Group Award Specification for:

Professional Development Award in Supporting Adult Literacies Learning at SCQF level 6

Group Award Code: GG5H 46

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Contents

1   Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

♦   assist centres to implement, deliver and manage the qualification
♦   provide a guide for new staff involved in offering the qualification
♦   inform Course managers, teaching staff, assessors, candidates, employers and HEIs of the aims and purpose of the qualification
♦   provide details of the range of candidates the qualification is suitable for and progression opportunities

This is the Group Award Specification Document for the Professional Development Award (PDA) in Supporting Adult Literacies Learning at SCQF level 6. The PDA is designed for those individuals who wish to undertake a Tutor Assistant role within an adult literacies context and is a revision of the PDA in Introduction to Tutoring in Adult Literacies Learning (ITALL) at SCQF level 6 (G8GV 46).

Adult literacies includes numeracy and literacy. The term 'literacies' is used to encompass not only the skills, but also the knowledge and critical understanding involved in reading, writing and using numbers. This plural term reflects the multiple and diverse ways in which we use literacy and numeracy in our everyday lives.

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.

Rationale for revision of the qualification

For several years, and in two different manifestations, the PDA in (ITALL) formed the backbone of professional development for adult literacies tutoring at the lower levels. Its value has been recognised as equipping candidates with the skills and knowledge they need to perform an assistant tutoring role. During 2012 it was proposed that, for a number of factors, the qualification should be revised. These factors were identified as:

♦   The qualification needed to fit within the context of the new *Adult Literacies Professional Development Framework*[1] (the Framework) for adult literacies workers, and to articulate more clearly with other qualifications.
♦   SQA's audit of the adult literacies workforce (carried out during the creation of the professional development framework) identified a keenness that the qualification should be revised, especially in terms of its notional size and evidence burden, with a hope that a revised qualification should equip people to practice in the Tutor Assistant role in a range of contexts.
♦   The qualification needed to articulate more clearly with the PDA in Tutoring Adult Literacies[2] at SCQF Level 8 which was validated in September 2011.
♦   There was a sense that the current qualification was too large.
♦   The qualification, which was six years old, was due to be reviewed according to SQA's review procedures.

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[1]http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/adultliteracies/professionaldevelopment/index.asp
[2] http://www.sqa.org.uk/sqa/48244.html

A consultation was carried out in November 2012. The consultation confirmed the rationale for revision and the following:

Title of the qualification

The language in the title of this revised qualification has changed to reflect the fact that the role for which this qualification prepares candidates is a **supporting** role, namely that of Tutor Assistant as defined in the Framework. The word 'introduction' has been removed to reflect the fact that this qualification, in its entirety, enables candidates to achieve the standard for the Tutor Assistant role.

PDAs at similar levels prepare candidates for supporting roles, including the PDA in Education Support Assistance at SCQF level 6, and the PDA in Supporting Individuals with Dyslexia in Learning and Workplace Settings at SCQF level 7.

Range of candidates the qualification is suitable for:

Candidates of this qualification are likely to be competent and confident in their own reading, writing and numeracy ability, and interested in supporting young people and adults to develop their own skills. They are likely to be good communicators, patient, creative and willing to commit to supporting a learner or learners over a reasonable period of time. They might be wishing to volunteer with a learner or learners or they may be hoping to gain paid tutoring hours once they have experience.

Possible employment opportunities for candidates who gain this qualification

The Tutor Assistant role, for which this qualification prepares candidates, is generally a voluntary role and traditionally the Tutor Assistant was known as the 'volunteer tutor'. However, it is possible that Tutor Assistants might be paid, especially if they are working as a more general support worker, or carer, to an individual, or if they are providing specialist learning support, for example through British Sign Language or supportive technology.

Many paid Group Tutors (another role defined in the Framework) began their careers as Tutor Assistants. Employers often recruit paid tutors from their pool of volunteers.

The Adult Literacies Professional Development Framework is the overarching framework for professional development in adult literacies and can be consulted for information about typical employment opportunities in Scotland.

Articulation opportunities from this qualification

This qualification is designed to articulate with the PDA in Tutoring in Adult Literacies at SCQF level 8, a qualification which develops skills of group teaching as well as the use of a range of teaching strategies. Candidates can consult the Framework to identify qualifications and training opportunities that will enable them to specialise and develop within the role of Tutor Assistant and beyond. The *Adult Literacies Professional Development Framework* sets out progression pathways, through qualifications and training into promoted or linked roles.

The Framework delineates three key roles in the delivery of adult literacies learning:

♦ the Tutor Assistant
♦ the Group Tutor and
♦ the Co-ordinator

For each role there is a set of typical competences, typical work tasks, guidance about appropriate qualifications and continuing professional development, and notes about how people might access each role, specialise and develop within them, and finally progress from them, if desired.

It became clear during consultations for the development of the Framework that the PDA: ITALL had often been used as the catch-all qualification for all adult literacies workers, regardless of the role they performed, when in fact it was originally designed for the Tutor Assistant role.

The group developing the Framework made a recommendation that SQA should revise the qualification as soon as possible.

Possible Progression Routes

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                    ┌─────────────────────────────────┐
                    │ Professional Graduate Diploma in│
                    │ Education (PGDE)                │
                    │ (Adult Literacies) at SCQF level 10 │
                    └─────────────────────────────────┘
                                   ▲
                                   │
┌─────────────────────────────┐        ┌─────────────────────────────┐
│ PDA in Tutoring Adult Literacies at │ ◄──► │ Specialist qualifications in│
│ SCQF level 8 (GD5X 48)      │        │ supporting dyslexic         │
│                             │        │ learners, financial         │
│                             │        │ capability, etc.            │
└─────────────────────────────┘        └─────────────────────────────┘
                    ▲                          ▲
                    │                         /
┌─────────────────────────────┐            /
│ **PDA in Supporting Adult** │──────────/
│ **Literacies Learning at SCQF** │
│ **level 6**                 │
└─────────────────────────────┘
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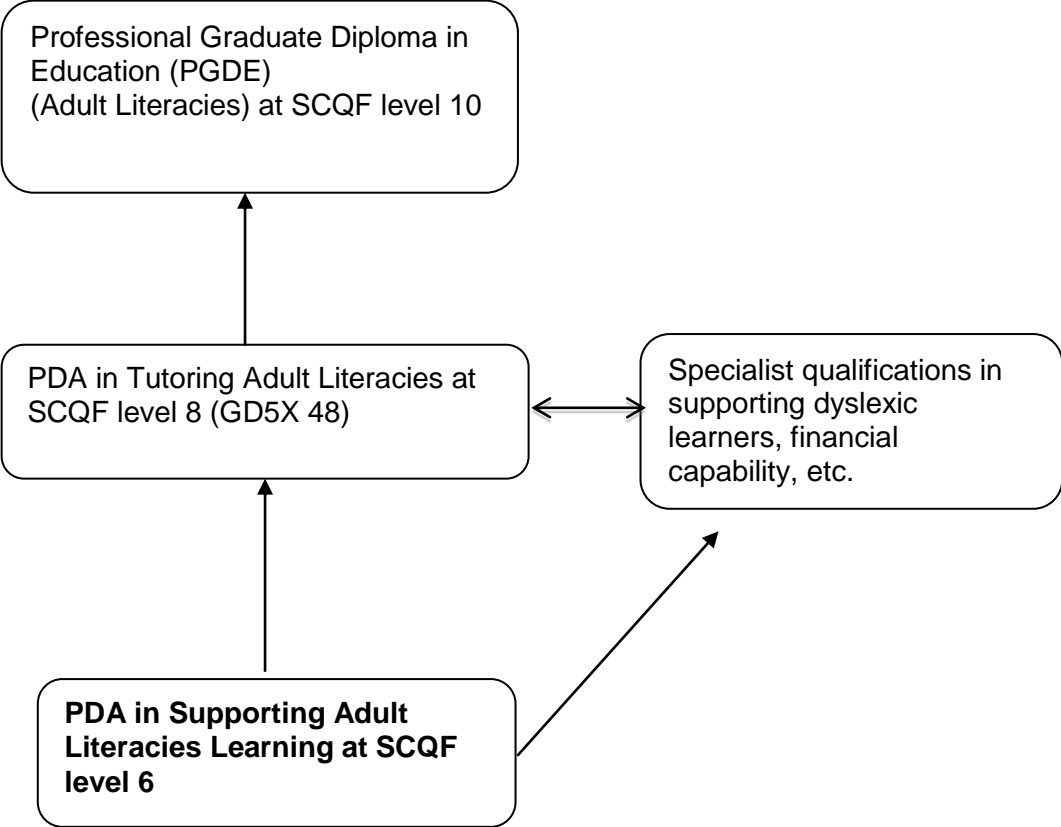
2 Qualification structure

2.1 Structure

The Design Principles state that PDAs will be made up of at least two Units and at SCQF levels 6 PDAs will be made up of Units with a minimum credit value of 12 SCQF credit points and the majority of the Unit credits will be at the level of the qualification.

Candidates will be awarded the PDA in Supporting Adult Literacies Learning at SCQF level 6 on completion of all three of the mandatory Units (12 SCQF credit points, all at SCQF level 6). Therefore the proposed structure meets the Design Principles for PDAs.

The structure is illustrated below:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H3P8	33	Raising Awareness of Adult Literacies	0.25	2	6
H3P7	33	Preparing to Work with Adult Literacies Learners	0.25	2	6
H3P6	33	Delivering and Developing Adult Literacies Learning	1	8	6

The qualification sits comfortably at SCQF level 6. The Outcomes and the evidence required within the Unit Specifications have been developed using the SCQF descriptors.

3 Aims of the qualification

Professional Development Awards are designed for people who are normally in a career or vocation who wish to extend or broaden their skills base. However in some cases they will be designed for those wishing to enter employment. They will assess and certificate progression in a defined set of specialist occupational areas.

This qualification's aim is to give candidates awareness of adult literacies need in Scotland and to prepare them to undertake the role of Tutor Assistant, supporting a learner or learners to develop their reading, writing and numeracy capabilities.

The qualification is mainly aimed at those wishing to enter employment, in a paid or unpaid capacity, but it is also suitable qualification for people already working as Tutor Assistants.

3.1 General aims of the qualification

The general aims of the PDA are to:

G1 Provide an understanding of the extent of adult literacies need in Scotland.

G2 Provide understanding of adult literacies learning and progression opportunities.

G3 Encourage understanding of different roles relating to adult literacies learning.

G4 Promote positive attitudes and reduce stigma in relation to adult literacies learners and learning.

G5 Provide skills and experience of planning, delivering and evaluating adult literacies learning.

G6 Provide a first-step for many candidates onto the *Adult Literacies Professional Development Framework*.

G7 Develop candidates' reflective skills.

G8 Enable career progression.

G9 Provide an opportunity to develop Core and Essential Skills.

G10 Provide opportunities for progression within the Scottish Credit and Qualifications Framework (SCQF).

3.2 Specific aims of the qualification(s)

The specific aims of the qualification are to provide:

S1 Knowledge and understanding in relation to literacies needs in the population.

S2 Skills in promoting adult literacies learning opportunities.

S3 Understanding of the roles of Group Tutor, Tutor Assistant and learner in the learning situation and boundaries between these.

S4 Skills in motivating learners and building learners' confidence.

S5 Skills and experience in planning and negotiating learning steps and goals.

S6 Skills and experience in selecting and using learning resources.

S7 Skills and experience in using a range of teaching methods.

S8 Skills and experience in managing a range of learning activities.

S9 Skills and experience in assessing and evaluating learning.

S10 Skills and experience in supporting learners with specific learning difficulties and/or disabilities and other barriers.

4   Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Candidates would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

♦ an SCQF level 5 qualification or equivalent in Communication and Numeracy; if they do not have these, they might consider working towards these qualifications
♦ an interest in and commitment to the development of adult literacies in Scotland
♦ competence and confidence in their own literacy and numeracy capabilities
♦ basic ICT skills or a willingness to learn and use basic ICT skills.

Candidates must also be attached to a placement from the start of the delivery of Unit 3: Delivering and Developing Adult Literacies Learning. They should have an identified learner or learners to work with, under the supervision of a Group Tutor who can support them during their placement.

4.1   Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for candidates whose Core Skills profile is below the recommended entry level or whether candidates should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry level	Recommended assessment activities
Communication	Level 5	Writing skills could be assessed by asking applicants to write a 200 word paragraph saying why they wish to undertake this qualification and how their current skills and qualities show that they would be suitable to undertake the qualification. If they are asked to handwrite this piece, it will be easier to gauge their literacy skills — as well as their handwriting. Speaking and listening skills could be assessed through a structured discussion in a group interview situation.

Core Skill	Recommended SCQF entry level	Recommended assessment activities
Numeracy	Level 5	Applicants' numeracy skills could be assessed using a short test, such as interactive Core Skills CD Rom, available from SQA, however it would be more valuable to ask candidates to plan how they might teach a particular topic, using a short case study. For example, how would they teach a learner to calculate the area of a floor for laying carpet. This will reveal not only their own understanding of numeracy terms and applications, but how they can break down tasks for the purposes of teaching.
Information and Communication Technology (ICT)	Level 5	It would be useful to ask potential candidates to log on to a computer and to find a fact or information on the internet. This will reveal how comfortable they are at using new technology. They might also be asked, as a group, to discuss ways in which technology, such as smart phones, is changing our everyday uses of literacy and numeracy.
Problem Solving	Level 5	Problem Solving might be assessed by asking applicants to discuss ways of supporting literacies learners to overcome emotio9nal and physical barriers to attending learning opportunities.
Working with Others	Level 5	Working with Others can be assessed during a discussion, and looking for ways in which applicants build on each others' ideas and suggestions and respond to each other positively to make decisions in relation to Problem Solving.

It would be more efficient and beneficial to set applicants a task which holistically assesses their Core Skills. This task might be to work together to solve a problem regarding a learner's or learners' difficulties with a situation such as understanding and challenging a gas bill, using technology.

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in the *Adult Literacies Professional Development Framework*, and by linking to the Competences of The Standards Council for Community Learning and Development (CLD) for Scotland; the body responsible for the registration of CLD practitioners, the approval of training courses, and the continuing professional development of the sector workforce as there are no National Occupational Standards within this sectoral area. In addition, significant opportunities exist for candidates to develop the more generic skills, known as Core and Essential Skills through doing this qualification.

5.1   Mapping of qualification aims to Units

Unit	Outcome	Aims met
Raising awareness of Adult Literacies	1 Describe adult literacies need in Scotland.	G1, G4, G6, G7, G8, G9, G10 S1
	2 Promote adult literacies.	G2, G6, G7, G8, G9, G10 S2
Preparing to Work with Adult Literacies Learners	1 Explain the roles and responsibilities of the Tutor Assistant, the Group Tutor and adult literacies learners.	G3, G4, G6, G7, G8, G9, G10 S3
	2 Explain approaches to building confidence and motivation in adult literacies learners.	G3, G4, G6, G7, G8, G9, G10 S4
Delivering and Developing Adult Literacies Learning	1 Plan adult literacies learning.	G3, G5, G6, G7, G8, G9, G10 S5, S6, S10
	2 Deliver adult literacies learning using a social practice approach.	G3, G5, G6, G7, G8, G9, G10 S6, S7, S8, S10
	3 Monitor and evaluate adult literacies learning.	G3, G5, G6, G7, G8, G9, G10 S9, S10

5.2 Links to the Adult Literacies Professional Development Framework and CLD Core Competences

Unit title and code	Adult Literacies Professional Development Framework	CLD Core Competences
Raising Awareness of Adult Literacies	This Unit provides knowledge and skills suitable for the Tutor Assistant role, as set out in the Framework. Its content is also suitable for those performing the Referral/Guidance and Learning-Facing Administrator roles as set out in the Framework. It provides basic knowledge, however, and anyone seeking to perform the Group Tutor, Co-ordinator and Strategic Manager roles would require deeper and broader understanding of national and local policy and research. The best qualification for this role would be the HN Unit: Contexts of Adult Literacies which forms part of the PDA in Tutoring Adult Literacies at SCQF level 8.	♦ Know and understand the community in which we work ♦ Build and maintain relationships in a range of contexts ♦ Provide learning and development opportunities in a range of contexts ♦ Develop and support collaborative working
Preparing to Work with Adult Literacies Learners	This Unit provides knowledge and skills suitable for the Tutor Assistant role, as set out in the Framework. It provides a useful introduction to understanding the roles and relationships between learners and those in tutoring roles, and provides skills in motivating learners. It would not be suitable for the Group Tutor role set out in the Framework, beyond providing a foundation for future learning and practice.	♦ Know and understand the community in which we work ♦ Build and maintain relationships in a range of contexts ♦ Facilitate and promote community empowerment ♦ Develop and support collaborative working ♦ Evaluate and inform practice
Delivering and Developing Adult Literacies Learning	This Unit provides knowledge and skills suitable for the Tutor Assistant role, as set out in the Framework. For those wanting to develop their skills and knowledge as Group Tutors, they might consider undertaking the PDA in Tutoring Adult Literacies at SCQF level 8.	♦ Know and understand the community in which we work ♦ Build and maintain relationships in a range of contexts ♦ Provide learning and development opportunities in a range of contexts ♦ Facilitate and promote community empowerment ♦ Organise and manage resources ♦ Develop and support collaborative working ♦ Evaluate and inform practice

5.3   Mapping of Core Skills development opportunities across the qualification

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H3P8 33	Raising Awareness of Adult Literacies	S	S	S	S	S	S		S		S	
H3P7 33	Preparing to Work with Adult Literacies Learners	S	S					S	S	S	S	S
H3P6 33	Delivering and Developing Adult Literacies Learning	S	S	S	S	S	S	S	S	S	S	S

S — Signposted

5.4 Recommended Assessment Methods for the qualification

Unit	Outcome 1	Outcome 2	Outcome 3
Raising Awareness of Adult Literacies	Practical with open-book preparation Written and/or oral Candidate taking part in an observed discussion — either group or one-to-one	Practical with open-book preparation Written by way of producing a leaflet	
Preparing to Work with Adult Literacies Learners	Practical with open-book preparation Observation of a Tutor Assistant and/or Group Tutor Written and/or oral evidence by way of a presentation, blog, poster or journal	Practical with open-book preparation Written and/or oral Written and/or oral evidence by way of a presentation, blog, poster or journal	
Delivering and Developing Adult Literacies Learning	Holistic assessment Observed practice session Written and/or oral Reflective journal		

6   Guidance on approaches to delivery and assessment

In order to model good practice in an adult literacies and social practice context, a learner-centred, participative and practical approach should be taken whenever possible within the PDA. Adult literacies learning and teaching in Scotland uses a social practice approach, which recognises that adults learn most effectively *what they want or need to learn* and that the emphasis for the learning should be on the *uses and application* of literacies learning. The social practice approach has at its heart the principle that literacies learning has complex relationships to social, emotional and personal values and practices. Learning programmes therefore focus on the skills, knowledge and understanding that enable learners to deal more effectively and critically with their real life concerns, in the family, at work, and in the local community and wider society. Learning programmes value and build on the knowledge and experience adults bring to their learning. Individual and group learning plans promote learner control and ownership of learning.

It is recommended that a significant amount of time is dedicated to providing practical advice to candidates on methods, approaches and resources that can help an adult literacies learner to develop their reading, writing and numeracy, capabilities. Candidates should also be encouraged to reflect on their own learning experience throughout the course.

Access to a supervised placement in an adult literacies learning environment is essential and should be arranged as early as possible in the PDA, if not before. Group Tutors, who will be providing a mentoring role throughout the PDA should be suitably briefed to enable them to carry out this role effectively.

In most situations, Tutor Assistants support individuals within groups on a one-to-one basis. However, on many occasions, Tutor Assistants will be working with pairs or even small groups of learners very effectively, still within a larger group setting and under the supervision of a Group Tutor. Many people have found that working with more learners is a useful way to develop group tutoring skills, and that this can lead to more permanent, and paid, employment. This qualification allows for candidates to be working with more than one learner at a time, though for the purposes of assessment they are only required to produce evidence of working with a single learner.

If opting for face-to-face tutorials, these can be delivered as short, weekly or fortnightly sessions for the duration of the course, but ongoing access to a placement will also be required. Alternatively, longer tutorials could be delivered at 4 to 6 week intervals, with candidates attending a weekly placement in between to allow them to put theory into practice.

Centres delivering the qualification are advised to draw from the existing ITALL Resource Pack[3] to address training needs and to supplement this with material from their own adult literacies practice and context. The ITALL Resource Pack is out-of-date with regard to current policy and should be used with caution.

Evidence can be generated using a variety of assessment instruments. The following are suggestions only. There may be other methods that would be more suitable for different candidates.

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[3] http://www.aloscotland.com/alo/sitesearchresults.htm

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where candidates experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Centres are reminded to ensure that arrangements are put in place to ensure the authenticity of the work produced.

Within *Raising Awareness of Adult Literacies*, Outcome 1, candidates could potentially describe adult literacies need in Scotland orally by participating in an observed discussion. This would preferably take place in a group setting but where that is not possible, a one-to-one basis would be appropriate.

Questions candidates could ask one another in this discussion could include:

♦ What do we know about the need for adult literacies provision in Scotland?
♦ What do you believe the current definition of adult literacies in Scotland means for you, in your role as a Tutor Assistant/in your workplace/community of interest?
♦ Can you identify at least two barriers to adult literacies learning and say why these are barriers?

Candidates could also potentially describe adult literacies need in Scotland in writing by producing a 200 word assignment that fulfils the Evidence Requirements of the Outcome.

For Outcome 2, candidates could potentially demonstrate that they can promote adult literacies in writing by creating a leaflet promoting adult literacies in an appropriate setting, for example, in a workplace, in a community, within trade union structures or within the health service.

The leaflet could show positive approaches to adult literacies learners and learning, understanding of inclusive practice, how people are referred for learning opportunities and the nature of adult literacies learning.

Participants should draw on information on adult literacies practices within their local community, work environment or other community of interest.

The Unit *Preparing to Work with Adult Literacies Learning* could be assessed orally and holistically by the candidate giving a presentation, lasting no more than five minutes, based on her/his observations of at least one adult literacies learning session.

The Unit could be assessed in writing and holistically by the candidate creating a poster or writing a blog or journal of 200 words, based on her/his observations of at least one adult literacies learning session.

The Unit *Delivering and Developing Adult Literacies Learning* can be assessed holistically by the candidate completing an observed practice session, maintaining and submitting a reflective journal, and submitting the required learning paperwork: an Individual Learning Plan, a session plan for the observed practice session, a record of work for the observed practice session and copies of any learning materials used during the observed practice session.

This Unit *Delivering and Developing Adult Literacies Learning*, which forms two-thirds of the qualification, makes explicit reference to strategies for supporting learners with specific learning difficulties among other barriers to learning. Our knowledge and understanding of specific learning difficulties has advanced somewhat since the launch of Scotland's first adult literacy and numeracy strategy in 2001 and, during the delivery of this PDA, we would expect candidates to have access to the latest research and practice knowledge around a full range of specific learning difficulties, including dyslexia and dyscalculia among others. We would encourage candidates to consider further qualifications in working with dyslexic adults, as outlined in the Adult Literacies Professional Development Framework.

All evidence should be relevant to interaction with adult literacies learners. Documentation provided should be produced in the context of the candidate's placement setting to assist with authenticity and relevance of content.

This Unit is suitable for distance or blended learning. However, as candidates will benefit from peer discussion and review opportunities, it is recommended that facilities such as e-groups are put in place to enable this.

6.1　Sequencing of Units

It is strongly recommended that candidates of the PDA should undertake the Units in the following sequence; in order to ensure background knowledge and skills are in place as candidates meet each Outcome:

1　Raising Awareness of Adult Literacies.
2　Preparing to Work with Adult Literacies Learners.
3　Delivering and Developing Adult Literacies Learning.

6.2　Recognition of Prior Learning

SQA recognises that candidates gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a candidate would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1　Articulation and/or progression

This qualification is designed to articulate with the PDA in Tutoring in Adult Literacies at SCQF level 8, a qualification which develops skills of group teaching as well as the use of a range of teaching strategies.

It also articulates with several qualifications which enable candidates to develop specialist skills and knowledge to use in their current or next roles.

6.2.2 Transitional Arrangements

Although the PDA in Supporting Adult Literacies Learning is a revision of the PDA ITALL, we have sought guidance from focus group members that Transitional Arrangements are not required and the preference would be for candidates currently entered for ITALL to complete ITALL and for any new candidates to be entered for the PDA in Supporting Adult Literacies Learning. Therefore, there will be no transitional arrangements or formal credit transfer arrangements between the old and the new Units.

6.3   Opportunities for e-assessment

The following Outcomes of the three Units would be suitable for e-assessment, though a more desirable delivery model using technology, with respect to all Outcomes, would be a blended approach:

1   Raising Awareness of Adult Literacies:

Outcome 1 — Describe adult literacies need in Scotland

2   Preparing to Work with Adult Literacies Learners:

Outcome 1 — Explain the roles and responsibilities of the Tutor Assistant, the Group Tutor and adult literacies learners

Outcome 2 — Explain approaches to building confidence and motivation in adult literacies learners

3   Delivering and Developing Adult Literacies Learning:

No Outcomes suitable for e-assessment.

6.4   Support materials

There are currently no assessment support materials available for this qualification.

A **list of existing ASPs** is available to view on SQA's website.

6.5   Resource requirements

Staff delivering this qualification should be experienced in tutoring adult literacies themselves, and in delivering training for adult literacies tutors.

Candidates must be attached to a placement from the start of the delivery of Unit 3: *Delivering and Developing Adult Literacies Learning*. They should have an identified learner or learners to work with, under the supervision of a Group Tutor who can support them during their placement.

Unit 3 requires candidates to provide evidence of practice through an observation. The observer could be the qualification assessor or could be the Group Tutor who is supervising their placement.

7 General information for centres

Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

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* **(www.sqa.org.uk/GuideToAssessment)**.

8   Glossary of terms

Embedded Core Skills: is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

♦ candidates may not be entered for the Group Award
♦ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

♦ the Group Award will be deleted from the relevant catalogue
♦ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦ no new centres may be approved to offer the Group Award
♦ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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 credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

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

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

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. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦ No new centres may be approved to offer the Unit which has been revised.
♦ Centres should only enter candidates for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9   General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The Professional Development Award (PDA) in Supporting Adult Literacies Learning at SCQF level 6 is a revision of the PDA: Introduction to Tutoring in Adult Literacies Learning (ITALL) (G8GV 46).

Adult literacies includes numeracy and literacy. The term 'literacies' is used to encompass not only the skills, but also the knowledge and critical understanding involved in reading, writing and using numbers. This plural term reflects the multiple and diverse ways in which we use literacy and numeracy in our everyday lives.

The PDA is designed for those individuals who wish to undertake a Tutor Assistant role within an adult literacies context, is made up of three mandatory Units: *Raising Awareness of Adult Literacies; Preparing to Work with Adult Literacies Learners; and Delivering and Developing Adult Literacies Learning*.

On successful completion of all three Units, you will have the knowledge and skills required to carry out the role of Tutor Assistant, as outlined in the *Adult Literacies Professional Development Framework.* The Tutor Assistant supports learners within a group setting and is supervised by the Group Tutor.

While there are no formal entry requirements for this PDA, you should have an interest in and commitment to the development of adult literacies in Scotland. It is also recommended that you have, or are working towards, an SCQF level 5 qualification or equivalent in Communication and Numeracy. It is essential that you are a confident and competent user of literacy and numeracy

On successful completion of this PDA, and after gaining considerable practical experience, you may wish to consider undertaking elements of the PDA in Tutoring Adult Literacies at SCQF level 8, a qualification which develops skills of group teaching as well as the use of a range of teaching strategies.

After completing this PDA, possible employment opportunities include:

The Tutor Assistant role, which is generally a voluntary role and traditionally the Tutor Assistant was known as the 'volunteer tutor'. However, it is possible that Tutor Assistants might be paid, especially if they are working as a more general support worker, or carer, to an individual, or if they are providing specialist learning support, for example through British Sign Language or supportive technology.

Many paid Group Tutors (another role defined in the Framework) began their careers as Tutor Assistants. Employers often recruit paid tutors from their pool of volunteers.

The first of the three Units, Raising Awareness of Adult Literacies, will help you to understand adult literacies need in Scotland and to promote adult literacies learning, and on completion of this Unit you will:

♦ Understand the need for adult literacies provision
♦ Understand the current definition of adult literacies
♦ Understand barriers to adult literacies learning
♦ Promote positive approaches to adult literacies learners and learning
♦ Understand inclusive practice
♦ Know how people are referred for learning opportunities
♦ Understand the nature of adult literacies learning

While undertaking this Unit you will have opportunities to develop your Communication skills through reading complex documents such as the *Adult Literacy and Numeracy Curriculum Framework* and producing written accounts. You will also be expected to participate in peer group discussions and oral presentations. Opportunities also exist for you to develop your ICT skills through web searches for research purposes and for the selection, adaptation or production of learning resources.

You will be assessed by:

♦ Describing, in writing or orally, the need for adult literacies learning in Scotland
♦ Describing the current definition of adult literacies in Scotland, giving two examples of what this means for adult literacies practice
♦ Describing at least two potential barriers to adult literacies learning
♦ Identifying two examples of positive approaches to adult literacies learning
♦ Describing the process for referring potential learners to local adult literacies provision
♦ Describing at least two examples of local adult literacies provision, including, for example, the number of learners, the learning content and where the learning takes place

The second Unit, Preparing to Work with Adult Literacies Learners, will provide you with the knowledge and skills required to:

♦ Understand the Adult Literacies Professional Development Framework
♦ Understand the roles of the Tutor Assistant, the Group Tutor and adult literacies learners
♦ Understand shared responsibilities and boundaries
♦ Establish positive relationships with learners
♦ Start with what learners can already do
♦ Monitor and evaluate learning

This Unit will help you to explain and reflect on the roles and responsibilities of the Tutor Assistant, the Group Tutor and adult literacies learners; and to explain and reflect on approaches to building confidence and motivation in learners.

While undertaking this Unit you will have opportunities to develop your Communication skills through reading complex documents such as the *Adult Literacy and Numeracy Curriculum Framework* and the production of a presentation or blog. You will also be expected to participate in peer group discussions and oral presentations. Opportunities also exist for you to develop your ICT skills through web searches for research purposes and for the selection, adaptation or production of learning resources.

You will be assessed by:

♦ Observing a Tutor Assistant and/or a Group Tutor tutoring adult literacies learners and describing the role(s) of the tutor(s) within the session. To assist with this, the candidate may wish to refer to the Tutor Assistant and Group Tutor roles identified within the Adult Literacies Professional Development Framework
♦ Describing the learner's role and her/his participation in the session, including the ways in which responsibilities were shown to be shared and boundaries respected
♦ Describing the relationship between the learner and the Tutor Assistant/Group Tutor
♦ Describing the methods by which the learning is planned and recorded, and ways in which the learner is placed at the centre of the learning process.

The Unit, Delivering and Developing Adult Literacies Learning, will provide you with the skills required to, under supervision:

♦ plan learning for individuals
♦ plan learning with small groups of learners working towards common goals
♦ lead learning activities with adult literacies learners to develop their reading, writing and numeracy capabilities
♦ check for understanding using questioning and other techniques
♦ evaluate the effectiveness of the learning activity
♦ record learning

This Unit will help you to become aware of, understand and implement the cycle of learning and guidance with adult literacies learners. This will involve learning about the planning process, how to deliver adult literacies learning and how to evaluate and record progress and review learning goals. It will help you to reflect on good practice in adult literacies learning and you will be encouraged to adopt a reflective approach to your own practice as an adult literacies Tutor Assistant.

The emphasis of this Unit is on practice and you will work with adult literacies learners on a supervised placement throughout your course of study. You will be assessed by:

♦ keeping and submitting a reflective journal
♦ being observed while you work with an adult literacies learner
♦ submitting paperwork that supports the learning process ie a learning plan, a session plan and a record of work

While undertaking this Unit you will have opportunities to develop your Communication skills through reading complex documents such as the *Adult Literacy and Numeracy Curriculum Framework* and the production of a written journal. You will also be expected to participate in peer group discussions and oral presentations. Opportunities also exist for you to develop your IT skills through web searches for research purposes and for the selection, adaptation or production of learning resources.