



## Higher National Unit specification: general information

**Unit title:** Tutoring Adult Literacy

**Unit code:** FV0C 35

**Superclass:** GB

**Publication date:** September 2012

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This Unit is designed to develop the skills and knowledge required to plan, prepare, deliver and assess literacy learning. It prepares candidates to take account of learners' prior knowledge and skills and possible previous negative experiences of learning literacy. It equips candidates with a range of teaching methods, learning resources and assessment strategies.

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

- 1 Prepare to tutor literacy
- 2 Plan and negotiate effective literacy learning and teaching
- 3 Deliver effective literacy learning
- 4 Assess the effectiveness of literacy learning and teaching

### 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 PDA: ITALL or equivalent or have at least 2 years' prior experience tutoring reading and writing to adults.

### Credit points and level

1.5 Higher National Unit credits at SCQF level 8: (12 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.*

## **General information (cont)**

### **Core Skills**

There are opportunities to develop the Core Skills of *Problem Solving, Information and Communication Technology (ICT)* and *Communication* at SCQF Level 6 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 Contexts of Adult Literacies. Alternatively, it may be delivered as a stand-alone Unit.

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Assessment**

This Unit is assessed by oral or written accounts, a reflective diary, evaluative report, course proposal and an observed practice session including lesson plans, records, individual learning plans and copies of resources used. 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 Contexts of Adult Literacies in Scotland.

## 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.

Outcomes will be assessed holistically. Evidence Requirements and Assessment Guidelines for these Outcomes will appear after Outcome 4.

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

Prepare to tutor literacy.

#### Knowledge and/or Skills

- ◆ The impact of previous learning experiences and strategies for engaging literacy learners once they are in provision.
- ◆ Understand the social practice approach to literacy learning.
- ◆ The Adult Literacy and Numeracy Curriculum Framework for Scotland including the Curriculum Wheel.
- ◆ Recognise barriers to literacy learning such as issues of geography, sexuality, religion, race, culture, gender, health, disability or offending.
- ◆ Use alternative teaching modes including ICT to broaden the experience for isolated learners.
- ◆ The importance of using resources and strategies that reflect wider society and are inclusive.
- ◆ The skills and qualities of effective tutoring.
- ◆ challenging the stigma associated with accessing literacy learning.
- ◆ The challenges and advantages of working with mixed ability groups, including tutor anxiety.
- ◆ Learners' differing learning styles.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Tutoring Adult Literacy

### **Outcome 2**

Plan and negotiate effective literacy learning and teaching.

#### **Knowledge and/or Skills**

- ◆ Plan learning activities that use a social practice approach.
- ◆ Arrange the learning environment to complement the planned learning and teaching approaches and activities.
- ◆ Plan learning activities and teaching strategies that support learners with additional support needs.
- ◆ The purposes and roles of initial assessment.
- ◆ Use effective questioning techniques.
- ◆ Recognise the different ways that different learners present for tuition.
- ◆ Develop and foster motivation amongst adult literacy learners with diverse skills levels.
- ◆ Engage individuals in group activity and respond to group dynamics.
- ◆ Create an environment where learners are empowered to make their own choices about learning.
- ◆ Develop, through negotiation with learners, group and individual learning plans for literacy.
- ◆ Develop, with learner involvement, a lesson plan that includes group activity.
- ◆ Use background information (or information about learners' previous experiences) for planning resources and working towards learning goals.
- ◆ Use learners as a resource for identifying a wide range of learning strategies.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Tutoring Adult Literacy

### **Outcome 3**

Deliver effective literacy learning.

#### **Knowledge and/or Skills**

- ◆ Deliver learning activities that use a social practice approach.
- ◆ Employ strategies to teach writing, handwriting, spelling, reading, speaking and listening and the use of grammar.
- ◆ Manage a group of learners working at different, individual levels.
- ◆ Creatively select, use and evaluate 'real life' strategies and resources, including technology that reflect learners' interests and aspirations.
- ◆ Encourage critical understanding and recognise learners' existing awareness of how power works in society.
- ◆ Ensure that resources, approaches, strategies and activities meet diverse learning needs and goals.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Tutoring Adult Literacy

### Outcome 4

Assess the effectiveness of literacy learning and teaching.

#### Knowledge and/or Skills

- ◆ The different applications of formative and summative assessment.
- ◆ Apply methods of assessment that reinforce learning, such as questioning skills.
- ◆ Encourage learners to reflect on their learning.
- ◆ Give ongoing technical feedback to motivate and encourage learners.
- ◆ Use feedback to develop deeper understanding of literacy processes.
- ◆ Evaluate strategies that are effective within groups.
- ◆ Effective use of formative and summative methods of assessment.
- ◆ Raise awareness of the Scottish Credit and Qualifications Framework and its application to the competence of individual learners.
- ◆ The range of national literacy and numeracy qualifications available to learners.
- ◆ Apply assessment processes to achieve certification for appropriate national qualifications for the learner.
- ◆ Undertake evaluation processes according to national frameworks and information management systems for learners and learning progression and/or impact.
- ◆ Support learners to become autonomous.

#### Evidence Requirements

Candidates will be required to provide performance evidence to demonstrate their knowledge and skills in the form of:

- (a) Observation of a minimum of one tutoring practice session (or sessions) with a group of at least four literacy learners which, in total, should last a minimum of one hour but no more than two hours, demonstrating:
- ◆ effective use of a range of literacy teaching strategies and learning activities
  - ◆ competence at managing the group
  - ◆ an ability to teach learners of differing abilities and who have differing learning needs
  - ◆ the development of learners' confidence to learn, study and become more reflective
  - ◆ a social practice approach to literacy learning, teaching and assessment
  - ◆ strategies to encourage learners to have a more critical perspective on their literacy learning
  - ◆ effective assessment of learning using oral or written methods
  - ◆ effective management of selected or devised learning resources

## Higher National Unit specification: statement of standards (cont)

### Unit title: Tutoring Adult Literacy

The evidence could be presented in video or similar format or assessed in real time with the assessor present.

- (b) A group lesson plan for at least four learners for a minimum of six hours of literacy tuition, or three consecutive learning sessions, one of which should be the observed practice session as detailed above in (a). The lesson plans should specify the teaching strategies (what the tutor will do), the learning activities (what the learners will do) and the resources chosen to support these activities, as well as how the learning will be assessed.
- (c) Individual learning plans for each member of the group accompanied by an overarching group learning plan, showing evidence that the learner is central to the negotiation of long and short-term learning goals, and that planning underpins and strengthens the learning, teaching and assessment process.
- (d) A reflective diary of between 1,250 and 1500 words which should include:
- ◆ an evaluation of the sessions referred to in (b) and (c) above, commenting on the success of the strategies used for working with a mixed level group of learners and engaging them in the learning process
  - ◆ reflection on the success of the teaching strategies and learning activities selected for these sessions
  - ◆ justification of the choice of resources used during these sessions
  - ◆ comments on how effective these sessions have been in helping learners overcome their barriers to literacy learning and in helping the learners work towards achieving their goals
  - ◆ comments on how their practice has been influenced by their understanding of Curriculum for Excellence and the ALN Curriculum Framework, and the resonances between the two
  - ◆ reflection on the skills and qualities they have developed as an effective literacy tutor and an identification of any goals for future professional development
  - ◆ The reflective diary will be an Outcome-focused and honest account which clearly links the reflection to the candidate's practice. It can be in written or oral form.
- (e) An evaluative report (either written or oral) of between 1,250 and 1,500 words. Candidates should:
- ◆ describe strategies to develop learners' increased confidence in their ability to learn and study
  - ◆ discuss potential barriers to effective literacy learning and the strategies and techniques by which these barriers may be overcome
  - ◆ discuss the purposes and forms of assessment in relation to literacy learning
  - ◆ with reference to the SCQF discuss how the assessment processes have been applied to achieve national certification for the learner.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Tutoring Adult Literacy

- (f) A course proposal in writing of 250 to 500 words. Candidates should devise an integrated programme of learning, embedding literacy teaching and learning within a practical context. Candidates may base this on a course delivered within their own organisation or can create something entirely new. The format of the programme proposal is flexible but, where possible, should reflect the systems in use within the candidate's own organisation.

### **Assessment Guidelines**

Assessment for these Outcomes can be undertaken during a suitable course of study or in the candidate's work context. Assessment may be completed in time set aside from work or in the candidate's own time.

All evidence should be relevant to interaction with learners.

An exercise for candidates where the principles, processes and procedures of assessment are discussed may help to develop knowledge in this area. Candidates may also gain insight into barriers to learning and motivational techniques via discussion with others.

Course proposals should be produced in the context of the candidate's work setting to assist with authenticity and relevance of content.

'Technology' includes computer programmes and the internet but also mobile and other technology such as audio or digital cameras, calculators, pocket gaming technology.



## Higher National Unit specification: support notes

### Unit title: Tutoring Adult Literacy

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 60 hours.

### Guidance on the content and context for this Unit

This Unit forms part of the Professional Development Award (PDA) in Tutoring Adult Literacies but can also be taken as a free standing Unit. It has been designed for candidates who are already working within the field of adult Literacies and who are tutoring literacy. The Unit is designed to increase the candidates' knowledge of literacy tutoring and enable the candidate to use a variety of approaches to empower, motivate and support learners to develop their literacy skills.

The principal context will be the teaching environment. Candidates will need to have access to a minimum of a group of four learners but this number may be reduced by reason of rurality and that prevent bringing learners together. Learners in a group need not all be working at the same level or on the same topics.

**Outcome 1** highlights the social practice approach to adult literacies with reference to the Adult Literacy and Numeracy Curriculum Framework for Scotland and the Curriculum Wheel. In applying this approach it considers the qualities and skills required for effective literacy tutoring and the part played by learners' previous experiences and the impact of stigma. It introduces the benefits and challenges of working with mixed level groups for both learners and tutors and also methods of assessment. Candidates will also have the opportunity to consider and reflect on the challenges of engagement, using resources that reflect society and creating opportunities for broadening the learning experience.

**Outcome 2** focuses on the planning, negotiation and empowerment required for effective literacy tutoring, placing the learner at the centre of the process and emphasising effective questioning techniques and using learners' own knowledge and experience as a resource. The role of individual and group learning plans are considered and the need to create productive learning environments and alternative options to meet diverse needs.

**Outcome 3** is concerned with the delivery of literacy learning and covers teaching strategies required for writing, handwriting, spelling, reading, speaking and listening and the use of grammar. The importance of selecting and designing appropriate activities and resources, including ICT, to support diverse and additional needs is featured. This Outcome also considers strategies and approaches for managing a group working at different levels. In addition, it considers challenging, motivating and encouraging learners, strategies to consolidate and reinforce learning and which encourage critical understanding and awareness.

**Outcome 4** addresses assessment. Its purpose and methods from initial through formative and summative are considered as is the importance of giving good technical feedback. Self-assessment, self-evaluation and reflection for both learners and tutors is encouraged and awareness of opportunities and routes to accreditation feature.

## Higher National Unit specification: support notes (cont)

**Unit title:** Tutoring Adult Literacy

### 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 1–4 can be delivered sequentially, although Outcomes 2, 3 and 4 will be assessed holistically. Candidates must be working with a group of learners in order to produce assessment evidence for this Unit; these learners may differ in terms of ability level and their choice of literacy topics.

The resource pack which accompanies this Unit contains examples of teaching and learning resources and background material which the trainer can use to assist the candidates in their understanding of how to plan, prepare and deliver literacy learning and demonstrate effective tutoring skills. Materials in the pack can also assist candidates in their understanding of assessment and evaluation processes.

Candidates may want to explore the knowledge, empathy and interpersonal and communication skills that underpin effective adult literacy tutoring, and ways in which peer support and peer teaching can contribute to effective learning. They may want to discuss ideas about what the skills and qualities of an effective literacy tutor might be and approaches which involve learners in disarming the stigma associated with adult literacy, as an integral element of tutoring literacy learners.

Given the level of this qualification, and the experience and/or qualifications required of candidates undertaking this Unit, candidates may want to take opportunities to discuss the connections between theory, policy and practice. Candidates may want to explore and discuss some of the socio-political and linguistic theories that underpin the social practices approach.

The use of Individual Learning Plans (ILPs) is well-established in Scotland, as a central and defining strategy for implementing social practices approaches in adult literacies.

Groupwork takes literacies to the next stage, in accessing the significant benefits that come from peer learning and peer support and to maximise the effectiveness of literacies teaching and learning. Being part of a cohesive group provides individuals with a base for increasingly self-directed and autonomous decision-making, and opportunities to undertake literacies learning activities that address broader socio-political issues, including the literacies stigma.

Candidates may want to examine group work as an essential process for empowerment through literacies learning, and discuss how Outcomes related to individual, group and community empowerment may be supported by the development and use of group learning plans.

### 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.

## Higher National Unit specification: support notes (cont)

**Unit title:** Tutoring Adult Literacy

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Opportunities for developing Core Skills

- ◆ All elements of the Core Skills of *Problem Solving* will be developed and enhanced as candidates undertake the Unit: that is, Planning and Organising, Critical Thinking and Reviewing and Evaluating. Identification and assessment of factors impacting on providing the most effective learning experience will involve a high level of critical thinking. Reflecting on own practice and designing teaching strategies which allow on-going opportunities for review and adjustment or adaptation will be of critical importance.
- ◆ Candidates should be familiar with effective and responsible use of *ICT* equipment and software in the design and production of materials to support the learning process. The need to develop efficient systems of recording, coding and storing information for the ease of reference, such as log books, dairies, folders and portfolios should be emphasised. Skills in accessing and evaluating sources of information will be developed in order that candidates are able to analyse reference and learning and teaching materials from a range of sources.
- ◆ Candidates will have opportunities to develop a sophisticated level of Oral *Communication* skills in questioning, giving information and responding to others in the most appropriate way to progress learning. Providing feedback and adapting style to the needs of the learner is integral to achievement. Analysing and responding to others using a range of verbal and non-verbal communication techniques will be critical to successful performance and best practice when communicating and working with others. Maximising opportunities to enhance negotiation with learners by offering encouragement, demonstrating, explaining and adapting behaviour to maximise the strengths of those involved in the learning process will be integral to the tutoring role. Written *Communication* skills may also be enhanced where candidates are encouraged to produce clear, structured written work when demonstrating and providing evidence of their literacy ability.

### 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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date
02	Unit purpose on page 1 clarified.	17/09/12

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## General information for candidates

### Unit title: Tutoring Adult Literacy

- ◆ Reflect on the impact of previous learning experiences and strategies for engaging literacy learners.
- ◆ Use a social practice approach.
- ◆ Use the Adult Literacy and Numeracy Curriculum Framework for Scotland including the Curriculum Wheel.
- ◆ Use formative and summative methods of assessment.
- ◆ Recognising the logistical challenges or barriers such as issues of geography, race, culture, gender, health, disability or offending, etc.
- ◆ Seek alternative strategies to broaden the learning experience for isolated learners.
- ◆ Use resources and strategies that reflect society.
- ◆ Reflect on the qualities of effective tutoring.
- ◆ Adopt strategies to challenge the stigma associated with accessing literacy support.
- ◆ Reflect on the challenges and advantages of working with mixed level groups, including tutor anxiety.
- ◆ Reflect on learners' differing learning styles.
- ◆ Plan learning activities that use a social practice approach.
- ◆ Arrange the learning environment to complement the planned learning and teaching approaches and activities.
- ◆ Plan learning activities and teaching strategies that support learners with additional support needs.
- ◆ Reflect on the purpose and role of initial assessment.
- ◆ Use effective questioning techniques.
- ◆ Recognise the different ways that different learners present for tuition.
- ◆ Develop and foster motivation amongst adult literacy learners with diverse skills levels.
- ◆ Reflect about group engagement and being responsive to the group dynamics.
- ◆ Create an environment where learners are empowered to make their own choices about learning.
- ◆ Develop, through negotiation with learners, group and individual learning plans for literacy.
- ◆ Develop, with learner involvement, a lesson plan that includes group activity.
- ◆ Use background information (or information about learners' previous experiences) for planning resources and working towards learning goals.
- ◆ Use learners as a resource for identifying a wide range of learning strategies.
- ◆ Give ongoing technical feedback to motivate and encourage learner.
- ◆ Use feedback to develop deeper understanding of literacy processes.
- ◆ Apply group work and group work process.
- ◆ Manage a group of learners working at different, individual levels.
- ◆ Be aware of the different applications of formative and summative assessment.
- ◆ Apply methods of assessment that reinforce learning, such as questioning skills.
- ◆ Encourage learners to reflect on their learning.
- ◆ Be aware of the Scottish Credit and Qualifications Framework (SCQF), including accreditation.
- ◆ Undertake evaluation processes according to national frameworks and information management systems for learners and learning progression and/or impact.
- ◆ Create autonomous learners.

## **General information for candidates (cont)**

**Unit title:** Tutoring Adult Literacy

On completion of the Unit you will:

- ◆ Be prepared to tutor adult literacy using a social practice approach
- ◆ Be able to plan and negotiate effective literacy learning and teaching
- ◆ Be able to deliver effective adult literacy learning
- ◆ Be able to assess the effectiveness of literacy learning and teaching.