

National Unit Specification

General information for centres

Unit title: Learning and Teaching in Adult Literacies

Unit code: DA9X 12

Unit purpose: This unit is designed to enable candidates in a supervised context to negotiate and deliver learning activities with adult literacies learners in a way which demonstrates good practice and takes account of recent developments in adult literacies learning in Scotland. On completion of the unit, each candidate should be able to:

1. In a supervised context identify appropriate learning activities in conjunction with learners to promote adult literacies learning.
2. In a supervised context deliver learning activities to promote adult literacies learning.

Credit value: 0.5 credit at Higher (3 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 literacies practice and should display an interest in, and a commitment to, the development of adult literacies in Scotland. This is the third of three related units. The first two units, Adult Literacies Learning in Scotland and Working with Adult Literacies Learners, provide essential underpinning for this unit. Before embarking on this unit, candidates should have completed both units or be able to demonstrate convincingly that they are aware of the knowledge and skills covered in them.

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 third 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.

General information for centres (cont)

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Assessment Strategy: The unit can be assessed holistically by observing the candidate in a suitable supervised learning and teaching occasion. The observation can be supplemented with questions about the learning activities involved and the associated learning and teaching materials. A candidate can participate in a suitable event 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 required are mandatory.

Outcome 1

In a supervised context identify appropriate learning activities in conjunction with learners to promote adult literacies learning.

Knowledge and/or skills

- relationships between skills, knowledge and understanding in everyday literacies
- social practice approach
- approaches to reading – writer’s purpose, reading methods, cues used in reading
- approaches to writing – audience and purpose, genre, components of writing skills
- approaches to numeracy – tasks, methods of calculation
- learning and teaching strategies to support literacy development in reading, writing and numeracy

Outcome 2

In a supervised context deliver learning activities to promote adult literacies learning.

Knowledge and/or skills

- building a relationship with learners to support the learning process
- negotiating, planning and recording learning activities with learners
- learning resources appropriate to learners
- methods drawn from social practices of learners
- critical approach
- independent work by learners
- learner feedback

Evidence requirements for the unit

To meet the requirements of this unit, each candidate must be observed delivering learning activities under supervision to one or more adult literacies learners. These literacies learning activities must have been negotiated and planned by the candidate working with the learner or learners. The observation must confirm that the candidate has negotiated and delivered a learning session which uses resources appropriate to the learner(s) and is set in a context which meets the everyday practice of the learner(s). Specifically, the observation must confirm that the candidate has:

National Unit specification: statement of standards (cont)

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- established and built an appropriate relationship with the learner or learners which will support the learning process
- negotiated, planned and delivered learning activities with the learner or learners
- used methods which make use of the social practice approach by basing the learning activities in everyday literacies
- chosen learning and teaching strategies which are appropriate for the delivery of the chosen learning activities and are consistent with approaches to reading or writing or numeracy
- encouraged the learner(s) to adopt a critical approach
- suggested possible independent work that the learner(s) could do
- used learning resources appropriate to the learner(s)
- sought feedback from the learner(s) on the learning activities
- agreed a record with the learner

In addition, each candidate must provide:

- the learning plan for the learning activities
- the record of learning for the learning activities
- the learning materials used during the session
- a short oral or written reflection (of 100 – 300 words or equivalent) on the session which explains how the candidate will make use of his/her experience in this case in negotiating, planning and delivering future learning activities with adult literacies learners.

Each candidate may be asked additional oral questions to confirm that the above requirements have been met.

Assessment guidelines for the unit

The learning activities may be delivered in a supervised 1:1 setting or to learners in a supervised group context. Learners should be people following an adult literacies programme. The session should be no longer than that needed to give the candidate the opportunity to meet all the evidence requirements. The planning, other preparation and delivery may be completed in time set aside during a training programme or in the candidate's own time. The material used for the learning activities and the reflective account could be collected together in a portfolio which could also include a record of any questions asked and the candidate's responses. The portfolio of evidence prepared for this unit can also include assessment material from other related units.

National Unit specification: statement of standards (cont)

Unit title: Learning and Teaching in Adult Literacies

The planning, preparation and delivery of the learning activities 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. 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 negotiate with learners on the planning, preparation and delivery of suitable learning activities.

Administrative Information

Unit code: DA9X 12

Unit title: Learning and Teaching in Adult Literacies

Superclass category: GB

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National Unit specification: support notes

Unit title: Learning and Teaching in Adult Literacies

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 20 hours.

Guidance on the content and context for this Unit

The unit is intended for candidates in a supervised context who are preparing to tutor adult literacies learners. 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:

- explain the background to adult literacies learning in Scotland
- cover the self-directed and the social practice approaches to working with adult literacies learners
- highlight the importance of learning plans, tutor's session plans and records of work in supporting the learning process
- explore good practice in the planning, preparation and delivery of learning activities to adult literacies learners in supervised 1:1 settings and supervised group contexts.

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 6 – 7 and 9 - 15 of the ITALL pack are particularly well matched to the requirements of this unit.

This unit is the third 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 literacies. It is part of the first level of a three-tier structure and candidates may progress from this to the higher levels. This unit builds on material introduced in the previous two units. It involves a practical assessment which is designed to give candidates the opportunity to put into practice the skills, knowledge and understanding which they have developed during their study of all three units. In carrying out the assignment connected with this unit, candidates may gather evidence which could be used to demonstrate competence for the core skill Working with Others (H).

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

National Unit specification: support notes (cont)

Unit title: Learning and Teaching in Adult Literacies

Outcome 1: this covers the background knowledge, skills and understanding required to negotiate learning activities with adult literacies learners. Candidates should be aware of the social practice approach and the need to ensure that learning activities for adult literacies learners are grounded in the everyday social activities of learners. Candidates should also know the key aspects of learning and teaching reading, writing and numeracy and recognise strategies that can be used to apply this knowledge to working with adult literacies learners. By relating this knowledge and understanding to their work in the previous units, candidates should be able to negotiate learning activities with adult literacies learners and to prepare suitable materials to support these activities. Sessions 6, 7, 10, 11 and 13 of the ITALL pack contain relevant material.

Outcome 2: this looks specifically at the issues involved in delivering learning activities under supervision to adult literacies learners. It may be a 1:1 setting or a group context with learners following an adult literacies programme. The choice of context can be decided jointly by the candidate and the course facilitator and may be governed by factors such as the candidate's previous experience, skills, understanding and wishes for personal development as well as the availability of suitable teaching and learning situations. The learning activities involved will depend on the needs of the adult literacies learner(s) and may relate to reading, writing or numeracy. There is no requirement to cover all three in the learning session.

The outcome builds on outcome 1 and on the unit, Working with Adult Literacies Learners, by developing the learner-centred approach and the negotiation of learning plans and records of work. Candidates should be encouraged to reflect on their experience at all stages of the negotiation and delivery of the learning activities as well as after the learning session has taken place. Sessions 6 - 15 of the ITALL pack contain 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. As noted above, 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 6 - 15 contain tasks and other material such as handouts which can help to develop a suitably reflective approach.

Assessment involves a practical task 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 assignment.

National Unit specification: support notes (cont)

Unit title: Learning and Teaching in Adult Literacies

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

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This unit is designed to help you carry out learning activities with adult literacies learners. You will have to plan and deliver learning activities, including preparing suitable learning materials, to an adult literacies learner or learner. It can be a 1:1 setting or a group context but, whichever it is, you will be supervised. The learning activities can cover any one or more of reading or writing or numeracy. You can discuss with your course facilitator the type of session you would prefer and your course facilitator will also give help and guidance on how to plan, prepare and deliver it. Before you undertake any assessment tasks, you will be given the chance to get to know the set-up and the individual learner or learners as well as observing what is taking place.

You will be observed during the session and you will also be asked, with the agreement of the learner, to provide the learning plan, record of work and learning activities for assessment. In addition, you will be asked to write a short account reflecting on your experience in delivering the learning activities and how you can use it to help you in future sessions. If, for any reason, you feel you will have difficulty in providing a written reflective account, 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 account in an alternative format.

Your course facilitator may also ask you questions on all the above, including the teaching and learning experience.

Adult literacies includes both literacy and numeracy. Like the two other units in this series, 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 sessions 6 - 15 of the Introductory Training in Adult Literacies Learning (ITALL). 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 third of three units which together make up the Professional Development Award in Adult Literacies. It is at a level equivalent to Highers, which are at SCQF level 6. In order to gain certification for the unit, you must successfully complete the activities described above. You will undertake them during your study for the unit. You will be given plenty of time to prepare for them and be able to seek clarification and guidance from your course facilitator on what you are expected to do.