XSQA

Group Award Specification for:

Professional Development Award in Adult Learning in Scotland: An Introduction at SCQF level 6

Group Award Code: GV3H 46

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Contents

1. Introduction

The purpose of this document is to:

♦ Assist centres to implement, deliver and manage the qualification.
♦ Provide a guide for new staff involved in offering the qualification.
♦ Inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
♦ Provide details of the range of learners the qualification is suitable for and progression opportunities.

The Adult Learning Strategy for Scotland was launched in 2022.
https://www.gov.scot/publications/adult-learning-strategy-scotland-2022-27/

The strategy sets out the Scottish Government's ambition for creating new and increased positive pathways in collaboration with community-based adult learners. It aims to raise awareness of adult learning and increase demand for and provision of adult learning opportunities. This will naturally increase demand for adult learning educators. This qualification has been produced to support the Scottish Government's commitment to delivering adult learning through the strategy.

The Review of Career Pathways for Community Learning and Development (CLD) in June 2020, highlighted that whilst there are level 6 awards for specific aspects of adult learning, there is no qualification for general adult learning practice.

As part of this review process, a series of consultation sessions took place around Scotland with adult learners and adult learning practitioners (tutors and management staff working in the public and third sectors).

The feedback received from the sessions informed the content of this Professional Development Award (PDA) in Adult Learning in Scotland: an Introduction at SCQF level 6.

The qualification will provide an opportunity for people who wish to develop their career pathways in Adult Learning. It is aimed at volunteers, apprentices, part-time tutors, staff (who may have been re-deployed from other areas of work) and learners progressing from community-based adult learning.

Learner Group

Markets		Who product is for:		Delivery by:	
Widening participation	X	Adult returners	X	Further education (FE) colleges	X
Workforce development	X	Employees	X	Schools	
16–19 year olds	X	School candidates		Private training providers	X
Skills for Life and Work	X	FE candidates	X	Higher education (HE)	
Engaging employer	X	HE candidates	X	Adult and Community Learning	X
Volunteers	X	Prisons	X	Local authorities in-house training	X

The PDA complements existing qualifications. Progression pathways could include:

Programme title	SCQF level
SVQ in Learning and Development at SCQF level 8	8
Professional Development Award Tutoring Adult Literacies	8
Professional Development Award Family Learning	8
Professional Development Award Union Organisation for Lifelong Learning	7
Higher National Certificate Working with Communities	7
National Certificate Working with Communities	6
Professional Development Award Introduction to Tutoring English to Speakers of Other Languages (TESOL)	6
Professional Development Award Supporting Adult Literacies Learning	6

2. Qualification structure

This group award is made up of 2.5 SQA unit credits. It comprises 20 SCQF credit points at SCQF level 6.

A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

This PDA contains two mandatory units.

Mandatory units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J7LR	33	Adult Learning in Scotland: Context	1	8	6
J7N1	33	Adult Learning in Scotland: Methodology and Practice	1.5	12	6

3.   Aims of the qualification

The main purpose of the qualification is to provide an introductory step for people wishing to work in the field of Adult Learning.

3.1   General aims of the qualification

Professional Development Awards (PDAs) are aimed at developing the skills of those already in employment. They are principally designed for those already in a career or vocation who wish to extend or broaden their skills base.

All PDAs aim to support learners to:

1.   Develop transferable skills, including Core Skills.
2.   Demonstrate interpersonal skills and the ability to work with others.
3.   Develop personal effectiveness.
4.   Develop critical thinking and meta-skills.
5.   Progress within the SCQF framework and where possible into further or higher education.
6.   Provide opportunities for career progression.

3.2   Specific aims of the qualification

Learners who successfully complete the PDA will develop their:

7.   Awareness of the policy context of adult learning in Scotland.
8.   Knowledge of the theoretical background of adult learning.
9.   Understanding of effective adult learning methodologies.
10.   Ability to plan and deliver adult learning sessions.
11.   Reflection and evaluation techniques.

4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

No formal qualifications are required, centres may devise an appropriate recruitment process. Communications skills at SCQF level 6 or equivalent are recommended and an interest in working with people to develop their learning would be advantageous.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

The levels stated reflect the main focus of the qualification. Learners will naturally use and develop aspects of all five Core Skills as they work through the units making up the qualification through teaching and learning approaches which require to be mapped in the next section.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication (Written and Oral)	6	Production of a curriculum vitae (CV)/personal statement, concise responses to questioning, reflective account, delivery of presentations or activities and providing effective feedback to learners.
Numeracy	5	Planning the use of resources, timings and budgets.
Information and Communication Technology (ICT)	5	Utilising Microsoft (MS) Word, Excel or similar when producing evidence, using online and digital platforms safely for delivery of sessions.
Problem Solving	5	Planning effective use of resources. Overcoming barriers to participation. Using evaluation to identify opportunities to improve.
Working with Others	6	Negotiating aims and outcomes, group work, providing and receiving feedback.

5. Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

General aims:

Code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6
J7LR 33	Adult Learning in Scotland: Context	X	X	X	X	X	X
J7N1 33	Adult Learning in Scotland: Methodology and Practice	X	X	X	X	X	X

Specific aims:

Code	Unit title	Aim 7	Aim 8	Aim 9	Aim 10	Aim 11
J7LR 33	Adult Learning in Scotland: Context	X	X			X
J7N1 33	Adult Learning in Scotland: Methodology and Practice			X	X	X

5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

The units in the PDA have not been mapped to NOS however it should be noted that cognizance has been given to the Community Learning and Development Standards Council for Scotland (CLDSC) ethics and competencies which apply to all community work practitioners.

5.3 Mapping of Core Skills development opportunities across the qualifications

Communication — signposted

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J7LR 33	Adult Learning in Scotland: Context	SCQF level 6	SCQF level 6	SCQF level 6
J7N1 33	Adult Learning in Scotland: Methodology and Practice	SCQF level 6	SCQF level 6	SCQF level 6

Numeracy — signposted

Unit code	Unit title	Using Number	Using Graphical Information
J7LR 33	Adult Learning in Scotland: Context	SCQF level 5	SCQF level 5
J7N1 33	Adult Learning in Scotland: Methodology and Practice	SCQF level 5	SCQF level 5

Information and Communication Technology (ICT) — signposted

Unit code	Unit title	Accessing Information	Providing/Creating Information
J7LR 33	Adult Learning in Scotland: Context	SCQF level 6	SCQF level 6
J7N1 33	Adult Learning in Scotland: Methodology and Practice	SCQF level 6	SCQF level 6

Problem Solving — signposted

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J7LR 33	Adult Learning in Scotland: Context	SCQF level 6	SCQF level 6	SCQF level 6
J7N1 33	Adult Learning in Scotland: Methodology and Practice	SCQF level 6	SCQF level 6	SCQF level 6

Working with Others — signposted

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J7LR 33	Adult Learning in Scotland: Context	SCQF level 5	SCQF level 5
J7N1 33	Adult Learning in Scotland: Methodology and Practice	SCQF level 6	SCQF level 6

5.4 Assessment strategy for the qualifications

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J7LR 33: Adult Learning in Scotland: Context	Outcomes 1 and 2 can be assessed together. Restricted response questions.	Outcomes 1 and 2 can be assessed together. Restricted response questions.	CV/personal statement matching an individual's skills and personal qualities to the role of adult learning practitioner.	Not applicable.
J7N1 33: Adult Learning in Scotland: Methodology and Practice	Restricted response questions	Outcomes 2 and 3 can be assessed together. Portfolio of evidence: planning documents, any evidence from delivery of the session, (recordings/contemporaneous notes), feedback received from participant/s, copies of materials used where available (or a signposting to where these can be seen by the assessor). This may be supported by an observation carried out by the assessor which will also validate the authenticity of the evidence presented.	Outcomes 2 and 3 can be assessed together. Portfolio of evidence: planning documents, any evidence from delivery of the session, (recordings/contemporaneous notes), feedback received from participant/s, copies of materials used where available (or a signposting to where these can be seen by the assessor). This may be supported by an observation carried out by the assessor which will also validate the authenticity of the evidence presented.	The learner should reflect on their own performance and by considering all feedback received, produce an evaluation of their original plan, highlighting both successes and challenges that provide an opportunity for improvement

6. Guidance on approaches to delivery and assessment

Delivery should be learner-centred. Varying approaches to assessment will provide a richer learning experience. 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.

Consideration should be given to the safe use of online platforms which are commonly used for delivering courses.

It is expected that learners will deliver their planned learning topics to 'real' adult learners. Where this proves impossible, to avoid artificial barriers to learning, they may deliver their planned topic to peer learners in a simulated, realistic adult learning environment.

Peer-group discussions and presentations from current adult learning practitioners will be advantageous in the delivery of this PDA.

Any policies, legislation and resources listed in the units are correct at the time of unit publication however centres should ensure that all references are current at the time of teaching.

6.1 Sequencing/integration of units

The units should be delivered in the order presented.

J7LR 33: Adult Learning in Scotland: Context — provides the underpinning knowledge and understanding needed to work in the adult learning sector.

J7N1 33: Adult Learning in Scotland: Methodology and Practice — builds upon the knowledge gained in the first unit and provides the learner with the time and support to put their learning into practice.

6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

♦ HN Graded Units.
♦ Course and/or external assessments.
♦ Other integrative assessment units (which may or not be graded).
♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
♦ Where there is an existing requirement for a licence to practice.
♦ Where there are specific health and safety requirements.
♦ Where there are regulatory, professional or other statutory requirements.
♦ Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website www.sqa.org.uk.

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

6.3   Progression

Those who successfully achieve this PDA may explore the possibility of continuing their learning through a range of related qualifications. Entry to these qualifications is at the discretion of the delivering centre.

Programme title	SCQF level
Professional Development Award Family Learning	8
SVQ in Learning and Development at SCQF level 8	8
Professional Development Award Tutoring Adult Literacies	8
Professional Development Award Union Organisation for Lifelong Learning	7
Higher National Certificate Working with Communities	7
National Certificate Working with Communities	6
Professional Development Award Introduction to Tutoring English to Speakers of Other Languages (TESOL)	6
Professional Development Award Supporting Adult Literacies Learning	6

6.4   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.

6.5   Resource requirements

There are no specific teaching qualifications required to deliver this PDA. It would be beneficial if those involved in the delivery of the award have experience as Adult Learning practitioners.

The unit Adult Learning in Scotland: Methodology and Practice includes the assessment of the learner's knowledge and skills in planning, delivering, and evaluating an adult learning session.

It's anticipated that this will be an actual session and can be carried out with an individual adult leaner or a group.

To avoid artificial barriers to assessment, where it proves impossible to carry out a session with adult learners' centres may arrange for sessions to take place using peer learners as the audience. All evidence requirements must be achieved regardless of the setting used.

7.   General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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.

Internal and external verification

All assessments used within these qualifications should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

8.   Glossary of terms

Embedded Core Skills is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Signposted Core Skills: Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦   candidates may not be entered for the group award.
♦   the group award will continue to exist only as an archive record on the Awards Processing System (APS).

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

♦   the group award will be deleted from the relevant catalogue.
♦   the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
♦   no new centres may be approved to offer the group award.
♦   centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Unit: Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up-to-date qualification structure.

NOTE: Where a unit is revised by another unit:

♦   No new centres may be approved to offer the unit which has been revised.
♦   Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that members of the Qualification Development Team have made to the development of this qualification.

Template version: September 2022.

9.   General information for learners

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

The PDA in Adult Learning in Scotland: an Introduction provides you with an opportunity to develop your career pathways in Adult Learning. It is aimed at volunteers, apprentices, part-time tutors, staff (who may have been re-deployed from other areas of work) and learners progressing from community-based adult learning.

Entry to the course is at the discretion of the delivering centre. You don't have to have any previous adult learning qualifications or experience to do this introductory course, but you will be expected to have excellent communication skills at SCQF level 6 or equivalent.

There are two units to complete:

J7LR 33:   Adult Learning in Scotland: Context — provides the underpinning knowledge and understanding needed to work in the adult learning sector.

J7N1 33:   Adult Learning in Scotland: Methodology and Practice — builds upon the knowledge gained in the first unit and provides the learner with the time and support to put their learning into practice.

Assessment methods are varied, you'll be asked to provide responses to questioning to measure your knowledge and understanding, compile a portfolio of evidence that covers your planning and delivery of an adult learning session, gather constructive feedback, and reflect on and evaluate your session.

Your Core Skills in Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving and Working with Others will all be developed throughout the course.