## Appendix 1: Higher National Unit Specification template



**Higher National Unit Specification**

**General information**

**Unit title:** Effective Adult Learning Methodology

**Unit code:** completed by SQA

**Superclass:** completed by SQA

**Publication date:** completed by SQA

**Source:** Scottish Qualifications Authority

**Version:** completed by SQA

**Unit purpose**

Text

**Note to unit writers:** *You must include information about the purpose of this unit and the learner group/who unit is suitable for. See unit writer brief.*

*You may also wish to include information about possible progression opportunities on successful completion of this unit.*

**Outcomes**

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

1. Describe adult learning as a methodology and the learning strategies required to engage adult learners.
2. To be completed
3. Describe the attributes of the adult learner and what they bring to the learning situation

**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:** Effective Adult Learning Methodology

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**

Describe adult learning as a methodology and the learning strategies required to engage adult learners.

**Knowledge and/or Skills**

* Adult learning methodologies
* Partner agencies
* The wide range of learning strategies

**Performance Criteria**

a) Describe a range of methodologies used to deliver and engage adult learners

b) Describe learning strategies used

**Outcome 2**

Text

**Knowledge and/or skills**

Text

**OUTCOME 3**

Describe the attributes of the adult learner and what they bring to the learning situation

**Knowledge and/or Skills**

* Understanding the Adult Learner
* Importance of negotiation of learning
* Barriers to engagement and how to overcome them

**Performance Criteria**

a)

b)

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

**Unit title:** Effective Adult Learning Methodology

**Evidence Requirements**

The candidate will provide evidence of their knowledge and understanding of what the adult brings to the learning situation; how to engage with the adult learner to break down barriers and achieve positive outcomes. Suggested assessment: series of short answer questions covering the topics taught

**The Adult Learner**

Self-directing; experienced; societal role; learning for a reason; learning styles

**Methods for the practitioner**

Find out about the learner: needs, wants, motivations, experience

Negotiate learning

Vary learning styles

Learn from each other

Understanding

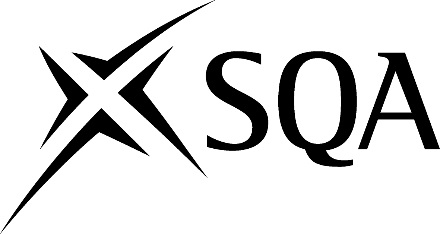
Text

**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:** Effective Adult Learning Methodology

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)*