Higher National Unit Specification

General information

Unit title: Raising Awareness of Adult Literacies

Unit code: H3P8 33

Superclass: GA

Publication date: April 2013

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to give candidates an understanding of the need for adult literacies provision in Scotland and to enable them to promote adult literacies learning. It is designed for Tutor Assistants, but can also be used as a stand-alone Unit to raise awareness of adult literacies among other audiences, for example, Housing Association staff, Library workers, Union Learning Representatives or Healthcare workers.

This Unit forms part of the Professional Development Award (PDA) in Supporting Adult Literacies Learning at SCQF level 6. The PDA which is designed for individuals, who wish to undertake a Tutor Assistant role within an adult literacies context, 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*.

On completion of the PDA in Supporting Adult Literacies Learning at SCQF level 6, and after gaining practical experience, candidates may wish to consider undertaking elements of 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 Describe adult literacies need in Scotland.
2 Promote adult literacies learning.

Higher National Unit Specification: General information (cont)

Unit title: Raising Awareness of Adult Literacies

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

Access to this Unit is at the discretion of the centre. 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 who are aiming to complete the PDA in Supporting Adult Literacies Learning at SCQF level 6 should have an interest in and commitment to the development of adult literacies in Scotland. They should also have competence and confidence in their own literacy and numeracy capabilities. It is also recommended that candidates have a willingness to learn and use basic ICT skills.

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: Raising Awareness of Adult Literacies

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

Describe adult literacies need in Scotland.

Knowledge and/or Skills

♦ Research findings indicating the need for adult literacies provision
♦ Current definition of adult literacies
♦ Barriers to adult literacies learning

Outcome 2

Promote adult literacies learning.

Knowledge and/or Skills

♦ Positive approaches to adult literacies learning
♦ Positive attitudes to adult literacies learners
♦ Inclusive adult literacies practice
♦ Referring individuals for learning opportunities
♦ The nature of adult literacies learning

Evidence Requirements for this Unit

Assessment will be through practical tasks, with open-book preparation.

Evidence Requirements for Outcome 1

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills, by showing that they can describe:

♦ the need for adult literacies learning in Scotland, by drawing on available research.
♦ the current definition of adult literacies in Scotland, giving two examples of what this means for adult literacies practice.
♦ at least two potential barriers to adult literacies learning.

Higher National Unit Specification: Statement of standards (cont)

Unit title: Raising Awareness of Adult Literacies

Evidence Requirements for Outcome 2

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ♦ identify two examples of positive approaches to adult literacies learning.
- ♦ describe the process for referring potential learners to local adult literacies provision.
- ♦ describe 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.

Higher National Unit Support Notes

Unit title: Raising Awareness of Adult Literacies

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 forms part of the Professional Development Award (PDA) in Supporting Adult Literacies Learning at SCQF level 6, and aims to give candidates an understanding of the need for adult literacies provision in Scotland and to enable them to promote adult literacies learning.

The 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.

The Unit is also suitable for others who have an interest in adult literacies, and can be undertaken as a stand-alone Unit to raise awareness of adult literacies among other audiences, for example housing association staff, library workers, union learning representatives and healthcare workers.

For candidates who are preparing for the Tutor Assistant role, this Unit is the first of three Units at SCQF level 6 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 current 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 8 Professional Development Award: Tutoring Adult Literacies.

Outcome 1

This Outcome covers the Knowledge and/or Skills required to describe the need for adult literacies provision in Scotland, the current definition of adult literacies, and to identify barriers to adult literacies learning.

Higher National Unit: Support Notes (cont)

Unit title: Raising Awareness of Adult Literacies

Outcome 2

This Outcome covers the Knowledge and/or Skills required to promote adult literacies by demonstrating positive approaches to adult literacies learning and positive attitudes to adult literacies learners, developing inclusive practice, referring individuals for learning opportunities and the nature of adult literacies 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 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.

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.

Candidates should 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: Raising Awareness of Adult Literacies

Guidance on approaches to assessment of this Unit

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.

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.

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

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.

For 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.

Higher National Unit: Support Notes (cont)

Unit title: Raising Awareness of Adult Literacies

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

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**

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*
♦ *Communication*
♦ *Working with Others*
♦ *ICT*

♦ Planning and Organising within the Core Skill of *Problem Solving* will be developed and enhanced as candidates undertake this Unit.

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

♦ Candidates will have opportunities to develop the Core Skills of *ICT*, which are Accessing Information and Providing/Creating Information. Candidates will be carrying out web searches for research purposes and for the development of resources for adult literacies learners.

♦ Candidates will have opportunities to develop Written and/or Oral Communication Core Skills components throughout the Unit. If candidates are taking part in a group discussion within Outcome 1 they will have the opportunity to develop the Core Skill component of Working Co-operatively with Others.

Higher National Unit: Support Notes (cont)

Unit title: Raising Awareness of Adult Literacies

Outcome 1 contributes towards the Essential Skill of Enterprise and in particular:

- Enterprising Values through:
  — encouraging self-confidence/belief in ability
  — encouraging a positive ethos
  — encouraging motivation and leadership skills
  — providing opportunity for celebrating achievements
  — providing an understanding of how to be an effective contributor

- Experience of Enterprise Environment through:
  — provides involvement in practical/vocational activities that relate employment to working experiences and workplace applications
  — encourages interaction with a wide range of employers
  — provides appreciation of different working environments, organisational culture, policies and processes, and stakeholders

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

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

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:
  — encourages respect of others locally and globally
  — provides understanding of the need to lead lives that consider the rights and needs of others
  — encourages understanding of politics and political systems, human rights, and the rights of freedoms
  — provides understanding of the roles, rights and responsibilities of individuals as employees, managers, employers, entrepreneurs, investors, customers, and global citizens
  — encourages taking thoughtful and responsible action by raising awareness of important issues and exercising rights locally, nationally and globally

Higher National Unit: Support Notes (cont)

Unit title: Raising Awareness of Adult Literacies

♦ 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 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

General information for candidates

Unit title: Raising Awareness of Adult Literacies

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 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

This Unit is the first of three Units that together form the Professional Development Award in *Supporting Adult Literacies Learning* at SCQF level 6. It can also be used as a stand-alone Unit to raise awareness of adult literacies among other audiences, for example, housing association staff, library workers, union learning representatives and healthcare workers.

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.

On completion of the PDA in Supporting Adult Literacies Learning at SCQF level 6, 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.

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.*

While undertaking this Unit you will have opportunities to develop your Communication skills through reading complex documents producing written assignments. 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 development of resources for adult literacies learners.