

## SCDHSC3108

### Facilitate learning through presentations in health and social care settings



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#### Overview

This standard identifies the requirements when you facilitate learning through presentations in health and social care settings. This includes preparing and making presentations to meet specific learning outcomes and producing follow-up activities after presentations. It also includes reviewing your practice to ensure continuous improvement in making presentations.

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### Performance criteria

#### Prepare to make presentations to groups

*You must be able to:*

- P1 work with **others** to clarify the purpose of the presentation and the outcomes it is intended to achieve
- P2 identify the size and nature of the **audience** for your presentation, including any special requirements that participants may have
- P3 decide on the structure, style and methods you will use to deliver the presentation, taking account of its required purpose and outcomes and the size and specific preferences and needs of the audience
- P4 prepare the content of your presentation, including materials for your own reference and any resources required for participants
- P5 where necessary, adapt materials and resources to make them accessible to individual participants
- P6 confirm that a suitable and accessible environment is available at the time you require it
- P7 confirm that any equipment you need is available and safe to use
- P8 ensure that the audience is aware of the time, place and purpose of the presentation

#### Make presentations to groups to facilitate learning

*You must be able to:*

- P9 present information in a tone and manner and at a speed which is appropriate to the preferences and needs of the audience
- P10 use visual aids which support the information you are presenting, using technology where appropriate
- P11 observe individual needs and learning styles during the presentation
- P12 encourage learners to ask questions at appropriate points
- P13 give clear explanations in response to questions, checking that the enquirer understands your clarification
- P14 adapt your presentation to ensure it supports the learning of all participants
- P15 give clear and accurate information to reinforce significant learning points
- P16 reduce distractions and disruptions as much as possible
- P17 support participants to keep their focus on the presentation and engage with the learning process

*You must be able to:*

#### Set follow up exercises and activities

- P18 select follow up exercises and activities which will reinforce the

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- main learning points of your presentation
- P19 prepare materials for the exercises and activities taking account of individual learning styles, preferences and needs
- P20 ensure participants understand the aims and expected outcomes of the exercises and activities
- P21 give clear guidance and instructions on how to complete the exercises and activities
- P22 ensure that the manner, level and pace of your explanations encourage individual participants to take part and understand
- P23 make clear the extent to which you will be available to support the exercises and activities
- P24 provide agreed support to ensure the exercises and activities are completed and are effective in reinforcing learning points
- P25 give learners positive and constructive feedback on their progress towards learning outcomes

*You must be able to:*

#### **Review learning through presentations**

- P26 work with participants and others to review the effectiveness of your presentation
- P27 reflect on your own practice in enabling learning through presentations
- P28 identify areas where you need to make changes to ensure future presentations are as effective as possible
- P29 complete records and reports about presentations, learning achieved and the outcomes of review, in accordance with legal and work setting requirements

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

#### Your practice

*You need to know and understand:*

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 how to build trust and rapport in a relationship
- K10 how your power and influence as a worker can impact on relationships
- K11 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K12 how to work in partnership with individuals, key people and others
- K13 how to manage ethical conflicts and dilemmas in your work
- K14 how to challenge poor practice
- K15 how and when to seek support in situations beyond your experience and expertise

#### Theory

*You need to know and understand:*

- K16 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support

#### Personal and professional development

*You need to know and understand:*

- K17 principles of reflective practice and why it is important

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### Communication

*You need to know and understand:*

- K18 factors that can affect communication and language skills and their development in children, young people adults
- K19 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

### Health and Safety

*You need to know and understand:*

- K20 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K21 practices for the prevention and control of infection in the context of this standard

### Safe-guarding

*You need to know and understand:*

- K22 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K23 indicators of potential harm or abuse
- K24 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K25 what to do if you have reported concerns but no action is taken to address them

### Handling information

*You need to know and understand:*

- K26 legal requirements, policies and procedures for the security and confidentiality of information
- K27 legal and work setting requirements for recording information and producing reports
- K28 principles of confidentiality and when to pass on otherwise confidential information

### Specific to this NOS

*You need to know and understand:*

- K29 which types of learning are best achieved and supported through presentations
- K30 individual learning styles and how to maximise learning for each style
- K31 aspects of exercises and activities which encourage learning
- K32 how to choose from a range of presentation techniques and activities
- K33 how to put information in order and decide whether the language you will be using is appropriate for the learners

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- K34 how to adapt presentations and activities to support learning
- K35 how to structure presentations and activities
- K36 how to analyse and use developments in learning and new ways of delivery, including technology-based learning
- K37 how to put learners at their ease and encourage them to take part
- K38 factors that are likely to obstruct learning and how to overcome them
- K39 how to check learners' understanding and progress
- K40 how to choose and prepare appropriate visual aids
- K41 how to identify and evaluate changes and developments in technology and e-learning and whether they are relevant to delivering learning and development
- K42 how to use appropriate forms of questioning during presentations
- K43 external factors influencing the learning environment

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#### Scope/range relating to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

The **audience** may include individuals you care for or support in your work; key people such as families and carers; your colleagues; other professionals; volunteers; or a combination of these

**Others** are your colleagues and other professionals whose work contributes to the individual's well-being and who enable you to carry out your role

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#### Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

**All knowledge statements must be applied in the context of this standard.**

**Factors that may affect the health, wellbeing and development of individuals** may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

#### Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves



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