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# Task1

## AC1.1 Evaluate internal and external factors to help shape the preparation of learning and development activities.

**Training Content**

Getting an overview about the training content sets realistic expectations about the course (Access Planit, n.d.). It gives trainers a bird-eye view about the course so that they are engaged and enthusiastic to know what is coming and helps them keep an eye on the training goal.

However, when the training content is absent and not linked to the training goal, learners would lose motivation and sense of purpose, and their attention span would be shorter.

**Training Space**

Training space should be adequately chosen in terms of its size, lighting, and room control. It should not be too spacious nor too cramped. It should also be adequate for the activities of the training. Cramped rooms would not let trainer or trainee effectively run the activities while too spacious rooms would make a separation between the trainer and trainees; physical separation makes emotional separation as well.

**The Mindset of the Trainees**

It is crucial for learners to have a growth mindset for effective training. Growth mindset enables learners to believe that their skills are not fixed, and they can expand it through working on it (Morin, n.d.). Fixed mindset trainers would interact with the learning as a tick-the-box exercise without enthusiasm to actually learn.

**Training Schedule**

Effective schedule should keep the balance between learning activities and business needs so that work is left without staff to care for. It provides employees and managers to arrange for planned training sessions. Unplanned training sessions would make it difficult for managers to arrange work in the absence of their subordinates; they might postpone the training of the employee to later openings so that they keep business needs fulfilled.

**Training Facilities**

Facilities have an important role complementing the training process. It helps the trainer better facilitate the training session. For example, a computer attached to a projector, flipchart, and paper handouts are essential facilities to help training. Absence of those hinders the learning process.

**Training Presentation Style**

There are several presentation styles trainers could adopt: none of them right or wrong (Prater, 2020). Trainers should mix and match different presentation styles to accommodate all learning styles of the audience. For example, they can use coaching, visual, and storytelling styles. If, however, they stick to a single style, it might not be suitable for the subject matter or to the learner’s preferences.

## AC1.2 Prepare a range of personalized, accessible learning resources to enhance learning.

The “Lunch and learn” activity will be about performance management and how it can be adopted in an organization. There will be different types of learning materials that are presented to learners before, during, and after the session.

1. CIPD factsheet: As an introductory preface to the session, learners are encouraged to have a look at the performance management factsheet; it will be sent to them before the session by email so that they will have time to read it. It will give them an idea about what they are going to learn in the session.
2. PowerPoint presentation. During the session, the facilitator presents the information in a PowerPoint presentation so that learners can follow along.
3. A further reading list with curated content is given to learners on google drive together with the presentation to have further reading on the topic. It will be noted during the session so that learners can have access to it after the session and read more about the topic.

## AC 2.1 Discuss the concept of facilitation and the facilitation techniques that can be applied to support learning.

Facilitation is providing encouragement, resources, support, and opportunities for a group of people to achieve their goals and objectives through enabling them to own the goals and responsibility towards it (Mcbrown, 2021). Therefore, a facilitator role is to plan and guide a group event to achieve predefined goals (Mind tools, n.d.). In terms of learning and development events, facilitators take a “guide on the side” role who guide learners to achieve their learning objectives through introducing activities, moderating discussions, asking questions, and helping learners to learn (ATD, n.d.). For example, facilitators in an L&D session act as guide rather than a sage on the stage; they do not provide information but only help learners learn (ATD, n.d.). There are several facilitation methods, for example:

**Ice breakers**:

Ice-breaking activity is a crucial step at the beginning of a session; it strengthens bonds between learners and create an atmosphere of inclusivity (Taylor, 2023), and engagement for better learning. It should be short and simple and relate to the subject matter to be learnt.

**Brainstorming:**

Brainstorming session is a storm of ideas regardless of its applicability or plausibility. Facilitators ask learners for generating ideas and record as many generated ideas as possible for later sifting. Generated ideas must not be criticized in the session. Additionally, facilitators should encourage learners to come up with weird or unusual ideas to encourage them to generate more ideas (Larkins, n.d.). For example, facilitators could be innovative with brainstorming sessions and encourage learners to ask questions in addition to ideas to stimulate more ideas generation (Gregersen, 2018).

**Establishing clear goals and expectations:**

In preparation of any training session, it is crucial for the facilitator to prepare learning objectives and goals for the learners to get out of the session. There is no training session without learning objectives. It is critical, though, for the learner to be aware of these objectives on the onset of the session. Learning objectives form the basis for the whole learning process (Chatta, 2023). It helps the trainer have a mind map about where they are and where they are going to be. In addition, it helps both the facilitator and learner to evaluate the training effectiveness and examine whether objectives have been met or otherwise.

Locus of control means how an individual perceives actions around them whether they have control over it or not (Cherry, 2022). In a learning context, internal locus of control means learners are responsible for their learning and are motivated to do the extra effort to learn. Hence, facilitator should move locus of control internally towards the learners and act as a coach or a mentor.

## AC 2.3Explore the ethical factors involved in facilitation of learning.

Bias in learning and facilitation:

Unconscious bias is automatic reactions and associations humans might have when they interact with an individual or a group of people (Nikolopoulou and George, 2023). There are several types of unconscious bias facilitators that might encounter affinity bias for example. Affinity bias is the personal tendency to favor people with the same likes, dislikes, schooling, …etc. (Nikolopoulou, 2023). A facilitator might interact more with a learner only because they share the same background, for example.

Facilitators should be aware of their own bias and overcome them. For example, to avoid affinity bias, the facilitator should keep communicating with all audiences nonverbally using smiles, eye contacts, and so forth (Harrington, 2023). Using non-verbal communication techniques with the audience makes the facilitator more inclusive and engages the audience.

Ethical use of learning resources:

To lead an effective learning initiative, L&D need to understand learners’ behavior through collecting data about them. That would raise an ethical implication (Yupangco, 2017). Examining learner behavior will be through psychometric tests which might have bias in them (Tran, 2018). In addition, some tests are not backed up by science. Therefore, facilitators should consider only personality tests that are science based and do not have bias in them.

Validity of the resources:

Investigation of the validity of the resources presented to learners is a critical ethical factor that must be considered by facilitators. When it comes to testing resources validity, OPVL testing methodology can be useful. It is a method that checks for Origin, Purpose, Value, Limitations of a learning resource (Minnesota Humanities Center, n.d.).

Origin: It is important to know the origin of the learning resource. That would make it easier later to analyze its purpose, value, and limitations. For example, who was the author, when he created it, when and where it was published.

Purpose: At this point, the purpose of that learning resources is investigated. For example, if the author of a book just wrote that book solely for financial benefits, and the book does not have any value.

Value: What is the real value from the learning resource? Will it provide the knowledge and skills to learners? The information in the resource is still relevant or it is obsolete and outdated, for instance.

Limitations: Here the limitations of the resources are evaluated. For instance, old material about marketing before the rise of social media is not updated although it has valuable marketing strategies. Facilitators and designers should be aware of the drawbacks and be careful when using that kind of resource.

## AC2.4 Deliver or facilitate an inclusive learning and development activity using resources that meet objectives.

For the lunch and learn activity, a video is recorded as a sample training session on performance management in the workplace and how to lead self-evaluation. The link for the video is given below

link

After this session, the learner will be able to:

* Define performance management
* Explain performance management process
* Differentiate between performance management and performance appraisal.
* Evaluate motivation models
* Evaluate reflection models.

The learning resources would be:

* CIPD factsheet about performance management prior to the session.
* PowerPoint presentation that is presented during the session.
* Curated content and a further reading list of google drive after the session.

Facilitation techniques that were used in the session are:

* Icebreaking.
* Brainstorming.
* Establishing clear goals and expectations.

## AC2.2 Demonstrate techniques for monitoring the effectiveness of learning activities, including adjusting to meet the needs of individual learners within a group context.

Lunch and learn training session in which an active dialogue between the facilitator and the trainers is going in addition to provision of active listening skills. In addition, a series of questions were asked for formative and summative assessment for the learners. A recorded video for the session is below

link.

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