



Overview

This unit is appropriate if your role involves:

- negotiating learning programmes with learners
- reviewing and amending learning programmes
- making judgements about learners' needs

The activities you are likely to be involved in:

- taking account of the learning styles, needs and goals of learners
- negotiating learning programmes in terms of appropriate learning objectives, learning activities, assessment, review and certification processes, timescales and priorities and the extra support available
- negotiating different types of learning programme
- working within the limits of resources
- explaining and discussing ways of working, including learning agreements, rules and norms, health and safety, equal opportunities, appeals procedures, confidentiality, attendance, and roles and responsibilities of learners and other people
- making professional judgements about how to meet learners' needs
- collecting information and reviewing how learning programmes are progressing
- reviewing the effect of technology-based learning and e-learning on how programmes are designed and delivered
- agreeing appropriate adjustments to learning programmes, including their contents, methods of learning, and resources and support for learners

What the unit covers:

- 1 negotiating learning programmes with learners
- 2 reviewing learning programmes and agreeing changes with learners



Element L5.1: Negotiate learning programmes with learners

Performance criteria

You must be able to do the following:

- a Negotiate learning programmes with learners which are based on an accurate assessment of their learning needs, capabilities, goals and learning situation.
- b Explain what learning opportunities, methods and resources are available to learners, including technology-based learning.
- c Identify and explain the boundaries of negotiation and the limits on the options available to learners.
- d Explain to learners how they can progress from the learning programme.
- e Explain and discuss ways you expect to work with learners.
- f Give learners enough information about learning programmes in a way which allows them to make informed decisions and meets their needs.
- g Encourage learners to express their wishes and concerns and to ask questions.
- h Identify and deal with any disagreements with learners about learning programmes in a way which maintains an effective learning relationship.

Element L5.2: Review learning programmes and agree changes with learners

Performance criteria

You must be able to do the following:

- a Explain and agree with learners how you will use information from the review.
- b Use appropriate methods of carrying out reviews within agreed timescales.
- c Encourage learners to comment on the learning programme.
- d Identify any issues on the confidentiality of information learners have given you and agree how you will handle sensitive information.
- e Interpret information and views about the learning programme in a way that you can justify.
- f Record, pass on and use the results of the review as agreed.
- g Make suitable changes to the learning programme.
- h Agree the changes with learners and the other people involved in delivering the learning programme.



Knowledge requirements

You need the following knowledge to perform this Unit of Competence. You will show this through the outcome of your work activities and through evaluations of your systems and processes.

You need to be able to show that you have general knowledge and understanding of the following:

The nature and role of learning programmes

- 1 how to introduce, promote and negotiate learning programmes with learners
- 2 which learning opportunities and methods are available
- 3 how to draw up and review learning programmes based on learning needs, learning styles and learners' choices and goals
- 4 how to use self-directed learning within the design process, based on technology-based delivery and e-learning support
- 5 how to identify and agree the roles and responsibilities of practitioners and learners
- 6 how to use the resources and support available for learners
- 7 how to identify and explain how learners can progress and which options are available to them to gain qualifications
- 8 how to involve learners in the review process
- 9 what the organisation's confidentiality policies and other policies cover
- 10 how reviews fit into in the process of improving the quality of the service offered to learners

Principles and concepts

- 11 how to apply issues of equal opportunities and practices that do not discriminate against people
- 12 how to apply health, safety and environmental protection legislation and good practice
- 13 how to put learners at their ease
- 14 how to get the views of learners
- 15 how people learn and what barriers prevent them from learning
- 16 how to identify and evaluate changes and developments in technology and e-learning and their relevance to how the organisation delivers learning and development
- 17 how to evaluate the effect of the size of groups and the different needs of group members on the options for the learning programme
- 18 how to put information in order and decide whether the language you will be using is appropriate for individual learners
- 19 how to interpret and analyse the results of evaluations
- 20 how your own opinion is likely to affect your interpretation of results and how to avoid this

External factors influencing learning agreements

- 21 how to follow external requirements for learning contracts and plans
- 22 how to analyse and use developments in learning and new ways of delivery, including technology-based delivery and e-learning support