



## Overview

### This unit is appropriate for you if your role involves:

- developing a good relationship with learners
- supporting learners
- providing equal opportunities and access to achievement for everybody

### The activities you are likely to be involved in:

- creating a good working relationship with learners
- giving learners information and advice to help their learning
- giving learners access to extra support services
- removing unnecessary barriers to learning
- monitoring your own reactions to learners so you can still be effective

### What the unit covers:

- 1 developing a good relationship with learners
- 2 supporting learners
- 3 promoting practices that do not discriminate against other people



## Element L9.1: Develop a good relationship with learners

### Performance criteria

You must be able to do the following:

- a Make learners feel welcome by giving them the time and attention they need.
- b Work with learners in a way that shows you accept them and want to listen to them.
- c Identify and respond to the verbal communication and body language of learners.
- d Encourage learners to express concerns, make comments and ask questions at their own speed.
- e Encourage learners to express their views without having a negative effect on the rights of other people.
- f Communicate with learners in a manner, and at a level and speed, that is appropriate to their abilities, personal beliefs and choices.
- g Identify and reduce any limits or barriers to communication with learners.

## Element L9.2: Support learners

### Performance criteria

You must be able to do the following:

- a Promote the rights and choices of learners in a way which is consistent with your role.
- b Recognise and review the effect your own competence, values and beliefs have on the way learners are supported.
- c Get appropriate guidance if you have difficulties in supporting learners.
- d Recognise and explain any limits to the support available for learners.
- e Explain to learners where they can find extra support and give them relevant and timely information on support.
- f Carry out referral processes in a positive way that supports learners and their objectives.

## Element L9.3: Promote anti-discriminatory practice

### Performance criteria

You must be able to do the following:

- a Show that you do not discriminate against individual learners.
- b Ensure that you do not exploit learners or misuse your role and power.
- c Get appropriate advice if you are not sure about practices that do not discriminate against other people or if you think you may have discriminated against someone.
- d Take appropriate and consistent action when learners or colleagues discriminate against other people.
- e Support individuals who want to complain about discrimination.
- f Take appropriate action if a colleague discriminates against somebody.



### 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 the learning environment

- 1 how to identify issues of equal opportunities and practices that do not discriminate against people in relation to promoting individual learning
- 2 how to work with learners effectively
- 3 how to encourage learners to express their views
- 4 how to promote learners' rights and choices
- 5 how to identify and deal with possible barriers to learning and achievement, including delivery methods, times, places, a lack of support for people with special needs, or a lack of facilities
- 6 how to promote equal opportunities and access to learning, including procedures for choosing and recruiting learners, and the choice of learning programmes and qualifications that are available to learners

#### Principles and concepts

- 7 how to develop a good relationship with learners
- 8 how to identify and prepare the types of information learners are likely to need
- 9 how to put information in an order that is suitable for individual learners
- 10 how to decide whether the language you will be using is appropriate for individual learners
- 11 how to identify and deal with any difficulties you may have in supporting learners, including different values and beliefs
- 12 how to identify and give information on learning programmes, qualifications and how to progress through the learning programme
- 13 how to identify and deal with discrimination

#### External factors influencing the learning environment

- 14 how to make sure that everybody acts in line with health, safety and environmental protection legislation and best practice
- 15 how to identify and use the concepts of unlawful, direct or indirect discrimination
- 16 how to use equal opportunities codes of practice effectively
- 17 how to identify and apply relevant legislation on individuals' rights
- 18 how to evaluate developments in education, training and qualifications which have a direct effect on the design of learning materials
- 19 how to analyse and use developments in learning and new ways of delivery