

Overview

This standard is about letting people know about learning programmes that are available to them, using a variety of forms including printed material, mail or digital channels. It is also about supporting learners through the learning process by, for example, providing them with information and advice, helping them overcome barriers, helping them access the learning and experience they need, monitoring progress and providing constructive feedback.

Performance criteria

You must be able to:

1. prepare publicity and information materials using appropriate formats and languages
2. ensure that publicity and information about programmes is accessible, promotes diversity and inclusion and meets the needs of the audience
3. check that publicity and information materials are accurate and up to date
4. explain to learners how they can access opportunities
5. provide information about programmes in response to telephone, electronic or verbal requests
6. review and evaluate the effectiveness of the information and publicity
7. provide the learner with information and advice relevant to their needs
8. establish and maintain a positive relationship with the learner which encourages and motivates learning
9. enable the learner to engage with, and contribute to, their own learning
10. assist the learner to access the skills, knowledge and experience they need
11. help the learner overcome any barriers that prevent them taking a full part in the learning process
12. support the learner in taking responsibility for their learning
13. provide constructive feedback to the learner
14. review learner progress and help them adapt their plans as necessary

Knowledge and understanding

You need to know and understand:

1. the organisational, legal and professional requirements that should be followed when planning and promoting learning programmes
2. the different methods that can be used to publicise learning programmes and the reasons why one method may be more suitable than another in particular situations
3. the characteristics of a relationship that supports learners' progress and provides them with motivation to learn
4. the types of information and advice that learners may require and how to provide or access this
5. different strategies to enable learners to engage with learning
6. aspects of equality and diversity that need to be addressed when supporting learners
7. the range of techniques through which different types of learners can contribute to their own learning
8. the types of barriers to learning that different types of learners experience and how to address these
9. how to help learners with different types of learning needs access the skills, knowledge and experiences they need to progress
10. the boundaries of own role and when to refer the learner to other sources of help and support
11. the range of resources, including support from others and technology based solutions, that are available to support learners
12. why it is important that learners take responsibility for their own learning and different methods of helping them to do so
13. the factors which are important in helping learners to review their progress and, where necessary, adapt their plans for learning and progression
14. methods that can be used to enable learners to provide honest and constructive feedback on their experiences and how to use this feedback when it has been collected
15. different methods of providing the learner with constructive feedback and how to use these methods effectively
16. the importance of reviewing learner progress and appropriate times to do so
17. different methods of presenting evidence of learner achievement to others

Glossary

Resources

This covers any physical or human resource that supports the adult learning process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets.

Technology

This refers to both hardware and online tools/apps which can be used in practice and communication (including social media).

CLDAL5

Engage and support learners



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