



Education
Scotland
Foghlam Alba

Adult Achievement Awards

Initial Evaluation of the Pilots
Simon Ross, HMI

Transforming lives through learning

Adult Achievement Awards – Pilots and places visited

Aberdeen City Council

Angus Council

Dumfries and Galloway Council

Dundee Carers Centre*

Glasgow Colleges

Highland Council

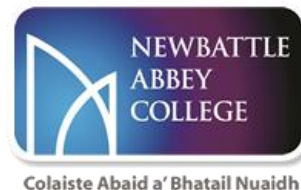
Inverclyde Council

Inverness College

LEAD Scotland

Midlothian Council Social Work /
Newbattle Abbey College

**Submitted by video*



Adult Achievement Awards Evaluation

Learner-centred, lifelong and lifewide

- What is the impact of the Adult Achievement Awards on learners?
- What is the impact of Adult Achievement Awards on learning providers?
- To what extent do Adult Achievement Awards improve access and participation in adult learning?
- What effective and sustainable business models could be considered for the Adult Achievement Awards beyond the initial pilots?

“the most exciting development
in adult / community education
for years”

“helped me focus on my goals in the
immediate and longer term for my
learning”

“an excellent way for
students to set goals for
themselves and monitor
their progress”

“it’s never too late to
learn something new”

“made me more aware of
my own strengths and has
given me the confidence to
continue learning”

“It is important that the informal
learning that takes place in
everyday life is recognised and the
sense of achievement for the
student is awesome.”

Key strengths

- The Adult Achievement Awards are highly effective at delivering on the core principles of adult learning: *learner-centred; lifelong and lifewide*.
- All learners are growing in confidence and gaining a better sense of self (-worth, -esteem, -belief, -determination).
- The reflective journal is helping learners to think differently and to better recognise and understand their learning journey.
- The Adult Achievement Awards are reinforcing and strengthening learning particularly for those who need additional support.
- Direct support from a tutor or mentor is highly valued by learners.

“Taking part and filling in the journal has made me remember all of the things I’ve learnt that I had sort of forgotten about.”

“ a more relaxed way of learning than I expected, which I feel has helped me enjoy it more and has helped my confidence.”

“I learnt that I knew more than what I thought I did”

“It gave me determination to carry on with more learning.”

“The Adult Achievement Awards have been pivotal in getting me out of the house. The tutor has been exceptional in her support, patience and ability to instil confidence”

Aspects for development

- Almost all learners felt that the questions were too repetitive.
- The questions, examples and guidance in the support materials would benefit from further refinement to make them clearer to all learners and tutors.
- A few learners were not working towards the most appropriate level for them and some learners were not aware of the different levels.

“I am more positive and confident about myself because of this work.”

“I have enjoyed watching the learners develop and grow in confidence as they progressed through the award.”

“I thought it would be a great qualification to add to my CV.”

“I learned that I am more capable than I thought and that I knew more than I thought, it was a confidence giver”

“The ability to gain accreditation for carers... ..has been incredibly powerful in relation to their confidence, self-esteem and the value placed on that role and learning.”

Initial recommendations

- Newbattle Abbey College should review and refine the materials, ideally with some of the people who have piloted the Awards.
- The branding of the Adult Achievement Awards needs to be considered carefully to ensure that its value is recognised by all stakeholders.
- Key aspects to be explored in developing a sustainable business model are: cost to the learner / provider; process for accreditation; quality assurance; and growth.
- Providers need to explore how to build the Awards into their learning programmes and activities.

Next steps

- Undertake further work with Newbattle Abbey College to support the development of a business model.
- Present a written report to the National Strategic Forum for Adult Learning - Access and Participation Working Group for their consideration (*and possible publication*).



Education Scotland

The Optima

52 Robertson Street

Glasgow

G2 8DU

T +44 (0)131 244 5363

E simon.ross@educationscotland.gsi.gov.uk

www.educationscotland.gov.uk

Transforming lives through learning