



Higher National Unit specification

General information for centres

Unit title: Contexts of Adult Literacies in Scotland

Unit code: F8N8 35

Unit purpose: This Unit is designed to enable candidates to understand the context and theory in relation to adult literacies tutoring practice.

On completion of the Unit the candidate should be able to:

- 1 Critically analyse national and local priorities, policies and principles relating to adult literacies.
- 2 Analyse a social practice approach to adult literacies.
- 3 Evaluate educational guidance processes for adult literacies learners and professional development opportunities for tutors.

Credit points and level: 0.75 HN credit at SCQF level 8: (6 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However candidates would normally be expected to have gained a qualification in ITALL or have at least 2 years' prior experience as a practitioner in the area of adult literacies.

Some prior knowledge of assessing and the reasons for doing so is required.

Core Skills: There may be opportunities to develop the Core Skills of *Problem Solving*, *Communication* and *Information and Communication Technology* at SCQF level 6, and *Numeracy* at SCQF level 5, in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: This Unit may be delivered alongside the HN Unit *Tutoring Numeracy in Adult Literacies*. Alternatively, it may be delivered as a stand-alone Unit.

Assessment: This Unit is assessed by case studies, assignments and a mapping exercise prepared by the candidate. The candidate can complete these during her/his study for the award as and when she/he is ready to do so. Assessment may be completed in time set aside from work or in the candidate's own time. This Unit can be assessed in conjunction with the following Unit *Tutoring Numeracy in Adult Literacies*.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Critically analyse national and local priorities, policies and principles relating to adult literacies

Knowledge and/or Skills

- ◆ Approaches used to meet adult literacies learners' individual needs and interests
- ◆ Priority target groups
- ◆ Key policy documents and strategies
- ◆ Principles that underpin effective practice in adult literacies delivery

Evidence Requirements

Candidates will need to provide written and/or oral evidence to demonstrate Knowledge and/or Skills by showing that they can:

- (a) Analyse the fundamental principles of adult literacies practice in Scotland and discuss critically a chosen element of practice in the context of adult literacies theory and current policy documents with particular reference to *An ALN Curriculum Framework for Scotland*.
- (b) Analyse two priorities (one national and one local) that impact upon the provision of adult literacies learning where they work, and critically discuss the implications of these priorities for adult literacies provision, for the learners and for their role as practitioners.

Assessment of work may be completed in time set aside from work or in the candidate's own time.

Assessment Guidelines

Assessment for this Outcome can be undertaken during a suitable course of study or in the candidate's work context, enabling the candidate to gain an understanding of national and local priorities, policy and principles relating to adult literacies.

Higher National Unit specification: statement of standards (cont)

Unit title: Contexts of Adult Literacies in Scotland

Outcome 2

Analyse a social practice approach to adult literacies

Knowledge and/or Skills

- ◆ The theory behind the social practice approach
- ◆ The key elements of the social practice approach
- ◆ *An ALN Curriculum Framework for Scotland* and its application, in relation to other understandings of “curriculum”
- ◆ Adult literacies contexts and settings

Evidence Requirements

Candidates will need to provide written and/or oral evidence to demonstrate Knowledge and/or Skills by showing that they can:

- (a) Link principles to practice by producing an account of a lesson/course plan using the social practice approach. Links should be made to theoretical principles that are set out in *An ALN Curriculum Framework for Scotland*.
- (b) Produce a case study using *An ALN Curriculum Framework for Scotland*. Candidates should work with an adult literacies learner or group of learners to complete a Curriculum Framework Wheel which details the learner’s (or learners’) literacies and other goals, clearly showing the skills, knowledge and understanding involved. This activity could be completed electronically, using the interactive Wheel, and printed on completion, or by completing the paper-based version. Candidates should also provide some background information on the learner’s (or learners’) goals to accompany the completed Wheel. Candidates should also briefly detail similarities and/or differences between *An ALN Curriculum Framework for Scotland* and alternative understandings of the term ‘curriculum’.
- (c) Describe at least three contexts and/or settings where adult literacies learning takes place and critically discuss at least three similarities/differences between them.

Assessment of work may be completed in time set aside from work or in the candidate’s own time.

Assessment Guidelines

Assessment for this Outcome can be undertaken during a suitable course of study or in the adult literacies practitioner’s work context, enabling the candidate to gain understanding of both a social practice model and *An ALN Curriculum Framework* and apply this knowledge to their work with learners.

‘Contexts’ would refer to the main theme or purpose of the learning: is it, for example, for managing your health, for employability, for independent living or to develop financial capability? ‘Settings’ would refer to the organisation or place where the learning is taking place, which will often have different degrees of formality; for example, a college main site, college outreach, community learning, a homeless hostel, a prison or a social firm.

Higher National Unit specification: statement of standards (cont)

Unit title: Contexts of Adult Literacies in Scotland

Outcome 3

Evaluate educational guidance processes for adult literacies learners and professional development opportunities for tutors

Knowledge and/or Skills

- ◆ Purposes of educational guidance and the different stages and activities
- ◆ Progression opportunities available to adult literacies learners
- ◆ Local guidance networks and opportunities for guidance networking
- ◆ Accreditation opportunities for adult literacies learners
- ◆ Professional development opportunities for adult literacies tutors

Evidence Requirements

Candidates should provide written and/or oral evidence to demonstrate their Knowledge and/or Skills by submitting evidence in the form of:

- (a) A mapping exercise — candidates to evaluate a variety of progression opportunities in the community of practice (geographic area or work context) where they work.
- (b) Case study — choosing one adult literacies learner, analyse and reflect on the educational guidance provided to them throughout the duration of their engagement with you (what was offered, what were the constraints on guidance, if any, detail appropriate changes that could improve guidance).
- (c) An analysis of the range of professional development opportunities available to adult literacies tutors, which would be most appropriate and how they could be accessed.

Assessment may be completed in time set aside from work or in the candidate's own time.

Assessment Guidelines

Assessment for this Outcome can be undertaken during a suitable course of study or in the candidate's work context, enabling the candidate to gain an understanding of how to conduct educational guidance and use this knowledge, together with knowledge of locally available learning opportunities, to carry out the guidance process with a learner.

Administrative Information

Unit code: F8N8 35

Unit title: Contexts of Adult Literacies in Scotland

Superclass category: GA

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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Contexts of Adult Literacies in Scotland

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 30 hours.

Guidance on the content and context for this Unit

This Unit has been designed for candidates who are already working within the field of adult literacies. For those working in a voluntary tutor assistant role, this Unit (together with the Unit in *Tutoring Numeracy in Adult Literacies*) would be an appropriate progression from PDA:ITALL (or equivalent) and would be appropriate development towards a role working with groups. The Unit is designed to increase the candidates' knowledge of the national and local policies, principles and priorities and their impact on adult literacies provision and practice.

This is a knowledge-based Unit and the principal context will be the theory of adult literacies and how this impacts on practice. Candidates will however need to have access to at least one learner to complete Outcomes 2 and 3. It is not necessary that it be the same learner for both Outcomes and the learners may be focusing on primarily literacy or numeracy goals, or a mix of both.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1: Critically analyse national and local priorities, policies and principles relating to adult literacies

- ◆ The background to the current adult literacies strategy across the lifelong learning continuum
- ◆ National policies and their impact on adult literacies practice
- ◆ Local priorities and their impact on adult literacies practice
- ◆ The fundamental principles of adult literacies
- ◆ *An ALN Curriculum Framework for Scotland*
- ◆ *Literacies in the Community: a resource for practitioners and managers*
- ◆ Target and priority groups of learners

Outcome 2: Analyse a social practice approach to adult literacies

- ◆ *An ALN Curriculum Framework for Scotland*
- ◆ Alternative understandings of the term 'curriculum'
- ◆ The interactive (online or CD Rom) ALN Curriculum Framework Wheel
- ◆ The social practice model; background and key elements
- ◆ Different contexts for literacies learning, eg health and wellbeing, financial capability, employability
- ◆ Literacies learning in different settings, eg college, community, workplace, prison
- ◆ The importance of group work

Higher National Unit specification: support notes (cont)

Unit title: Contexts of Adult Literacies in Scotland

Outcome 3: Evaluate educational guidance processes for adult literacies learners and professional development opportunities for tutors

- ◆ The purpose and scope of educational guidance
- ◆ Stages and activities of educational guidance
- ◆ National and local educational guidance opportunities
- ◆ National and local progression routes for tutors and adult literacies learners
- ◆ National and local organisations providing services to adult literacies learners
- ◆ National and local accreditation opportunities

Guidance on the delivery and assessment of this Unit

This Unit can be delivered on a standalone basis or as part of a taught programme for practitioners preparing to work with adult literacies learners. Outcomes 1–3 are delivered sequentially.

The resource pack which accompanies this Unit contains examples of background reading (ALNIS, LiC, ALN Curriculum Framework, etc.) which can assist the candidate's understanding of the national and local priorities which impact on adult literacies work in their community of practice (geographic area or work context). The resource pack also contains ideas and activity plans that will help candidates to gain the skills and knowledge they need to meet the Evidence Requirements. All of this should help candidates with their assignments and case study. Production of the mapping exercise will reflect the breadth and depth of the candidate's knowledge and understanding of educational guidance and progression opportunities. It will enable the candidate to explore and identify the educational guidance and progression opportunities available to learners. Information about the candidate's local adult literacies partnership should also be explored in discussion with the candidates.

Candidates should be encouraged to adopt a critically reflective approach in their adult literacies practice. This should be informed by their experience as an adult literacies practitioner and as an adult learner. Approaches which can help candidates to develop critical thinking skills and contribute to their continuous professional development should be encouraged. These can include strategies such as keeping a learning log or diary containing reflections on the candidate's own experience as a practitioner and an adult learner; group discussion around an activity where candidates are asked to complete complex literacies tasks (production of lesson plan and demonstrating understanding of inclusive approaches to literacies teaching and learning) likely to provide a challenge may provide evidence of candidate insight, skills and knowledge. Candidates might also be encouraged to complete an exercise based on identification of their own learning style and complement this with some background reading on learning styles and a learner-centred approach.

The seven guiding principles of good practice which underpin adult literacies work (as set out in *Literacies in the Community*) are written in relatively complex language. An activity which involves the candidates in writing the principles in everyday language and then relating this to actual practice in an adult literacies learning context is suggested to reinforce their learning.

Candidates should also be encouraged to develop efficient systems of recording, coding and storing information for the ease of reference, such as log books, diaries and folders (virtual and real).

Higher National Unit specification: support notes (cont)

Unit title: Contexts of Adult Literacies in Scotland

Open learning

This Unit is suitable for open and distance learning delivery. The assessment strategy and guidelines described in this specification must still be applied if this method of delivery is chosen.

Opportunities for developing Core Skills

- ◆ All elements of the Core Skill of *Problem Solving* (that is: Planning and Organising, Critical Thinking and Reviewing and Evaluating) will be developed and enhanced as candidates undertake the Unit. A high level of Critical Thinking will be involved in the analysis of national and local priorities, policies and principles relating to adult literacies and the evaluation of educational guidance and progression opportunities.
- ◆ Skills in accessing and evaluating sources of information will be developed in order that candidates are able to analyse in depth current reference materials from a range of sources.
- ◆ Candidates should be familiar with effective and responsible use of *ICT* equipment and software applications in the design and production of materials to support the learning process.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

General information for candidates

Unit title: Contexts of Adult Literacies in Scotland

What this Unit is about

This Unit is about the context and theory of adult literacies tutoring practice.

This Unit is assessed by case studies, assignments and a mapping exercise prepared by the candidate. You can complete these during your study for the award as and when you are ready to do so. Assessment may be completed in time set aside from work or in your own time. This Unit can be assessed in conjunction with the following Unit *Tutoring Numeracy in Adult Literacies*.

You will:

- ◆ Be aware of priority target groups
- ◆ Be aware of key policy documents and strategies
- ◆ Be aware of the principles that underpin effective practice in adult literacies delivery
- ◆ Be aware of the theory behind the social practice approach
- ◆ Understand the key elements of the social practice approach
- ◆ Understand the ALN Curriculum framework and its application, in relation to other understandings of ‘curriculum’
- ◆ Be aware of adult literacies contexts and settings
- ◆ Critically analyse the stages and activities of educational guidance
- ◆ Understand progression opportunities available for adult literacies learners
- ◆ Identify local guidance networks and opportunities for guidance networking
- ◆ Understand and identify accreditation opportunities for adult literacies learners
- ◆ Identify professional development opportunities for adult literacies tutors

On completion of the Unit you will ...

- ◆ Be able to critically analyse national and local priorities, policy and principles relating to adult literacies
- ◆ Be able to analyse a social practice approach in adult literacies linked to *An ALN Curriculum Framework for Scotland*
- ◆ Be able to evaluate educational guidance processes for adult literacies learners and progression opportunities