

**Higher National Unit Specification**

**General information**

**Unit title:** Context for Adult Learning

**Unit code:** completed by SQA

**Superclass:** completed by SQA

**Publication date:** completed by SQA

**Source:** Scottish Qualifications Authority

**Version:** completed by SQA

**Unit purpose**

The main purpose of the unit is to provide an introduction to the context of adult learning in Scotland for people wishing to complete the Introduction to Working in Adult Learning PDA.

This unit will provide the candidate with:

* an awareness of the policy context of Adult Learning in Scotland
* an understanding of the extent of Adult Learning provision
* an introduction to theoretical background

The target groups for this unit are adults over 16 years, adult returners, college staff and students, volunteers in adult learning, those who might access learning through a widening participation route or through community provision, employees in adult learning organisations and institutions.

Employment opportunities will be within Local Authorities, Colleges and Third Sector organisations, it will also create CPD opportunities for in-work certification.

**Outcomes**

On successful completion of the unit the learner will be able to demonstrate an understanding of:

1. Theories underpinning adult learning

2. Policies and strategies influencing adult learning

3. Practice settings and context

**Credit points and level**

1 HN Credit at SCQF level 6: (8 SCQF credit points at SCQF level 6\*)

**Recommended entry to the unit**

Access to the award requires no formal qualifications but does require:

* Communication skills
* Interest in working with people to develop their learning

**Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification. There is no automatic certification of Core Skills or Core Skill components in this Unit.

**Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is a mandatory Unit in the Introduction to Working in Adult Learning PDA at SCQF level 6. The content of this Unit reflects aspects of the knowledge requirements for working in the field of adult learning.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA’s website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

**Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [**www.sqa.org.uk/assessmentarrangements**](http://www.sqa.org.uk/assessmentarrangements).

**Higher National Unit Specification: Statement of standards**

**Unit title:** Context of Adult Learning in Scotland

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

**Outcome 1**

Understand the theories underpinning adult learning delivery in Scotland

**Knowledge and/or Skills**

* Awareness of historical and current context of adult learning in Scotland
  + Education V learning
  + Current definitions of adult learning in Scotland
* Main theories influencing adult learning delivery in Scotland
  + Critical Pedagogy (pedagogy V andragogy)
  + Theory of Critical reflection – learning cycle (put in outcome 4)
  + Social Practice Model – Contextualisation
  + Learning to learn, Self-directed learning, and Communities of Practice
* Responsibilities of Adult learning practitioner
  + Power relationships and mutual respect
  + Providing a learning experience
  + Giving feedback and support

**Outcome 2**

Outline the policy, strategy and professional learning context which may impact on adult learning practice.

**Knowledge and/or Skills**

* CLDSC, ethics, professional learning, AL Competences (as per CLD Standards – current)
* Policies and strategies relating to the provision of adult learning
* Risk assessment and management relating to adult learning settings - Risk assessment and management relating to adult learning settings the range of different adult learning settings and delivery styles, such as online, face to face, outdoor, indoor, formal and informal

**Outcome 3**

**Outcome 3**

Practice settings and context

**Knowledge and/or Skills**

♦ Social and psychological influences affecting adult learners

♦ Policies and procedures relating to the organisational context (Reference Page 9 of youth work documents – we tweaked for adult learning)

Learners should be aware of the social and psychological influences affecting CLD adult learners.

These include:

* Personal relationships
* Family relationships, children, caring responsibilities
* Health effects, current or historical, abilities/disabilities
* Mental health
* Poverty related impacts such as financial, fuel, food, transport
* Isolation, stigmatism and discrimination
* Inclusion and exclusion
* Inequalities and stereotyping, e.g. race, religion, gender, sexual orientation
* language and cultural barriers
* Literacies difficulties and digital skills / access / exclusion
* Political and social barriers
* Prior learning experiences
* Diversity of adult learners
  + Past and present Experience of learning
  + Motivation and Expectations of learning
  + Spiky profiles, specific needs
* Referral routes for support agencies, e.g. alcohol / drug helplines / CAB / food banks

It is important to note that the list above is not exhaustive, and also that candidates are not required to cover all aspects/influences set out in the list. It is, however, important that the discussions and research should be relevant to the needs of adult learners in the particular CLD adult organisation.

**Outcome 4**

Understand the role of reflection in adult learning

**Knowledge and/or Skills**

**Higher National Unit Specification: Statement of standards (cont.)**

**Unit title:** Context for Adult Learning

**Evidence requirements for this unit**

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

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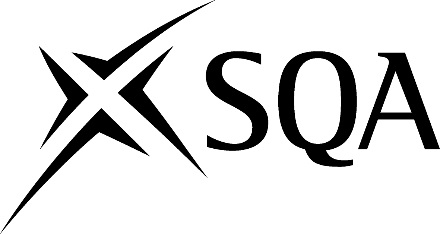
Text

**Note to unit writers:** *You should give details of the most appropriate way of assessing here. Assessment may be carried out:*

*Outcome by outcome*

*Two or more outcomes together*

*All outcomes together — holistic assessment of the unit*



**Higher National Unit Support Notes**

**Unit title:** Context for Adult Learning

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is XX hours.

**Guidance on the content and context for this unit**

Text

**Note to unit writers:** *This section should include information on the following features where appropriate.*

*expand on unit purpose*

*expand on unit outcomes*

*contextualise*

*identify specific vocational/subject knowledge and skills*

*recognition by professional bodies*

*relationship to NOS and/or other industry standards*

*whether the unit provides underpinning knowledge for SVQs or other qualifications*

*progression pathways*

**Guidance on approaches to delivery of this unit**

Text

* ***Note to unit writers:*** *This section should provide the reader with details of any specific delivery* criteria for the unit, eg specific teaching qualifications, access to physical/specialist resources, legislation, examination/assessment administered on or behalf of another agency, environmental setting (workplace/simulated). It should also provide readers with suggestions *of how teaching or delivery might be organised, for example:*

*a preferred order of teaching (and assessing) certain topics.*

*ideas about possible delivery methods including classroom activities, field trips, visits and group work, the aim being to encourage the use of learning and teaching approaches that are varied and appropriate to the aims of the unit — so your advice might be to encourage a learner-centred, participative and practical approach.*

**Guidance on approaches to assessment of this unit**

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Text

**Note to unit writers:** *This section should include information on the following features where appropriate:*

*how assessment could be carried out*

*possible instruments of assessment*

*conditions of assessment*

*how to integrate assessment in an outcome and/or across outcomes or as a whole unit*

*details of how sampling should be carried out*

*advice on how a learner’s work can be authenticated*

**Opportunities for e-assessment**

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use  
e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of  
e-assessment to support SQA’s qualifications is available at  
**www.sqa.org.uk/e-assessment**.

**Opportunities for developing Core and other essential skills**

Text

**Note to unit writers:** *This section should be used to signpost where Core Skills are developing naturally. It can also be used to highlight additional opportunities to develop Core Skills through suggested learning and teaching approaches. In addition, broader skills development in the areas of enterprise, employability, sustainable development and citizenship should be recorded here.*

**History of changes to unit**

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| **Version** | **Description of change** | **Date** |
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0303 333 0330.

**General information for learners**

**Unit title:** See unit writer brief

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

Text

**Note to unit writers:** *This section will include information on the following features where appropriate.*

*brief overview on what the unit is about*

*what learners will do/learn while working through the unit*

*the subject specific knowledge and skills they will develop*

*how they will be assessed*

*Core Skills they will develop, how they will be developed and whether they will be certificated*

*other skills development in enterprise, employability, sustainable development, citizenship*

*professional body recognition/exemplification (if applicable)*