

## **Unit L&D8            Engage and Support Learners in the Learning and Development Process (FD3Y 04)**

**Source: Learning and Development Standard 8**

### **What this Unit is about**

This Unit is 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 against expected standards and providing constructive feedback.

The types of activities the candidate will be involved in include:

- 1 Engaging the learner in the learning and development experience
- 2 Supporting the learner through the learning and development process
- 3 Providing feedback and evidence of learner achievement

To achieve this Unit the candidate is required to engage and support at least two individual learners through their learning and development process.

The candidate's knowledge will be assessed by taking part in a discussion with their assessor or answering questions (written or oral), or providing a candidate statement, or a combination of all of these.

Their performance will be assessed by their assessor looking at products of work, for example:

- ◆ Notes of meetings with learners.
- ◆ Records of information and advice they have made available to learners.
- ◆ Records of learning opportunities they have made available to learners (but not necessarily provided by themselves).
- ◆ Records of challenges the learners have faced and how the candidate helped them to overcome these challenges.
- ◆ Records of information the candidate has provided to others (for example, tutors or assessors) on learner achievement and progress.

The quality of the candidate's relationship with the learners will be assessed by the assessor observing them working with the learners.

## Terminology

Within this Unit the following explanations and examples apply:

Barriers	<i>Anything that might prevent the learner taking a full part in learning. This could include, for example, lack of confidence or essential skills and knowledge.</i>
Expected standards	<i>The standards the learner should achieve as part of their learning programme. These could include national occupational standards or standards set by other types of qualifications.</i>
Learning process	<i>This may include experience, such as time in the workplace, as well as formal and informal training.</i>
Provide evidence of achievement	<i>This could include providing witness statements to qualified assessors.</i>

<b>Performance</b>	<b>Knowledge</b>
<b>What the candidate must do:</b>	<b>What the candidate must know:</b>
<p><b>1 Engage the learner in the learning and development process</b></p> <p>(a) Establish and maintain a positive relationship with the learner which encourages and motivates learning.</p> <p>(b) Provide the learner with information and advice relevant to their needs.</p> <p>(c) Enable the learner to engage with, and contribute to, their own learning.</p> <p>(d) Assist the learner to access the skills, knowledge and experience they need.</p>	<p>1 The characteristics of a relationship that supports learner's progress and provides them with motivation to learn.</p> <p>2 The types of information and advice that learners may require and how to provide or access this.</p> <p>3 Different strategies to enable learners to engage with learning.</p> <p>4 Aspects of equality and diversity that need to be addressed when supporting learners.</p> <p>5 The range of techniques through which different types of learners can contribute to their own learning.</p>
<p><b>2 Support the learner through the learning and development process</b></p> <p>(a) Help the learner overcome any barriers that prevent them taking a full part in the learning process.</p> <p>(b) Support the learner in taking responsibility for their own development.</p>	<p>1 The types of barriers to learning that different types of learner's experience and how to address these.</p> <p>2 How to help individuals with different types of learning needs access the skills and knowledge.</p> <p>3 The boundaries of own role and when to refer the learner to other sources of help and support.</p> <p>4 The range of resources, including support from others and technology-based solutions, that are available to support learners.</p> <p>5 Why it is important that learners take responsibility for their own learning and different methods of helping them to do so.</p>

Performance	Knowledge
What the candidate must do:	What the candidate must know:
<p><b>3 Provide feedback and evidence of learner achievement</b></p> <p>(a) Monitor the learner's performance against expected standards.</p> <p>(b) Provide evidence of achievement to others as required.</p> <p>(c) Provide constructive feedback to the learner.</p> <p>(d) Review learner progress and help them adapt their plans as necessary.</p>	<ol style="list-style-type: none"> <li>1 Methods that can be used to monitor learner's performance against required standards.</li> <li>2 Methods that can be used to enable learners to provide honest and constructive feedback on their learning experience.</li> <li>3 How to use learner feedback on their learning experience.</li> <li>4 Different methods of presenting evidence of learner achievement to others.</li> <li>5 Different methods of providing the learner with constructive feedback and how to use these methods effectively.</li> <li>6 The importance of reviewing learner progress and appropriate times to do so.</li> <li>7 The factors which are important in helping learners to review their progress and, where necessary, adapt their plans for learning and progression.</li> </ol>