



## Higher National Unit specification: general information

**Unit title:** Community Learning and Development: Adult Learning

**Unit code:** FM9F 34

**Superclass:** GA

**Publication date:** June 2011

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**Version:** 01

### Unit purpose

This Unit is designed to prepare candidates to work in a community setting with adult learners. Candidates work towards this role through examination of the principles of community based adult learning, consideration of barriers to learning and a range of related issues. It is intended for candidates who are already working in a community or who expect to work in this field.

On completion of the Unit the candidate should be able to:

- 1 Explain a learner-centred approach to delivering adult learning in the community.
- 2 Explain the role of the CLD worker in developing adult learning opportunities.

### Recommended prior knowledge and skills

While entry is at the discretion of the centre, it would be beneficial for candidates to have good written/oral communication skills and good interpersonal skills. It would also be beneficial if candidates had some work experience either in a paid or voluntary capacity and had completed the NC Unit Working with Communities: Adult Learning at SCQF level 6. It is recommended that candidates have already completed the following Units:

DK1G 35	<i>CLD: Social Science Approaches</i>
DK1C 34	<i>CLD: Principles and Practice</i>
F8L1 34	<i>CLD: Group Work</i>
DK17 34	<i>CLD: Learning Approaches</i>

## **General information (cont)**

### **Credit points and level**

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

This Unit is within the optional framework of the HNC Working with Communities. In this context it should be taught and assessed within the subject area of this Group Award. It could also be delivered as a discrete Unit for CPD purposes.

### **Assessment**

Outcomes 1 and 2 may be assessed jointly by a series of structured questions based on a case study. The expected response (written, oral or signed) should be approximately 1,500–2,000 words (or equivalent) under open-book conditions.

## Higher National Unit specification: statement of standards

**Unit title:** Community Learning and Development: Adult Learning

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

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. Candidates 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

Explain a learner-centred approach to delivering adult learning in the community.

#### Knowledge and/or Skills

- ◆ Theories of adult learning
- ◆ Pedagogical and androgogical methods
- ◆ Learner-centred provision

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ explain one theory that applies to adult learning
- ◆ distinguish between pedagogical and androgogical methods to delivering learning
- ◆ explain the significance of learner-centred provision.

#### Assessment Guidelines

Outcomes 1 and 2 may be assessed jointly by a series of structured questions based on a case study. The expected response (written, oral or signed) should total approximately 1,500–2,000 words (or equivalent) under open-book conditions.

## **Higher National Unit specification: statement of standards (cont)**

**Unit title:** Community Learning and Development: Adult Learning

### **Outcome 2**

Explain the role of the CLD worker in developing adult learning opportunities.

#### **Knowledge and/or Skills**

- ◆ Planning and resources
- ◆ Building confidence and independence
- ◆ Creating and managing a positive learning environment
- ◆ Addressing barriers to adult learning
- ◆ Monitoring and evaluating the learning process
- ◆ Current adult learning policy

#### **Evidence Requirements**

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ devise an adult learning strategy, including a lesson plan and appropriate evaluation tool
- ◆ explain the role of the CLD worker in creating and managing a positive learning environment
- ◆ identify and address barriers to adult learning
- ◆ explain how the learning programme links to current adult learning policy.

#### **Assessment Guidelines**

Outcomes 1 and 2 may be assessed jointly by a series of structured questions based on a case study. The expected response (written, oral or signed) should total approximately 1,500–2,000 words (or equivalent) under open-book conditions.

## Higher National Unit specification: support notes

**Unit title:** Community Learning and Development: Adult Learning

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is for candidates working or intending to work in the field of lifelong learning. Normally candidates will undertake this Unit as part of the HNC Working with Communities. Its purpose is to develop an appreciation of the role of lifelong learning by giving them the essential underpinning knowledge and skills. It is recommended that the following Units are delivered prior to this Unit:

DK1G 35	<i>CLD: Social Science Approaches</i>
DK1C 34	<i>CLD: Principles and Practice</i>
F8L1 34	<i>CLD: Group Work</i>
DK17 34	<i>CLD: Learning Approaches</i>

The Unit should be delivered in a context that is familiar to candidates. Case studies may be used, constructed from the candidate's recorded experience of self or others. These should be explained in terms of the theoretical perspectives gained from course materials and current lifelong learning texts.

For Outcome 1 learning theories that apply to the adult learner should be discussed. If candidates have already had an opportunity to study theories or learning in the Unit *Learning Approaches* it might be appropriate to revise what has already been explored in order to develop their relevance to adult learning. Where possible, some exposure to current research on adult learning would help to establish that new views and perspective are being explored. Good practice in adult learning would include making efforts to keep abreast of developments in educational research. Opportunities to link work on adult learning to *Learning Approaches* should be explored as far as possible. Reference should be made to the Unit *Social Science Approaches* in exploring the policy context.

Candidates should be encouraged to adopt a reflective approach to practice with opportunities for exploring the use of andragogical methods and assessing their value. The delivery of the Unit should demonstrate a range of learning approaches, eg one-to-one, group work, didactic, interactive, blended learning, e-learning. The training provider should use this approach to discuss the relevance of the different approaches in particular settings, with particular target groups. Candidates should also be encouraged to reflect upon how these methods might be used in the context of past and current experience.

## Higher National Unit specification: support notes (cont)

### Unit title: Community Learning and Development: Adult Learning

For Outcome 2, candidates should have already covered social and political contexts in the recommended Units which should inform their understanding of the importance of wider social issues. A number of specific barriers to learning should be explored such as disempowerment and social exclusion along with a consideration of learning strategies designed to meet the needs of the learner.

For this Outcome, candidates will be required to construct a lesson plan. These can be outlined along with details such as the resources required to achieve the aims and goals set out in the plan along with any formal or informal assessment exercises. An appropriate method of evaluation should be included.

The Lesson plan should take account of:

- ◆ The learning environment; candidates should be made aware of the impact on the learner of choice of location and issues relating to access, scheduling and equipment. The manner and method of communication should be relevant to the target group.
- ◆ The needs of every learner vary, and account should be taken of particular requirements eg childcare, literacy issues, cultural differences, physical and sensory abilities. The importance of producing suitable learning materials that take account of cultural diversity and of particular learning needs should be explored.
- ◆ The importance of valuing what the learner brings to the learning process. The importance of building self-confidence and the capacity for independent learning should be emphasized and built into practice.
- ◆ Legislative requirements that demand awareness of potential difficulties and challenges facing learners should be reviewed and candidates should be made fully aware of the standards they must meet in order to ensure that every learner has an equal opportunity to engage in learning. They should also be introduced to the requirements established under health and safety legislation that apply both to the learning environment and to practice.
- ◆ The importance and relevance of current adult learning policy should be considered and referred to in the work of the candidate, current policies such as:
  - *Life through Learning through Life*,
  - *National Literacies Report*,
  - *Smart Successful Scotland*
  - *Working and learning together to build stronger communities*
- ◆ Overall the importance of becoming fully aware of principles set out under CLD should be established. Reference should be made to the standards set out in:
  - [http://www.cldstandardscouncil.org.uk/the\\_competerences/Competences\\_for\\_Community\\_Learning\\_and\\_Development](http://www.cldstandardscouncil.org.uk/the_competerences/Competences_for_Community_Learning_and_Development)

## Higher National Unit specification: support notes (cont)

**Unit title:** Community Learning and Development: Adult Learning

### Guidance on the delivery and assessment of this Unit

This Unit forms part of a Group Award which is primarily designed to provide candidates with professional knowledge and skills related to working in a community based setting. It is an optional Unit and therefore likely to be delivered towards the end of the award by which time candidates will have a good appreciation of a range of workplace environments. This should allow the Unit to be delivered in a way that enables candidates to appreciate its relevance to the occupational area. Wherever possible, links should be made to Units previously studied by the candidate, eg the political and sociological contexts.

This Unit can be taught in the classroom prior to undertaking workplace practice or while undertaking workplace practice. Where possible much of the knowledge and skills should relate to real-life practice.

### Open learning

This Unit could be delivered by means of open learning through the provision of suitable support and development materials.

### Opportunities for the use of 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 e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Opportunities for developing Core Skills

There may be opportunities to gather evidence towards the Core Skills of *Communication* and *Working with Others* although there is no automatic certification of Core Skills or Core Skills components.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## History of changes to Unit

Version	Description of change	Date

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## General information for candidates

### **Unit title:** Community Learning and Development: Adult Learning

This Unit is designed to enable you to understand the principles of community-based lifelong learning, the policies and strategies informing this practice, and to prepare you to work primarily with adult learners. If you have experience of being a learner, or have work experience in a community-based setting, you should be able to make use of it during your study of this Unit.

The Unit has two learning Outcomes.

To begin with, you will look at theories of adult learning and how they can shape and inform our approach to the delivery of learning.

You will then examine the context in which lifelong learning takes place and how barriers to learning can affect the experience of the learner. You will be asked to reflect upon how we might use different methods and approaches in order to address some of these issues.

Overall you will be expected to use the Knowledge and Skills from the Unit to be as effective as possible in designing and delivering lifelong learning in the community.

In order to complete this Unit successfully you will be required to achieve a satisfactory level of performance in one piece of assessed work. Towards the end of the Unit you will be asked to respond to questions based on a case study. The case study will present you with a learning situation, your task will be to assess the needs of the learners involved, take account of other factors such as environment, barriers to learning, relevant policy and legislation and produce a learning strategy that would support the adults concerned. The questions will be designed to draw upon your learning during the course of the Unit and direct your response to the specific achievement criteria of the Unit.

You will produce your response over the course of two to three hours and will be able to refer to policy documents and course materials but must ensure that the work you produce is entirely your own. Any quotes or extracts from documents used in the response must be fully and clearly identified.

You will be expected to produce a response (written, oral or signed) of around 1,500 to 2,000 words in length (or equivalent).