



**Arrangements for:
Professional Development Award in
Tutoring Adult Literacies
at SCQF level 8**

Group Award Code: GD5X 48

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SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

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1 Introduction

This is the Arrangements Document for the Professional Development Award in Tutoring Adult Literacies at SCQF level 8 which was validated in September 2011. 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.

The Professional Development Award (PDA) in Tutoring Adult Literacies at SCQF level 8 was developed to fill a professional development gap between the PDA Introduction to Tutoring in Adult Literacies Learning (ITALL)* at SCQF level 6 and the Professional Graduate Diploma in Education (PGDE) (Adult Literacies) at SCQF level 10.

2 Rationale for the development of the Group Award

The Scottish Government made a commitment to literacy across the life course with the development of its *Literacy Action Plan*¹. Provision for supporting adult literacy and numeracy is shared between Scotland's colleges, community learning and development, voluntary sector and private training providers. The Higher Education sector also has a role in supporting learners with additional support needs.

The Adult Literacy 2000 National Consultation Exercise highlighted a need to raise the profile of the profession of adult literacies teaching so that it may be regarded as a positive career choice. Many called for greater consistency in staff development, and for a standard accreditation pathway for those working in the field. In response, the Scottish Government report, *Adult Literacy and Numeracy in Scotland*², set out a number of major goals in relation to the training of adult literacies tutors. In particular, it recommended: 'that a national training strategy should provide national training standards for all staff and volunteers whose roles relate to literacy and numeracy tuition and a new qualification for specialist literacy and numeracy practitioners'.

This has recently been reinforced in the Scottish Government's *Adult Literacies in Scotland 2020: Strategic Guidance*³. This recommended that adult literacies learners receive high quality learning and teaching so that they can achieve their goals: 'If Scotland is to have a skilled, competent and qualified adult literacies teaching workforce, practitioners must continually develop their skills and knowledge; and employers of literacies workers should encourage and enable their staff to undertake appropriate professional development opportunities and qualifications'.

¹ <http://www.scotland.gov.uk/Resource/Doc/328493/0106197.pdf> (accessed on 28.10.11)

² <http://www.scotland.gov.uk/Resource/Doc/158952/0043191.pdf> (accessed on 28.10.11)

³ <http://www.skillsforlifenet.com/default.aspx?atk=4325> (accessed on 28.10.11)

* The PDA ITALL was revised in March 2013 by the PDA in Supporting Adult Literacies Learning (SALL) at SCQF level 6 (GG5H 46)

SQA and Education Scotland developed two HN Units: Contexts of Adult Literacies in Scotland (F8N8 35) and Tutoring Numeracy in Adult Literacies (FL55 35). Online support materials were also created to support practitioners teaching adult numeracy. Following the successful pilot of the Units, it was clear that there was a need for a further Unit, Tutoring Adult Literacy, and the packaging of these Units into a formally recognised qualification is designed to support the Government's Adult Literacies strategy.

The current PDA in ITALL at SCQF level 6 is aimed at volunteers and tutor assistants, and the Professional Graduate Diploma in Education (PGDE) (Adult Literacies) at SCQF level 10 is aimed at professional tutors currently tutoring in the field. A gap existed for a practical teaching qualification which bridged the gap between the two qualifications. The PDA in Tutoring Adult Literacies at SCQF level 8 which fills this gap is aimed at those tutors of individual students who wish to work with groups of adult literacies learners.

The new PDA fills the need for clearer development pathways for adult literacies practitioners, tutor assistants and volunteers undertaking the PDA in ITALL at SCQF level 6 and tutors undertaking the PDA in Developing Literacies Learning Programmes for the Workplace at SCQF level 7, through the new intermediate-level PDA at SCQF level 8, to experienced practitioners undertaking the Professional Graduate Diploma in Education (PGDE) (Adult Literacies) at SCQF level 10.

3 Aims of the Group Award

Professional Development Awards are usually designed for people who are already in a career or vocation and 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 skills.

Professional Development Awards allow candidates to take up professional development opportunities in manageable chunks of learning. This PDA will offer flexibility and coherence which will allow the participation of staff on part-time and sessional contracts.

3.1 General aims of the Group Award

The general aims of the PDA are to:

- 1 Furnish adult literacies tutors with practical teaching strategies for use in group settings
- 2 Develop study and research skills
- 3 Enable career progression
- 4 Enable progression within the SCQF
- 5 Develop skills in the use of technology for educational purposes
- 6 Provide the opportunity to develop Core and Essential Skills

3.2 Specific aims of the Group Award

The specific aims of the PDA are to:

- 1 Develop specific knowledge of planning for adult literacies teaching and learning
- 2 Develop specific teaching strategies in literacy and numeracy
- 3 Develop awareness of relevant context and policy in Scotland
- 4 Improve professional effectiveness in assessment and educational guidance
- 5 Use technology within learning and teaching contexts
- 6 Develop group work skills and confidence
- 7 Develop the skills required of a reflective practitioner
- 8 Promote the use of the social practice approach to adult literacies learning

The underlying thinking behind the PDA is that achieving the specific aims will, as a direct consequence, achieve the general aims both for the individual and the organisation/employer.

3.3 Target groups

This PDA is aimed at those tutors who wish to work with groups of adult literacies learners. It is designed to have appeal to the cross sectoral adult literacies field including the training, voluntary, community learning and development, community justice and college sectors.

The PDA also meets the needs of employers by offering a national qualification in tutoring adult literacies, enabling employers to respond to the development needs of their staff by recognising their CPD in a more formal way.

3.4 Employment opportunities

It is expected that the PDA will offer employers a benchmark to establish the skills and qualities commensurate with those required of a skilled practitioner in adult literacies tutoring. It therefore offers opportunities for candidates who achieve this qualification to provide evidence that will assist employers in progressing staff from volunteer tutor assistant or volunteer to adult literacies tutor.

4 Access to Group Award

Access to this PDA will ultimately be at the discretion of the delivering centre. However, candidates are expected to have achieved the PDA in ITALL at SCQF level 6, or equivalent such as 2 years' teaching experience as a practitioner in the area of adult literacies (reading, writing and/or numeracy). Candidates should also be able to demonstrate that they are confident and proficient in their own use of literacy and numeracy.

Where centres are unsure about a candidate's level of expertise, opportunities to gain experience through buddying, coaching or volunteering should be found to enable a pre-entry route into the PDA. This experience could be gained through work as a tutor assistant or as a volunteer tutor or by work in related teaching contexts in communications or embedding or supporting literacy and numeracy provision within college settings or Higher Education settings.

5 Group Award structure

The PDA in Adult Literacies at SCQF level 8 consists of three mandatory Units with a total of 30 SCQF credit points.

5.1 Framework

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Tutoring Adult Literacy	FV0C 35	12	8	1.5
Contexts of Adult Literacies in Scotland	F8N8 35	6	8	0.75
Tutoring Numeracy in Adult Literacies	FL55 35	12	8	1.5

5.2 Mapping information

The Units are designed to achieve the general and specific aims of the Award. The table below summarises how this is achieved.

Unit Title	General Aims	Specific Aims
Tutoring Adult Literacy	1, 2, 3, 4, 5, 6	1, 2, 4, 5, 6, 7, 8
Contexts of Adult Literacies in Scotland	1, 2, 3, 4, 6	1, 2, 3, 4, 5, 7, 8
Tutoring Numeracy in Adult Literacies	1, 2, 3, 4, 5, 6	1, 2, 4, 5, 6, 7, 8

5.3 Articulation, professional recognition and credit transfer

Possible progression routes are outlined in Appendix 1.

The PDA in ITALL (and the PDA in SALL) at SCQF level 6 offers volunteers and tutoring assistants an understanding of the issues and challenges in teaching adult literacies, and gives practical skills which help adult literacies tutors provide learning opportunities for adult literacies learners.

The next step is to provide a continuing professional development progression route for those tutoring assistants, volunteers and adult literacies tutors coming from different educational backgrounds who wish to enhance and improve their adult literacy and numeracy teaching skills.

The new PDA in Tutoring Adult Literacies at SCQF level 8 will fill this professional development gap above the level of the introductory PDA at SCQF level 6. The new PDA goes beyond the scope of the introductory qualification, providing a continuous professional development opportunity and a link into higher level qualifications which cover more theoretical subjects such as the Professional Graduate Diploma in Education (PGDE) (Adult Literacies) (SCQF level 10).

Within the PDA in Tutoring Adult Literacies at SCQF level 8, there may be opportunities in the Units to develop the Core Skills of *Problem Solving*, *Communication* and *Information and Communication Technology (ICT)* at SCQF level 6, and *Numeracy* at SCQF level 5, although there is no automatic certification of Core Skills or Core Skills components.

6 Approaches to delivery and assessment

It is expected that the PDA will be delivered in a range of settings including but not limited to the voluntary, private training, further and community learning and development sectors. It is also envisaged that a range of modes of delivery will be used including online, face to face and blended learning.

The PDA can use a variety of assessment methods that reflect the range of approaches to be used within the teaching and learning setting. This offers possibilities for Units within the PDA to be delivered in an integrated way and employing a portfolio approach.

The course materials will assist deliverers to constructively align the tutor-candidate's learning environment with that of the students' teaching and learning context. This would include observed practice, written reflective accounts, development of group learning planning processes, and use of resources and research, as vehicles to reinforce learning points.

The delivery of the PDA should take account of tutor-candidates' specific destinations, contexts and reasons for participating in the qualification. The qualification is intended to reflect the learning and teaching context of participants' prospective students, so a social practice approach should be employed in the delivery of the course. The specific purposes for learning should be responded to within the course material.

It is recommended that the *Contexts of Adult Literacies in Scotland* Unit is delivered prior to the delivery of the *Tutoring Adult Literacy* Unit or the *Tutoring Numeracy in Adult Literacies* Unit. This is so that candidates can gain an understanding of both current policy and practice developments in theory before applying these to their work in the later Units.

It may be possible for some aspects of the course to be undertaken in the work setting, and both formative and summative methods of assessment can be used in practical assignments and in written accounts.

7 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(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).

8 General information for candidates

The aim of the PDA in Tutoring Adult Literacies at SCQF level 8 (GD5X 48) is to provide a qualification that will help adult literacies tutors to develop practical teaching strategies and skills for use within group settings and for individuals within group settings, and to develop a broader understanding of relevant contexts and current policy relating to adult literacies in Scotland.

In order to achieve the PDA you will need to achieve all three mandatory Units:

- ◆ FV0C 35: Tutoring Adult Literacy
- ◆ F8N8 35: Contexts of Adult Literacies in Scotland
- ◆ FL55 35: Tutoring Numeracy in Adult Literacies

By undertaking the PDA you will:

- ◆ develop specific knowledge of planning for adult literacies learning and teaching
- ◆ develop specific learning and teaching strategies in literacy and numeracy
- ◆ become aware of the context and policy relating to adult literacies in Scotland
- ◆ improve your professional effectiveness in assessment, advice and educational guidance
- ◆ use technology within learning and teaching contexts
- ◆ develop group work skills and confidence

This qualification will provide you with evidence that you have gained skills, knowledge and understanding in tutoring adult literacies and have achieved a deeper understanding of group work processes and strategies. Employers will recognise these qualities as an asset in the provision of adult literacies delivery.

The Units will be assessed using a range of methods including case studies, written and/or oral accounts, a reflective diary, evaluative report, course proposal and an observed practice session including lesson plans, records, group learning plans and copies of resources used. You can complete these during your study for the PDA whenever you are ready to do so.

There are further opportunities for you to deepen and broaden your learning in Adult Literacies by undertaking the Post Graduate DE (Adult Literacies) at SCQF level 10.

9 Glossary of terms

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

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

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

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

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

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

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

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

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

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

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

10 Appendices

Appendix 1: Possible Progression Routes

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