



Higher National Unit Specification

General information

Unit title: Delivering and Developing Adult Literacies Learning

Unit code: H3P6 33

Superclass: GB

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Unit purpose:

This Unit is designed for candidates who wish to undertake the Tutor Assistant role within an adult literacies context. The Tutor Assistant supports adult literacies learners within a group setting and is supervised by the Group Tutor.

The Unit provides candidates with the knowledge and skills needed to:

- ◆ plan learning
- ◆ use the Adult Literacies Curriculum Framework and Wheel
- ◆ support learners who experience specific and multiple barriers
- ◆ use effective and appropriate strategies and materials to support the learning and teaching of numeracy, reading and writing within an adult literacies group; and
- ◆ evaluate adult literacies learning.

On successful completion of this Unit, and after gaining considerable practical experience, candidates may wish to consider undertaking the PDA in Tutoring Adult Literacies at SCQF level 8 as a progression opportunity.

Outcomes

On successful completion of the Unit the candidate will be able to:

- 1 Plan adult literacies learning.
- 2 Deliver and develop adult literacies learning using a social practice approach.
- 3 Evaluate adult literacies learning.

Higher National Unit Specification: General information (cont)

Unit title: Delivering and Developing Adult Literacies Learning

Credit points and level

1 Higher National Unit credit at SCQF level 6: (8 SCQF credit points at SCQF level 6)

Recommended entry to the Unit

There are no formal entry requirements for this Unit. However, 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 competence and confidence in their own literacy and numeracy capabilities. Candidates must have basic ICT skills or a willingness to learn and use basic ICT skills.

This is the third of three related Units. The previous two Units, *Raising Awareness of Adult Literacies* and *Preparing to Work with Adult Literacies Learners*, provide essential underpinning knowledge for this Unit. For candidates intending to undertake the PDA in Supporting Adult Literacies Learning at SCQF level 6, they should have completed both previous Units — *Raising Awareness of Adult Literacies* and *Preparing to Work with Adult Literacies Learners* — before embarking on this Unit.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

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

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates should 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.

Higher National Unit Specification: Statement of standards

Unit title: Delivering and Developing Adult Literacies Learning

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Plan adult literacies learning.

Knowledge and/or Skills

- ◆ Planning individual learning
- ◆ Planning small group learning
- ◆ Setting realistic and appropriate short and long term goals
- ◆ Planning learning that considers appropriate learning styles and incorporates the adult learner's past experience and existing knowledge, skills and understanding
- ◆ Using the Adult Literacy and Numeracy Curriculum Framework and Wheel
- ◆ Strategies for supporting learners with specific learning difficulties, learning disabilities and other barriers to learning
- ◆ Learning that is relevant to learners' everyday lives and individual goals

Outcome 2

Deliver and develop adult literacies learning using a social practice approach.

Knowledge and/or Skills

- ◆ Select, design or adapt learning activities and materials to develop numeracy skills, for example: using concrete resources, problem solving, place value, estimation, use of calculators, measurement and language of numeracy
- ◆ Select, design or adapt learning activities and materials to develop reading skills, for example: register, genre, critical reading, reading for understanding, social sight and language experience approach
- ◆ Select, design or adapt learning activities and materials to develop writing skills, for example: register, purpose, planning writing, spelling strategies, punctuation, proofreading and handwriting
- ◆ Deliver a learning session that is relevant to the learner's goals and at an appropriate level to challenge the learner but be achievable
- ◆ Use communication skills effectively, for example: active listening and use of body language
- ◆ Provide constructive feedback
- ◆ Make use of ICT and digital media to support the learning process where appropriate

Higher National Unit Specification: Statement of standards (cont)

Unit title: Delivering and Developing Adult Literacies Learning

Outcome 3

Evaluate adult literacies learning.

Knowledge and/or Skills

- ◆ Record learning, with learner involvement
- ◆ Identify progress, in negotiation with the learner and Group Tutor
- ◆ Identify new goals, in negotiation with the learner and Group Tutor
- ◆ Identify, in negotiation with the learner and Group Tutor, any changes in approaches that are required
- ◆ Reflect on own performance as a Tutor Assistant

Evidence Requirements for this Unit

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can carry out the cycle of learning; that is: planning, delivering and evaluating learning in negotiation with at least one adult literacies learner and under the supervision of the Group Tutor during a placement.

The Unit can be assessed holistically through observation of the candidate on a suitable supervised learning and teaching occasion and submission of a reflective journal and paperwork demonstrating that they are supporting the cycle of learning and guidance with at least one adult literacies learner. Conditions of assessment are practical with open-book preparation.

Observed practice session:

The candidate must deliver a learning session to at least one adult literacies learner. She/he will provide evidence of the required Knowledge and/or Skills by being observed in the delivery of a pre-negotiated and agreed learning session by the Assessor or another suitable witness eg the Group Tutor. The following Knowledge/Skills items should be covered:

Outcome 1

- ◆ Planning individual learning
- ◆ Planning learning that considers appropriate learning styles and incorporates the adult learner's past experience and existing knowledge, skills and understanding
- ◆ Learning that is relevant to learners' everyday lives and individual goals

Outcome 2

- ◆ Deliver a learning session that is relevant to the learner's goals and at an appropriate level to challenge the learner but be achievable
- ◆ Use communication skills effectively, for example: active listening and use of body language
- ◆ Provide constructive feedback

Higher National Unit Specification: Statement of standards (cont)

Unit title: Delivering and Developing Adult Literacies Learning

Paperwork

To demonstrate that the candidate is supporting the cycle of learning, she/he must provide:

- ◆ a session plan for the observed learning session, taking account of the learner's everyday life, practices and current learning goals.
- ◆ a copy of the adult literacies learner's Individual Learning Plan a record of the observed learning session that: shows it was negotiated with the adult literacies learner; records the learning; evaluates the session and identifies next steps.
- ◆ copies of the learning materials used during the observed practice session.

The following Knowledge/Skills items should be covered

Outcome 1

- ◆ Planning individual learning
- ◆ Planning small group learning
- ◆ Setting realistic and appropriate short and long term goals

Outcome 3

- ◆ Record learning, with learner involvement
- ◆ Identify progress, in negotiation with the learner and Group Tutor
- ◆ Identify new goals, in negotiation with the learner and Group Tutor
- ◆ Identify, in negotiation with the learner and Group Tutor, any changes in approaches that are required

Reflective journal

The candidate should submit a reflective journal of between 1,000 and 1,200 words, based on their experience on placement and covering at least three consecutive learning sessions, one of which should be the observed practice session. The candidate should reflect on learning activities and materials/resources for reading, writing and numeracy that are available in their learning centre and online and discuss, as far as possible, how they would use these with adult literacies learners in their placement group. The following Knowledge/Skills items should be covered:

Outcome 1

- ◆ Using the Adult Literacy and Numeracy Curriculum Framework and Wheel
- ◆ Strategies for supporting learners with specific learning difficulties, learning disabilities and other barriers to learning

Higher National Unit Specification: Statement of standards (cont)

Unit title: Delivering and Developing Adult Literacies Learning

Outcome 2

- ◆ Select, design or adapt learning activities and materials to develop numeracy skills, for example: using concrete resources, problem solving, place value, estimation, use of calculators, measurement and language of numeracy
- ◆ Select, design or adapt learning activities and materials to develop reading skills, for example: register, genre, critical reading, reading for understanding, social sight and language experience approach
- ◆ Select, design or adapt learning activities and materials to develop writing skills, for example: register, purpose, planning writing, spelling strategies, punctuation, proofreading and handwriting
- ◆ Make use of ICT and digital media to support the learning process where appropriate

Outcome 3

- ◆ Reflect on own performance as a Tutor Assistant



Higher National Unit Support Notes

Unit title: Delivering and Developing Adult Literacies Learning

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is intended for candidates who are preparing for the Tutor Assistant role within an adult literacies context¹. The Tutor Assistant supports adult literacies learners within a group setting and is supervised by the Group Tutor². The Unit is, however, also suitable for others who have an interest in adult literacies.

The Unit provides candidates with the knowledge and skills needed to:

- ◆ plan learning
- ◆ use the Adult Literacies Curriculum Framework and Wheel³
- ◆ support learners who experience specific and multiple barriers
- ◆ use effective and appropriate strategies and materials to support the learning and teaching of numeracy, reading and writing within an adult literacies group; and
- ◆ evaluate adult literacies learning.

The Unit is the third of a suite of three Units at SCQF level 6 which form the Professional Development Award (PDA) in *Supporting Adult Literacies Learning at SCQF level 6*. It is designed for people new to adult literacies or for those who wish accreditation of their skills, knowledge and understanding gained through experience.

Candidates will normally be following a training programme for adult literacies Tutor Assistants in Scotland. The programme should include examples of good practice in adult literacies learning provision.

This Unit sits within the context of the Adult Literacies Professional Development Framework and provides a base from which, after significant practical experience, candidates may wish to progress to the PDA in Tutoring Adult Literacies at SCQF level 8.

¹ The Tutor Assistant role described in the Adult Literacies Professional Development Framework (www.educationscotland.gov.uk/alprofessionaldevelopment)

² Also described in the Adult Literacies Professional Development Framework.

³ <http://wheel.aloscotland.com>

Higher National Unit Support Notes (cont)

Unit title: Delivering and Developing Adult Literacies Learning

Outcome 1

This Outcome focuses on the support that adult literacies Tutor Assistants should provide for adult literacies learners during the learning relationship. It draws on the planning stage of the cycle of learning and candidates should recognise that relevant and achievable goals are central to the pursuit of success in adult literacies learning. It is important that candidates understand that the planning stage is not separate from the learning session but is, in fact, an integral part of the learning process. Candidates should also be aware of the importance of involving the adult literacies learner in all aspects of the planning process, including

negotiation of individual learning plans. Evidence for this Outcome will be the production, in negotiation with an adult literacies learner, of an Individual Learning Plan. An awareness of the need, on occasion, to plan with a small group of learners who are working towards common goals and negotiating a group learning plan should also be incorporated. The adult literacies learner will give written permission for a copy of his/her Individual Learning Plan to be submitted to the assessor.

Outcome 2

This Outcome covers the knowledge, skills and understanding required to identify, develop and make use of learning activities and resources to assist adult literacies learners to acquire or enhance their reading, writing and numeracy capabilities. Candidates should have an awareness and understanding of the social practice approach and the need to ensure that learning activities are grounded in the everyday activities of adult literacies learners. Candidates should 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. Candidates should understand that adult literacies learners have existing knowledge, skills and understanding upon which to build new learning. Familiarity with the contents of a local adult literacies resource centre and with online resource banks is highly desirable.

This Outcome also covers the delivery of a learning session and provides an opportunity for candidates to explore the importance of well-developed interpersonal skills such as listening actively and giving supportive feedback. Access to a supervised placement in a local adult literacies learning environment is essential, as candidates will gain the necessary skills for this Outcome by observing good practice and working with literacies learners whilst on placement. Assessment will be principally through the observation in a supervised literacies learning session, and the provision of relevant paperwork.

Outcome 3

This Outcome focuses on the support that adult literacy Tutor Assistants should provide for adult literacies learners during the learning relationship. It draws on the evaluation and reflection stages of the cycle of learning, and the recording aspects of the learning process. Candidates should pay particular attention to the importance of review and critical reflection. Candidates should be aware of the importance of involving the adult literacies learner in all aspects of the evaluation process, including the keeping of records of work (also known as records of learning). The adult literacies learner will give written permission for his/her record of work for the observed practice session to be submitted to the assessor.

Higher National Unit Support Notes (cont)

Unit title: Delivering and Developing Adult Literacies Learning

In addition, this Outcome is designed to encourage the candidate to adopt a critically reflective approach to his/her own practice. Assessment will be by submission of a reflective journal.

Guidance on approaches to delivery of this Unit

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 programme. 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 add 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 programme, if not before. Group Tutors, who will be providing a mentoring role throughout the programme should be suitably briefed to enable them to carry out this role effectively.

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.

The Unit 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 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.

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

Higher National Unit Support Notes (cont)

Unit title: Delivering and Developing Adult Literacies Learning

Guidance on approaches to assessment of this Unit

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

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.

Assessment work may be completed in time set aside during a training programme or in the candidate's own time.

Assessment can be undertaken during a learning programme which encourages the candidate to gain an awareness and understanding of the principles and practice that underpin adult literacies learning.

This Unit can be assessed holistically by observation of the candidate in an observed practice session and submission of a reflective journal and paperwork demonstrating that she/he is supporting the cycle of learning and guidance with at least one adult literacies learner.

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.

ICT includes computer software and programmes, the Internet, mobile and 'smart' technology, as well as audio devices, digital cameras, calculators, and pocket gaming technology including apps.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment, as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Higher National Unit Support Notes (cont)

Unit title: Delivering and Developing Adult Literacies Learning

Opportunities for developing Core and other Essential Skills

The Unit should provide candidates with an opportunity to develop the following Core Skills/Core Skill components at SCQF level 6, although there is no automatic certification of Core Skills or Core Skills components:

- ◆ *Problem Solving*
- ◆ *Numeracy*
- ◆ *ICT*
- ◆ *Communication*
- ◆ *Working with Others*

- ◆ All elements of the Core Skills of *Problem Solving*, that is Planning and Organising, Critical Thinking and Reviewing and Evaluation, will be developed and enhanced as candidates undertake this Unit.

- ◆ Candidates will have opportunities to develop the Core Skills of *Numeracy*, that is Using Number and Using Graphical Information, through calculating and conveying information on the use of resources.

- ◆ Candidates should be familiar with effective and responsible use of *ICT* equipment and software applications in the selection, design or adaptation of materials to support the learning process. The need to develop efficient systems of recording, coding and storing information for ease of reference, such as the reflective journal and folders of resources and notes, should be emphasised.

- ◆ Candidates will have opportunities to develop a sophisticated level of talking and listening skills in questioning, providing feedback, negotiating learning content and responding to others in the most appropriate way to progress learning. Analysing and responding to others using a range of verbal and non verbal communication techniques will be critical to successful performance and when communicating and working with others.

All three Outcomes contribute towards the Essential Skill of Enterprise and in particular Enterprising Values through:

- ◆ encouraging self-confidence/belief in ability
- ◆ encouraging a positive ethos
- ◆ providing an understanding of how to be an effective contributor
- ◆ providing an involvement in practical/vocational activities that relate employment to working experiences and workplace applications.

Higher National Unit Support Notes (cont)

Unit title: Delivering and Developing Adult Literacies Learning

All three Outcomes also contribute to Team Working and Communication within the Essential Skill of Employability through:

- ◆ encouraging respecting others, co-operating and contributing to discussions
- ◆ encouraging negotiating/persuading to achieve common goals
- ◆ providing application of literacy
- ◆ encouraging ability to produce clear, structured written work
- ◆ encouraging oral communication, including listening and questioning.

History of changes to Unit

Version	Description of change	Date

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General information for candidates

Unit title: Delivering and Developing Adult Literacies Learning

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

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 Unit is the third of three that together form the Professional Development Award in *Supporting Adult Literacies Learning at SCQF level 6*. It is recommended that you complete the first two Units: *Raising Awareness of Adult Literacies* and *Preparing to Work with Adult Literacies Learners* before undertaking this Unit.

On successful completion of this Unit 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. The Tutor Assistant might support an individual, pairs or small groups within a bigger group. This Unit 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.

While there are no formal entry requirements for this Unit, 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

This Unit will help you to become aware of, understand and implement the cycle of learning 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.

General information for candidates (cont)

Unit title: Delivering and Developing 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 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.

On successful completion of this Unit, and after gaining considerable practical experience, you may wish to consider undertaking elements of the PDA in Tutoring Adult Literacies at SCQF level 8 as a progression opportunity.