

# What is the importance of NOS being created for adult learning?



<p><b>Recognition of the work that we do</b></p>	<p>Provides guidance and a route to progress adult learning within your own communities</p>	<p><b>Gives workers a focus to work from</b></p>	<p><b>clear guidance and framework</b></p>	<p><b>A national system based on SCQF will benefit every learner in Scotland..</b></p>	<p>This may contribute to raising awareness of this profession, value and status. If there is a lack of secure funding for Adult Learning, can people really consider this as a career. We deserve job security and progression routes.</p>	<p><b>Will NOS implementation help with status of CBAL practitioners?</b></p>	<p>Delivery of qualifications for staff and volunteers is challenging due to rural issues and low numbers. More collaboration across authorities and services will help.</p>	
<p><b>Confidence - tutors will be more confident with NOS to which they can refer</b></p>	<p>Gives clarity for workers of other orgs and community about the work we do.</p>	<p>Clarity of definition around what is meant by adult learning - is it the full spectrum of learning opportunities or is it more focused around CLD activity.</p>	<p>we cant lose sight of the learners who want to learn something for the joy of learning, and the social aspect that brings in a community setting. Or the Literacies learners who want to improve literacies skills, but not go any further</p>	<p>needs to have links with the NOS for youth workers - some of our adults learners are teenagers and under 25s</p>	<p>Standards are needed but what will the intended impact of the new standards be on employers of adult educators?</p>	<p><b>RPL approach needs to be more joined up to benefit learners.</b></p>	<p>college and university educators will often not necessarily see themselves as CLD. so will they be interested in CLD NOS? is that a problem? how do we bridge that gap? can the sectors co-create / participate in knowledge creation and sharing. Communities of Practice and Learning Networks.</p>	
<p><b>raise awareness about the importance of the work that we do</b></p>	<p><b>It's about standards!</b></p>	<p><b>Cohesive and focused - holistic - CBAL not in a silo</b></p>	<p>Micro-credentials in adult learning/CLD are key to supporting adult learning progression. These must have the same validity as other qualification and achievement opportunities.</p>	<p>We need to consider lifelong learning in a more holistic way and move away from silo approaches. The importance is on the learner journey and how easy that is to navigate and criss-cross.</p>	<p>We are seeing issues with recruitment of qualified staff across CLD, ESOL and Adult Literacies. I'm not sure if less people are considering Adult Learning/CLD as a career due to lack of job security, temporary funding.</p>	<p>NOS could help us to develop prof learning for practitioners, a focussed framework to hang it on</p>	<p>Great to see adult learning strategy in Scotland. Offers recognition to the practice area and should lead to parity with other adult learning practitioners in college etc.</p>	
<p><b>Essential for the profession, not before time.</b></p>	<p>Standardisation and a baseline that CLD professionals should work and develop on from in terms of their delivery and supports they provide.</p>	<p><b>Framework for professional development</b></p>	<p>Agree with the points about breaking down silos. The new standards need to include a focus on learners' rights to good guidance and support on their learning journeys</p>	<p>Adult learners need to be at the centre and the focus needs to be on the recognition of the CLD pathways within the learning journey.</p>	<p>progression needs to be understood very widely. For many of our learners going to parents evening for their kids is progression.</p>	<p><b>Standardised pay frame</b></p>	<p>Multi-agency process is key to supporting learner journeys. Particularly within the ESOL community.</p>	
<p>Standardise of CLD salary/pay. Huge discrepancies across Scotland. Could the NOS- provide structure and baseline wages.</p>	<p>There is a challenge in what we expect colleges to do and deliver in relation to CBAL pathways. Not every college views CBAL in the same way. Are we asking colleges to replicate what CLD practitioners do?</p>	<p>FE and HE staff do not identify as CLD workers, so CLD NOS might not be of interest. IS this a problem? How do we bridge that gap? Community of Practice / Learning Networks to co-create and share knowledge</p>	<p>The commitment in the strategy to a diversity action plan is equally important. The workforce needs to reflect the communities they work with</p>	<p>Key element to look at is improving diversity in workforce and removing barriers. New initiatives are needed, working together to increase opportunities for people to gain adult learning qualifications and training.</p>	<p>We need a strategic discussion with Government, SFC, Colleges and CLD on how best to use the available resource across the adult learning spectrum to best effect to support the learning journey and support public support reform.</p>	<p>The areas of ESOL and Adult Literacies require specific qualifications and these can be difficult to source, in particular the TALL (Adult Literacies qualification, previously ITALL). A number of staff are retiring/leaving CBAL and we need to look at new staff.</p>	<p>Recognition of the diverse skills and abilities required by tutors to adapt to multiple learner requests</p>	<p>ESOL qualifications are hard to source and very expensive to undertake. If we are serious about expanding provision we need to invest in training new ESOL practitioners in Scotland</p>