



Recognition

of Experiential & Accredited Learning

for

Adult Educators



Competency Framework (Scotland)



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Recognition for Adult Educators (REAL) Competency Framework (Scotland)

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Introduction

This document contains the Recognition of Experiential and Accredited Learning (REAL) Competency Framework for adult educators in Scotland.

The Framework matches the values, skills, knowledge and competencies of adult educators against Levels 7, 8, 9 and 10 of the Scottish Credit and Qualifications Framework (SCQF). This allows adult educators in Scotland to assess their competency against an agreed framework and use this information, alongside accompanying evidence, to assist them in developing their careers. The Framework also indicates how the competencies map onto the European Qualifications Framework (EQF) at Levels 5 and 6.

Information about how the Competency Framework was developed is available in Appendix 2, alongside further details about National Occupational Standards for adult education related roles (in Appendix 3).

The Recognition for Adult Educators Competency Framework

Domain V: Professional Values and Attributes

This area underpins supports and informs all the other professional competencies.

V1 LEARNER NEEDS AND GOALS Make judgements and decisions that demonstrate commitment to the goals and aspirations of all learners and the experiences they bring to their education, ensuring that learners' voices are heard and influence educational provision
V2 EQUALITY AND DIVERSITY Make judgements and decisions that demonstrate commitment to the need for equality, diversity and inclusion in relation to learners, the workforce, and the community
V3 DEVELOPING YOUR OWN VALUES Demonstrate commitment to critiquing, reflecting on, evaluating and challenging your practice, judgements, values and beliefs as an adult educator, with the aim of furthering the potential for education to transform lives
V4 PROFESSIONAL DEVELOPMENT Demonstrate commitment to taking up opportunities for professional development as an educator and as an expert in own subject specialist area and its teaching
V5 RELATIONSHIPS IN EDUCATION Make judgements that demonstrate commitment to building constructive educational relationships with learners and positive relationships with colleagues in the interests of learners' progress and development
V6 INSPIRATION AND ENTHUSIASM Demonstrate how learners might be inspired, motivated and have their aspirations raised through your enthusiasm and knowledge

Domain S: Subject Specialism, Learning and Teaching, Assessment and Progression

KNOWLEDGE BASED = SK

SKILLS BASED = SS

<p>SK1 ROLES AND RESPONSIBILITIES Demonstrate ownership of the roles and responsibilities necessary to an effective subject specialist teacher</p>
<p>SK2 LITERACY AND NUMERACY Address the literacy needs of learners/students and work creatively to overcome individual barriers to learning¹</p>
<p>SK3 INFORMATION COMMUNICATION TECHNOLOGY Promote the benefits of technology, e-learning and ICT in own subject specialist area:</p> <ul style="list-style-type: none"> • Own skills • Learners/students' skills
<p>SS4 PLANNING FOR TEACHING Draw upon my professional values and attributes to plan effectively for teaching and learning</p>
<p>SS5 GROUP MANAGEMENT Draw upon my professional values and attributes to make judgements and decisions - a safe, supportive and respectful environment</p>
<p>SS6 TEACHING Draw upon my professional values and attributes to make appropriate judgements and decisions the undertaking of teaching</p>
<p>SK7 ASSESSMENT OF LEARNING Plan, implement and review appropriate assessment for learning and teaching</p>
<p>SS8 USE OF ASSESSMENTS Use assessment information effectively to support students'/learners' needs</p>
<p>SK9 ACCESS AND PROGRESSION Work with others to support access and progression as part of the community where education takes place</p>

¹ In Scotland the term 'literacy' includes 'numeracy' as one of many literacies, where literacy is defined as: 'The ability to read, write and use numbers, to handle information, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.' Scottish Executive (2001). *An Adult Literacy and Numeracy Curriculum Framework for Scotland*, <http://www.aloscotland.co.uk/alo/files/ALNCurriculumFramework.pdf>

Amplification of the Recognition for Adult Educators Competency Framework

Domain V Professional Values and Attributes

This area underpins, supports and informs all the other professional standards

Professional Standard	SCQF Level 7 Example demonstrations	SCQF Level 8 Example demonstrations	SCQF Level 9 Example demonstrations	SCQF Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
V1 LEARNER NEEDS AND GOALS Make judgements and decisions that demonstrate commitment to the goals and aspirations of all learners and the experiences they bring to their education, ensuring that learners' voices are heard and influence educational provision	<p>My teaching often draws upon the goals and aspirations of individual learners.</p> <p>e.g. I often listen to my learners' life experiences and goals and use this knowledge and understanding in the design and delivery of my teaching.</p> <p>e.g. I frequently ask learners for feedback on my teaching and whether I have helped them achieve their goals. I use this feedback to plan future teaching.</p> <p>e.g. there are times when I have encouraged a learner to pursue an individual interest and to work independently on a personal project. This allowed them to build upon their existing strengths whilst</p>	<p>My judgements and decisions when teaching are routinely informed by the goals and aspirations of learners, ensuring that learners' voices are heard and acted upon in the co-production of learning plans.</p> <p>e.g. I routinely listen to my learners' life experiences and goals and use this knowledge and understanding to create Individual Learning Plans with learners.</p> <p>e.g. I routinely engage with learners to find out their goals and aspirations. I use this knowledge and understanding to make judgements about the design, delivery and evaluation of group learning plans, short courses, or group activities</p> <p>e.g. I routinely mentor</p>	<p>I routinely take the initiative to use the goals and aspirations of groups of learners in the design and delivery of adult education. I ensure that all learners' voices are heard and acted upon in the creation of educational programs.</p> <p>e.g. I routinely research my learners' life experiences and goals and use this knowledge and understanding in the design, implementation and evaluation of a programme of learning.</p> <p>e.g. I co-produce educational programmes alongside learners.</p> <p>e.g. I support learner forums that explore the motivations, experiences and aspirations of learners with the aim of</p>	<p>I work strategically in my organisation to ascertain that learners' voices are heard and their goals and aspirations responded to, integrating these into the future planning of adult education opportunities and their delivery.</p> <p>e.g. I have initiated, designed, implemented and evaluated a range of educational projects, each informed by systematic research into learners' goals, aspirations and motivations. I have used this knowledge and understanding to inform curriculum development and/or the development of educational services in my organisation.</p> <p>e.g. I represent the goals and motivations of learners at a strategic level, influencing the</p>

Professional Standard	SCQF Level 7 Example demonstrations	SCQF Level 8 Example demonstrations	SCQF Level 9 Example demonstrations	SCQF Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
	pursuing their goals.	individual learners, offering advice aimed at helping them to meet their goals. If learners have complex needs, e.g. additional support or counselling needs, I refer them elsewhere for appropriate support.	informing educational provision. e.g. I routinely undertake support or mentoring roles with learners. This includes learners with additional support needs, or those experiencing multiple difficulties impacting their ability to work towards their goals.	policy of my organisation. I represent learners when offering official feedback from my organisation to other organisations e.g. to an examination board on changes to an accreditation regime. e.g. I advise, train or support colleagues who undertake mentoring roles with learners who are experiencing multiple barriers which impact their ability to work towards their aspirations.
V2 EQUALITY AND DIVERSITY Make judgements and decisions that demonstrate commitment to the need for equality, diversity and inclusion in relation to learners, the workforce, and the community	I am aware of equality and diversity policy in my organisation and I am committed to its practice. I welcome support and seek advice about appropriate and effective strategies. e.g. In my role as an adult educator I am keen to address issues of equality and diversity, and I actively seek support from colleagues to help me to do this in practice. For example, I always report to my manager if I come across racist attitudes amongst learners and I take their advice on strategies	I have a sound knowledge of equality and diversity policy in my organisation and routinely and confidently take it into account in the judgements and decisions I make as an adult educator. e.g. I routinely take equality and diversity issues into account. For example, I actively remove barriers so groups with protected characteristics, such as ethnic minorities or adults with learning difficulties, might participate in adult education. e.g. I routinely take equality	I address issues of equality and diversity in my organisation, giving support to both colleagues and learners. e.g. I have undertaken practice based research with a view to planning and delivering educational projects or reviewing organisational processes so that they more fully address issues of equality and diversity. e.g. I use research, policies, theories and my own experience to develop and evaluate courses, or	I work at a strategic level in my organisation to address equality and diversity issues. e.g. I have worked with academic researchers on projects concerned with equality and diversity issues in adult education. e.g. I have influenced policies relating to equality and diversity in my organisation. e.g. I have contributed to regional steering groups or committees concerned with equality and diversity in the

Professional Standard	SCQF Level 7 Example demonstrations	SCQF Level 8 Example demonstrations	SCQF Level 9 Example demonstrations	SCQF Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
	<p>to deal with such situations.</p> <p>e.g. I always take equality and diversity issues into account in the preparation of educational materials or the use of multi-media in the classroom and I actively seek support from colleagues to help me to do this in practice.</p> <p>e.g. there are times when I have challenged workplace systems or learners with reference to equality and diversity issues. For example, challenging racist comments or requesting changes to the timetabling of classes so that they are accessible to working parents. I actively seek support from colleagues to help me to do this in practice.</p>	<p>and diversity issues into account in the development or selection of educational materials, or the timetabling of educational activities.</p> <p>e.g. I have experience of developing workshops or lesson plans which aim to address relevant equality and diversity issues. For example, organising an educational visit to a mosque or synagogue as part of workplace training for classroom assistants, or planning a literacy class where learners debate the boundaries of acceptable language use.</p> <p>e.g. I am confident about the judgements and decisions I make when challenging learners in group settings in an appropriate and effective manner about equality and diversity issues. I can judge the impact on the group as well as on individual learners concerned. I can also judge whether I require support to deal with any situation more effectively.</p>	<p>educational projects aimed at promoting inclusion or addressing equality and diversity issues in adult education.</p> <p>e.g. I routinely take equality and diversity issues into account in mentoring roles with learners with additional support needs and who are experiencing a range of barriers to education.</p> <p>e.g. I have a thorough knowledge and understanding about the practice of equality and diversity policy. I routinely advise colleagues about strategies for challenging learners on equality and diversity issues in an appropriate and effective fashion.</p>	<p>context of adult education.</p> <p>e.g. I deliver formal education or CPD training to adult educators, aimed at addressing issues of equality and diversity.</p>

Professional Standard	SCQF Level 7 Example demonstrations	SCQF Level 8 Example demonstrations	SCQF Level 9 Example demonstrations	SCQF Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>V3 DEVELOPING YOUR OWN VALUES</p> <p>Demonstrate commitment to critiquing, reflecting on, evaluating and challenging your practice, judgements, values and beliefs as an adult educator, with the aim of furthering the potential for education to transform lives</p>	<p>I understand that my values and beliefs as an adult educator are important and influence the judgements and decisions I make with learners. I am aware of what my values and beliefs are and how this influences my practice. I can describe my values and beliefs and the influences that have formed them , e.g.:</p> <ul style="list-style-type: none"> ✓ professional experience ✓ role models ✓ courses/training/books/films ✓ family upbringing, faith or culture. <p>e.g. I reflect upon my values and understand how they have changed as a consequence of my work. For example:</p> <ul style="list-style-type: none"> ✓ Times when feedback from an individual learner has challenged or changed some of my ideas or practices ✓ A colleague has challenged me and influenced a change in my beliefs or practices. <p>e.g. I have reflected upon my values and beliefs as part of the CPD or appraisal process in my workplace.</p>	<p>I can describe my beliefs and values as an adult educator and I can explain how they influence the judgements and decisions that I make as an adult educator on a daily basis. I can also describe how my general approach to teaching and learning are influenced by my values and beliefs.</p> <p>I routinely seek feedback from colleagues and learners with the purpose of reflecting upon my beliefs and practices as an adult educator. I can describe many instances of this.</p> <p>I proactively engage with a CPD or appraisal processes. For example, I record reflective accounts relating to my practice as an adult educator. I can describe how these practices might be informed by my beliefs and values.</p>	<p>I can describe how systematic feedback from colleagues and learners alongside understanding gained from research, theory or policy has informed the beliefs and values underpinning my work as an adult educator. I can explain how this influences my judgements and decisions relating to both learners as well as colleagues.</p> <p>I can describe how CPD and appraisals have encouraged the development of the values and beliefs that inform my practice as an adult educator.</p> <p>I encourage and support colleagues to reflect upon their values, beliefs and practices as an adult educator through:</p> <ul style="list-style-type: none"> ✓ Mentoring ✓ Appraisal/CPD process ✓ Delivery of workshops or training which might challenge or debate values, beliefs and practices. 	<p>I can draw upon deep engagement with theory and the prolonged practice of adult education to set out my beliefs and values relating to adult education. This includes understanding how my values influence my practices as an adult educator, colleague and lead practitioner within my organisation.</p> <p>e.g. I encourage colleagues to reflect upon their values, beliefs, judgements and practices, for example, by initiating forums for discussion, creating systems where colleagues can raise concerns about their own practices, or during the appraisal process.</p> <p>e.g. I have reflected on the values, beliefs and practices found within the culture of my organisation. This has included identifying weaknesses and developing and implementing strategies that might transform or change the culture of the organisation.</p>

Professional Standard	SCQF Level 7 Example demonstrations	SCQF Level 8 Example demonstrations	SCQF Level 9 Example demonstrations	SCQF Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>V4 PROFESSIONAL DEVELOPMENT</p> <p>Demonstrate commitment to taking up opportunities for professional development as an educator and as an expert in own subject specialist area and its teaching.</p>	<p>I can describe times when I have learned from my engagement with professional development opportunities.</p> <p>e.g. I have attended training events and conferences and reflected upon what I gained from these by completing feedback and evaluation forms.</p> <p>e.g. Encouraged by my manager, I have taken up opportunities to participate in short courses aimed at updating specific skills and understanding related to my role as an adult educator.</p> <p>e.g. I work with a role model/mentor adult educator so that I might develop my own work as an adult educator and can explain what I have learned from this.</p> <p>e.g. I can critically reflect upon my own teaching activity and explain what I have learned from this to others.</p>	<p>I routinely investigate and take part in professional development opportunities that require critical reflection upon my practice.</p> <p>e.g. I can describe various occasions when I have identified and taken up CPD opportunities to meet my needs and I can explain what I have learned from this.</p> <p>e.g. I have had prolonged engagement with a mentor or role model with the aim of enhancing my development as an adult educator and I can describe what I have learned from this.</p> <p>e.g. I take up new teaching opportunities that might develop my expertise as an adult educator and I can explain what I have learned from this.</p> <p>e.g. I am proactive about taking opportunities to observe other adult educators at work and I can describe what I have learned from this.</p>	<p>I monitor my own progress against self-directed targets.</p> <p>e.g. I seek out opportunities for professional development in the form of:</p> <ul style="list-style-type: none"> ✓ Critical engagement with publications and reports relating to professional practice ✓ Awareness of and engagement with forums and networks with professional development aims. <p>e.g. I take part in practice based research to enhance my professional development.</p> <p>e.g. I support the professional development of other adult educators in my organisation.</p>	<p>I have responsibility for the development and operation of in networks or professional bodies aimed at promoting professional development in adult education e.g. Offender Learning networks, Literacy Partnerships.</p> <p>e.g. I am an active member of a local network that promotes professional development in adult education.</p> <p>e.g. I draw upon my extensive experience as a subject specific practitioner to develop and deliver subject specific professional development opportunities for groups of adult educators with shared interests.</p> <p>e.g. I have broad experience of initiating and co-ordinating practice based research aimed at improving the professional development of adult educators.</p>

Professional Standard	SCQF Level 7 Example demonstrations	SCQF Level 8 Example demonstrations	SCQF Level 9 Example demonstrations	SCQF Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>V4 PROFESSIONAL DEVELOPMENT – subject specialism specific</p> <p>Demonstrate commitment to taking up opportunities for professional development as an expert in own subject specialist area and its teaching</p>	<p>I take up opportunities to engage with CPD relating to my subject specialism and can give a few examples of this from the previous two years, including an account of what I learned from this.</p>	<p>I have developed my own professional development plan which incorporates strategies towards achieving a level of expertise in my subject specialism.</p> <p>e.g. I participate in groups of shared interest aimed at developing professional practice, for example, subject specific professional forums, practitioner networks or membership of subject specialist professional bodies.</p>	<p>I have developed my own professional development plan and support the professional development of colleagues.</p> <p>e.g. I seek out opportunities for professional development in the form of:</p> <ul style="list-style-type: none"> ✓ publications and reports relating to my subject specialism ✓ forums and networks relating to my subject specialism. <p>e.g. I take part in practice based research to enhance my teaching strategies in my subject specialism.</p>	<p>I actively participate in networks or professional bodies aimed at promoting excellence in my subject specialism.</p> <p>e.g. as a member of a professional body or national network such as the Association of Teachers of Mathematics or RAPAL.</p> <p>e.g. I draw upon my extensive experience as a subject specific practitioner to develop and deliver subject specific professional development opportunities for groups of adult educators with shared interests.</p> <p>e.g. I have broad experience of initiating and co-ordinating practice based research aimed at improving the professional development of adult educators engaged in a subject specialism.</p>

Professional Standard	SCQF Level 7 Example demonstrations	SCQF Level 8 Example demonstrations	SCQF Level 9 Example demonstrations	SCQF Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>V5 RELATIONSHIPS AND COLLABORATION IN EDUCATION</p> <p>Make judgements that demonstrate commitment to building constructive educational relationships with learners and positive relationships with colleagues in the interests of learners' progress and development</p>	<p>I build and maintain positive relationships with learners as part of my work as an adult educator. I know when to seek advice from a colleague or manager if I have concerns about my relationship with a learner. I can describe situations when I have sought this type of advice.</p>	<p>I routinely take full responsibility for all the relationships within the classroom. This includes managing my individual relationships with learners, as well as managing group relationships between learners so that all voices can be heard.</p> <p>e.g. I understand adult education as the enactment of a social relationship between students and educators, with the aim of encouraging education with the potential to transform lives. I routinely take responsibility for nurturing these relationships and their outcomes, allowing learners' voices to be heard.</p>	<p>I develop, implement and evaluate strategies for maintaining and enabling individual and group relationships with and between learners. My practices are informed by educational theory and/or research as well as prolonged and deep engagement as an adult educator.</p>	<p>I draw upon experience, theory and research, to deliver training on initiating and managing individual and group relationships with learners.</p>
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Professional Standard	SCQF Level 7 Example demonstrations	SCQF Level 8 Example demonstrations	SCQF Level 9 Example demonstrations	SCQF Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>V5 RELATIONSHIPS AND COLLABORATION IN EDUCATION</p> <p>Demonstrate commitment to building positive and collaborative relationships with colleagues in the interests of learner progress and development</p>	<p>e.g. I have built positive relationships with colleagues in the interests of learner progress and development. For example, by sharing educational materials, demonstrating how to use equipment, sharing understanding about a learner’s specific educational needs, or participating in team teaching.</p> <p>e.g. I always discuss individual learners with colleagues in a respectful manner that protects the learners’ confidentiality.</p>	<p>e.g. I routinely build positive and collaborative relationships with colleagues in the interests of learner progress and development. For example, I routinely share educational materials and knowledge about individual learners that is relevant to their learning needs; or I routinely offer support to new tutors.</p> <p>e.g. I routinely offer to share resources in the interests of learners.</p> <p>e.g. I am aware of my own workload and take responsibility for requesting help from colleagues when this is in the interests of learners.</p> <p>e.g. I have collaborated with other adult educators in the co-production, implementation and evaluation of an educational project.</p>	<p>e.g. I routinely support colleagues in the interests of learner progress and development.</p> <p>e.g. I routinely engage with systems for maintaining and promoting positive relationships with colleagues. For example, organising team meetings and implementing actions in a timely fashion; or creating systems sharing resources, or supporting new tutors or teachers in an official capacity, or celebrating colleagues’ successes.</p> <p>e.g. I routinely take responsibility for initiating and maintaining relationships between my organisation and external and third party organisations which contribute to the support of learners’ needs.</p> <p>e.g. I have been responsible for collaborative educational projects with colleagues from within or outside of my organisation.</p>	<p>e.g. I advise about, implement and evaluate strategies aimed at encouraging positive relationships between adult educators in the interests of learner progress and development in my organisation.</p> <p>e.g. I have brought together a range of organisations with shared interests in adult education, to co-produce collaborative projects aimed at meeting the needs of learners.</p>
	(REAL) Competency Framework (Scotland)		11	

Professional Standard	SCQF Level 7 Example demonstrations	SCQF Level 8 Example demonstrations	SCQF Level 9 Example demonstrations	SCQF Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>V6 INSPIRATION AND ENTHUSIASM</p> <p>Demonstrate how learners might be inspired, motivated and have their aspirations raised through your enthusiasm and knowledge</p>	<p>I can describe times when my enthusiasm for my subject specialism(s) has influenced, inspired and motivated individual learners.</p> <p>e.g. I captured a learner’s interest and they went on to pursue a deeper engagement with the subject.</p> <p>e.g. I motivated a demotivated learner to participate by convincing them of the value of the subject I was teaching.</p>	<p>My teaching is informed by enthusiasm for my subject specialism(s).</p> <p>e.g. learners frequently refer to my enthusiasm for the subject on learner surveys and end of course feedback.</p> <p>e.g. I convey my enthusiasm for the subjects I teach through the on-going development of original educational materials or new educational projects .</p> <p>e.g. I am not afraid to share my enthusiasm and passion for my subject specialism(s) with learners.</p> <p>e.g. I am motivated to join subject specific forums and networks.</p>	<p>My passion and enthusiasm for my subject(s) has been harnessed in the creation and development of courses and projects which have:</p> <p>e.g. raised the status of the subject specialism/course within my organisation.</p> <p>e.g. increased the numbers of learners attending classes or participating in that subject.</p> <p>e.g. increased the rates of achievement of qualifications in that subject area.</p> <p>e.g. inspired learners to achieve excellence at a regional or national level.</p> <p>e.g. I informally share subject specific educational materials with adult educators in other organisations, on a regular basis, through e-forums or participation in workshops and conferences.</p>	<p>My passion and enthusiasm for my subject specialism(s) over a range of projects and educational contexts has led me to:</p> <p>e.g. be a sought after provider of training to adult educators in that subject specialism.</p> <p>e.g. develop educational materials, ideas or projects that have been made publicly available to other educators and learners through publication in journals, subject specialist magazines or books.</p>

Subject Specialism, Learning and Teaching, Assessment and Progression

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>SK1 Demonstrate ownership of the roles and responsibilities necessary to an effective subject specialist teacher</p> <p>This proficiency is informed by the <u>Professional values and attributes</u>:</p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships - Inspiration and enthusiasm 	<p>I understand that to teach my subject specialism requires proficiency with subject specific teaching strategies.</p> <p>e.g. as a creative writing teacher I understand the challenges adults face when attempting to express themselves and have strategies to deal with this.</p> <p>e.g. As a gym instructor I am aware of health and safety issues and how to address these with learners.</p> <p>e.g. I have the skills, knowledge and understanding of how to teach my subject, for example, I can use the equipment and software required to teach IT in an effective manner.</p> <p>e.g. I can describe examples where I have addressed barriers faced by individual learners. For example, teaching yoga when a learner has a</p>	<p>I understand the general principles and issues relating to teaching my subject specialism and can apply these routinely to group teaching.</p> <p>e.g. I routinely apply appropriate teaching and learning strategies in relation to my own subject area. These strategies are informed by theory and by my experience of practice. For example, teaching new craft skills I have learned; finding out and teaching the latest employment legislation on a course for Union Representatives; or using theories about social practice approaches to inform the tutoring of ESOL Learners.</p> <p>e.g. I understand potential barriers to learning that are specific to that subject area and can use strategies to deal with these, seeking advice when necessary.</p>	<p>I understand a range of teaching and learning strategies relating specifically to the teaching of my subject specialism, informed by theory and the experiences of other teachers as well as my own practice.</p> <p>e.g. I can select and apply appropriate teaching and learning strategies in relation to my own subject area.</p> <p>e.g. I understand potential barriers to learning that are specific to my subject area enforcing a range of strategies to address these. I work independently in these situations and often advise colleagues on such matters.</p> <p>e.g. I meet the needs of learners with dyslexia or learners who experience cultural factors which might influence their participation in sports or creative arts.</p>	<p>I understand the principles and theories that underpin approaches to the teaching of my subject specialism and use this to inform the practice of other adult educators.</p> <p>e.g. I create and deliver CPD to adult educators in the area of my subject specialism.</p> <p>e.g. I am engaged with consultancy in the area of my subject specialism.</p> <p>e.g. I participate in research projects aimed at developing teaching strategies for my subject specialism.</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
	disability, or tackling a learner's anxiety about numbers.			
<p>SK2 Address the literacy needs of learners and work creatively to overcome individual barriers to learning</p> <p>N.B.in Scotland the term 'literacy' refers to a range of <i>literacies</i> including self-expression and numeracy, where literacy is defined as: 'The ability to read, write and use numbers, to handle information, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.' (Scottish Executive², 2001, p7)</p> <p>This proficiency is informed by the <u>Professional values and attributes</u>:</p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships - Inspiration and enthusiasm 	<p>I address the literacy and numeracy needs of individual learners and work creatively to overcome individual barriers to learning.</p> <p>e.g. there are times when I have identified individual learners who require support with literacy and numeracy and I have worked on a one-to-one basis to address their needs.</p> <p>e.g. There are many times when I have aimed to remove barriers for adult literacies learners, such as preparing educational materials in multi-media formats, or making use of Dyslexia Association guidelines when choosing fonts and font sizes.</p> <p>e.g. I have completed professional development in the area of literacy and numeracy such that I can work effectively with one learner.</p>	<p>I take responsibility for addressing the literacy and numeracy needs of all learners by implementing strategies to identify their individual support needs and taking steps to meet these needs.</p> <p>e.g. I am able to recognise when a learner's literacy and numeracy needs cannot be met through my own teaching and take steps for their referral for support.</p> <p>e.g. I have completed substantial professional development in the area of literacy and numeracy, such that I could work effectively as a group literacy tutor in addition to my subject specialism.</p> <p>e.g. Tutoring literacies to groups of adults is my main role as an adult educator.</p>	<p>I routinely address the literacy and numeracy needs of all learners by implementing strategies informed by theory, policy, my own practice and the practice of others. I take steps to meet learners' literacy support needs as part of my teaching.</p> <p>e.g. I advise adult educators within my organisation so that they might more effectively support the literacy and numeracy needs of learners.</p> <p>e.g. I deliver initial and continuing professional development opportunities to adult educators in the specific area of adult literacy learning, incorporating social practice approaches.</p>	<p>I co-ordinate literacy and numeracy provision.</p> <p>e.g. The theory and practice of adult literacy and numeracy underpins all my work as an adult educator.</p> <p>e.g. I have contributed to regional or national networks relating to adult literacy and numeracy e.g. RAPAL or the ATM.</p> <p>e.g. I participate in partnership working across a range of agencies to support the literacy and numeracy needs of learners.</p> <p>e.g. I deliver training/education to adult educators in the area of adult literacies at SCQF Level 8 or above.</p>

² Scottish Executive (2001). *An Adult Literacy and Numeracy Curriculum Framework for Scotland*, <http://www.aloscotland.co.uk/alo/files/ALNCurriculumFramework.pdf>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>SK3 Promote the benefits of technology, e-learning and I.C.T. in own subject specialist area - own skills</p> <p>This proficiency is informed by the <u>Professional values and attributes</u>:</p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships - Inspiration and enthusiasm 	<p>I can use I.C.T. applications and/or mobile technology to support my teaching.</p> <p>e.g. I update learner records on a database.</p> <p>e.g. I research educational websites for materials and download these for use with individual learners.</p> <p>e.g. I can prepare my own educational materials, such as worksheets, using Microsoft applications.</p> <p>e.g. I use email effectively to communicate with learners.</p>	<p>I can use a range of I.C.T. applications and/or mobile technology in my role as an adult educator.</p> <p>e.g. I routinely search and update electronically held learner records, taking responsibility for data protection issues.</p> <p>e.g. I routinely undertake research in the creation of educational materials for a range of courses and learners.</p> <p>e.g. I use e-communications in the interests of learners e.g. posting information on Moodle, or holding meetings via Skype.</p>	<p>I use a range of I.C.T. applications and mobile technologies to develop my work as an adult educator.</p> <p>e.g. I analyse electronically held learners' records to inform planning and educational activities, for example learners' awards ceremonies, or to identify and address low attendance in class.</p> <p>e.g. I schedule and chair meetings via WebEx or Skype.</p> <p>e.g. I advise and support colleagues to use a range of I.C.T. applications.</p>	<p>I customise a range of applications and mobile technology to develop and enhance my work in adult education.</p> <p>e.g. I create and implement e-surveys to gather feedback from learners, analysing and presenting the findings in a range of multi-media formats to inform educational practice.</p> <p>e.g. I develop blended e-learning materials for learners engaged with distance learning courses.</p> <p>e.g. I am engaged with the co-creation of e-learning alongside learners and colleagues.</p> <p>e.g. I critically review e-learning materials and the educational impact of I.C.T, informed research and/or theory.</p> <p>e.g. I utilise I.C.T. to communicate complex ideas or matters related to adult education to a range of organisations.</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>SK3 Promote the benefits of technology, e-learning and ICT in own subject specialist area - Learners' skills</p> <p>This proficiency is informed by the <u>Professional values and attributes</u>:</p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships - Inspiration and enthusiasm 	<p>I typically work with individual learners to support their use of ICT.</p> <p>e.g. I have supported individual learners so that they can use their mobile phones or digital cameras.</p> <p>e.g. I support individual learners to find information on-line such as cinema listings or train timetables.</p> <p>e.g. I have encouraged individual learners to understand more about the benefits of technology e.g. to make savings when shopping.</p>	<p>I routinely support groups of learners in their use of I.C.T.</p> <p>e.g. I routinely work with groups and individual learners to support their use of I.C.T., for example with MS Office or to support learning about social networking.</p> <p>e.g. I encourage learners to post to on-line forums hosted and managed by my institution.</p> <p>e.g. I use educational software to augment my teaching with individual learners e.g. numeracy software for learners to practice numerical skills.</p> <p>e.g. I routinely identify learners who struggle in their use of technology and either provide support to overcome this, or refer them to others who can assist.</p> <p>e.g. I routinely encourage and support learners to use assistive software if required, such as screen magnifiers, screen readers or predictive text/spell checkers.</p>	<p>I use I.C.T. to advance my work as an adult educator.</p> <p>e.g. I support learners in their use of I.C.T. such as advanced Microsoft Office skills or Photoshop.</p> <p>e.g. I teach distance learning modules utilising e-learning platforms such as Moodle.</p> <p>e.g. I initiate and monitor discussions with learners via Moodle or social networking.</p> <p>e.g. I assess learners with complex additional support needs and help to inform their choice of assistive technology such as Dragon Naturally Speaking, or speaking mobile phones. I also teach the learners how to use these.</p>	<p>I work strategically to meet the aims of digital inclusion amongst the adult population, i.e. widening access to I.C.T, including mobile technology, the World Wide Web and social networking.</p> <p>e.g. I teach learners to use complex application software e.g. sound engineering, radio production, computer aided design, computer programming, statistical packages, magazine publishing or web design.</p> <p>e.g. I work with a range of interest groups and stakeholders with a view to creating, implementing and evaluating organisational policy aimed at promoting digital inclusion amongst learners.</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>SS4 Draw upon my professional values and attributes* to plan effectively for teaching and learning</p> <p><u>Professional values and attributes:</u></p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships - Inspiration and enthusiasm 	<p>I mainly plan for teaching inclusive learning programs to individual learners. In addition, my planning for teaching incorporates some of the activities outlined in Appendix 1.</p>	<p>I routinely plan effective, coherent and inclusive learning programs for groups of learners, preparing either a number of individual learning plans <i>or</i> a single group learning plan. In addition, my planning for teaching incorporates most of the activities outlined in Appendix 1.</p>	<p>I routinely plan effective, coherent and inclusive learning programs for groups of learners, preparing either a number of individual learning plans <i>or</i> a <i>single</i> group learning plan. This includes taking account of learners with complex additional support needs or who are experiencing multiple barriers to their learning.</p> <p>In addition, my planning for teaching routinely incorporates all of the activities outlined in Appendix 1.</p> <p>I also support volunteers and/or colleagues in their planning for teaching.</p>	<p>I plan, develop and publish complete and substantial standalone programs of learning, e.g. as blended e-learning modules, or as book publications. These may be used by others in my organisation, or picked up and used by other adult educators across a range of organisations.</p> <p>In addition, where applicable, I engage with all of the activities outlined when I create learning modules. I also address these activities, wherever possible, within the content of the learning modules that I create for other teachers to use.</p> <p>e.g. I deliver Initial Teacher Training or CPD to adult educators in the area of effective planning for teaching, incorporating all the activities outlined below.</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>SS5 Draw upon my professional values and attributes* to make judgements and decisions - a safe, supportive and respectful environment</p> <p>*Professional values and attributes:</p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships - Inspiration and enthusiasm 	<p>I ensure that the learning environment is safe, supportive and respectful for all learners. I take on board advice from colleagues so that I might accomplish this. I ensure that individual learners feel respected and supported.</p> <p>e.g. I have taken steps to ensure that a vulnerable learner is supported in a group learning environment.</p> <p>e.g. I have discussed ground rules with learners, seeking agreement about appropriate behaviour towards others in the classroom.</p> <p>e.g. I have read and understood policy relating to the creation of inclusive learning environments in my organisation. I seek advice where necessary to put this into action, for example, I print teaching materials on coloured paper to support learners with dyslexia.</p>	<p>I ensure at all times, that the learning environment is safe, supportive and respectful for all. I know when to seek advice.</p> <p>e.g. observing and mediating learner interactions; intercepting conversations of an inappropriate nature; protecting learners' boundaries in terms of space and personal belongings; establishing processes for welcoming new learners; celebrating achievements; enforcing a culture where education is deemed intrinsically valuable; and routinely leading by example with regard to my own personal demeanour.</p> <p>e.g. I routinely challenge learners in group situations, establishing and, where necessary, re-establishing the agreement of codes of behaviour necessary to a safe and respectful learning environment.</p> <p>e.g. I am confident about seeking feedback from</p>	<p>I ensure at all times that the learning environment is safe, where learners and colleagues are supported and respected, even in unexpected situations.</p> <p>e.g. I routinely take steps, informed by experience, policy or theory, to ensure that all learners can fully participate in a respectful and supportive environment. This includes unpredictable learning environments for example where learners are from vulnerable groups; have mental health issues; have chemical addictions; learning disabilities; recognised conditions that might influence their ability to relate with others e.g. Asperger's or ADHD; histories of violent and/or anti-social behaviour.</p> <p>e.g. I understand that my work in relation to promoting a respectful, supportive and safe learning environment influences the culture of my organisation as a whole and I take responsibility for this by endeavouring to support</p>	<p>I am responsible for ensuring that the culture of my organisation contributes to safe and respectful adult education environments. I am responsible for supporting colleagues towards achieving this end.</p> <p>e.g. I routinely and appropriately gather information allowing me to ascertain how safe, supportive and respectful the learning environment is within my organisation. I identify weaknesses and implement strategies for change.</p> <p>e.g. I routinely deliver training aimed at supporting organisational endeavours to create safe, supporting and respectful learning environments.</p> <p>e.g. I am fully responsible for supporting colleagues in my organisation to create and sustain safe, supportive and respectful learning environments.</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
		<p>individual learners about whether they feel supported, safe and respected in group learning environments and act upon their feedback.</p> <p>e.g. I fully understand my organisation’s policy relating to the creation of inclusive learning environments and feel confident about implementing this in almost all situations, seeking advice or support from colleagues if needed.</p>	<p>colleagues and learners at all times.</p> <p>e.g. I deliver workshops to adult educators with the aim of supporting them to maintain safe and respectful learning environments</p> <p>e.g. I support colleagues in their efforts to establish safe and respectful learning environments, for example, supporting newly qualified teachers, alerting colleagues that a learner may be vulnerable, adopting team teaching strategies to support less experienced adult educators.</p>	

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>SS6 Draw upon my professional values and attributes* to make appropriate judgements and decisions the undertaking of teaching</p> <p>*Professional values and attributes:</p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships - Inspiration and enthusiasm 	<p>I routinely draw upon my professional values and attributes*, skills and knowledge, mainly to teach individual learners.</p> <p>My teaching includes some of the following:</p> <ul style="list-style-type: none"> ✓ Communicating effectively in the context of maintaining appropriate relationships and mutual respect ✓ Effective use of a range of listening and questioning techniques ✓ Implementing a broad range of strategies to promote learners’ engagement in learning activities ✓ The effective use of resources to meet a diverse range of needs. <p>I am developing strategies, with guidance from others, to evaluate the quality of my teaching and its impact on learners’ progress towards their goals, so that I can reflect on this for future practice e.g. I seek feedback from learners or I team teach with a colleague so we can discuss my work.</p>	<p>I <i>routinely</i> draw upon my professional values and attributes*, skills and knowledge to teach groups of learners.</p> <p>My teaching routinely involves all of the following:</p> <ul style="list-style-type: none"> ✓ Communicating effectively in the context of maintaining appropriate relationships and mutual respect ✓ Effective use of a range of listening and questioning techniques ✓ Implementing a broad range of strategies to promote learners’ engagement in learning activities ✓ The effective use of resources to meet a diverse range of needs. <p>I routinely implement and develop my own strategies to evaluate the quality of my teaching and its impact on learners’ progress towards their goals, so that I can reflect on this for future practice.</p>	<p>I <i>routinely</i> draw upon my professional values and attributes*, skills and knowledge to teach groups of learners. This includes teaching learners with complex additional support needs, and routinely adapting to deal with unexpected circumstances such as absent learners/new learners/ learners or unpredictable circumstances such as mobile teaching environments or weather.</p> <p>I always implement strategies to evaluate the quality of my teaching and its impact on learners’ progress towards their goals, so that I can reflect on this for future practice. I advise colleagues so that they might develop this practice.</p>	<p>I am involved in the delivery of workshops aimed at workplace trainers, or the delivery of initial teacher education, or the delivery of CPD aimed at developing the skills and knowledge relating to teaching.</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>SK7 Plan, implement and review appropriate assessment for learning and teaching</p> <p>This proficiency is informed by the <u>Professional values and attributes</u>:</p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships - Inspiration and enthusiasm 	<p>I understand and apply appropriate and fair methods of assessment to inform the teaching and learning of individual learners. I provide constructive and timely feedback to support individual learners' progression and achievement.</p> <p>e.g. I understand the difference between formative and summative assessment and their uses.</p> <p>e.g. there are times when I have been responsible for the formative assessment of an individual learner. I have selected an appropriate assessment and implemented it correctly. I then gave feedback to the learner in an appropriate and timely fashion.</p> <p>e.g. I have implemented the formal assessment of an individual learner in accordance with set regulations.</p> <p>e.g. I have enabled an individual to take responsibility</p>	<p>I have engaged with theory that informs the development and use of different types of assessment. I understand the link between this and expected approaches to teaching and learning. I routinely implement assessments, including accreditation in my subject specialism. I offer constructive and timely feedback to all learners to support their progression.</p> <p>e.g. I understand some of the theories and research that inform the format and design of formative and summative assessment.</p> <p>e.g. I have a good knowledge of the assessment procedures relating to my subject specialism and routinely administer a range of assessment in accordance with the procedures in my organisation. For example, this could include standard written tests or semi-structured interviews.</p> <p>e.g. I routinely give feedback to</p>	<p>I understand a range of theory and practices relating to the assessment of learners. I routinely implement and/or validate a range of assessments and formal qualifications to groups of learners, including those with complex needs.</p> <p>e.g. I design or adapt assessments for the learners that I support. My judgements are informed by theory, as well as my experience as an adult educator.</p> <p>e.g. I design and implement formative and summative assessments for use by the learners that I teach, in accordance with regulations and procedures set out by qualifications agencies or the needs of my organisation.</p> <p>e.g. I routinely engage with learners giving timely and appropriate feedback following formative or summative assessment. This includes giving detailed support to learners in complex and unexpected situations, for</p>	<p>I have an in depth understanding of the research and theory that underpins a range of assessments geared toward various purposes e.g. formative, summative, subject specific accreditations; international surveys of literacy and numeracy or assessments aimed at identifying learners with complex needs. I use this knowledge and understanding to contribute to professional networks, develop recognised assessments, or assess learners with complex learning needs.</p> <p>e.g. I can make an informed contribution to professional networks and surveys on matters relating to accreditation and assessment, for example assessing adults with learning disabilities, or the national surveying of workplace skills.</p> <p>e.g. I collaborate with a range of organisations in the development, validation, implementation or review of national qualifications and accreditation in my subject</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
	<p>for their own assessment by ensuring that they have recorded what their specific goals are, so they can assess for themselves if they have been achieved. This could also mean learners' checking their own work e.g. in mathematics.</p> <p>e.g. I can identify when a learner has complex needs in relation to assessment e.g. dyslexia and seek assistance from colleagues to accommodate this.</p>	<p>all my learners in a timely and appropriate fashion, including some complex assessment situations. I seek advice from colleagues when required.</p> <p>e.g. I adopt strategies so that groups of learners are enabled to take responsibility for their own assessment by ensuring that they have recorded their goals, so they can assess for themselves if these have been achieved. This could include the appropriate implementation of peer assessment processes.</p>	<p>example, guiding learners who failed to meet assessment requirements, or addressing complex needs in relation to assessment, such as accommodating an assessment candidate with dyslexia.</p> <p>e.g. I am responsible for validating accreditations and assessment for my subject specialism within my organisation.</p> <p>e.g. I collaborate with colleagues in my organisation to moderate the use of assessments and plan changes to them.</p>	<p>specialism.</p> <p>e.g. I collaborate with a range of organisations in the development of new assessment processes.</p>
<p>SS8 Use assessment information effectively to support students'/learners' needs</p> <p>This proficiency is informed by the <u>Professional values and attributes</u>:</p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships 	<p>I use assessment information to inform my support of individual learners, with guidance from others.</p> <p>e.g. I use information from tests administered by myself to inform the future teaching of individual learners.</p> <p>e.g. I use pre-existing assessment information to inform my future teaching of individual learners.</p>	<p>I routinely use assessment information to make judgements that inform my support of groups of learners.</p> <p>e.g. I routinely use information from a range of tests administered by myself to groups to inform my plans for teaching and learning.</p> <p>e.g. I routinely use pre-existing assessment information to plan the teaching for groups of</p>	<p>I understand how assessment information can be used to plan future educational activity. I use the information gained in collaboration with colleagues, to inform judgements in the planning of future educational opportunities in my organisation.</p> <p>e.g. I routinely use information from a range of tests administered by myself and</p>	<p>I use assessment information gathered from learners from a range of organisations to identify trends, challenges and needs and how these might be met by adult educators.</p> <p>e.g. I understand how assessment information is gathered and how it might be used in a valid way to inform decisions and judgements pertaining to the education of adults.</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
- Inspiration and enthusiasm	<p>e.g. I maintain assessment information relating to individual learners accurately and in accordance with the rules of my organisation so that it might be used by colleagues in the interests of learners.</p>	<p>learners.</p> <p>e.g. I maintain accurate assessment information pertaining to all my learners and make it routinely available to colleagues in accordance with data protection rules, to inform the planning of learners' future teaching and learning.</p> <p>e.g. I routinely extract and analyse simple assessment data to inform judgements I make about future teaching of groups of learners.</p>	<p>others in my organisation to identify trends, weaknesses and challenges to inform the planning of future education provision.</p> <p>e.g. I work collaboratively to compare assessment information gathered from learners in my organisation with equivalent data from other organisations, or national averages, with a view to planning future educational provision.</p> <p>e.g. I am responsible for the overall maintenance of records of learner assessments within my organisation, so that the information can be utilised for future planning and reporting.</p> <p>e.g. I am responsible for validating assessments in my organisation.</p>	<p>e.g. I work collaboratively with a range of organisations or interest groups to analyse assessment data and to plan changes to assessment regimes, with repercussions for curriculum planning or methods of teaching and learning.</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
<p>SK9 Work with others to support access and progression as part of the community where education takes place</p> <p>This proficiency is informed by the <u>Professional values and attributes</u>:</p> <ul style="list-style-type: none"> - Learner needs and goals - Equality and diversity - Personal values and beliefs - Professional development - Positive relationships - Inspiration and enthusiasm 	<p>I have some understanding of the boundaries of my own role and when to refer individual learners to other support services. Here I am informed by my understanding of the wider community in which I work. I encourage learners to engage with further learning opportunities in the interests of achieving the goals and aspirations that they have identified for themselves. I seek advice and support from colleagues in my organisation to help me to do this.</p> <p>e.g. I have encouraged individual learners to take up a new learning opportunity, for example, to join a community group, or take part in volunteering, or register for an additional course, so that they might further their personal goals and aspirations.</p> <p>e.g. I have some knowledge of learning opportunities and support services, but seek advice from colleagues so that I am confident that I am giving correct information to a</p>	<p>I understand the boundaries of my own role and other support services, informed by a sound understanding of the wider community in which I work. I routinely encourage learners to engage with further learning or other opportunities that might support their goals and aspirations. I collaborate with colleagues and other organisations, in the interests of supporting learners.</p> <p>e.g. I take steps to understand more about the community in which I work, alongside associated services and organisations, including maintaining relationships with colleagues who are not part of my organisation.</p> <p>e.g. I routinely consider the aspirations of learners and investigate possibilities for them to work towards these through referral to other organisations or support services. This includes planning to meet the needs of some learners with complex support needs.</p>	<p>I have a thorough understanding of the boundaries of my own role and how this links in with other support services and organisations, based upon a good understanding of the community where I work. I routinely plan for and encourage learners to engage with further learning or other opportunities. In some cases I instigate collaboration between colleagues and external organisations in the interests of supporting learners.</p> <p>e.g. I have a detailed understanding of how my role links with other specialist services and educational opportunities, in the context of the community in which I work. I have excellent relationships with external agencies with a view to meeting learners' aspirations and goals.</p> <p>e.g. I routinely refer learners with multiple or complex support needs to a range of external organisations, so that</p>	<p>I understand how other organisations might link together to better support the needs, aspirations and goals of learners. I work with other organisations to plan and implement improvements.</p> <p>e.g. I have conducted practice based research to build up a full picture of how my organisation links with wider services and other educational opportunities.</p> <p>e.g. I have compiled information about services and organisations in the wider community and how they can offer support to learners.</p> <p>e.g. I provide guidance to colleagues about how organisations might link together to work more effectively and in partnership to support the needs of learners.</p> <p>e.g. I have worked in partnership with organisations, working towards developing new and better opportunities</p>

Professional Standard	Level 7 Example demonstrations	Level 8 Example demonstrations	Level 9 Example demonstrations	Level 10 Example demonstrations
	EQF Level 5		EQF Level 6	
	<p>learner.</p> <p>e.g. I have taken responsibility for referring individual learners to third parties for additional support or to take up educational opportunities, but usually a colleague in my organisation does this on my behalf.</p>	<p>e.g. I actively share information about the community in which I work and related services and opportunities with colleagues and learners.</p>	<p>they might continue to work towards their goals and aspirations.</p> <p>e.g. I work in collaboration with organisations from the community in which I work, to support learners towards achieving their aspirations and goals.</p>	<p>for learners to achieve their aspirations.</p>

Appendix 1 - SS4 Planning for teaching

SS4 – Planning for teaching

Planning for teaching is a complex process. Additional information about the values, skills and knowledge associated with the task of planning for teaching are outlined below, as an aid to informing decisions about competency in this area.

Learner needs and goals

- ✓ Creating learning plans focusing upon individual learners and their needs/goals
- ✓ Structuring content in ways that will support different styles of learning
- ✓ Valuing and taking account of learners' prior knowledge, experience & skills
- ✓ Planning outcomes by making explicit the direction and specific learning that learners will acquire
- ✓ Understanding and demonstrating the value of the planned learning to learners and the community where you work
- ✓ Co-planning educational activity with learners
- ✓ Providing information about further learning opportunities or access to resources for learners' independent study outwith or beyond the course/provision
- ✓ Promoting ideas which can be supported by independent evidence and/or experience.

Equality and diversity

- ✓ Ensuring equipment and materials will enable learners with additional support needs
- ✓ Recognising and adapting physical constraints in the teaching arena e.g. moving the furniture, avoiding steep hills.

Developing your own values by:

- ✓ Reflecting on your own values and ways of incorporating these into planning for teaching.

Relationships in education:

- ✓ Building on the existing relationships between the learners and what they have learnt together so far
- ✓ Devising group work to enable learner engagement in shared discussion/activities
- ✓ Sharing activity and knowledge with colleagues in planning and delivering courses.

Inspiration and enthusiasm

- ✓ Selecting specific areas of knowledge & skills that will engage learners and develop their understanding
- ✓ Drawing on a range of methods and approaches that will bring the subject to life.

Professional development

- ✓ Implementing what you have learned from evaluating your previous teaching experiences.

Putting your skills and knowledge to work in the planning for teaching

- ✓ Making contingency measures by planning for upsets to planned activities e.g. bad weather, absenteeism.
- ✓ Taking account of the constraints of institutional requirements/expectations e.g. meeting the requirements of the SCQF, the skills required by an employer, or the aims of the charity you work for
- ✓ Resource planning to source and secure learning materials necessary to teaching, e.g. museum artefacts or consumables such as paints.
- ✓ Promoting your courses/modules/training through engagement with providers and other institutions to secure funding for future learning opportunities for the community where you work.
- ✓ Advertising activity, directly or through agencies, to encourage learner participation.
- ✓ Scheduling and shaping provision according to external constraints (e.g. funding limits).

Appendix 2 - How the Recognising Adult Educators Competency Framework was created

There were three stages in developing the Competency Framework, with the work being co-ordinated and carried out at the University of Stirling. The stages were:

- ❖ Identifying the competencies (i.e. the values, skills and knowledge) of adult educators
- ❖ Mapping the competencies against the Scottish Credit and Qualifications Framework (SCQF)
- ❖ Consultations with adult educators, the SCQF Partnership, Learning Link Scotland and independent advisors.

Identifying the competencies

The Competency Framework set out in this toolkit was created at the University of Stirling, in partnership with Learning Link Scotland, the Scottish Credit and Qualifications Framework Partnership and input from adult educators.

The Framework was initially put together from existing National Occupational Standards (NOS), which belong to the public. NOS describe what a person needs to do, know and understand in their job, in order to carry out their role in a consistent and competent way. They are intended to inform ‘best practice’ by bringing together skills, knowledge and values.

NOS are versatile tools which directly support staff and employers in the lifelong learning sector in a number of ways:

- ❖ Managers can use relevant standards to describe the skills they need in their workforce, identify skills that already exist and to develop plans to fill any gaps.
- ❖ In staff recruitment, training and development standards can become the basis for job descriptions and training plans. They contain descriptions of good practice which can help set performance objectives.
- ❖ For individuals, NOS are a useful tool for self-assessment and a means of recognising and describing personal achievements. They can form the

basis for continuing professional development and associated career progression.

- ❖ They are used by awarding bodies and regulatory organisations to develop and approve new qualifications.

The core of the Framework was informed by Lifelong Learning UK's NOS 'Overarching professional standards for teachers, tutors and trainers in the lifelong learning sector' (2006)³ which were created in consultation with large numbers of adult educators. To ensure consistency, these standards were mapped against three other sets of National Occupational Standards which have overlaps with the main work of adult educators. These were:

- ❖ 'Professional Standards for Teachers and Trainers in Education and Training – England' (2014)⁴
- ❖ Community Learning and Development (Scotland) professional standards⁵
- ❖ NOS for Lecturers in Scotland's colleges⁶

In addition, consistency was applied with the professional development framework for Scotland's adult literacy workforce⁷.

This mapping process allows us to state confidently that the 'Recognition of Experiential & Accredited Learning for Adult Educators Competency Framework' which forms the backbone of this toolkit, fully incorporates National Occupational Standards for adult educators in ways that employers, colleges and universities understand. It also means that the Competency Framework is written in language that should be familiar to adult educators working in association with Community Learning and Development, as well as Further Education.

³ <http://www.et-foundation.co.uk/wp-content/uploads/2014/04/new-overarching-standards-for-ttt-in-lifelong-learning-sector.pdf>

⁴ http://www.et-foundation.co.uk/wp-content/uploads/2014/05/4991-Prof-standards-A4_4-2.pdf

⁵ <http://www.i-develop-cld.org.uk/>

⁶ <http://www.scotland.gov.uk/Resource/0039/00390659.pdf>

⁷ http://www.educationscotland.gov.uk/Images/AdultLiteraciesCPDFramework_tcm4-744576.pdf

Mapping the competencies against the Scottish Credit and Qualifications Framework

The resulting Competency Framework was then mapped against the Scottish Credit and Qualifications Framework, Levels 7-10. This range of levels was prescribed by the SCQF and the levelling process was informed by publicly available SCQF documentation. These documents are the 'SCQF Level Descriptors' (SCQF, 2012)⁸, the SCQF Employer Levelling Tool (SCQF, 2013)⁹ and 'Facilitating the Recognition of Prior Learning Toolkit'¹⁰ (SCQF, 2010). This work was initially completed by the University of Stirling and then distributed to the SCQF for consultation.

Consultations

The 1st draft of the Recognising Adult Educators Competency Framework was examined by a small focus group of experienced adult educators to determine whether it was 'fit for purpose'. It was then scrutinised by adult educators identified through Learning Link Scotland Networks, who took part in two face-to-face pilot days at the University of Stirling in September 2014. A 'remote' pilot followed in October 2014, when the Competency Framework and Toolkit were posted out for detailed consideration by adult educators, whose comments were collected via an e-survey and telephone interview. The purpose of the consultations was to identify if the Competency Framework was understandable and fit for purpose, and to identify whether adult educators recognised it as a description of their role.

Advice was also sought from an educational consultant who had been involved in the development of 'Flexipath'¹¹, a similar RPL framework and toolkit created specifically for Learning Centre Managers to use.

⁸ <http://scqf.org.uk/wp-content/uploads/2014/03/SCQF-Revised-Level-Descriptors-Aug-2012-FINAL-web-version.pdf>

⁹ See <http://scqf.org.uk/wp-content/uploads/2014/03/Employer-Levelling-Tool-Part-3-FINAL-web-file-Sept-2013.pdf>

¹⁰ <http://scqf.org.uk/wp-content/uploads/2014/03/RPL-Toolkit-Updated-v2-FINAL-December-2010-with-updated-Framework.pdf>

¹¹ <http://www.flexi-path.eu/products.htm>

Appendix 3 - National Occupational Standards for professional roles relating to Adult Education

National Occupational Standards for other roles relating to adult education

National Occupational Standards (NOS) exist for a range of occupations which have overlaps with the role of an adult educator, such as Personal Tutoring, and Coaching and Mentoring. These NOS were produced through the work of a UK Government funded organisation called *Lifelong Learning UK*, following large scale consultations with practitioners.

NOS are used to create job descriptions and to inform the creation of training or accredited courses for professionals working in these areas. For this reason, they may be of interest to you.

Lifelong Learning UK no longer exists, but the National Occupational Standards, which belong to the public, remain available on the government hosted 'Excellence Gateway'.

Visit <http://www.excellencegateway.org.uk/node/61> to find National Occupational Standards for the following employment areas:

- ❖ Advice and Guidance
- ❖ Career Development
- ❖ Coaching and Mentoring
- ❖ Community Development
- ❖ Engaging Employers
- ❖ Family Learning
- ❖ Learner Involvement
- ❖ Learning Delivery
- ❖ Learning Support
- ❖ Libraries and Information Management
- ❖ Personal Tutoring
- ❖ Supported Employment
- ❖ Work with Parents
- ❖ Youth Work

NOS for Community Learning and Development (CLD) workers

The professional standards as set out by the CLD Council for Scotland are available at <http://www.i-develop-cld.org.uk/>

NOS for College Lecturers

National Occupational Standards have been set out for lecturers working in colleges of Further Education. These are publicly available. Visit

<http://www.scotland.gov.uk/Resource/0039/00390659.pdf>

Document title:

Morrison, Andrew, I, (2012), *Professional Standards for Lecturers in Scotland's Colleges*, Edinburgh: Scottish Government, (last accessed 19/03/2015)

Learning Centre Managers

A professional standards framework for Learning Centre Managers and others with managerial positions in relation to adult education is also available. It is called Flexipath and includes a Toolkit to assist with the Recognition of Prior Learning. It can be downloaded at <http://www.flexi-path.eu/products.htm>

NOS for other jobs and professions

The *National Occupation Standards Database* holds NOS for a wide variety of jobs and professions across a range of employment sectors. Visit

<http://www.ukstandards.co.uk/Pages/index.aspx>