National Unit Specification: general information

XSQA

UNIT   Working with Communities: Adult Learning (SCQF level 6)

CODE   F8LN 12

SUMMARY

This Unit is designed to introduce candidates to the skills and approaches required for actively engaging with adult learners. Candidates will develop an awareness of issues such as the reason why adults seek to engage in the learning process and how that engagement is fostered. Candidates will consider the role of a community worker, and how they apply good practice and theory in adult learning settings.

The Unit forms part of the NC Working with Communities framework but can be taken as a stand-alone Unit.

OUTCOMES

1   Identify and challenge barriers which may prevent adults from participating in the learning process.
2   Explain how adult learners can be supported in community settings.
3   Devise a learning plan for adult learners.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained *Working with Communities: Values and Principles*. Additionally, it would be beneficial to candidates if they undertake this Unit either after completion, or in tandem with D36H 12 *Work Experience* (or equivalent).

National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at SCQF level 6 (6 SCQF credit points at SCQF level 6*).

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

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill   None

Core Skill component   Critical Thinking at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

National Unit Specification: statement of standards

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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.

OUTCOME 1

Identify and challenge barriers which may prevent adults from participating in the learning process.

Performance Criteria

(a) Describe barriers that may prevent adults from participating in the learning process.
(b) Outline how a community worker could support learners to overcome barriers to learning.
(c) Identify current policies which support adult learners.

OUTCOME 2

Explain how adult learners can be supported in community settings.

Performance Criteria

(a) Provide reasons why adults may wish to participate in the learning process.
(b) Detail an appropriate recruitment strategy for engaging with potential adult learners.
(c) Describe ways to support a new or continuing adult learner.

OUTCOME 3

Devise a learning plan for adult learners.

Performance Criteria

(a) Devise a learning plan for community-based adult learners.
(b) Complete the learning plan.
(c) Plan the sessions based on the completed learning plan.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Written and/or oral evidence is required to demonstrate the achievement of the Outcomes and the Performance Criteria. Outcomes 1 and 2 must be assessed together. Outcome 3 must be assessed independently. Evidence will be gathered in open-book conditions. It would be beneficial to candidates if they were to dovetail this Unit with their workplace practice. This would allow candidates to link theory with practice. As candidates will increase their knowledge, understanding and skills throughout their studies, assessment should take place towards the end of the Unit. Candidates should be encouraged to present assessments in word processed documents, in particular to Outcome 3, where clear instructions are essential.

Outcomes 1 and 2 — Written/Oral evidence

An appropriate instrument of assessment would require candidates to present a report of no more than 1,000 words, using open-book assessment conditions. Centres should compile assessments which will present candidates with clear and specific instructions for the report which should cover the following:

♦ Candidates describe at least two potential barriers which may prevent adults from engaging in the learning process.
♦ Candidates identify how a community worker could support the learner and address these barriers.
♦ Candidates identify a government policy which promotes and supports adult learning.
♦ Candidates identify at least two reasons why adults participate in community-based learning.
♦ Candidates produce a sensitive and appropriate promotion and recruitment policy.
♦ Candidates describe approaches they would adopt when engaging with adult learners, with particular emphasis on adults with literacy and numeracy issues. Candidates should demonstrate a minimum of two methods of engagement.

Outcome 3 — Written/Oral evidence

An appropriate instrument of assessment would be the creation and completion of one learning plan and one lesson plan, using open-book assessment conditions. Candidates will be expected to assume the role of both community worker and adult learner to complete this Outcome. Centres should compile assessments which will present candidates with clear instructions containing the following:

♦ Devise an appropriate learning plan for an adult learner. Using an appropriate format, eg basic table, candidates should create a learning plan including at least five areas of information.
♦ Complete all components of the learning plan. Candidates, assuming the role of the adult learner, will hypothetically complete the learning plan, ensuring all sections are covered.
♦ Plan learning sessions. Candidates, assuming the role of the community worker, will devise a minimum four lesson plans, based on the targets set within the learning plan. Recognition of all resources and time schedules must be considered.

National Unit Specification: support notes

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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 designed to introduce students to the practicalities and sensitivities involved when working with adults who seek to participate in community-based learning. Candidates undertaking this Unit will be exposed to the role of both the community worker and adult learner, and it is important that appropriate role-play in the delivery of the Unit reflects those roles. This approach will provide in-depth recognition and understanding from both viewpoints.

Outcome 1

It is essential candidates recognise the sensitivity of adult learning, particularly in reference to adults with literacy and numeracy issues. It is important candidates are made aware of the perceived stigma surrounding adults with literacy issues, and the effect it has on them. By illustrating the negative impact on adults, candidates will gain an appreciation of the sensitive nature associated with, and dilemmas such adults experience.

Additionally, candidates should be encouraged to explore both internal and external issues which prevent adult learners from participating in the learning process. These might include a lack of self-confidence, previous negative learning experiences, financial and physical barriers, lack of family support, poor resources and lack of childcare provision.

Candidates should be expected to assume the role of community worker throughout the delivery of this Unit. Accordingly, they will be required to place themselves in this role to support their learners, through intervention by offering advice and providing practical solutions to learners with barriers to learning. Identifying the partnerships and multi-agency support structures, candidates can become skilled at recognising those partners best suited to supporting the adult learner.

Using research techniques, candidates should be encouraged to identify appropriate government policies designed to support adult learners, most of which can be found online.

Outcome 2

Candidates should be introduced to the concept of why people seek to participate in adult learning activities. Whilst economic and employability issues are the main drivers for learning, candidates should be introduced to the realisation that some learners participate to become active citizens, or to update existing skills, or overcome personal barriers (such as those with literacy issues). Additionally, people may wish to support their children through their formal learning. Regardless of the reasons, government has introduced policies to support such learning, via a variety of policies and initiatives, which candidates should be made aware of.

National Unit Specification: support notes (cont)

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It is essential candidates are taught the fundamentals of how to engage with adult learners. Sensitivity and tactfulness when engaging with a vulnerable adult will reduce the learner's anxiety levels and increase confidence and self esteem. Candidates must learn appropriate written and verbal communication skills and develop methods of creating non-threatening situations to put learners at ease.

Outcome 3

Candidates should be introduced to the methods of recording learner targets and progress through formal documentation techniques. There are many examples of individual learning plans, designed to support learners of all levels. These can be adapted to suit a particular need or style. Using, for example, a table format with headings, these provide a structured record of targets and achievements within realistic timescales, all unique to the individual learner.

Individual learning plans are often used as a first stage design process to identify a structured lesson plan for adult learners. Candidates should be introduced to the method of extracting information from the learning plan, and using the information for the creation of a prepared lesson plan. The lesson plan should be realistic in respect of achievable targets, available resources and timescales.

Candidates should explore the various individual learning and lesson plans, appropriate to an adult literacy learner.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the delivery of this Unit there should be a balance between teacher/lecturer presentation and candidate centred learning. Candidates should be encouraged to participate in role-play activities, taking on the roles of both learner and community worker. Candidates should be encouraged to research various learning and teaching styles.

The content of this Unit can be taught using a variety of teaching methods, such as:

♦   Role-play exercises
♦   Group work exercises
♦   Case studies
♦   Individual or group research
♦   Video/CD
♦   Lectures
♦   Guest speakers
♦   Presentations, including handouts
♦   Use of ICT, including online materials

Teachers/candidates should be encouraged to use a variety of research materials, including relevant text books, journals, newspapers, government publications and online resources.

Candidates should be encouraged to take some responsibility for their own learning, to develop their research skills and increase their confidence.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will participate in role-play exercises, which will enable them to develop interpersonal and communication skills. Written or Oral assessment will also enhance communications skills. Additionally, should the candidate utilise research techniques using web-based resources, this will provide *ICT* core skill development.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

There could be two Assessments for this Unit. The first could combine Outcomes 1 and 2 in the form of a Report to meet the Evidence Requirements. It is recommended that this Report should be no more than 1,000 words. The Report could be presented in any suitable format. The second assessment would cover Outcome 3 and candidates should produce one learning plan and one lesson plan. Additional guidance on the information on what should be contained is given below:

For Outcomes 1 and 2:

♦ Barriers could include: childcare, finance, lack of confidence, poor resources and accessibility.
♦ Areas of support could include: supplying crèche facilities, identifying free or funded learning programmes, including appropriate learning resources and venues etc.
♦ Policies could include one from the following: The Working and Learning Together (WALT) Report, Lifelong Learning and Social Inclusion policies.
♦ Reasons could include: employment, political, leisure, literacy and numeracy, supporting children etc.
♦ Methods of engagement could include, for example, an initial one-to-one meeting with the learner, appropriate venue settings, discreet introductions to existing classes, reassuring learners that they are not isolated by their lack of literacy skills and the range of government initiatives which support them etc.

For Outcome 3:

Areas of information would include, for example: agreed learning goals, steps to achieve them, how progress is measured (record keeping, assessment instruments), nature of learning (individual/ group work/homework), suggested activities, resources used, completion dates etc.

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)*.

National Unit Specification: support notes (cont)

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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**

History of changes:

Version	Description of change	Date
02	Clarification of word count for each Outcome.	22/05/2012