

National Unit Specification

General information for centres

Unit title: Working with Adult Literacies Learners

Unit code: DA9W 12

Unit purpose: This unit is designed to enable candidates to develop a reflective approach to working with adult literacies learners that exemplifies good practice. It takes account of current thinking on the most appropriate ways to work with adult literacies learners. On completion of the unit, each candidate should be able to:

1. Reflect on how to build appropriate relationships with adult literacies learners.
2. Reflect on how to support the learning process with adult literacies learners.

Credit value: 0.25 credit at Higher (1.5 SCOTCAT points at SCQF level 6*)

**SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to doctorates.*

Recommended prior knowledge and skills: There are no formal entry recommendations for this unit but candidates should be confident in their literacy/numeracy practice and should display an interest in, and a commitment to, the development of adult literacies in Scotland. This is the second of three related units. Before embarking on this unit, candidates should have completed the first unit, Adult Literacies Learning in Scotland, or be able to demonstrate convincingly that they are aware of the knowledge and skills covered in it.

Core skills: This unit may provide opportunities to work towards achievement of the core skill *Working with Others (Higher)* but it does not carry automatic certification of this core skill.

Context for delivery: This is one of a series of units intended for candidates who are following a training programme for adult literacies tutor assistants. It is the second of three units which make up the Professional Development Award in Adult Literacies. It should be delivered in the context of a suitable training programme (such as ITALL - Introductory Training on Adult Literacies Learning), which aims to enable participants to contribute to tutoring in adult literacies learning provision.

Assessment Strategy: The unit can be assessed by reflective accounts prepared by the candidate. A candidate can complete these during her/his study programme as and when s/he is ready to do so.

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.

Outcome 1

Reflect on how to build appropriate relationships with adult literacies learners.

Knowledge and/or skills

- roles and responsibilities of learner and tutor
- active listening
- short term and long term goals of learners
- strategies to support the development of confidence among learners
- strategies for maintaining motivation of learners
- role of guidance in supporting learners

Outcome 2

Reflect on how to support the learning process with adult literacies learners.

Knowledge and/or skills

- key components of learning plans
- importance of manageable, specific and achievable steps
- cycle of learning
- records of work
- role of review and reflection in the process of learning

Evidence requirements for the unit

Each candidate must provide evidence in an oral or written format to demonstrate that s/he can reflect on the way in which s/he would approach working with adult literacies learners in a context relevant to her/his work as an adult literacies tutor assistant. The reflection should demonstrate that the candidate is aware of the principles and practice which underpin working with adult literacies learners. S/he will be required to provide three reflective accounts which should draw on at least two of the knowledge and/or skills items in outcome 1 and must also demonstrate how a learning plan and records of work can be used to support the learning process. Each account should be 150-250 words or equivalent and should be generated by the candidate in response to a suitable question. The candidate is not required to produce his/her work under supervised conditions.

National Unit specification: statement of standards (cont)

Unit title: Working with Adult Literacies Learners

Assessment guidelines for the unit

The assessments for the unit can be gathered together into a portfolio of evidence which represents a record of the candidate's approach to working with adult literacies learners. Assessment work may be completed in time set aside during a training programme or in the candidate's own time.

Assessment can be undertaken during a suitable course of study, which encourages the candidate to reflect on her/his own contribution as an adult literacies tutor assistant. The portfolio of evidence prepared for this unit can also include assessment material from other related units.

Activities undertaken as part of a study programme such as Introductory Training in Adult Literacies Learning (ITALL) would assist candidates in meeting the evidence requirements. This programme includes several Task sheets which could be used to help candidates to prepare suitable reflective accounts.

Administrative Information

Unit code: DA9W 12

Unit title: Working with Adult Literacies Learners

Superclass category: GB

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National Unit specification: support notes

Unit title: Working with Adult Literacies Learners

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 10 hours.

Guidance on the content and context for this Unit

The unit is intended for candidates who are preparing to tutor adult literacies learners in a supervised context. It is, however, also suitable for others who have an interest in adult literacies. Candidates will normally be following a training programme for adult literacies tutor assistants in Scotland. The programme should include sections which:

- cover the self-directed approach to working with adult literacies learners
- highlight the importance of learning plans and records of work in supporting the learning process
- cover the provision of guidance to adult literacies learners.

Programmes, which use The Introductory Training in Adult Literacies Learning (ITALL) produced by Communities Scotland, are particularly well matched to the requirements of this unit. Sessions 8, 9, 15 and 16 of the ITALL pack are particularly well matched to the knowledge, skills and understanding covered in this unit.

This unit is the second of a suite of three units at Level 6 which form part of the Professional Development Award: Introduction to Adult Literacies Learning (Stage 1 of the National Training Framework of qualifications in adult literacies). It is designed for people new to adult literacy and numeracy. It is part of the first level of a three-tier structure and candidates may progress from this to the higher levels. During their preparation for the assignments connected with this unit, candidates may gather evidence and/or gain experience which could be used as preparation for the core skill Working with Others (H).

As stated above, the content of the unit is based on relevant sections of the ITALL pack developed by Communities Scotland. The following notes give some additional information on each outcome.

National Unit specification: support notes (cont)

Unit title: Working with Adult Literacies Learners

Outcome 1: this covers good practice in building appropriate learning relationships with adult literacies learners. Candidates should recognise the importance of the learner-centred approach and the importance of encouraging self-directed learning with adult literacies learners. They should also understand the roles and responsibilities of both parties and be clear about the boundaries of the learning relationship. They should explore the various stages of the relationship between adult literacies tutor assistants and adult literacies learners from the opening negotiations to providing guidance on future learning opportunities. This includes awareness of strategies for developing confidence and maintaining motivation during the period of the learning relationship. This outcome also allows candidates to recognise the importance of well-developed inter-personal skills such as active listening. Sessions 8, 15 and 16 the ITALL pack contains relevant material, some of which is further developed in session 9. Self directed learning is introduced in session 2 of the ITALL pack.

Outcome 2: this concentrates on the support which adult literacies tutor assistants should provide for learners during the learning relationship. It is built around the concept of the cycle of learning and candidates should pay particular attention to the significance of review and critical reflection. Candidates should recognise the importance of making sure that the learner is involved in all aspects of the process, including negotiated learning plans and of keeping records of work. As with Outcome 1, the concept of self-directed learning permeates all aspects of support. As a result, Outcome 2 develops the issues raised in Outcome 1 and builds on them to enable candidates to exemplify good practice in the way in which they offer support to adult literacies learners. Sessions 9 and 15 of the ITALL pack contains relevant material, which can be used to achieve this outcome.

Guidance on the delivery and assessment of this Unit

The unit can be delivered on its own, on a stand-alone basis or as part of a programme for those preparing to work with adult literacies learners. Candidates should be encouraged to adopt a reflective approach which involves making use of their own experiences as adult learners.

It has already been noted that the ITALL pack provides a highly suitable and appropriate means of delivering this unit. Sessions 8 – 9 and 15 – 16, for example, contain tasks and other material such as handouts which can help to develop a suitably reflective approach.

Assessment is likely to be undertaken through the use of explanatory and reflective accounts covering both outcomes. The individual and group tasks in the ITALL pack should enable candidates to gather material and evaluate their own situation in the light of good practice in adult literacies learning. These tasks should also help to ensure that candidates are fully prepared for the assignments.

National Unit specification: support notes (cont)

Unit title: Working with Adult Literacies Learners

Special needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).

General information for candidates

Unit title: Working with Adult Literacies Learners

This unit is based on the self-directed learning approach which you covered in the first unit in the series, *Adult Literacies Learning in Scotland*, and will help you become aware of good practice in working with adult literacies learners. It looks specifically at the learning relationship negotiated between you and the learner and how you can support the learner in this. It covers strategies you can use for building confidence and maintaining motivation among learners as well as how you can support learners through the use of learning plans and records of work. It deals with all aspects of the learning relationship itself as well as giving guidance which will enable you to move on to further learning experiences.

Adult literacies includes both literacy and numeracy. Like *Adult Literacies Learning in Scotland*, this unit encourages you to reflect on your own experience as an adult learner and how this can be related to working with adult literacies learners. It is intended to help you prepare to work with adult literacies learners using the social practice approach, which recognises the individual needs of learners in their current real-life situations.

The unit has been designed to complement the Introductory Training in Adult Literacies Learning (ITALL). Sessions 8, 9 15 and 16 are particularly relevant to this unit. If you are following this training programme, it gives you the opportunity to receive credit (and a qualification) for your learning on the course.

The unit is the second of three units which together make up the Professional Development Award: Introduction to Adult Literacies Learning (Stage 1 of the National Training Framework of qualifications in adult literacies). It is at a level equivalent to Highers, which is SCQF level 6. In order to gain certification for the unit, you must successfully complete three reflective accounts. You will undertake them during your study for the unit and, normally, you will be expected to provide written accounts. You will be told about them in plenty of time by your own course facilitator and be given instructions and guidance on what you are expected to do. If, for any reason, you feel you will have difficulty in providing written reflective accounts, you should consult your course facilitator as soon as possible. If it is appropriate, arrangements can be made to enable you to provide your reflective accounts in an alternative format.