
Overview

This standard is about providing ongoing support to help learners achieve their learning goals and objectives. Support may be from yourself, other organisations and a wider network of interested parties. This standard is about working with learners to set appropriate goals, objectives and action plans based on knowledge, skills, career, learning and support needs.

This could take place on a one to one basis or in groups, face to face or remotely/virtually.

Performance criteria

You must be able to:

1. support learners to identify their expectations, strengths, needs and aspirations
2. agree with learners the actions needed, in relation to their needs and aspirations
3. encourage learners' independence and ownership of their learning
4. communicate in ways that engage learners and keep them motivated
5. encourage individual autonomy in the learning process, motivating learners to overcome barriers to progress and achievement
6. discuss and agree the basis, benefits and boundaries of your role in supporting learners
7. balance the need to share information to aid learners' progression with security and confidentiality requirements
8. record relevant support and development information in line with organisational requirements
9. evaluate the impact of support and plan improvements as required
10. act in ways that adhere to the ethical practice required within your organisation or profession
11. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
12. promote inclusivity, diversity and equality of opportunity
13. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
14. demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. how to manage learners' needs within the limits of the provision offer
2. how to involve learners in all stages of the learning process to develop ownership of their learning
3. andragogical principles and methods which support learners to progress their learning
4. principles of effective communication
5. the strengths and weaknesses of different interventions, techniques and approaches for supporting learners
6. the barriers to learning, how to recognise them and strategies to overcome them
7. how learners' internal and external influences can affect their learning
8. methods of probing, questioning and encouraging reflection to assess learners' strengths, needs and aspirations
9. how to keep up-to-date with developments in interventions, technology, techniques and approaches and how to use them with learners
10. how to use and record results of chosen interventions, techniques and approaches
11. the boundaries and limits of own professional expertise
12. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
13. measures to safeguard young people and vulnerable adults
14. legal, organisational and policy requirements relevant to your role and the activities being carried out
15. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them

Glossary

Technology

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

CLDAL8

Support learners to achieve their learning goals and objectives



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