

Arrangements for:

Professional Development Award: Introduction to Tutoring in Adult Literacies Learning

Group Award Code: G8GV 46

Validation date: March 2007

Date of original publication: April 2007

Version: 01

Acknowledgement

SQA appreciate the valuable contribution made by Scotland's colleges, community education and the employment sector. Intelligence received from these sectors shaped the revisions made to this Professional Development Award.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date	Authorised by
1	Initial Version	19 April 07	Margaret Tierney

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1 Introduction

This is the Arrangement Document for the Professional Development Award: Introduction to Tutoring in Adult Literacies Learning which was validated in March 2007. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure, and guidance on delivery.

This Professional Development Award is a revision of the PDA: Introduction to Adult Literacies Learning (G74A 15)

Revisions made to the revised PDA are identified on the following page under consultation analysis, however it is important to emphasize that the original aims of the award remain the same. This aim is to provide:

- ◆ the competences required by individuals to become effective tutor assistants in adult literacies
- ◆ an opportunity to build experience in working with adult literacies learners
- ◆ an opportunity to gain appropriate underpinning knowledge and understanding which support tutoring practices

2 Rationale for the revision of the award

Since the introduction of the original PDA: ITALL in 2003, on-going feedback regarding content and assessment of the PDA has been received through Quality Networks and external moderation. Staff delivering the PDA and those managing adult literacies provision i.e. Community Education, Scotland's Colleges and Training Providers indicated that the qualification required revision in order to better meet the training needs of tutor assistants.

A Qualification Advisory Group (QAG) was convened in September 2006 to advise on content and scope of revision.

The QAG agreed a formal consultation strategy in the form of questionnaires tailored to each sector: employers, centres delivering the PDA and candidates currently undertaking the qualification. The questionnaires were disseminated in November 2006 and a quantitative and qualitative analysis was subsequently produced for discussion at the second QAG meeting held in December 2006. The main findings are presented in the following consultation analysis.

2.1 Consultation analysis

Aim

Responses indicated that overall the existing PDA is a valued and worthwhile qualification that meets the intended aims of providing:

- ◆ the competences required by individuals to become effective tutor assistants in adult literacies
- ◆ an opportunity to build experience in working with adult literacies learners
- ◆ an opportunity to gain appropriate underpinning knowledge and understanding

Title

Respondents suggested that the existing title of the PDA: Introduction to Adult Literacies Learning should be changed to: Introduction to Tutoring in Adult Literacies Learning in order to make it clear to prospective candidates and employers that this is a tutoring qualification for assistants/volunteers.

Level

Respondents agreed that the PDA is appropriately placed at SCQF level 6.

Content

There was broad agreement from all three sectors canvassed that the current content of Units is appropriate and candidates reported high levels of satisfaction with regard to knowledge and experience gained. However, respondents indicated that the balance of theory and practice is skewed towards theory and that more practical content would improve the qualification.

Respondents considered that numeracy and ICT should be incorporated into the assessment requirements of the PDA. As adult literacies encompasses both literacy and numeracy, tutor assistants need to be adequately equipped in both areas. ICT is, increasingly, becoming a learning tool and a means of sourcing learner resources.

Assessment

Assessment by reflective accounts and observed practice was considered appropriate, however, respondents asked for an increase in the word count.

Credit value

The credit value of the previous PDA is 1 credit (40 hours). The credit value of the revised PDA has been increased to 2 credits (80 notional hours) to more accurately reflect the time needed for researching and reflection. This increase is in line with current PDA design principles.

3 Aims of the award

3.1 General aims of the award

Development of generic skills which may be of value in other sectors of employment include awareness of:

- ◆ the social practice approach which values the skills, knowledge and experience which every individual brings to their learning or employment
- ◆ the principles of social inclusion and equal opportunity
- ◆ the benefits of a learner-centred approach
- ◆ the value of negotiated learning
- ◆ different learning styles
- ◆ integration of a variety of skills within a teaching/training context including the use of ICT
- ◆ the process of evaluation and reflection
- ◆ approaches to building confidence and motivation in learners
- ◆ the identification of suitable learning resources and approaches
- ◆ setting and reviewing progress in learning goals

3.2 Specific aims of the award

These aims link directly with the Knowledge and Skills listed in the Unit specifications:

- ◆ explain the current context of adult literacies programmes in Scotland
- ◆ explain key principles of good practice in adult literacies provision
- ◆ explain how to build appropriate relationships with adult literacies learners
- ◆ explain how to support the learning process with adult literacies learners
- ◆ identify appropriate learning activities in conjunction with the learner(s) to promote adult literacies learning in a supported context
- ◆ deliver appropriate learning activities to promote adult literacies learning in a supported context

3.3 Target groups

The PDA is intended for candidates who are following a training programme for adult literacies tutor assistants, or those candidates new to the field of adult literacies or those who have been involved in adult literacies for some time and seek accreditation. The previous educational experience of potential candidates is likely to vary considerably.

3.4 Employment opportunities

Many candidates take this qualification as part of a training programme prior to becoming an unpaid volunteer tutor. Others will find paid employment within an adult training environment or in roles which offer support to adults attending programmes where the first priority is to address homelessness, mental health problems, drug and alcohol rehabilitation or job finding, for example.

4 Access to awards

It is expected that candidates should be competent users of literacy and numeracy.

Although there are no formal entry requirements for this award, it is recommended that candidates should have or be working towards an SCQF Level 5 qualification or equivalent in communication and numeracy. In addition candidates should have an interest in and commitment to the development of adult literacies in Scotland and confidence in their own literacy and numeracy. It is also recommended that candidates have a willingness to learn and use basic ICT skills.

Access to the qualification is at the discretion of the centre and it is strongly recommended that centres use selection criteria including interview and a written statement from the potential candidate.

5 Award(s) structure

The PDA: Introduction to *Tutoring in Adult Literacies Learning* attracts 2 HN Credits at SCQF level 6: (16 SCQF credit points at SCQF Level 6)

The PDA remains at SCQF level 6 for two main reasons:

- ◆ to provide a qualification, which is both accessible to adult literacies tutor assistants and which can be differentiated from the awards likely to be gained by adult literacies learners (up to and including SCQF level 4).
- ◆ to provide the first stage in a continuum of awards in adult literacies, and an access route to SCQF levels 7 and 8 (HNC/HND level).

The PDA consists of four Units which candidates must achieve to gain the award. All four Units, therefore, are mandatory.

5.1 Framework

Unit Title	Code	SCQF Credit points	SCQF level	SQA Credit Value
Adult Literacies Learning in Scotland	F1DA 33	2	6	0.25
Preparing to Work with Adult Literacies Learners	F1C2 33	2	6	0.25
Developing Tutoring Approaches in Adult Literacies	F1CA 33	6	6	0.75
Delivering Learning in Adult Literacies	F1CX 33	6	6	0.75

5.2 Entry Profile for Core Skills

In Scotland, a person who can demonstrate competence in literacies (communication and numeracy) at SCQF level 4 (Intermediate 1) is considered to be literate. With this in mind, candidates undertaking the PDA should have or, be working towards, literacies qualifications at SCQF level 5 or equivalent.

The recommended minimum Core Skill profile for entry to this PDA is defined in the following table:

CORE SKILL		SCQF LEVEL
Communication	Oral communication	5
	Written communication	5
Numeracy	Using Graphical Information	5
	Using Number	5
Information Technology		2
Problem Solving	Critical Thinking	4
	Planning and Organising	4
	Reviewing and Evaluating	4
Working with Others		4

5.3 Exit Profile for Core Skills

The Core Skill of Problem Solving at SCQF level 6 is embedded within the Unit: Delivering Learning in Adult Literacies. Therefore, candidates who successfully achieve this Unit will automatically be certificated with this Core Skill. It is recommended that candidates are informed of this during the delivery of the Unit.

In Scotland, a person who can demonstrate competence in literacies (communication and numeracy) at SCQF level 4 (Intermediate 1) is considered to be literate. With this in mind, candidates undertaking this PDA should have or, be working towards, literacies qualifications at SCQF level 5 or above.

While undertaking this PDA, candidates will have opportunities to develop all the Core Skills, in particular, Communication, Numeracy and Using Information Technology. Evidence will be produced through the course which could be used for accreditation purposes using the discrete Core Skills Units. This is an option that may be of particular interest to candidates without any previous qualifications in these areas or who have qualifications in these areas but not at SCQF level 5.

CORE SKILL		Mode/Method	Strength against Core Skills Framework
Communication	Written communication - Reading - Writing	Formative/Summative assessment	Good
	Oral communication	Teaching and learning	Good
<p>Candidates are expected to read and understand complex written information, identify and summarise significant information, ideas and supporting detail about Adult Literacies Learning in Scotland. Candidates can develop their writing skills through the production of explanatory and reflective accounts and other related course activities such as keeping a reflective diary of their learning experience and note-taking to summarise discussions.</p> <p>Candidates will be expected to participate in peer group discussions and feedback orally to the whole group on paired or small group discussion; candidates may give oral presentations to the peer group. Oral communication through spoken negotiation of Individual Learning Plan (ILP) with learner, delivery of session and feedback to the learner can contribute to this component.</p>			
Numeracy	Using Number Using Graphical Information	Teaching and learning	Minimal — as candidates working on learners' numeracy skills; some opportunity to enhance candidates' own numeracy skills but this is not assessed therefore minimal.
Dependent on learner needs.			
Information Technology		Formative assessment	Good
Use of the Internet for research purposes, using software packages to develop ILPs, record of work, recording progress, identifying, creating, adapting materials, production of explanatory and reflective accounts.			
Working with Others		Teaching and learning	Limited — opportunities relate mainly to working with learners and not peer group (as required by Core Skills Framework) so opportunities for enhancement are minimal.
Opportunities for group work through peer discussions/presentations, discussions to support practice, helping others understand context. Delivery of session with learner			

5.4 Mapping information

The principal, specific and general aims of the award are integrated throughout the four mandatory Units that make up the award. Alignment with existing National Occupational Standards was considered during the development of the Units and confirmed as appropriate prior to Unit validation.

5.5 Articulation and transition arrangements

Articulation and Progression Routes

The PDA: ITALL was developed as Stage 1 of the National Training Framework of qualifications in adult literacies being developed by the Scottish Executive through Communities Scotland (Learning Connections).

The PDA: ITALL is aimed at tutor assistants in adult literacies who provide the first level of support for learners. Tutor assistants have varying degrees of skills and qualifications. Achievement of the PDA: ITALL will help to ensure a national standard of ALN tutor support.

Research into existing qualifications in Adult Literacies tutoring at this level has shown that currently no comparable qualification featuring the social practices approach exists.

A new Teaching Qualification in Adult Literacies (TQAL) is currently being piloted and the PDA: ITALL is a recognised entry qualification.

Transition Arrangements

Centres which are already approved to deliver the existing PDA: ITALL will be given automatic approval to deliver the revised version of the qualification. Approval to deliver the revised qualification is devolvable to centres with devolved authority. Centres with non-devolvable status should apply through the normal channels.

It is anticipated that all candidates enrolling for the PDA: ITALL from August 2007 will enrol for the revised version. Candidates currently enrolled for the original version will have until 01 May 2010 to complete the qualification.

5.6 Accreditation of Recognised Prior Learning (RPL)

There is a recognised need for a suitable model whereby experienced adult literacies tutor assistants may be accredited with prior experience of learning and tutoring in an adult literacies context.

It is proposed that tutor assistants wishing to gain Recognised Prior Learning (RPL) must meet the following conditions:

They are currently tutoring adult literacies learners in a supported context.

They have a minimum of two years' up-to-date experience of tutoring in an adult literacies context.

They are fluent and confident users of literacies.

Evidence be provided to support a candidate's claim of two years' experience eg copies of job description, signed statement from a line manager.

They submit four explanatory or reflective accounts for each of the following two Units:

Adult Literacies Learning in Scotland
Preparing to Work with Adult Literacies Learners

And produce two to four responses to case studies for the Unit: Developing Tutoring Approaches in Adult Literacies

And undergo observed practice and provide a lesson plan, learning materials, record of learning and an evaluation of the observed practice for the Unit: Delivering Learning in Adult Literacies, as per the Unit specification

All explanatory and reflective accounts and the observed practice will be assessed as per the specification and retained in a candidate portfolio.

Note: It may be beneficial for tutor assistants have access to tutorials or have access to guidance notes to assist with requirements of explanatory and reflective accounts, observed practice and evaluation. Tutorial content will seek to ensure that candidates have or gain a good understanding of the social practices model, reflection and reflective writing.

6 Approaches to delivery and assessment

6.1 Content and Context

The PDA: Introduction to Tutoring in Adult Literacies Learning is intended for tutor assistants/volunteers who are working with the support of an experienced adult literacies practitioner or, as an introductory qualification for those new to the field of adult literacies practice or, who wish accreditation of their skills, knowledge and understanding through experience. The PDA seeks to provide tutor assistants with the competencies required to become effective adult literacies tutor assistants.

It will enable candidates to gain an understanding of the current context of adult literacies provision and the key principles of good practice in Scotland; prepare candidates for working with adult literacies learners in ways that exemplify good practice; introduce candidates to approaches to reading, writing, oral communication, numeracy and use of ICT when working with adult literacies learners; enable candidates in a supported context to negotiate and deliver learning activities with adult literacies learners.

The PDA encourages reflective and critical evaluation on the part of the candidate in relation to their own training and also encourages the candidate to begin to raise awareness of critical thinking with his/her learners.

6.2 Delivery Mechanisms

While the exact time allocated to the PDA is at the discretion of the centre, the notional design length is 80 hours. It is anticipated that time allocated to each Unit would be:

Unit	Title	Hours
1	Adult Literacies Learning in Scotland	Ten
2	Preparing to Work with Adult Literacies Learners	Ten
3	Developing Tutoring Approaches in Adult Literacies	Thirty
4	Delivering Learning in Adult Literacies,	Thirty

It is envisaged that the training course would be delivered by two facilitators working together. It is estimated that a course would comprise twelve to sixteen face to face taught tutorials of two to three hours' duration each. Course facilitators and Internal Verifiers are advised to draw up an assessment plan which includes a timetable for assessment which is accessible for candidates.

It is strongly recommended that sufficient time be allocated for exploration of theory into practice, peer discussion, debate and exchange of ideas, observation and good practice.

Candidates will undertake a placement, under the supervision of an experienced adult literacies practitioner. The placement will enable candidates to observe good practice and to interact with adult literacies learners, thus gaining experience which will support preparation for assessment for Unit 3. The placement is essential to allowing candidates to be assessed for Unit 4. For candidates not already participating in an adult literacies learning environment, it is recommended that candidates be given a placement as early as possible, to allow them to observe good practice and afford them the opportunity to reflect on the adult literacies learning environment in a tutorial or discussion context.

The PDA has been designed for delivery as a taught course. Taught sessions will include direct delivery of content, facilitator-led guided discussion, small group discussion, paired work such as discussion, tasks and role-plays. Candidates may be asked to feedback to groups or to give oral presentations to their peer group. Candidates should be introduced to the concept and practice of reflection and be encouraged to keep a reflective diary of their learning during the course.

6.3 Delivery of the Units

The Units are written sequentially. It is strongly recommended that they be delivered in the order in which they are listed above.

The Units can be delivered in association with, for example, *Introductory Training in Adult Literacies Learning* (ITALL) pack produced by Communities Scotland (Learning Connections), the centre's own resources or a combination of both. When using the ITALL pack, facilitators should select only sections and activities which they judge relevant to their purpose. It is not recommended that the pack be used in its entirety as it contains more material than is necessary. Facilitators are encouraged to use resources they have selected or created themselves. This approach is particularly valuable when using case study material to illustrate points and models aspects of a social practice approach.

Candidates who follow a programme of this nature should be adequately prepared for the individual Units and should be able to complete assessment work as part of the programme as and when they are ready to do so.

Specific guidance for candidates, training providers and assessors on the delivery and assessment of the PDA: Introduction to Tutoring in Adult Literacies Learning has been produced. This *Guidance Exemplar* includes:

- ◆ examples of explanatory and reflective accounts and case studies which meet the Evidence Requirements
- ◆ suitable instruments of assessment, eg questions for the explanatory and reflective accounts; a checklist for the observed teaching and learning session; example of a lesson plan for the observed session; example of a completed record of work for one learning session
- ◆ guidance on judging the standard of assessed work in the form of marking schemes

6.4 Assessment of the Units

Adult Literacies Learning in Scotland

Assessment is by four explanatory accounts — one account for each of the four Outcomes. Each account will address at least two of the knowledge and skills items from the Outcome being addressed. Each account will comprise of 250–300 words or equivalent. An holistic approach may be adopted across the four Outcomes comprising of no more than 1,000 words or equivalent.

Preparing to Work with Adult Literacies Learners

Assessment is by four reflective accounts — one account for each of the four Outcomes. Each account will address at least two of the knowledge and skills items from the Outcome being addressed. Each account will comprise of 250–300 words or equivalent. An holistic approach may be adopted across the four Outcomes comprising of no more than 1,000 words or equivalent.

Developing Tutoring Approaches in Adult Literacies

Assessment is by explanatory accounts for the first three Outcomes either:

- ◆ holistically across all three Outcomes comprising of no more than 800 words or equivalent.

- ◆ holistically across two of the Outcomes comprising of no more than 600 words or equivalent plus a further response for the remaining Outcome of 250–300 words or equivalent.
- ◆ three individual responses for each Outcome of 250–300 words or equivalent.

The explanatory account(s) should include a justification for the selection, adaptation and production of learning materials. The learning materials will reflect the profile of the goals and interests of a real or simulated learner. Assessment for Outcome 4 is through the suitability of on-screen learning activities or resources selected and produced for an adult learner.

Delivering Learning in Adult Literacies

Assessment is by observed practice of the candidate delivering a learning session to at least one adult literacies learner. The candidate will submit a plan for the session to be observed, a copy of the learning materials used, or equivalent (eg photos or video evidence) and a record of the work covered in the observed session. The record of work will be completed with the learner and the learner will agree the content. The candidate will produce a reflective evaluation of the observed session which will include conclusions and recommendations for the candidate's future practice.

The evaluation should be 250–300 words or equivalent. The assessor will use a checklist while observing the learning session.

6.5 Open and Distance Learning

This qualification is suitable for delivery by distance learning however, candidates will benefit from face to face delivery, peer discussion and review opportunities. Therefore, it is recommended that facilities be put in place to enable this such as e-groups. The explanatory accounts could be e-mailed or sent to the assessor.

For information on this, please refer to the SQA document *Assessment and Quality Assurance of Open and Distance Learning*, which is available on SQA's website: www.sqa.org.uk.

7 General information for centres

7.1 Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

7.2 Internal and external verification

All instruments of assessment used within this PDA should be internally verified, using the appropriate policy within the Centre and the guidelines set by SQA.

Internal Verifiers of the PDA should:

- ◆ ideally have or be working towards the ‘A’ Units
- ◆ be delivering adult literacy to a level appropriate to the qualification
- ◆ be competent in assessment of the type involved in the qualification
- ◆ be familiar with the procedures and documentation for the qualification
- ◆ have sufficient links/partnerships in place for candidates to have access to work with adult literacies learners

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA’s *Guide to Assessment and Quality Assurance for Colleges of Further Education* and *Guide to Assessment and Quality Assurance for Training Providers and Employers* www.sqa.org.uk

Non SQA approved centres interested in delivering this Unit/PDA can either apply to the SQA Approval Section or work in partnership with an SQA Approved Centre.

8 General information for candidates

The Professional Development Award — *Introduction to Tutoring in Adult Literacies Learning* (PDA: ITALL) is intended for candidates who are following a training programme for adult literacies tutor assistants, those candidates new to the field of adult literacies or those who have been involved in adult literacies for some time and seek accreditation.

There are no formal entry requirements but candidates are expected to have, or be working towards, a communication and numeracy qualification at SCQF level 5 or equivalent. Candidates will be confident users of literacy and have an interest in and commitment to the development of adult literacies in Scotland. Candidates should also have a willingness to learn and use basic ICT skills.

Access to the qualification is at the discretion of the centre which will apply its own selection criteria such as interview and written statement.

The qualification is made up of four Units:

Adult Literacies Learning in Scotland
Preparing to Work with Adult Literacies Learners
Developing Tutoring Approaches in Adult Literacies
Delivering Learning in Adult Literacies

Adult Literacies Learning in Scotland is designed to give you an overview of the current context of adult literacies provision in Scotland. It also introduces you to accepted good practice in adult literacies learning in Scotland and, in particular, to the concept of the social practice approach to adult learning. This Unit should take around 10 hours to complete.

Preparing to Work with Adult Literacies Learners introduces you to good practice in building appropriate relationships with adult literacies learners focussing on: the learner-centred approach to adult literacies learning, self-directed learning, the roles and responsibilities of tutors and learners and strategies for building confidence and maintaining motivation in learners. This Unit also introduces you to the cycle of learning: planning, recording, reviewing and critical reflection on learning. This Unit should take around 10 hours to complete.

Developing Tutoring Approaches in Adult Literacies addresses the methods and materials used in tutoring reading, writing and numeracy. It helps you to gain an insight into how adult literacies learners can be helped to achieve the knowledge, skills and understanding needed for literacy and numeracy tasks at home, at work and in the community. You will also be introduced to the use of ICT in the field of adult literacies learning. This Unit should take around 30 hours to complete.

Delivering Learning in Adult Literacies is the Unit which enables you to practise the theory you have acquired during the previous three Units. You will undertake a placement in an adult literacies learning environment, under the supervision of an experienced adult literacies tutor. You will build a relationship with an adult literacies learner to support his/her learning. This Unit should take around 30 hours to complete.

Your Training Course.

Your course is likely to be delivered face-to-face in a series of tutorials. However, the course can be delivered by open learning. You will also undertake a placement in adult literacies learning context, under the supervision of an experienced adult literacies tutor.

Ideally, the course will be delivered by two facilitators working as a team. Tutorials will contain presentations from tutors, extensive use of discussion and reflection on your own experiences of adult learning. You will be expected to contribute to group discussions, to work in small groups and in pairs on tasks which will give you insights into and understanding of issues in adult literacies learning. You will be encouraged to adopt a reflective approach to learning and will probably be asked to keep a reflective diary of your own learning during the course. You may be asked to do some background reading, making use of hand-outs and internet searches.

Assessment

Each Unit is made up of four Outcomes. To achieve each Unit you are required to demonstrate that you have acquired sufficient knowledge and understanding in each Outcome.

Assessment for:

Adult Literacies Learning in Scotland is by four explanatory accounts of 250–300 words or equivalent.

Preparing to Work with Adult Literacies Learners is by four explanatory or reflective accounts of 250–300 words or equivalent.

Developing Tutoring Approaches in Adult Literacies is in response to case study material (real or simulated). Response(s) will be a maximum of three explanatory accounts of 250–300 words or equivalent which justify the selection of the learning materials chosen. In addition you will be required to use ICT to source and/or adapt on-screen learning materials.

Delivering Learning in Adult Literacies is by observation of you tutoring an adult literacies learner, your plan for the observed session, your learning materials, a record of the work covered during the observation and a self-evaluation of 250–300 words or equivalent of the observed session.

Core Skills

Participation in this course will provide opportunities to develop Core Skills in Communication, Numeracy, ICT and Working with Others. The Unit: Delivering Learning in Adult Literacies has Problem Solving at SCQF level 6 embedded which means certification will be automatic upon successful completion of the Unit.

Progression Opportunities

PDA: ITALL is an introductory award for adult literacy practitioners. It is anticipated that this award will articulate with other awards within the adult literacies framework. It may also articulate with other awards in related areas of the SQA portfolio.

Although PDA: ITALL is designed for tutor assistants who work with the support of an experienced adult literacies practitioner, opportunities for paid employment in adult literacies do arise for experienced tutor assistants with the PDA: ITALL qualification.

9 Commonly used terms in adult literacies

Adult Literacies Tutor Assistant: a paid or unpaid tutor who works with the support of an experienced adult literacies practitioner to assist one or more adult literacies learners in a one-to-one or a group learning context.

Cloze Procedure: the use of text which has had words deleted from it. The activity of filling the gaps with appropriate words helps a literacies learner enhance his/her skill in reading for meaning.

Complex Capabilities: the knowledge, skills and understanding needed to undertake a literacies task such as to meaningfully consult a newspaper TV page a reader needs to: understand the conventions of TV page lay-out; know that there is a choice of channels and programmes; be able to read programme titles; be able to tell the time and so on.

Concrete Materials: in a numeracy-learning context, concrete materials are objects which can be physically handled such as: coins, tape measure. Concrete materials are used to establish understanding of concepts such as addition or subtraction.

Contextualised Learning: learning that arises from the learner's personal circumstances.

Critical Awareness: the ability to: recognise a writer's purpose; detect bias; draw inferences; weigh evidence; independently form opinions and reach conclusions.

Cycle of Learning: the identification of realistic learning goals; negotiation of a learning plan; delivery of the learning plan; reflection on learning; evaluation of progress; setting new goals or concluding this learning process.

Cycle of planning: another term for cycle of learning; the identification of realistic learning goals; negotiation of a learning plan; delivery of the learning plan; reflection on learning; evaluation of progress; setting new goals or concluding this learning process.

Developing understanding of literacies: fostering critical awareness in both adult literacies learners and tutors.

Equitable, inclusive and anti-discriminatory practice: practice based on the results of pro-active research; monitoring of learner profile; recognition of the needs of minority and disadvantaged groups.

Explanatory account: explains and clarifies a topic making it plain and intelligible to its audience.

Formal Learning: learning in a relatively non-negotiable context with set curriculum, timescales and assessment arrangements.

Four Rules of Number: addition, subtraction, multiplication, division

Genre: different styles of writing, such as: business letter, informal letter, text message; light fiction; literary fiction; advertising; journalism.

Goals: long term goal: a major goal which can be broken down into steps;
short term goals: steps taken towards the achievement of a long-term goal.

Guidance: the impartial supply of information and/or advice in an educational, training or employment context.

Individual Learning Plan: an essential part of the learning process, and property of the learner, which is negotiated and developed over several sessions. It records: the learner's long and short-term goals; factors which impinge on or influence the learning process; facilitates reflection on and evaluation of learning.

Informal Learning: learning which occurs spontaneously eg in a casual conversation or in an informal context such as enlisting the help of grandchildren in tackling a computer game.

Knowledge: that which has been learned and knowing when and how to apply learning; such as knowing: that English is written from left to right; where to use upper case letters; the meaning of mathematical symbols.

Learner-centred: a process whereby the learner negotiates goals and methods which s/he has identified as being relevant to his/her particular circumstances and the tutor acting upon these decisions.

Learning: an active process which is focused on identified goals and builds on the learner's experience and previously acquired knowledge, skills and understanding.

Learning Styles; auditory, visual, kinaesthetic; multi-modal

Learning to learn: metacognition — awareness of one's thinking processes and learning strategies, styles and preferences

Literacies: literacy and numeracy

Long Term Goal: a major goal which can be broken down into steps.

Language Experience: a tool for teaching reading which involves the tutor writing down the learner's own words and using this text as a starting point for reading activity.

Non-formal Learning: learning negotiated between tutor and learner which meets the learner's individual learning agenda.

Observed Practice: a means of assessing a candidate's competence by observation.

Promoting Participation: creating conditions whereby a learner is encouraged/enabled to influence decision-making within a learning programme.

Promoting self-determination: helping learners to take responsibility for their own learning and enabling the development of independence in the learner.

Reading: the extraction of meaning from a text.

Recognising and respecting difference and diversity: ensuring that provision acknowledges learners' values, preferred learning practices and aspirations.

Record of learning: a note of work done during a learning session and comment on suitability and usefulness of content and methods.

Reflection: the act of reviewing and evaluating a learning experience and identifying relevant factors in the process such as: what went well and why; what did not go well and why; factors which enhanced the experience and factors which did not; the planning process; time allocations; amount of ground covered; distractions; relevance; achievability; group dynamics; physical environment and so on and identifying changes which might be made to improve the learning experience.

Reflective Account: in an adult literacies assessment context, a reflective account is a subjective account, usually written in the first person. It addresses the writer's personal experience, demonstrates what and/or how the writer has learned and explains how this experience will inform the writer's future practice.

Register: tone and choice of language in writing and talking eg formal, informal, friendly, persuasive, critical, ironic, bureaucratic.

Self-directed Learning: the learner taking responsibility for his/her learning — its negotiation, planning and review

Session plan: a plan for one session, usually between one and two hours, with note of topics to be covered, materials to be used and approximate timings.

Shared Learning: where more than one learner works together to learn; this will encompass activities such as: discussion, debate, division of roles, mutual support, sharing information, checking each other's work, giving feedback and so on

Short-term Goals: identifiable steps in the progress towards fulfilling a long-term goal.

Skills: are the technical aspects of performing a literacy task such as decoding (recognising words), proofreading; handwriting (forming letters and words); numerical calculations; punctuating a paragraph.

Social Practice Model of Provision: an approach to learning which builds on the skills, knowledge and understanding which a learner has already successfully acquired; it values the learner's learning preferences and practices, recognising their relevance to the learner's unique circumstances; it is focused on the learner's expressed goals which derive from his/her real life situation and aspirations

Social Sight: words and phrases which are commonly on display in public places.

Supervised placement: where a candidate spends time with an individual learner or with a group of learners, under the supervision of an experienced practitioner, thus allowing the candidate to observe good practice and to interact with learners.

Supervision: where a trainee tutor is guided by and reports to an experienced practitioner.

Support: where an assistant tutor has access to an experienced practitioner who will provide advice and guidance when appropriate.

Understanding: having insight in to the conventions and purposes of literacy

Writing: creating text, not to be confused with 'handwriting'.

10 Glossary of SQA terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credits: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in Information Technology or Communications.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.