
Overview

This standard is about helping learners to evaluate their progress and achievement against goals and learning objectives, identify barriers and adapt their plans for the future.

The process should enable learners to develop the skills to review their own progress and implement their learning objectives.

Performance criteria

You must be able to:

1. provide opportunities for learners to be involved in all stages of the learning process and develop ownership of their learning
2. help learners to apply their learning
3. encourage learners to identify any barriers to progress and achievement
4. motivate learners to overcome barriers to progress and achievement
5. enable learners to identify, review and update learning objectives
6. encourage individual autonomy in the learning process
7. act in ways that adhere to the ethical practice required within your organisation or profession
8. challenge any prejudice, use of stereotypes, discrimination and unethical or oppressive behaviour
9. promote inclusivity, diversity and equality of opportunity
10. maintain confidentiality and security of individual information that meets relevant legal requirements and organisational policies
11. demonstrate understanding of legal requirement, local procedures and own accountability for safeguarding young people and vulnerable adults

Knowledge and understanding

You need to know and understand:

1. the process of progress review, different types and ways of giving feedback
2. the positive effect on motivation of recognising achievements
3. how to measure success against goals and learning objectives
4. how, why and what account should be taken of prior learning and experience
5. the barriers to learning, how to recognise them and strategies to overcome them
6. the potential of technology to improve support and how to overcome any limitations it presents
7. why goals and objectives may need to change
8. appropriate sources of specialist support within and outside the organisation to meet the specific needs of learners
9. how to involve learners in all stages of the learning process to develop ownership of their learning
10. legal, organisational and policy requirements relevant to your role and the activities being carried out
11. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
12. measures to safeguard young people and vulnerable adults
13. the boundaries and limits of own professional expertise
14. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required

Glossary

Technology

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

CLDAL9

Assist learners to review their own progress and implement their development objectives



Developed by CLD Standards Council Scotland

Version Number 1

Date Approved 30 Mar 2023

Indicative Review Date 30 Mar 2028

Validity Current

Status Original

Originating Organisation N/A

Original URN N/A

Relevant Occupations Adult Learning Worker

Suite Adult Learning

Keywords adult learning
