



Higher National Unit Specification

General information

Unit title: Preparing to Work with Adult Literacies Learners

Unit code: H3P7 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, as outlined in the *Adult Literacies Professional Development Framework*. The Tutor Assistant supports adult literacies learners within a group setting and is supervised by the Group Tutor. This Unit will provide candidates with the knowledge of the roles and responsibilities the Tutor Assistant, the Group Tutor, and adult literacies learners, as well as the skills and knowledge needed to build confidence and motivation in adult literacies learners.

This is the second of three related Units which make up the Professional Development Award (PDA) in Supporting Adult Literacies Learning at SCQF level 6. The PDA is made up of three Units; *Raising Awareness of Adult Literacies*, *Preparing to Work with Adult Literacies Learners* and *Delivering and Developing Adult Literacies Learning*.

For candidates working towards the PDA in Supporting Adult Literacies Learning at SCQF level 6, the first Unit, *Raising Awareness of Adult Literacies*, provides essential underpinning knowledge for this Unit. Before embarking on this Unit, candidates should have completed the first Unit.

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

Higher National Unit Specification: General information (cont)

Unit title: Preparing to Work with Adult Literacies Learners

Outcomes

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

- 1 Explain the roles and responsibilities of the Tutor Assistant, the Group Tutor and adult literacies learners.
- 2 Explain approaches to building confidence and motivation in adult literacies learners.

Credit points and level

0.25 Higher National Unit credit at SCQF level 6: (2 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 second of three related Units. For candidates working towards the PDA in Supporting Adult Literacies Learning at SCQF level 6, the first Unit, Raising Awareness of Adult Literacies, provides essential underpinning knowledge for this Unit. Before embarking on this Unit, candidates should ideally have completed the first 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: Preparing to Work with Adult Literacies Learners

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

Explain the roles and responsibilities of the Tutor Assistant, the Group Tutor and adult literacies learners.

Knowledge and/or Skills

- ◆ Adult Literacies Professional Development Framework
- ◆ Tutor Assistant's role and Group Tutor's role
- ◆ Learner's role
- ◆ Shared responsibilities and boundaries

Outcome 2

Explain approaches to building confidence and motivation in adult literacies learners.

Knowledge and/or Skills

- ◆ Establishing a positive relationship
- ◆ Starting with what people can already do
- ◆ Monitoring and evaluating learning

Evidence Requirements for the Unit

Candidates will provide written or oral evidence to explain the role and responsibilities of the Tutor Assistant, Group Tutor and the adult literacies learners him/herself and approaches to building confidence and motivation in learners. In order to put their evidence in context, they will observe at least one adult literacies learning session with an individual learner or small group of learners.

The evidence should be 500 words in length (+ or – 10%) or the equivalent if presented orally.

Successful achievement of the Unit will include:

- ◆ Accurate descriptions of the relevant roles according to the Scottish Government Adult Literacies Professional Development Framework
- ◆ Accurately describing the adult literacies learner's role and his/her participation in the session, including the ways in which responsibilities between the learner and his/her tutor (whether a Group Tutor or Tutor Assistant) were shared and boundaries respected
- ◆ Accurately describing the relationship between the adult literacies learner and the Tutor Assistant and Group Tutor
- ◆ Accurately describing the methods by which the learning is planned and recorded by the learner and her/his tutor (whether a Group Tutor or Tutor Assistant) and the ways by which the adult literacies learner is placed at the centre of the learning process.



Higher National Unit Support Notes

Unit title: Preparing to Work with Adult Literacies Learners

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 10 hours.

Guidance on the content and context for this Unit

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

For candidates preparing for the Tutor Assistant role, this Unit is the second of three Units which form the Professional Development Award (PDA) in Supporting Adult Literacies Learning at SCQF level 6. The PDA is designed for people new to adult literacies or for those who wish accreditation of their skills, knowledge and understanding gained through experience.

Centres delivering this Unit could select relevant sections from the ITALL Resource Pack to address training needs and to supplement this with material from their own adult literacies practice and context.

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

Outcome 1 covers the knowledge, skills and understanding required to explain and reflect on the roles and responsibilities of the Tutor Assistant, the Group Tutor and adult literacies learners.

Candidates should show understanding of:

- ◆ The Adult Literacies Professional Development Framework
- ◆ The roles of the Tutor Assistant
- ◆ The Group Tutor
- ◆ The adult literacies learners
- ◆ Shared responsibilities and boundaries

Higher National Unit: Support Notes (cont)

Unit title: Preparing to Work with Adult Literacies Learners

Outcome 2 covers the knowledge, skills and understanding required to explain and reflect on approaches to building confidence and motivation in adult literacies learners. Candidates should show understanding of how to establish positive relationships with adult literacy learners, starting with what people can already do, and of how to monitor and evaluate learning.

Guidance on approaches to delivery of this Unit

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 and enable recognition of progress through the distance learners travel towards their own goals.

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 a programme.

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

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: Preparing to Work with Adult Literacies Learners

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 the candidate's own time or at a time set aside during the training programme.

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

All evidence produced should be relevant to observation of an adult literacies learning session.

ICT includes 'Technology' such as computer programmes and the Internet, and mobile and other technology such as audio, digital cameras, calculators, pocket gaming technology and apps.

The Unit 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 500 words, based on her/his observations of at least one adult literacies learning session.

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: Preparing to Work with Adult Literacies Learners

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*
- ◆ *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 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.

Both 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

- ◆ Career Development through:
 - encouraging personal and social development and career planning
 - encouraging making connections between learning and work

- ◆ Self-awareness and improvement through:
 - encouraging making connections to other learning
 - encouraging identification of gaps in knowledge through reflection and understanding of own abilities

Both Outcomes contribute to the Essential Skill of Employability through:

- ◆ Communication and Literacy, by:
 - providing application of literacy
 - encouraging ability to produce clear, structured written work
 - encouraging oral communication, including listening and questioning

- ◆ Application of IT, by:
 - encouraging basic IT skills, including familiarity with word processing, spreadsheets, file management, and use of internet search engines

Higher National Unit: Support Notes (cont)

Unit title: Preparing to Work with Adult Literacies Learners

Both Outcomes contribute towards the Essential Skill of Citizenship and in particular:

- ◆ Community Involvement, by encouraging active engagement in community life in a positive manner to the benefit of the wider community
- ◆ Rights and Responsibilities by:
 - encouraging respect of others locally and globally
 - providing understanding of the need to lead lives that consider the rights and needs of others
 - encouraging understanding of politics and political systems, human rights, and the rights of freedoms
 - providing understanding of the roles, rights and responsibilities of individuals as employees, managers, employers, entrepreneurs, investors, customers, and global citizens
 - encouraging taking thoughtful and responsible action by raising awareness of important issues and exercising rights locally, nationally and globally
- ◆ Equity and Justice by:
 - providing an understanding that everyone has a right to participate and everyone has a responsibility to ensure that they do not discriminate, directly or indirectly, against other groups of people on the grounds of ethnicity, gender, disability, inequalities of health, poverty, age, sexual orientation, and religion and belief
 - encouraging recognition that any intervention must benefit people in an equitable way
- ◆ Diversity, by encouraging learning about, understanding and respecting religious, cultural and spiritual differences
- ◆ Decision Making by:
 - encouraging recognition that what we do now has implications for what life might be like in the future
 - encouraging taking initiative and lead
- ◆ Effective Contribution, by:
 - providing experience of engaging positively with a wide range of people in society
 - providing an understanding of the contribution of education, technology and business to the economy and society

History of changes to Unit

Version	Description of change	Date
02	Standard of evidence requirements clarified: word count of assessment increased from 200 to 500 words.	27/05/14

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General information for candidates

Unit title: Preparing to Work with Adult Literacies Learners

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.

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 second of three Units that together form the Professional Development Award: *Supporting Adult Literacies Learning*. It is strongly recommended that you complete the first Unit: *Raising Awareness of Adult Literacies* before undertaking this Unit.

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. The Tutor Assistant might support an individual, pairs or small groups within a bigger group. This Unit 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

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 have confidence and competence in your own literacy and numeracy capabilities.

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.

General information for candidates (cont)

Unit title: Preparing to Work with Adult Literacies Learners

On successful completion of this Unit, you may consider completing the PDA in Supporting Adult Literacies Learning at SCQF level 6 by completing the third Unit; *Delivering and Developing Adult Literacies Learning*. On completion of the 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 as a progression opportunity.