training schedule, and training presentation style. Confident response, with well-chosen examples or evidence of application of this in the learner's own L&D practice area, supported by strong academic referencing where appropriate. Work is presented to a high professional standard.
AC1.2 Prepare a range of personalised, accessible learning resources to enhance learning.	Insufficient preparation of personalised, accessible learning resources to enhance learning. Insufficient discussion of when these resources might be used in the "Lunch and Learn" session. No clear explanation of how these resources will be made accessible. Examples provided do not support the answer.	Acceptable preparation of <u>three</u> learning resources that could be used to support a "Lunch and Learn". These can be outlined in the main body of the copy, appendices or as URL links if required. Learning resources could include: physical, practice equipment; display objects; flip chart; infographics; handouts; PDFs; case studies; exercise materials; workbook; curated video (including any curated TED or TEDx Talks; YouTube; Vimeo (or other pre-recorded video); podcast; animations (Powtoon, Moovly, Vyond, Animaker, Wideo etc.), curated digital content (any media	Good preparation of <u>three</u> learning resources that could be used to support a "Lunch and Learn". These can be outlined in the main body of the copy, appendices or as URL links if required. Learning resources could include: physical, practice equipment; display objects; flip chart; infographics; handouts; PDFs; case studies; exercise materials; workbook; curated video (including any curated TED or TEDx Talks; YouTube; Vimeo (or other pre-recorded video); podcast; animations (Powtoon, Moovly, Vyond, Animaker, Wideo etc.), curated digital content (any media	Confident preparation of <u>three</u> learning resources that could be used to support a "Lunch and Learn". These can be outlined in the main body of the copy, appendices or as URL links if required. Learning resources could include: physical, practice equipment; display objects; flip chart; infographics; handouts; PDFs; case studies; exercise materials; workbook; curated video (including any curated TED or TEDx Talks; YouTube; Vimeo (or other pre-recorded video); podcast; animations (Powtoon, Moovly, Vyond, Animaker, Wideo etc.), curated digital content (any media

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		<p>formats); technology-based engagement tools (Mentimeter, Kahoot, Slido, etc.); and technology-based survey tools (SurveyMonkey, Microsoft Forms, Formstack, SurveyLegend, etc.).</p> <p>Acceptable discussion of when these resources are to be used, be it before, during or after the "Lunch and Learn" or perhaps spread out between all three times. Examples provided support the answer.</p> <p>Acceptable explanation of when these resources are to be used, be it before, during or after the "Lunch and Learn" or perhaps spread out between all three times.</p>	<p>formats); technology-based engagement tools (Mentimeter, Kahoot, Slido, etc.); and technology-based survey tools (SurveyMonkey, Microsoft Forms, Formstack, SurveyLegend, etc.).</p> <p>Good discussion of when these resources are to be used, be it before, during or after the "Lunch and Learn" or perhaps spread out between all three times. Examples provided support the answer.</p> <p>Good explanation of when these resources are to be used, be it before, during or after the "Lunch and Learn" or perhaps spread out between all three times.</p>	<p>formats); technology-based engagement tools (Mentimeter, Kahoot, Slido, etc.); and technology-based survey tools (SurveyMonkey, Microsoft Forms, Formstack, SurveyLegend, etc.).</p> <p>Confident discussion of when these resources are to be used, be it before, during or after the "Lunch and Learn" or perhaps spread out between all three times. Examples provided support the answer.</p> <p>Confident explanation of when these resources are to be used, be it before, during or after the "Lunch and Learn" or perhaps spread out between all three times.</p> <p>Work is presented to a high professional standard.</p>
<p>AC 2.1</p> <p>Discuss the concept of facilitation and the facilitation techniques that can be applied to support learning.</p>	<p>Insufficient discussion of the concept of facilitation and how it can be applied to support learning.</p> <p>Insufficient discussion of the facilitation techniques or methods that can be used to support learning.</p> <p>No clear identification of overall purpose of facilitation.</p> <p>Examples provided do not support the answer.</p>	<p>Acceptable discussion of the concept of facilitation and how it can be applied to support learning.</p> <p>Acceptable discussion of <u>three</u> potential facilitation techniques or methods that can be used to support learning. Examples include: action planning, brainstorming, energisers, flip chart exercises, games, "Go Wild" technique, ground rules, group review, icebreakers, meta-planning, multi-voting, ranking, reverse brainstorming, round robin, structured problem-solving / decision-making, three-star rating, and working in pairs or trios.</p>	<p>Good discussion of the concept of facilitation and how it can be applied to support learning.</p> <p>Good discussion of <u>three</u> potential facilitation techniques or methods that can be used to support learning. Examples include: action planning, brainstorming, energisers, flip chart exercises, games, "Go Wild" technique, ground rules, group review, icebreakers, meta-planning, multi-voting, ranking, reverse brainstorming, round robin, structured problem-solving / decision-making, three-star rating, and working in pairs or trios.</p> <p>Good discussion about the "locus of control," which is the balance of responsibility for the learning and the learning process, moving from instructor through to coach / mentor and on to the facilitator.</p> <p>Good use of 'real-world' examples and academic referencing to</p>	<p>Confident discussion of the concept of facilitation and how it can be applied to support learning.</p> <p>Confident discussion of <u>three</u> potential facilitation techniques or methods that can be used to support learning. Examples include: action planning, brainstorming, energisers, flip chart exercises, games, "Go Wild" technique, ground rules, group review, icebreakers, meta-planning, multi-voting, ranking, reverse brainstorming, round robin, structured problem-solving / decision-making, three-star rating, and working in pairs or trios.</p> <p>Confident discussion about the "locus of control," which is the balance of responsibility for the learning and the learning process, moving from instructor through to coach / mentor and on to the facilitator.</p> <p>Confident response, with well-chosen examples or evidence of application of this in the learner's own L&D practice</p>

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			support the answer.	area, supported by strong academic referencing where appropriate. Work is presented to a high professional standard.
AC 2.3 Explore the ethical factors involved in facilitation of learning.	Insufficient exploration of the ethical factors involved in the facilitation of learning. Insufficient discussion of the requirement to check the validity of learning materials. No clear identification of overall purpose of ethics in facilitated learning. Examples provided do not support the answer.	Acceptable exploration of three ethical factors involved in the facilitation of learning. For example: bias in learning and facilitation, ethical use of learning resources, and validity of resources. Acceptable discussion of the OVPL methodology to identify the credibility and validity of learning materials.	Good exploration of three ethical factors involved in the facilitation of learning. For example: bias in learning and facilitation, ethical use of learning resources, and validity of resources. Good discussion of the OVPL methodology to identify the credibility and validity of learning materials. Good use of 'real-world' examples and academic referencing to support the answer.	Confident exploration of three ethical factors involved in the facilitation of learning. For example: bias in learning and facilitation, ethical use of learning resources, and validity of resources. Confident discussion of the OVPL methodology to identify the credibility and validity of learning materials. Confident response, with well-chosen examples or evidence of application of this in the learner's own L&D practice area, supported by strong academic referencing where appropriate. Work is presented to a high professional standard.
AC2.4 Deliver or facilitate an inclusive learning and development activity using resources that meet objectives.	Learner has not provided a video that can be reviewed to observe and assess the delivery or facilitation of an inclusive learning and development activity using resources that meet objectives. Insufficient use of (or reference of) the three accessible learning resources from AC1.2. No clear, meaningful learning objective mentioned in the video session. No use of a facilitation technique from AC2.1.	Acceptable training demonstration video and provision of a URL link so that a marker can review and assess the video. Acceptable use of (or reference of) the three accessible learning resources from AC1.2. Acceptable , clear, and meaningful learning objective mentioned in the video session. Acceptable use of a facilitation technique from AC2.1.	Good training demonstration video and provision of a URL link so that a marker can review and assess the video. Good and appropriate use of (or reference of) the three accessible learning resources from AC1.2. Good , clear, appropriate, and meaningful learning objective mentioned in the video session. Good and appropriate use of a number of facilitation techniques from AC2.1.	Confident "training demonstration" video and provision of a URL link so that a marker can review and assess the video. Confident and appropriate use of (or reference of) the three accessible learning resources from AC1.2. Confident , clear, appropriate, and meaningful learning objective mentioned in the video session. Confident and appropriate use of a number of facilitation techniques from AC2.1.
AC2.2 Demonstrate techniques for monitoring the effectiveness of learning activities, including adjusting to meet the needs of individual learners within a group context.	Learner has not provided a video that can be reviewed to observe and assess the demonstrated techniques for monitoring the effectiveness of learning activities to meet the needs of individual learners within a group context. Insufficient use of open questioning	Acceptable training demonstration video and provision of a URL link so that a marker can review and assess the video. Acceptable use of open questioning techniques (who, what, how, when,	Good training demonstration video and provision of a URL link so that a marker can review and assess the video. Good , regular and appropriate use of open questioning techniques (who, what, how, when, where and	Confident "training demonstration" video and provision of a URL link so that a marker can review and assess the video. Confident , frequent and appropriate use of open questioning techniques, (who, what, how, when, where and

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	<p>techniques (who, what, how, when, were, where and why).</p> <p>Insufficient use of active listening skills (repeating back key words of phrases used by the learner when responding to them).</p> <p>Insufficient use of some form of summative assessment at the end of the session to check next steps and learner understanding.</p>	<p>where and why).</p> <p>Acceptable use of active listening skills (repeating back key words of phrases used by the learner when responding to them).</p> <p>Acceptable use of some form of summative assessment at the end of the session to check next steps and learner understanding.</p>	<p>why).</p> <p>Good, regular, and appropriate use of active listening skills (regularly repeating back key words of phrases used by the learner when responding to them).</p> <p>Good, appropriate, and challenging use of some form of summative assessment at the end of the session to check next steps and learner understanding.</p>	<p>why).</p> <p>Confident, frequent, and appropriate use of active listening skills (frequently repeating back key words of phrases used by the learner when responding to them).</p> <p>Confident, multiple, and challenging use of formative assessments throughout the session, culminating in some form of summative assessment at the end of the session that check next steps and learner understanding.</p>
Task 2 – Create a “How To... Ensure Learning Transfer Guide” to support line managers to embed training				
<p>AC3.1</p> <p>Explain the concept of 'transfer of learning' and its significance in workplace learning.</p>	<p>Insufficient explanation of the concept of transfer of learning and its significance in workplace learning.</p> <p>Insufficient explanation of one model that can be used in some way to support the identification of learning transfer into a workplace environment.</p> <p>No clear identification of overall purpose of looking for a transfer of learning.</p> <p>Examples provided do not support the answer.</p>	<p>Acceptable explanation of the concept of 'transfer of learning' and its significance in workplace learning. Should include details of five benefits of ensuring learning transfer and five risks of not ensuring learning transfer.</p> <p>Acceptable explanation of one model that can be used in some way to support the identification of learning transfer into a workplace environment.</p>	<p>Good explanation of the concept of 'transfer of learning' and its significance in workplace learning. Should include details of five benefits of ensuring learning transfer and five risks of not ensuring learning transfer.</p> <p>Good explanation of one model that can be used in some way to support the identification of learning transfer into a workplace environment.</p> <p>Good use of examples and academic referencing to support the answer.</p>	<p>Confident explanation of the concept of transfer of learning and its significance in workplace learning. Should include details of five benefits of ensuring learning transfer and five risks of not ensuring learning transfer.</p> <p>Confident explanation of one or more models that can be used in some way to support the identification of "learning transfer" into a workplace environment.</p> <p>Confident response, with well-chosen examples or evidence of application of this in the learner's own L&D practice area, supported by strong academic referencing where appropriate.</p> <p>Work is presented to a high professional standard.</p>
<p>AC3.2</p> <p>Critically assess strategies for supporting the transfer of learning from learning and development activities to the workplace.</p>	<p>Insufficient critical assessment of some strategies for supporting the transfer of learning from learning and development activities to the workplace.</p> <p>Insufficient discussion about how these strategies can be implemented into the workplace to support learning transfer.</p> <p>Examples provided do not support the answer.</p>	<p>Acceptable critical assessment of three strategies for supporting the transfer of learning from learning and development activities to the workplace, such as work-based projects, action learning sets, and coaching provision.</p> <p>Acceptable discussion about how these strategies can be implemented into the workplace to support</p>	<p>Good critically assessment of three strategies for supporting the transfer of learning from learning and development activities to the workplace, such as work-based projects, action learning sets, and coaching provision.</p> <p>Good discussion about how these strategies can be implemented into the workplace to support learning</p>	<p>Confident critically assessment of three strategies for supporting the transfer of learning from learning and development activities to the workplace, such as work-based projects, action learning sets, and coaching provision.</p> <p>Confident discussion about how these strategies can be implemented into the workplace to support learning</p>

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		learning transfer.	transfer. Good use of 'real-world' examples and academic referencing to support the answer.	transfer. Confident response, with well-chosen examples or evidence of application of this in the learner's own L&D practice area, supported by strong academic referencing where appropriate. Work is presented to a high professional standard.
AC3.3 Evaluate the role of line managers in supporting team members with transfer of learning, and how learning and development can support them in this.	Insufficient evaluation of the role of line managers in supporting their team members with transfer of learning. Insufficient discussion about how learning and development can support line managers with supporting their team members with transfer of learning. No clear identification of line manager action that can be taken to support the transfer of learning. Examples provided do not support the answer.	Acceptable evaluation of five elements taken from the '10-step Model to Engage Line Managers in Learning Transfer' model, which provides strategies to encourage line managers to support their team members with transfer of learning. The 10 steps are: <ol style="list-style-type: none"> 1. Educate, educate, educate 2. Get buy in 3. Clearly define the need 4. Improve communication 5. Talk the same language 6. Help line managers to understand staff needs 7. Knowledge retention 8. Get feedback 9. Give them options 10. Give them time Acceptable discussion about how learning and development can support line managers with the transfer of learning to their team members.	Good evaluation of five elements taken from the '10-step Model to Engage Line Managers in Learning Transfer' model, which provides strategies to encourage line managers to support their team members with transfer of learning. The 10 steps are: <ol style="list-style-type: none"> 1. Educate, educate, educate 2. Get buy in 3. Clearly define the need 4. Improve communication 5. Talk the same language 6. Help line managers to understand staff needs 7. Knowledge retention 8. Get feedback 9. Give them options 10. Give them time Good discussion about how learning and development can support line managers with the transfer of learning to their team members. Good use of 'real-world' examples and academic referencing to support the answer.	Confident evaluation of five elements taken from the '10-step Model to Engage Line Managers in Learning Transfer' model, which provides strategies to encourage line managers to support their team members with transfer of learning. The 10 steps are: <ol style="list-style-type: none"> 1. Educate, educate, educate 2. Get buy in 3. Clearly define the need 4. Improve communication 5. Talk the same language 6. Help line managers to understand staff needs 7. Knowledge retention 8. Get feedback 9. Give them options 10. Give them time Confident discussion about how learning and development can support line managers with the transfer of learning to their team members. Confident response, with well-chosen examples or evidence of application of this in the learner's own L&D practice area, supported by strong academic referencing where appropriate. Work is presented to a high professional standard.

