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# Task1

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

training materials

training content

their familiarisation of the content

training space

training facilities

training environment

the mindset of the trainees

training schedule

training presentation style

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

## 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 of 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, facilitator should encourage learners to come up with weird or unusual ideas to encourage them to generate more ideas (Larkins, n.d.). For example, facilitator could be innovative with brainstorming sessions and encourage learners to ask questions in addition to ideas to stimulate more ideas generation (Gregersen, 2018).

**Flipchart:**

Flipchart is a useful tool to organize the flow of the session as it gives structured working environment and bring focus to the group (Larkins, n.d.). It is helpful during the brainstorm sessions to have an overview of ideas generated. It can be used also as a tool for mind mapping so that learners have a bird eye view of the session and objectives progress.

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.

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

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

# Task 2

## AC3.1 Explain the concept of ‘transfer of learning’ and its significance in workplace learning.

## AC3.2 Critically assess strategies for supporting the transfer of learning from learning and development activities to the workplace.

## 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.

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