

Overview

This standard is about planning and delivering learning activities using a range of methods to create a safe and supportive learning environment. This could take place on a one to one basis or in groups, face to face or remotely/virtually.

Plan and deliver learning

Performance criteria

You must be able to:

1. prepare an environment conducive to effective learning relevant to the delivery methods.
2. manage a group environment in which learners feel included, valued, supported and confident, using appropriate strategies to manage group dynamics and behaviour and optimise learning
3. communicate with learners in a way that meets individual and group needs
4. agree clear and measurable outcomes with learners
5. use a range of learner-centred delivery methods, activities and resources to meet the needs of learners, as appropriate to planned outcomes
6. use delivery strategies that increase confidence and promote the ability of learners to take responsibility for their own development
7. balance and adjust delivery to meet individual needs while achieving planned group outcomes and agreements
8. monitor learner response and use appropriate strategies to motivate learners
9. encourage effective communication
10. support learners to review their learning and manage their progression
11. use feedback to assess impact of learning activities
12. maintain records of individual development that support learning and comply with relevant legislation and organisational requirements
13. act in ways that adhere to the ethical practice required within your organisation or profession
14. promote inclusivity, diversity and equality of opportunity
15. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
16. maintain the health and safety of learners, self and other people
17. demonstrate understanding of legal requirements, local procedures and your own accountability for safeguarding young people and vulnerable adults

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Knowledge and understanding

You need to know and understand:

1. how to involve learners in planning, development and delivery of activities
2. how to encourage learners' ownership of the learning process
3. the barriers to learning and how to recognise and overcome them
4. different delivery strategies and how they affect individual motivation and take into account different learning styles
5. the potential of technology to improve delivery and how to overcome any limitations it presents
6. how to define clear and measurable outcomes for activities
7. the resources necessary for the different types of activity
8. the range of opportunities that learning and personal development may cover
9. the range of development methods available to learners
10. how to minimise the adverse effects of location and environment on activities and individual engagement
11. how to evaluate activities using learners' feedback and measurement against outcomes
12. legal, organisational and policy requirements relevant to your role and the activities being carried out
13. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
14. the boundaries and limits of own professional expertise
15. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
16. measures to safeguard young people and vulnerable adults

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).

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