
Social Practice in Community Based Adult Learning

**Report on a
consultation
conducted from
January to March
2011**

**Communities Team,
Education Scotland**

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About this report

This report contains a description and results of a consultation on the level of commitment to, and usage of, the 'Social-Practice' model of delivery by adult learning providers in Scotland. The consultation was undertaken by the Communities Team at Learning and Teaching Scotland (LTS) (now Education Scotland) between January and March 2011.

The Communities Team is responsible for leading the implementation of Scottish Government policy and practice development on the three national priorities for Community Learning and Development (CLD). The team, and more particularly, the Adult Learning Sub-team has a clear role to provide a focus on policy implementation and practice development in adult learning.

The purpose of the consultation

The consultation evolved out of a need, within the LTS Adult Learning sub-team, to gain a broader understanding of the range of Community Based Adult Learning (CBAL) practice in Scotland. The initial brief revolved around the need to:-

- “develop a working description/definition model of current CBAL practice in Scotland” and
- “explore and describe the range of interpretations of ‘CBAL’ in Scotland”

The project, however, had a limited time-resource attached to it (two days/week from an adult learning manager, seconded from a local authority), and after some initial desk-research on defining CBAL and discussions with stakeholders, it was decided to refocus the project onto two outcomes:-

Outcome 1) To ascertain the level of commitment to, and usage of, the 'Social-Practice' model of delivery by adult learning providers in Scotland.

Outcome 2) To identify the key elements of information and other resources, that adult learning practitioners need ready access to, in order to deliver consistent, clear and effective practice in adult learning.

Note: *Outcome 1 was seen as the primary outcome, with outcome 2 being beneficial, if time allowed.*

Through early discussions with Scottish Government officers, a working group was brought together to provide a sounding-board for the project and to discuss options for adult learning policy-advice to the Scottish Government. This group acted as a 'critical-friend' on draft consultation documents and an early audience for the consultation process.

Various methods of engagement with practitioners were considered, but due to the limitations of time, it was decided to target adult learning practitioners and managers who worked in Local Authorities, for the consultation. Contacting people would be relatively straight forward and existing networks could be used to encourage involvement.

A face-to-face approach was chosen as the prime mechanism for consultation. This was considered to be more likely to encourage a developmental, professional dialogue on the issues being faced by practitioners, as well as answering the key questions. Although this approach would limit the number of local authority areas and individuals who could be involved, the added depth that was likely to come from face-to-face engagement was seen as a significant benefit.

Managing the consultation

It was decided to make use of the existing network of contacts available through the Community Learning and Development Managers, Scotland group (CLDMS). CLDMS primarily represents local authority managers of CLD services in Scotland. Contact was made with CLDMS members on behalf of three LTS projects that wished to engage with CLD practitioners, and lists of people who were willing to facilitate local consultation meetings were compiled. Further contact was made with local authorities, by telephone, which expanded the number of those agreeing to be involved.

Two draft documents were sent out in advance of each consultation accompanied by key questions for each. *See appendices 3 and 4.*

The individual consultations lasted between two and three hours. After an introduction to the background of the consultation, the key parts of each document were explained and participants were invited to critically analyse the contents in terms of relevance, appropriateness and clarity. In most cases, this dialogue approach answered the key questions before they had been asked, so answering them became a fairly straight-forward process.

Note: *Although both draft papers were mentioned during the consultation process, in practice, the discussions around the social practice model took most of the available time, and left only a small opportunity to discuss the “Key Elements...” paper. The rest of this report therefore, focuses on discussions on the social practice model.*

By the end of the consultation process, eighteen face-to-face consultations were carried out with 99 practitioners, Group sizes ranged from three to eight people. Participants were generally a mixture of local authority adult learning/literacies practitioners and managers, but some groups also included staff from the voluntary adult learning sector, a regeneration initiative and employability practitioners. One university student of CLD also took part in a consultation event. A further local authority area was consulted through a phone conversation with one promoted member of staff. Further local authority contacts were willing to host a consultation, but finding mutually suitable dates, proved impossible within the time-scales available. *See appendix 2.*

Copies of the consultation documents and key questions were also sent to the HMIE Community Learning and Development team and Scotland’s Learning Partnership (SLP). SLP provided a written response based on a meeting with its Partners Group.

Key Findings

Participants in the face to face consultations quickly engaged with the Key Features and Characteristics used in the model description and appeared to enjoy the opportunity to connect with the fundamentals of their practice.

Some amendments were suggested to the wording of the Key Features, but there were no suggestions made to delete any of them or add new ones.

There was, however, significant discussion about the characteristics in the consultation draft description of the model. There was a particular focus, in all of the consultations, on the nature of the relationship between practitioners (Key Feature 2) and the impact that effective practice has on learners (Key Feature 6). These were seen as the two most important but challenging aspects of social practice. Almost all of the suggested additions and changes have been incorporated into a revised draft of the social practice model. *See appendix 1.*

The questions attached to the social practice consultation document focussed on three key areas:-

- **The social practice model in Scotland**

Nearly all of the consultation participants were familiar with the description of the social practice model, although most would not routinely apply the title 'social practice' to their work. Unsurprisingly, literacies practitioners were the most comfortable in linking the 'Key Features and Characteristics' to the 'Social Practice' title. Others were more used to titles like 'Learner-Centred Learning' or 'Community Based Adult Learning' for this kind of practice. This lack of a common language/common understanding around Community Based Adult Learning was reflected both in research ⁽¹⁾ and other anecdotal reports.

All of the consultation groups agreed that, whatever title was given to it, this was a core delivery model for Scotland, particularly for the support of people who have negative experiences of learning or lack the confidence to engage with other types of adult learning. In addition, most participants, who had a professional CLD qualification, went on to say that it was the model that they saw as the cornerstone of their professional training and should be at the heart of Scottish local authority practice with disadvantaged communities.

(1) Reference – Scoping study: “The development of a learning and assessment framework for Community Based Adult Learning in Scotland” – Duncan & Gallacher, CRiLL, Scottish Executive Social Research 2006.

- **The social practice in current work**

All of the consultation groups could identify the social practice model within their own service delivery. Most made reference to specific groups, that they worked with, where the 'features and characteristics' of the practice model would be evident to another adult learning practitioner. None of the consultation groups, however, claimed that the model was used in all of their practice, all of the time. They recognised the relevance of other models of adult learning delivery, but also described the day-to-day, operational issues that led to compromises in delivering the social practice model. Some issues were relatively straightforward and related to compromises being made between the needs of the individual

and the needs of the rest of the group on aspects like the timing and location of the learning. The key pressure that led to compromised practice, however, was a lack of resources, in particular, the lack of time to build relationships with individuals and groups.

Some also spoke about the pressure they felt to deliver curriculum-led learning to achieve attendance or income targets. They saw this as a growing trend that pushed them more towards a curriculum-driven model of delivery, especially with work that supported 'employability' goals.

- **Developing the use of the social practice model**

The consistent message coming from all of the consultation meetings was that having a written practice model was a very useful development. There were, however, a variety of views on how the model, and associated practice, should be further developed in Scotland. Specific views depended on the background of the participants and the type of services/agencies that employ them. The responses did, however fall into three main categories:-

1. **Validation** - That this model of working should be explicitly recognised in Scottish Government policy as a key instrument of addressing social and economic exclusion. This would legitimise the resources that are needed to operate within the model, but should also shape initial training and Continuous Professional Development (CPD)
2. **Awareness-raising and consensus** - The 'Social Practice' model is not the only model of adult learning provision, but the way that this has been described (as a series of key features and characteristics) lends itself to being used to describe other models of delivery. This is seen as a useful way to create a language through which practitioners from differing backgrounds, can describe and discuss their work. It was also suggested that clearly written models might be useful in engaging with decision-makers and funders.

Most of those who took part in the consultations were already committed to this practice model, either through their initial training or because it has been the preferred model in their team or agency. Some, however, spoke about their practice emerging from a personal commitment to individualised learning/support and developing primarily through trial and error. Many participants spoke about the need to engage a broader range of practitioners in discussions about the use of the social practice model. A range of groups were identified, including fellow practitioners in local authorities, sessional staff, partnerships and partner agencies including voluntary organisations.

3. **Practice development** – All of the consultation participants thought that they and/or others would benefit from developmental opportunities on applying the social practice model and developing other written models. The responses have been summarised below:-
 - Support to roll-out this model to other delivery staff in local authorities and elsewhere. This should also include the training of staff who may not have a

CLD related qualification e.g. volunteers, outreach staff, sessional and part-time tutors.

- Develop a clearer understanding of what the ‘Four Capacities’ and ‘SHANARRI indicators’ mean in the context of community based adult learning. (What are the specific impacts that practitioners could expect effective community based adult learning to make?)
- Pilot the use of written practice models in developing and supporting partnership working
- Develop new, or highlight existing, practical approaches to measuring impact that are effective and sustainable.
- Clarify the relationship between social practice and Curriculum for Excellence
- Build capacity in the field to use this model, through the facilitation and support of networking opportunities between practitioners to support practice sharing and development. This includes practitioners in agencies outwith local authority CLD services e.g. housing and health.

Conclusions

- Practitioners find the “Key Features/Characteristics” approach to describing practice models to be accessible and useful. It provides a “common language” with which to discuss their work. It is also accessible to those who are not formally trained or experienced in CLD theory and practice.
- What has been described in this report as the “Social Practice” model is not the only model of adult learning delivery. Other models are being used by practitioners in Scotland. Some are variations on the social practice model, others have quite different features and characteristics. When asked, participants in the consultation felt that it would be very useful to write these other models or variations using the key features/characteristics approach. This would open up dialogue within teams, but more importantly, enable discussion with partners about why certain approaches to delivery are taken.
- During a number of the consultations, participants observed that the description of the social practice model in adult learning did not appear to be very different to effective practice in youth-work or community development. This observation particularly came from practitioners who had “generic” remits for CLD delivery.

- Nearly all participants thought that the development of policy guidance to the Scottish Government and local authorities was essential. Many were under specific pressure to move towards curriculum driven learning where the number of participants was seen as more important than the impact that could be achieved on individuals.
- The need for leadership in advocating the social practice model came up several times during the consultation. The fact that LTS and HMIe will soon be part of the same organisation (SEQIA) and that the Standards Council is now well established, means that there has never been a better time to have consistent messages coming from these three bodies. Practitioners are looking for this consistency of message coming from central bodies.
- Although the opportunities to discuss the 'Elements that contribute to consistent, clear and effective practice' paper were very limited, there appears to be an interest in further developing the connectedness that needs to be more apparent at all levels of influence from Practitioners to Policy Advisers and the Standards Council to HMIe. Participants who did have the opportunity to comment, were under no illusions about the scale of this task.

Acknowledgements

My sincere thanks go to all of the practitioners who engaged so enthusiastically in the consultation process, especially when many were uncertain about their own future employment. I am particularly grateful to those who organised (or tried their best to organise) the consultation meetings, often at short notice, and during a period when there were many demands on their time and attention.

Thanks also to the members of the working group, colleagues from the LTS Communities team and from my own local authority who individually and collectively focussed my thinking and sent me additional reading materials.

Eric Whitfield

Appendix 1 The amended social practice model paper based on comments from the consultations

Learning and Teaching Scotland

A Social Practice Model for Community Based Adult Learning (CBAL)

The Social Practice model background

The social practice model in community based adult learning is evident in a variety of adult learning delivery in Scotland. It has a strong basis in learning research and is widely regarded as the approach that responds most closely to learner goals and aspirations and most likely to leave a lasting positive impact on learners. The model can be used with almost any adult learner, but is particularly useful in supporting those who have negative views or experiences of learning or lack the confidence to engage with curriculum-driven learning wherever it may be offered. This makes it an essential component in the strategies to tackle disadvantage and inequality.

The social practices approach is one which should-

- Recognise, value and validate the range of experiences and skills that people bring to any learning
- Start from people's strengths and aspirations, not their weaknesses, or perceived 'needs'
- Recognise and build on the ways that people learn
- Provide learning that develops from, and is embedded in, contexts which are relevant to the learner
- Recognise the different values, emotions and perspectives that are embedded in learning
- Be open about the power dimensions of learning and enable learners to exercise power themselves
- Develop learner's critical capacities
- Develop learner's abilities to use their learning in other contexts.

Recognising Social practices in adult learning provision

Because learning is geared to the learner goals and aspirations, provision can be expected to vary considerably from learner to learner or group to group when using this model of practice. There are, however, seven key features that should be evident in any provision that is based on a social practices model. In the following section these key features are described and further developed by describing the characteristics of each feature. Although the features have a sequential feel to them, it is recognised that some characteristics, e.g. the developing

relationship between learner and provider or guidance approaches can develop or be required at any time during the learning.

The key features are:-

Key Feature 1 – The learning practitioner/agency has an up to date understanding of the social, cultural, economic and policy context of the (potential) learners that are being targeted for engagement.

Characterised by:-

- The learning practitioner/agency having a comprehensive knowledge of the social and economic profile of a geographic area or section of the population, e.g. the industrial/commercial history; transport issues; health profiles; educational attainment; employment rates; past experiences with Community Learning and Development provision; housing conditions and the relationships between local groups and individuals.
- The learning practitioner/agency having a clear and explicit understanding of the strategic, policy and operational planning context that they are operating within. This will include their own organisation's strategic priorities and those of other services, agencies, partnerships and community organisations operating in the area or with the target grouping. This will also include the resources and potential resources that are or could be available in the area or target group.

Key feature 2 – A professionally managed and sustainable relationship exists between practitioner and the learner(s).

Characterised by:-

- The practitioner/agency being positively viewed by the individual or community that is being engaged. This may be as a result of a variety of 'engagement activities' over a period of time. Some activities may be built around learning programmes at an introductory level designed to provide a 'platform of confidence' that other learning can be built upon. Other activities may be based around practical involvement in services, events or campaigns that develop confidence, belonging and confidence.
- A developing sense of honesty and trust between learner(s) and learning practitioner, which reflects the voluntary nature of the learner(s) involvement.
- A sharing of appropriate information between the learner, the learning practitioner and any other appropriate person or agency.
- The learner and practitioner having a clear understanding of the role of the learning practitioner. This would include the limits or boundaries to that role.
- Transparency in the interactions and discussions between learner and provider.

- A recognition of the power-differentials inherent in the early relationship between learner and practitioner, and the implementation of strategies that encourage the learner to challenge the status quo and take increasing control over their own learning.
- A recognition of the diverse range of values and opinions that learners and practitioners might have and the use of appropriate challenge and/or support interventions.

Key feature 3 – Learner(s) and the practitioner have a shared understanding of the changes that are being sought (in the learner’s life or in the life of a group or community)

Characterised by:-

- A shared understanding of the learners previous experiences and achievements, both in their experiences of learning and also of making changes in their life/lives.
- An understanding that the changes discussed might, themselves, change in the future.
- A shared understanding of the motivation to make the changes and the role of learning in helping the changes to happen.
- An understanding that the changes that the learner(s) achieve can have positive and negative impacts on the people around them.
- A shared understanding of the forces and/or structures that exist which can support, influence or prevent the desired changes from occurring.
- The learner(s) feeling responsible for, and retaining ownership of, the changes being sought.

Key feature 4 – The learner(s) and the practitioner develop a shared understanding of the learning goals and the learning methods/approaches and timescales that are most appropriate to support the desired changes.

Characterised by:-

- A transparent dialogue and process of agreeing learning goals and what success might look like
- A negotiated and agreed plan of learning.
- Negotiation and agreement on the most appropriate learning methods, frequency of learning sessions, etc which are designed to minimise/remove any barriers to learning.
- Appropriate guidance being given.

Key feature 5 – High quality learning is delivered.

Characterised by:-

- Clearly planned learning sessions that address the learning goals of the learner(s).
- The flexibility to adjust or tailor a learning session (sometimes at short notice) in order to respond to individual or group needs.
- Effective use of learning environments and resources
- Effective learning approaches that reflect the goals and aspirations of the learner(s), including the effective use of unplanned learning opportunities.
- Assessment being integral to the planned learning
- Positive and proactive practitioner-support that assists the learner(s) to reflect on the new skills and knowledge that have been acquired.
- The learner taking increasing responsibility for their own learning
- Learner achievements being recorded and reflected upon by the learner and celebrated.
- A consolidating sense of trust and openness between learner(s) and learning provider/agency

Key feature 6 – The impact of the learning experience on the learner is measured, reflected upon and evaluated.

Characterised by:-

- The learner(s) being supported to reflect on any changes within themselves that have come about as a consequence of their learning experience. This may include the views of others in a group, the practitioner or other people who have observed change in the learner. This would also incorporate any impacts that the learner(s) may have had on other people.
- Systems and processes being in place which measure the learner(s) development as “successful learners, confident individuals, responsible citizens and effective contributors.”
- Systems and processes being in place which record the learner(s) descriptions of an increased sense of feeling “safe, nurtured, healthy, achieving, active, respected & responsible and included.”

Key feature 7 – Effective guidance and support for progression.

Characterised by:-

- Guidance processes being planned and integral to the learning activities. e.
- The effective use of an appropriate range of guidance activities.
- The learner(s) being supported to consider his/her/their options. This will contain elements of challenge and/or encouragement as appropriate.
- The learner(s) being supported to take informed decisions on progressing to new opportunities, engaging in further learning or simply exiting from learning.
- The learning practitioner giving appropriate support to aid the learner's transition to chosen opportunities.
- The learner is enabled to come back to the learning practitioner for further impartial advice or guidance if needed.

Appendix 2 The local authority areas that hosted a consultation event:-

- Aberdeen City
- Argyll and Bute
- East Ayrshire
- East Dunbartonshire
- East Lothian
- East Renfrewshire
- Falkirk
- Glasgow
- Inverclyde
- North Ayrshire
- North Lanarkshire
- Perth and Kinross
- Renfrewshire
- Scottish Borders
- South Ayrshire
- South Lanarkshire
- West Dunbartonshire
- West Lothian

Telephone consultation

- Comhairle Nan Eilean Siar

Appendix 3 The Consultation draft of the social practice model

Learning and Teaching Scotland

Community Based Adult Learning (CBAL) and the Social Practice Model

(Draft 3)

The Social Practice model background

The social practice model in community based adult learning is evident in a variety of adult learning delivery in Scotland. It has a strong basis in learning research and is widely seen as the approach that responds most closely to learner goals and aspirations and most likely to leave a lasting positive impact on learners. The model can be used with almost any adult learner, but is particularly useful in supporting those who have negative views or experiences of learning or lack the confidence to engage with curriculum-driven learning wherever it may be offered. This makes it an essential component in the strategies to tackle disadvantage and inequality.

The social practices approach is one which should-

- Recognise, value and validate the range of experiences and skills that people bring to any learning
- Start from people's strengths and aspirations, not their weaknesses, or perceived 'needs'
- Recognise and build on the ways that people learn
- Provide learning that develops from, and is embedded in, contexts which are relevant to the learner
- Recognise the different values, emotions and perspectives that are embedded in learning
- Be open about the power dimensions of learning and enable learners to exercise power themselves
- Develop learner's critical capacities
- Develop learner's abilities to use their learning in other contexts.

In 2001, the report "Adult Literacy and Numeracy in Scotland" adopted the social practice model as core to the recommended approach to working with adults. This was reiterated in the government's Adult literacies in Scotland: 2020:-

"Literacies development extends beyond the acquisition of the skills of reading, writing and using numbers. It is most successfully taught using a "social practice" approach. This model of delivery emphasises the importance of a learner-centred approach and personal curriculum. The focus is on how the learner will use the skills in their everyday lives: with their families, at work, gaining qualifications to progress towards a job, or a better job, and in their

communities. However, the social practice approach is about more than contextualising learning to make it more relevant; it is about learners developing capabilities in making decisions, solving problems and expressing ideas and critical opinions about the world”.

The social practice model is used in a variety of other adult learning contexts e.g. with family learning learners, learners in the criminal justice system, people taking collective action and learners who want to increase their employability.

The social practice model is not new. It has strong roots in community work theory and practice which made it an appropriate model to underpin adult literacy practice and policy in Scotland. The model also strongly correlates with the HMle How Good is Our Community Learning and Development?(2) evaluation framework and the competencies for practitioners recently developed by the Community Learning and Development Standards Council

Recognising Social practices in adult learning provision

Because learning is geared to the learner goals and aspirations, provision can be expected to vary considerably from learner to learner or group to group when using this model of practice. There are, however, seven key features that should be evident in any provision that is based on a social practices model. In the following section these key features are described and further developed by describing the characteristics of each feature. Although the features have a sequential feel to them, it is recognised that some characteristics, e.g. the developing relationship between learner and provider or guidance approaches can develop or be required at any time during the learning.

The key features are:-

Key Feature 1 – The learning provider/agency has a clear understanding of the social, economic and policy context of the (potential) learners that are being targeted.

Characterised by:-

- The provider/agency having a comprehensive knowledge of the social and economic profile of an area or section of the population, e.g. the industrial/commercial history,/opportunities; transport issues; educational attainment; barriers to learning; housing conditions; the community facilities that are available and employment rates.
- The learning provider/agency having a clear and explicit understanding of the strategic, policy and operational planning context that they are operating within. This will include the organisational, local and national priorities that are being pursued.

Key feature 2 – A functional and sustainable relationship and understanding exists between provider/agency and learners.

Characterised by:-

- The provider/agency being known to the community in which it is working and is positively viewed and trusted as a learning provider.
- A developing sense of trust between learner(s) and learning provider/agency

- A sharing of appropriate information between learner and learning provider/agency
- The learner having a clear understanding of the role (and limitations of that role) of the learning provider/agency.
- Transparency in the interactions and discussions between learner and provider/agency
- Each person valuing the others opinions and respecting one another's values.

Key feature 3 – Learner(s) and provider/agency have a shared understanding of the changes that are being sought (in the learner's life or in the life of a group or community)

Characterised by:-

- A shared understanding of the learners previous learning experiences and achievements
- An understanding that the changes discussed, might themselves, change in the future.
- A joint understanding of why these changes are needed and the role of learning in helping those changes to happen.
- A shared understanding of the forces and/or structures that exist to support, influence or prevent the desired changes from occurring.

Key feature 4 – Learner(s) and provider/agency develop a shared understanding of the learning goals, learning methods/approaches and timescales that are appropriate to support the desired changes.

Characterised by:-

- Transparent dialogue and processes of agreeing and evaluating learning goals
- Clear records of agreed learning contained in a written and shared plan
- Negotiation and agreement on preferred/appropriate learning methods, frequency and length of period of learning
- Appropriate guidance being given.

Key feature 5 – High quality learning is delivered.

Characterised by:-

- Clearly planned learning sessions that address the learning goals of the learner.
- Effective use of learning environments and resources
- Effective learning approaches that reflect the goals and aspirations of the learner
- Assessment being integral to the planned learning

- The assessment process and its conclusions being shared and discussed
- The learner taking increasing responsibility for their own learning
- Learner achievements being recorded and reflected upon by the learner and celebrated.
- A consolidating sense of trust and openness between learner(s) and learning provider/agency

Key feature 6 – The impact of the learning, on the learner, is evaluated

Characterised by:-

- Learner(s) being supported to reflect on their learning experiences.
- Systems and processes being in place which measure the learner(s) development as “successful learners, confident individuals, responsible citizens and effective contributors.”
- Systems and processes being in place which record the learner(s) descriptions of an increased sense of feeling “safe, nurtured, healthy, achieving, active, respected & responsible and included.”
- Learners being contacted after a period of time, to see if the initial impacts of learning have been sustained, developed or diminished.

Key feature 7 – Effective guidance and support for progression.

Characterised by:-

- The learning provider/agency providing integrated processes of educational guidance.
- The learning provider/agency effectively applying an appropriate range of guidance activities.
- The learner being supported to consider his/her options for continuing with their learning and making informed decisions. This will contain an element of challenge and/or encouragement where appropriate.
- The learner being supported to consider his/her options for taking a new learning direction and taking informed decisions
- The learning provider/agency giving appropriate support to the learner to aid the learner’s transition to other learning opportunities

- The learner is enabled to come back to the learning provider for further impartial advice or guidance.

Key Questions

In order to establish the extent of use of this model as detailed in the 7 key features outlined above, and what would be required to enable more practitioners to use it, could you please respond to the following questions:-

The social practice model in Scotland

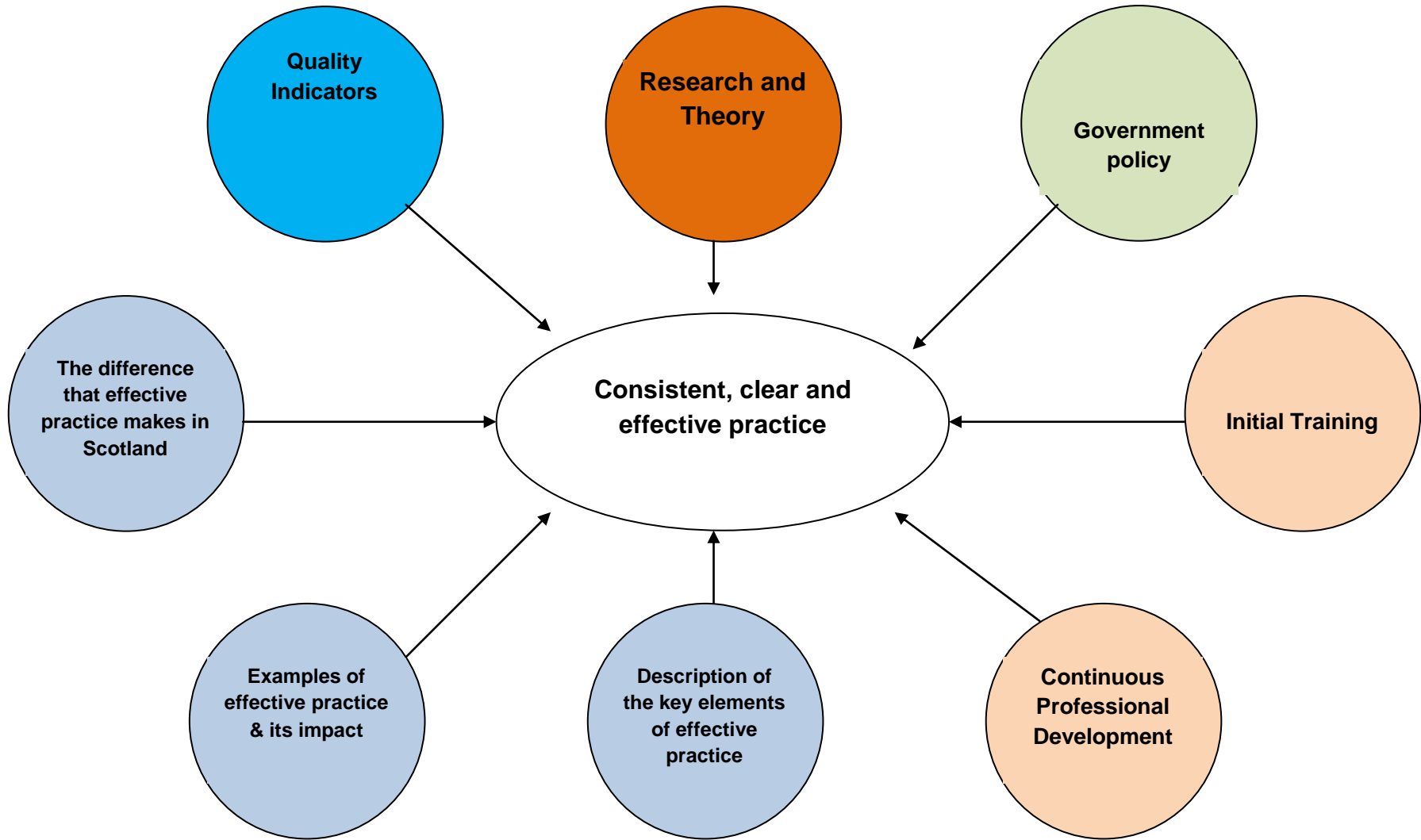
1. Are you familiar with this model?
2. Do you recognise it as a core model of adult learning delivery?
3. If not, what models of delivery do you recognise as core to adult learning provision?

The social practice model in your work

4. Does this model of delivery reflect your approach to your adult learning provision?
5. If it does reflect your approach, could you provide examples of it in your practice.
6. If it does not reflect your approach, can you
 - a) identify which elements of the model are not integral to your practice, and
 - b) describe other elements of your approach which are not described in the model.

Developing the use of the social practice model in Scotland

7. Is this a model that you would want to implement or further develop in your practice?
8. What kind of support or training would you need to implement or further develop it.



Appendix 4 - Elements that Contribute to Consistent, Clear and Effective Practice

**Key Questions (on the “Elements that Contribute to Consistent, Clear and Effective Practice”
diagram)**

1. Are the descriptions of the key elements clear and understandable?
2. Are these the key elements that are needed to inform and support ‘consistent, clear and effective practice’? If not what is missing
3. If these elements were an on-line resource, how long would you expect it to take to access the key information that you were looking for?