

**Unit Title:** Supporting Adult Learning  
**Unit Level:** Two  
**Unit Credit Value:** 6  
**GLH:** 48  
**Unit Code:** GB2/2/NE/001  
**Unit Review Date:** 30/09/2019

*This Unit is not regulated by Ofqual and is not included in the Qualifications and Credit Framework (QCF)*

<b>Additional assessment information</b>	It is recommended that the learner undertakes around 20 hours of learning support practice upon which the evaluation of 5.1 should be based.
<b>Additional information</b>	This unit is particularly suitable for learners whose role entails providing learning support to adults in non-traditional environments.

<b>Purpose and Aim of the Unit:</b>	The purpose of this unit is to develop learners' ability to support adult learning. The unit promotes understanding of the barriers adult learners may face and the impact of inclusive learning strategies. Additionally, the unit develops knowledge of how to capture and measure achievement.
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This unit has 5 learning outcomes.

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand learning support within the adult learning sector.	1.1. Distinguish between the following types of support: (a) supporting <b>learning</b> ; (b) supporting <b>learners</b> . 1.2. Identify reasons why an adult learner may require learning support. 1.3. Outline the differences between the following: (a) the teaching role; (b) the learning support role. 1.4. Explain the professional boundaries associated with a learning support role. 1.5. Give examples of how breaches in professional boundaries may impact upon learning.
2. Understand barriers to adult learning.	2.1. Identify key barriers to adult learning. 2.2. Describe one of the barriers identified in 2.1 and explain how it may: (a) impact upon learning; (b) be overcome.

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Learning Outcomes	Assessment Criteria
<b>The learner will:</b>	<b>The learner can:</b>
3. Understand the concept of inclusive learning.	3.1. Define the term 'inclusive learning'. 3.2. Identify practical examples of inclusive learning. 3.3. For one example of inclusive learning identified in 3.2 explain how it may help learners achieve.
4. Know how personal and learning achievements can be captured and measured.	4.1. Describe the key aspects of an Individual Learning Plan (ILP). 4.2. Define the terms: (a) learning outcome; (b) assessment. 4.3. Identify three types of evidence that may be used for assessment purposes. 4.4. For each type of evidence identified in 4.3 explain how it confirms achievement.
5. Be able to evaluate own learning support practise.	5.1. Evaluate own learning support practice (see additional assessment information).



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## **ASSESSMENT INFORMATION**

One Awards promotes the use of a range of methods to assess the skills and knowledge of learners. Please refer to the Assessment Definitions document (available on the One Awards website) which provides guidance on the use of assessment activities at different levels, the evidence which could be generated from these activities and ways in which the assessment activities could be managed.

When planning assessment tasks for this unit, Centres should ensure that the selected assessment methods are relevant to the subject, the assessment criteria and the needs of learners.

All assessment practice for this unit should take an active account of equality and diversity issues. Centres should refer to the guidance in the One Awards Access to Fair Assessment Policy (available on the One Awards website).

## **USAGE AND COPYRIGHT NOTICE**

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