A professional development framework for Scotland's adult literacies workforce

Education Scotland
Foghlam Alba

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Foreword from Professor Lyn Tett

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Foreword by Professor Lyn Tett

Literacies have a strong effect on people's lives and the *Scottish Survey of Adult Literacies 2009* demonstrated that low literacies can adversely affect people's health and well-being, financial status and ability to participate in society. This is why it is important that learners have the very best support for their learning from their tutors.

The *Adult Literacies in Scotland 2020: strategic guidance* (ALIS 2020), launched on 21st December 2010, recognised this. The refreshed guidelines for raising standards of literacy and numeracy amongst Scotland's adults set out its overall vision as:

> *By 2020 Scotland's society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.*

Outcome 2 of the guidance focused on the importance of high quality learning and teaching so that learners can achieve their goals and this required a skilled, competent and confident professional workforce. The Professional Development Working Group was established by the ALIS 2020 Strategic Implementation Group (SIG) to investigate how this Outcome 2 goal could be achieved. Specifically, the group was asked to produce a Route Map that showed:

- Current nationally recognised literacies teaching/ tutoring qualifications, placing these within or alongside wider professional development frameworks, including those for Community Learning and Development and colleges, and the SCQF, and routes into and progression from these qualifications
- Other professional learning opportunities that will enhance adult literacies practice
- Opportunities for other complementary practitioners/ educators in linked areas of work, to support their understanding and awareness of, and ability to support, adults with their literacies
- Gaps in, or changes that are required to existing adult literacies qualifications and
- Gaps in other professional learning opportunities that will enhance adult literacies practice.

It was my pleasure to chair our very committed working group comprising:

Daniel Sellers, Education Scotland (Lead)
Aileen Ackland, University of Aberdeen
Frances Thom, Educational Consultant
Jill Little, Fife Council Adult Basic Education
Kate Sangster, North Glasgow College
Marian Healy, Educational Consultant
Mary Black, Scottish Qualifications Authority
Shirley Grieve, Learning Link Scotland

The whole group met five times, working electronically between meetings. In addition to whole-group meetings, members of the group also met on numerous occasions to work on specific aspects of the work. The group hosted a discussion event to gather opinions and views from stakeholders and these stakeholders have also provided on-going consultation on our work that enabled us to establish detailed role profiles and guidance about professional pathways. The group also carried out sixteen interviews with selected adult literacies practitioners from across Scotland. In addition an analysis of research data describing qualification levels of the current adult literacies workforce was undertaken by SQA, commissioned by the Scottish Government at the request of the group.

All these data demonstrated that the adult literacies workforce is highly committed but fragmented and often reliant on short-term intermittent funding with very little professional development and uncertain career paths. These issues need to be addressed if literacies learners are to have the support they deserve. The outcome of the working group has taken some steps towards this by providing an overarching professional development framework and recommendations relating to its implementation.

The professional development framework provides:

- The policy and practice context relating to the professional development of the adult literacies workforce
- An analysis of research data describing qualification levels of the current adult literacies workforce
- Detailed role profiles for key roles in adult literacies work
- Detailed information about current qualifications that are available to people undertaking the key roles we have identified, and whether these qualifications are core to teaching, relating to specialised roles or areas of work, or more tangential
- Guidance about professional development activity which does not lead to qualifications
- Guidance about professional pathways into roles, for developing within roles, and for progression

We made seven recommendations to the Strategic Implementation Group (SIG) at its meeting in March 2012. We asked the SIG to:

- recognise the framework as the professional development framework for Scotland's adult literacies workforce
- approve recommendations within the framework relating to qualifications and progression, and in particular the recommendation that workers, whether paid or unpaid, should be entitled to five days a year professional development activity, pro-rated against a full time role (although this cannot be a requirement on employers we see this as an aspirational goal)
- approve the request for funding to form an "embedding fund" that partners can access to help them embed the framework in their strategic planning. In return for this funding, plans for sustaining the use of the framework in future planning should be required. This fund to be managed by Education Scotland
- ask SQA to review the PDA: ITALL over the next 12 months, particularly in light of the new PDA: Tutoring Adult Literacies at SCQF level 8
- ask Education Scotland to explore the development of a qualification or SCQF-credit-rated training to support the embedding of educational guidance across adult literacies partnerships
- ask Education Scotland to explore the possibility of credit rating three key areas of training (which we deem of great value to the workforce) to increase their value and status. These training areas are (a) Working in Groups With Adult Literacies Learners; (b) An Introduction to Specific Learning Difficulties in Adults; and (c) Specific Learning Difficulties: Inclusion and Intervention
- ask Education Scotland to work with SDS to develop existing literacies awareness-raising materials for intermediaries as interactive, multi-media pieces of training

We are pleased that the SIG approved all of our recommendations and we look forward to supporting their implementation. We believe that full implementation of our recommendations will go some way to fulfilling the vision of ALIS 2020.

Finally I would like to thank all the stakeholders and members of the working group for their commitment to achieving its aims and commend the report to you.

Lyn Tett
Emeritus Professor, University of Edinburgh and Professor of Community Education, University of Huddersfield

Section 1: Purpose and Context

1. The purpose of this framework

The Scottish Government, as part of the implementation of its ten-year strategy for raising the literacies levels of Scotland's adults, has identified the need for a professional development framework that addresses the following outcome:

> *by 2014, well targeted professional development of workers should have led to improved achievement and progression by literacies learners.*

Who is the framework for?

The framework is for:

- current adult literacies practitioners
- those aspiring to become adult literacies practitioners
- those who work in linked fields, such as youth work, who wish to integrate support for literacies development into their work
- those involved in designing, approving, accrediting or validating adult literacies practitioners' qualifications
- those who train adult literacies practitioners
- those who provide opportunities for continuing professional development for the adult literacies workforce
- those who are responsible for the quality of adult literacies programmes
- employers of adult literacies practitioners
- members of other professions who work closely with adult literacies practitioners and
- the general public

2. The policy context

It is important to understand the policy context in which this professional development framework sits. Principally it relates to adult literacy and numeracy policies, but many of its aspirations are in line with the principles of Curriculum for Excellence and community learning and development.

Adult Literacies in Scotland 2020 and the Literacy Action Plan

Adult Literacies in Scotland 2020: strategic guidance[1] (ALiS2020) offers a vision that:

> *By 2020 Scotland's society and economy will be stronger because more of its adults are able to read, write and use numbers effectively in order to handle information, communicate with others, express ideas and opinions, make decisions and solve problems, as family members, workers, citizens and lifelong learners.*

The guidance sets out four outcomes for achieving this vision, on the themes of: increasing engagement and access; ensuring a high quality learning experience; supporting coherent national and local infrastructures; and measuring impact. The second of these outcomes, that *Adult literacies learners receive high quality learning and teaching so they can achieve their goals,* places a requirement on practitioners and their employers to be skilled and confident at delivering literacies learning, and at developing literacies learning programmes that meet the needs of the communities they serve.

ALIS2020 builds on both *Adult Literacy and Numeracy in Scotland*[2] and the *Literacy Action Plan*[3], both of which placed heavy emphasis on the skills and professionalism of staff involved in teaching but also those who support teaching[4].

Curriculum for Excellence

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum for learners from 3-18 years old. One of its reforms is that supporting the learning of literacy and numeracy, along with health and wellbeing, becomes the responsibility of all teachers of all subjects. The shared responsibility for supporting literacy and numeracy learning across education (including those who support learning outside schools, in youth clubs, volunteering programmes, colleges and universities) should not only improve learners' literacy and numeracy capabilities, but also reduce the stigma some individuals feel of having difficulties with reading, writing and numeracy. This means that literacy and numeracy needs can no longer be entirely a referral issue, to be dealt with by learning support departments. As Scotland's *Professional Learning and Development Forum* refreshes the Professional Standards for Lecturers in Scotland's colleges, this principle will also be embedded in the college curriculum[5]. Increased expectation on professionals will need to be backed up with training to improve workers' skills in teaching and assessing literacy and numeracy learning and, in some cases, to improve workers' own literacy and numeracy capabilities.

1 Scottish Government: December 2010: http://www.scotland.gov.uk/Resource/Doc/339854/0112382.pdf
2 Scottish Executive: June 2001: http://www.scotland.gov.uk/Resource/Doc/158952/0043191.pdf
3 Scottish Government: October 2010: http://scotland.gov.uk/Resource/Doc/328493/0106197.pdf
4 This support might be provided through management, co-ordination of provision, or by referring potential learners into learning opportunities.
5 In September 2012 Education Scotland published the Essential Skills in Scotland's Colleges report on behalf of the Scottish Further and Higher Education Council. The report evaluates how well colleges are responding to the essentials skills agenda in relation to:
- Scottish Government strategic priorities
- the relevance of programmes to learners and employers
- the development of the range of essential skills for learners

Community Learning and Development

Community learning and development work seeks to increase the ability of individuals and groups to influence issues that affect them and their communities. Adult literacies work is often co-ordinated across geographical areas by local authority community learning and development services working closely with partners[6].

The Standards Council for Community Learning and Development

The Standards Council for Community Learning and Development for Scotland is the professional body for those working in community learning and development. The CLD Standards Council's core responsibilities are to:

- Deliver a professional approvals structure for qualifications, courses and development opportunities for everyone involved in CLD
- Consider and establish a registration system available to practitioners delivering and active in CLD practice
- Develop and establish a model of supported induction, CPD and training opportunities

6 In June 2012, the Scottish Government published new strategic guidance for community planning partnerships on community learning and development.

3. The practice context

Understanding adult literacies

The term "literacies"

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 "social practice" approach

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

Diverse provision

Throughout Scotland literacies learning is delivered by organisations in different sectors, often working in partnership, with delivery by local authority community learning services, voluntary organisations, youth organisations, prisons, colleges, unions and private training providers. It takes place in a range of settings, including community centres, libraries, colleges, prison learning centres and workplaces. It is delivered in a number of modes, with tutors supporting learners one-to-one or in groups, with literacies integrated into other learning to varying degrees, or dedicated to purely literacies outcomes[7].

High quality learning and teaching

The following points, drawn from recent research, should help partnerships to form an understanding of what we mean by high quality learning and teaching so learners can achieve their goals:

- Providers take good account of individual and group needs and plan and contextualise learning activities to meet these needs.
- Providers offer good opportunities for learners to experience and discuss different types of learning and teaching approaches.
- Providers make good use of resources, including ICT to enhance and extend learning.
- Providers deliver learning activities which develop learner confidence and independence in learning and prepare them for progression.
- Providers have effective arrangements in place for identifying and addressing the continuing professional development needs of staff.

Improving Adult Literacy HMIE Aspect Report, 2010[8]

7 For examples of integrated and dedicated literacies provision, see the ALN Curriculum Framework for Scotland (http://www.aloscotland.com/alo/files/ALNCurriculumFramework.pdf) pp. 51-55

8 http://www.educationscotland.gov.uk/Images/ialis_tcm4-712918.pdf

The lifelong learning landscape in Scotland

Skills for Scotland[9] calls on Scotland's learning providers to see themselves as part of a single lifelong learning system, in which the diverse needs of employers, individuals and communities are met by learning providers working together, recognising each other's contributions and enabling learners to achieve and progress.

For the purposes of this framework, "lifelong learning" is taken to mean the learning that takes place outside and/or beyond school. It includes learning programmes that are delivered to varying degrees of formality, in a range of settings, by universities and colleges, by community learning and development services, by voluntary organisations, by youth work providers, by private training providers and by employers and unions.

The lifelong learning workforce in Scotland

The lifelong learning workforce in Scotland is estimated to be in the region of 135,000, about 12% of the UK total. Employers include:

- Skills Development Scotland and career guidance provision in each local authority, university and college in Scotland. There are also many private sector providers of career development services
- 41 further education colleges [*currently undergoing a regionalisation process*]
- 21 higher education institutions
- Over 5,000 community learning and development providers including 32 local authorities, many of the colleges and a large number of third sector organisations
- 96 library and archive services, including 32 local authorities, the National Library of Scotland, plus one library in each university and college
- Approximately 30 organisations with a role in archives and record management
- Over 380 work based learning providers

Lifelong Learning UK: February 2011

Not all sections of the lifelong learning workforce are involved in delivering or supporting literacies learning, but developments such as *Curriculum for Excellence* and initiatives to widen participation may mean that responsibility for literacies development features in an increasing number of workers' remits. Even workers with a small focus on adult literacies owe it to their learners to be appropriately skilled to support their learners to achieve and progress, or to have an awareness of how to refer their clients for literacies support.

Scotland's adult literacies workforce

The adult literacies workforce has been characterised by mostly sessional, part-time and temporary contracts, although permanent posts do exist around the country. Workers often have complex roles. Some co-ordinate provision as well as undertaking tutoring; others work at a strategic level while developing bespoke learning programmes for workplaces with employers.

9 Scottish Government: October 2010: http://www.scotland.gov.uk/Resource/Doc/326739/0105315.pdf

Practitioners may be supporting learning in contexts of varying degrees of formality: from a community setting where learning can focus on the need to improve literacies for a specific purpose in the learner's life such as helping a child with their homework, to a more formal setting, such as a college or private training environment, where learners are undertaking a vocational qualification and need additional support. Some practitioners work with individuals who face barriers such as poor mental health, work and caring commitments. This can often mean that learners move in and out of programmes intermittently as their circumstances change. In other cases, practitioners may be working with learners who are difficult to engage or challenging to motivate: such as those learners who are required to undertake literacies learning as part of a back-to-work programme or community payback order.

In order to meet the professional development needs of this diverse workforce (and thereby meet the needs and aspirations of literacies learners), the complex nature of the work and the specific challenges involved in creating structures to support professional development must be recognised.

The skills and qualities that adult literacies workers require

OECD research[10] on teaching, learning and assessment for adults highlighted the complex skills and qualities required of adult literacies workers, and some of the challenges to professionalising a workforce.

"Instructors need strong subject-matter and pedagogical expertise and skills in assessment, as well as softer skills, such as humour, patience, flexibility, and empathy. Building an instructional workforce that can meet such high expectations is particularly challenging, given:

- Constrained financial resources in this sector.
- Precarious employment situations for many instructors, leading to high turnover.
- The relative lack of instructors holding specialist qualifications for teaching adult [literacies] learners (although some countries and regions have recently introduced new qualification requirements).
- A heavy dependence on volunteer staff.
- The part-time status of many instructors, making it difficult for staff to find time to discuss innovation or to reflect on practice."

OECD: 2008; p201

All learners deserve skilled tutors

Sometimes those tutors who struggle with more complex literacy and numeracy concepts themselves have been placed with learners who are working at the lowest levels. There appears to have been a misconception that this matching of abilities is appropriate for both the learner and the tutor. In fact, a learner working on fundamental concepts needs their tutor to be particularly skilled in the subject, so that the tutor can uncover basic misconceptions, extend learning appropriately and encourage deep understanding of principles of reading, writing and numeracy.

10 Teaching, Learning and Assessment for Adults: Improving Foundation Skills, Looney, J CERI/OECD 2008

A snapshot of the adult literacies workforce at 2012

During 2011/12 the Scottish Government commissioned the SQA to undertake research into the adult literacies workforce. This research provides useful information to underpin this Framework. The research examined the make up of the workforce and how qualified its members are. It found the following:

- Scotland's adult literacies workforce is likely to be made up of about 2000 people, with approximately:
  - 1500 working in local authorities contexts
  - 300 working in the voluntary sector
  - 140 working in colleges
  - 40 working in prisons
  - 10 working in workplaces
  - 10 working in other settings, including in schools
- The majority of these people work as group tutors (870) and tutor assistants (880). About 185 people perform a co-ordination role. There is significant overlap between roles, with, for example, people both co-ordinating provision and tutoring.
- The workforce is relatively experienced, with around 75% having worked in adult literacies for 3 or more years. Around 50% have worked in adult literacies for more than 5 years.
- It is estimated that 65% of practitioners hold the Professional Development Award: Introduction to Tutoring in Adult Literacies Learning (PDA: ITALL); that 10% of practitioners hold the Professional Graduate Diploma of Education (Adult Literacies) (PGDE (AL)); and that 15% of practitioners hold the PDA: Supporting Individuals with Dyslexia in Learning and Workplace Settings.
- On the whole, people are satisfied with the qualifications they have undertaken although the research uncovered suggestions for making changes to the PDA: ITALL and for being clearer about its purpose and target audience, especially in view of the newer qualifications that have been developed.
- Practitioners' access to continuing professional development opportunities is very uneven. Some practitioners appear to have no access, while others have as much access as 11 days per year.
- Most practitioners said the CPD they were able to access was useful and met their needs.
- Barriers to accessing qualifications and CPD included: funding; geographical distance; time; and priority being perceived to be given to full-time workers over part-time or voluntary workers.

Partnerships supporting professional development

ALIS 2020 recognises that adult literacies learners are not a homogenous group, so it is right that adult provision in Scotland is delivered by a diverse range of providers working in partnership in order to meet diverse learners' needs.

Since the launch of Scotland's first adult literacies strategy in 2001, provision has been strategically and operationally delivered through local community learning and development partnerships. Until 2007, with the inception of the Concordat between the Scottish Government and the Convention of Scottish Local Authorities[11], these "adult literacies partnerships" provided annual strategic action plans and activity reports to the Scottish Government. Activity reports included information about professional development for literacies workers. These reports are no longer a requirement and so it is currently difficult to maintain a clear picture of professional development activity across the country, of how it is planned, targeted and measured.

To achieve the outcome *'Adult literacies learners receive high quality learning and teaching so they can achieve their goals'*, professional development for all staff delivering and supporting literacies learning needs to be targeted strategically and its impact measured. Services need to value professional development and provide workers with space, time and, where possible, funding to undertake qualifications and training. Practitioners across a partnership should have equity of access to professional development opportunities, for the sake of the learners and their learning experience.

i-Develop

i-Develop[12] is a web-based framework to support creative and innovative learning and development for CLD practitioners. i-develop is part of the Standards Council CPD Strategy, *A Learning Culture for the Community Learning and Development Sector in Scotland*, and is based on the values, principles, skills and competences they need as communities, individuals and employers.

The Framework integrates the theories and practices that help shape effective CPD for the CLD sector, such as peer sharing, communities of practice, learning journeys and reflection-in-action in order to shape a learning community of practitioners across CLD. i-develop is free to access and open to all CLD practitioners – full time staff, part time and sessional workers, volunteers, activists, students, managers, leaders, new hands and those more experienced.

11 http://www.cosla.gov.uk/
12 http://www.i-develop-cld.org.uk

4. Using the framework

The framework is designed principally for individuals and employers. It can be used to identify entry routes into roles, development and specialisation within roles, and progression from one role into another. It provides information about currently-available qualifications, together with information about professional development opportunities that do not lead to qualifications. If an individual or their employer identifies a particular qualification or area of training as being of interest, they can click on a link to find out further information, including details of where this opportunity is being currently offered.

The framework aims to be non-prescriptive but to provide guidance. Individuals might use it to find out how to get into adult literacies work or, if they are already working in adult literacies, to explore opportunities for specialising and developing in their roles. Employers might use it to create job descriptions or person specifications for recruitment purposes, or for prioritising professional development opportunities for staff.

The following sections provide information about some of the terms used throughout the framework, particularly in relation to credit and qualifications frameworks, recognition of prior learning and types of qualifications.

Understanding credit and qualifications frameworks and the recognition of prior learning

Scottish Credit and Qualifications Framework

The purpose of the Scottish Credit and Qualifications Framework[13] (SCQF) is to include, where appropriate, qualifications and learning programmes in Scotland so that learners can identify their current position in relation to the [SCQF] Framework and can plan their future learning pathways. The SCQF supports people, employers and learning providers by:

- helping people of all ages and circumstances to access appropriate education and training over their lifetime, so as to fulfil their personal, social and economic potential;
- enabling employers, learners and wider public to understand:
  - the full range of Scottish qualifications;
  - how qualifications relate to each other and to other forms of assessed learning;
  - how different types of qualification can contribute to improving the development, and utilisation, of the skills of the workforce;
  - how Scottish qualifications relate to qualifications in other countries;
  - how using level descriptors can assist with qualifications development; and
  - how using level descriptors can assist with benchmarking skills and experience;
- supporting both credit transfer and Recognition of Prior Learning (see below).

13 http://www.scqf.org.uk/

Using the SCQF will enable people to place adult literacies qualifications alongside other relevant professional development frameworks.

Qualifications and Credit Framework

The Qualifications and Credit Framework[14] (QCF) contains vocational (or work-related) qualifications, available in England, Wales and Northern Ireland. Qualifications are made up of units that are worth credits. Units and qualifications also range in difficulty, from entry level to level 8.

European Qualifications Framework

The European Qualifications Framework[15] (EQF) acts as a translation device to make national qualifications easier to understand across different countries in Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning.

The EQF has eight levels that are based on the knowledge, skills and competence of a learner. The focus is on learning outcomes i.e. what the learner understands and is able to do. Levels of a country's national qualifications will be referenced to the EQF levels, ranging from basic (Level 1) to advanced (Level 8). This will enable a much easier comparison between national qualifications and should also mean that people do not have to repeat their learning if they move to another country.

The EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational. It also encourages lifelong learning by promoting the validation of non-formal and informal learning. The SCQF has already been referenced to the EQF.

An interactive table[16] allows people to compare national qualifications systems or frameworks of countries that have already related their national qualifications levels to the EQF. This includes the SCQF in Scotland and the QCF in England, Wales and Northern Ireland.

Comparing Qualifications in the UK and Ireland

The leaflet *Qualifications can cross boundaries: A rough guide to comparing qualifications in the UK and Ireland*[17] enables broad comparisons to be drawn - rather than direct equivalences - between qualifications in each of the four UK nations and Ireland.

Recognition of Prior Learning

The Recognition of Prior Learning (RPL) is the process for recognising learning that has its source in experience and/or previous formal, non-formal and informal learning contexts. This includes knowledge and skills gained within school, college and university and outside formal learning situations such as through life and work experiences. It provides a route

14 http://qcf.skillsfundingagency.bis.gov.uk/about/
15 http://ec.europa.eu/education/lifelong-learning-policy/doc44_en.htm
16 http://ec.europa.eu/eqf/compare_en.htm
17 http://www.scqf.org.uk/content/files/resources/Qualifications%20Can%20Cross%20Boundaries%202011%20Blue%20Final.pdf

for individuals, employers and institutions to ensure that learning does not have to be repeated and achieves value for money. The SCQF Partnership, in collaboration with the SCQF RPL Network and other stakeholders, has developed a generic RPL Toolkit[18] for use by learning and training providers, employers and human resource personnel. It contains a detailed explanation of RPL, how it fits with the SCQF, explains the process for organisations and provides a number of activities to support facilitators working with learners. It can be adapted for use by individual sectors and organisations if required.

The focus of the RPL Toolkit is on recognising learning that is gained from experience rather than from formal learning. As the Toolkit outlines, learning from experience is different from formal learning: it is largely unstructured; it is more personal and more individualised; and is often unconsciously gained. It is, however, just as real as learning acquired in a formal academic setting. In addition, it can be more permanent as it is not readily forgotten or lost.

Understanding SQA qualifications

The majority of qualifications referenced in this framework are awarded by the SQA. This section explains the different types of qualifications.

Higher National Qualifications

Higher National courses provide both the practical skills someone needs to do a job and the theoretical knowledge their employer will expect them to have. All the courses are made up of Higher National Unit credits (one credit represents roughly 40 hours of timetabled learning). HNCs are made up of 12 credits and usually take one year to complete; HNDs are made up of 30 credits and usually take two years to complete. Higher National qualifications have been developed by the Scottish Qualifications Authority in partnership with colleges, universities and industry.

Professional Development Awards[19]

Professional Development Awards (PDAs) are flexible qualifications designed primarily for those already in a career or vocation who wish to extend or broaden their skills base. They will assess and certificate progression in a defined set of specialist occupational skills. They range from SCQF Level 6 to Level 12 and can consist of National, Higher National or SVQ Units. They are validated and certificated by SQA and are aligned to the relevant National Occupational Standards (NOS).

Scottish Vocational Qualifications

Scottish Vocational Qualifications (SVQs) are based on National Occupational Standards (NOS) and are accredited by the Scottish Qualifications Authority (SQA). SVQs are based on the idea of competence in a job role; they focus on what a person in that job role can actually do. They are work-based qualifications. There isn't a formal written exam - people doing SVQs collect and submit evidence, usually from their work. As such, it would be for employers to offer their staff the opportunity to obtain a SVQ. It is not something that a person can pursue independently. SQA has produced *SVQs: a guide for employers*[20].

18 http://www.scqf.org.uk/RPL
19 http://www.sqa.org.uk/sqa/16759.html
20 http://www.sqa.org.uk/sqa/13885.html

5. Acknowledgements

Several people and organisations offered their time, energy and wisdom during the development of this framework.

We acknowledge the energy and enthusiasm of the working group and of its chair, Professor Lyn Tett. We also recognise that the group's members often drew heavily on their colleagues' time for comment and feedback. We would also like to thank the working group's members' employers for allowing them to take part in this process.

We thank those workers from around Scotland who attended the consultation event in November 2011 – many of whom continued to engage with the process beyond the event itself. We hope they are satisfied that their contributions are reflected in the finished product.

Members of the working group interviewed individuals from around the country, who occupy – and have occupied – countless fascinating roles in adult literacies work. Those interviews shaped the framework.

Thanks are due as well to North Glasgow College, Learning Link Scotland, the University of Edinburgh and the Scottish Government for hosting working group meetings.

Finally, we acknowledge the support of the Strategic Implementation Group and the Scottish Government in bringing this framework to fruition. We hope that it will contribute to the success of Scotland's strategy.

Section 2: The Framework

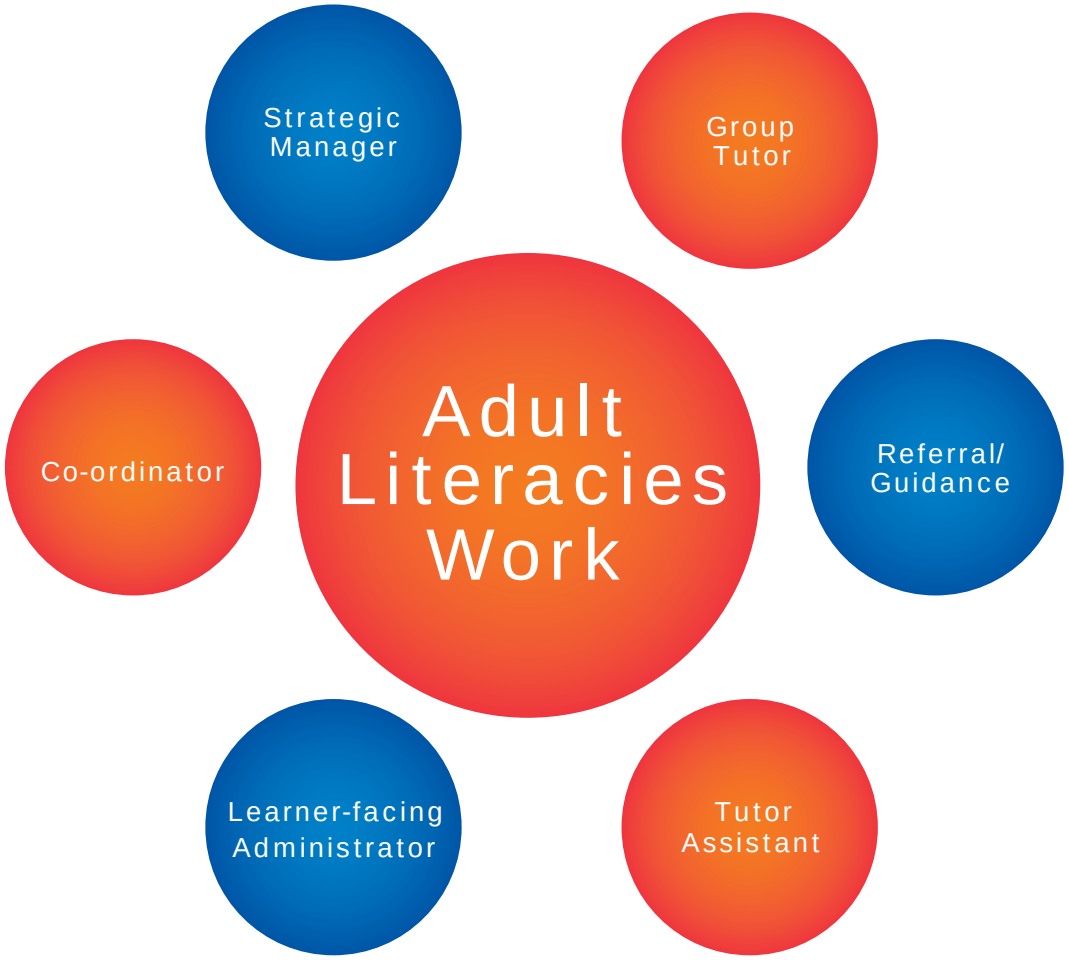
1. Roles and competencies of the adult literacies workforce

Three key roles

Due to the complexity of the delivery landscape, it is a challenge to define the full spectrum of roles involved in literacies work. Many workers delivering – or supporting the delivery of – adult literacies learning do so only as part of their role. However, in order to begin to outline professional development priorities in a way that will be of most use to practitioners and their employers, we have identified three key roles that relate to learning and teaching (shown in **red**). We have also identified **three further roles** which support adult literacies provision – shown in **blue**.

These roles are often fluid and job titles are variable. Responsibilities can be shared across roles. For instance, the **co-ordinator role** might involve **strategic management** as much as it involves **tutoring**.

Full typical role profiles for the Tutor Assistant, Group Tutor and Co-ordinator roles can be found below.



The **Group Tutor** typically:

- works with groups of learners who have individual goals and possibly also group goals
- plans, delivers and assesses learning
- selects and manages learning resources
- supervises **Tutor Assistants** to support individuals in the group

The **Tutor Assistant** typically:

- works with individuals, pairs or small groups of learners within a larger group, under the guidance of a Group Tutor
- supports and extends learning activities for individuals

The **Co-ordinator** typically:

- organises and develops learning programmes and provision in local areas
- supports and supervises **Group Tutors**
- places learners in learning opportunities that best suit their needs
- brokers provision of specialist programmes such as workplace learning
- links with local agencies and key individuals such as people occupying the **Referral/Guidance** role
- ensures quality of provision
- reports on programme achievements using evidence of impact

Although not adult literacies professional roles in their own right, the roles of **Strategic Manager, Guidance or Referral Worker** and **Learner-Facing Administrator** in supporting adult literacies services are clearly significant.

The **Strategic Manager** typically:

- leads strategic and/or operational partnerships
- leads, motivates and develops staff individually and as teams
- manages the performance of staff to ensure team and individual performance meets organisational or partnership objectives
- oversees the production of service level agreements with key partners to support the strategic aims of the organisation or partnership
- builds strategic alliances with a wide range of partners in education, training, industry and commerce, local government and the third sector

In addition to relevant leadership and management training (and, where appropriate, qualifications) employers should ensure that **Strategic Managers** have up-to-date, broad knowledge of adult literacies policy and practice. They should also be skilled in leading and managing self-evaluation and collaborative evaluation between partners.

The **Learner-Facing Administrator** typically:

- welcomes learners in a learning centre
- speaks to learners about timetables and linked support such as crèche or guidance
- processes learners' forms

In addition to relevant training (and, where appropriate, qualifications) employers should ensure that **Learner-Facing Administrators** have general awareness of literacies and are able to communicate appropriately with, and support, learners who access services.

The **Referral/Guidance** role:

- refers learners into appropriate provision
- keeps up-to-date with local provision and referral pathways
- provides guidance on routes into further learning, volunteering and/or employment

In addition to relevant training (and, where appropriate, qualifications) those in **Co-ordinator** roles should ensure that colleagues (including those in partner organisations) who refer learners have up-to-date knowledge of adult literacies provision as well as a thorough understanding of literacies issues.

Job Role: Adult Literacies Tutor Assistant

(Historically this role has been filled largely by volunteers and is referred to in some areas as the Volunteer Tutor; however it is important to note that any role within adult literacies can be paid or unpaid)

Description of role:
The Adult Literacies Tutor Assistant typically supports individuals, pairs and small groups of learners under the supervision of the Group Tutor.

Where you would typically find this role:

Community learning	X	College	X	Prisons	X
Voluntary org	X	Workplace	X	Private training	
Other:					

Typical competencies (knowledge and skills):
Competencies for the role of Adult Literacies Tutor Assistant can be found in a number of national occupational standards and competency frameworks[21]. Typically, a Tutor Assistant should be able to:

- Support a learner and work collaboratively with a Group Tutor
- Encourage learners to think critically about what they are learning
- Build a learner's confidence in his or her capacity to achieve his or her own goals
- Contribute to a positive learning environment
- Complete and maintain paperwork as appropriate

Typical Attributes:

- Good communicator
- Resourceful
- Patient
- Approachable
- Open to taking direction

Typical work tasks:

- Supporting learners to complete tasks
- Checking for understanding and answering any questions
- Creating a welcoming, positive atmosphere for learning
- Helping learners to maintain any paperwork related to their learning

Typical level on the SCQF
People performing this role usually demonstrate skills between SCQF levels 6 and 8.

Typical entry requirements:
Tutor Assistants might already have experience of teaching in some context, but will need to adapt their methods and expectations to an adult literacies learning environment.

Some employers will require people to have completed (or be completing) Professional Development Award: Supporting Adult Literacies Learning (PDA SALL) at SCQF level 6 before they begin working as a Tutor Assistant.

21 Further competencies appropriate to this role can be found in the National Occupational Standards for Learning Delivery and Learner Support

Others place new Tutor Assistants with experienced group tutors and ask them to undertake PDA SALL after a period of time, once they have shown an aptitude for the role and decided it is for them.

Some providers of PDA SALL expect candidates who complete the course to commit to a period of working as a Tutor Assistant in their organisation or an organisation they work in partnership with.

Typical continuing professional development opportunities:

Qualifications

Tutor Assistants may wish to learn the host of teaching methods which are available in the units of the PDA: Tutoring in Adult Literacies (SCQF level 8). They might also wish to undertake qualifications that are identified in the table for specialist qualifications in this framework, including in:

- PDA: Supporting Individuals with Dyslexia in Learning and Workplace settings (SCQF level 7)
- Mental Health First Aid (SCQF levels 5 and 6)
- Understanding Financial Capability and Financial Capability Facilitation Skills (SCQF levels 6 and 6) and
- Teaching ESOL Literacies to Adults (SCQF level 9)

The PDA: Tutoring in Adult Literacies (SCQF level 8) would be a useful qualification for those Tutor Assistants who wish to develop towards working as a Group Tutor. It is designed to provide tutors with a toolkit of teaching strategies and resources and to support them to develop their work with learners in a group context.

Non-accredited CPD:

Tutor Assistants may wish to participate in non-accredited local training or take advantage of events, fora or resources, including:

- Networks
- Seminars and events
- National training opportunities
- Connect Communities of Practice
- Shadowing/mentoring

Typical career progression opportunities:

In Adult Literacies:

- Group Tutor role in any setting

In education more widely:

- Learning support work in a college
- Teaching in community learning and development work
- Teaching in college
- Training

In the wider lifelong learning context:

- Guidance

Job Role: Adult Literacies Group Tutor

(Other job titles include: Tutor, Practitioner, Trainer, Lecturer, Facilitator)

Description of role

The Adult Literacies Group Tutor typically works with adult learners who are learning in a group context, employing teaching strategies to enable learners to improve their reading, writing and numeracy capabilities. The Group Tutor typically has knowledge of local support and guidance networks that can help learners to progress in their learning or that can provide specialist support to learners who have, for example, mental health needs, money problems, or who are seeking careers advice.

Where you would typically find this role:

Community learning	X	College	X	Prisons	X
Voluntary org	X	Workplace	X	Private training	X
Other:					

Typical competencies (knowledge and skills)

Competencies for the role of Adult Literacies Group Tutor can be found in a number of national occupational standards and competency frameworks[22]. Typically, a Group Tutor should be able to:

- Plan, deliver and assess learning
- Manage learning appropriate to the different individual needs and aspirations of learners in the context of a group setting
- Identify causal factors in difficulties in acquisition of literacies capabilities, and address these factors
- Develop, prepare and manage learning materials, activities and environment
- Facilitate learning support as appropriate
- With learner involvement, develop learning plans and evaluate progress against goals
- Maintain accurate learner records for management information systems
- Know and build relationships with appropriate partner agencies to support learners
- Develop him or herself as a reflective, informed, up-to-date practitioner

Typical Attributes

- Good communicator
- Resourceful
- Patient
- Motivational
- Approachable

Typical work tasks:

- Using a range of teaching and learning strategies to develop learners' reading, writing and number skills and/or strategies to assist learners to overcome barriers presented by literacies difficulties

22 Further competencies appropriate to this role can be found in the National Occupational Standards for Learning Delivery, Learning and Development, and Learner Support

- Using a range of assessment methods to check learners' understanding
- Maintaining records of work with learners and planning next steps in learning
- Selecting materials and activities to teach a particular topic
- Planning activity to involve learners of different levels
- Referring learners to pathways that might help them with particular needs (for example: money or careers advice)
- Supervising a Tutor Assistant or Assistants in his or her groups

Typical level on the SCQF:
People performing this role usually demonstrate skills between SCQF levels 7 and 10.

Typical entry requirements:
Most employers expect Group Tutors to have experience of working with adults and/or young people in a learning context.

Many Group Tutors will have worked as Tutor Assistants, supporting learners in one-to-one, paired or small group activities, possibly on a voluntary basis.

The professional level qualification for the Group Tutor role is the Professional Graduate Diploma in Education (Adult Literacies) (PGDE (AL)) at SCQF level 10, but employers may wish to recognise staff teaching qualifications at SCQF level 9 or above as equivalent, depending on context. The Scottish Government has communicated to the principals of Scotland's Colleges that it views the PGDE (AL) as having equivalency with the TQFE.

For those Group Tutors who are more experienced, their skills and knowledge can be recognised by undertaking the Masters in Education: Adult Literacies Development, during which they support candidates on the PGDE (AL).

Typical continuing professional development opportunities:
Qualifications
Group Tutors may wish to undertake qualifications that are identified in the table for specialist qualifications in the framework, including in:

- PDA: Supporting Individuals with Dyslexia in Learning and Workplace settings (SCQF level 7)
- Understanding Financial Capability and Financial Capability Facilitation Skills (SCQF levels 6 and 6)
- Mental Health First Aid (SCQF levels 5 and 6)
- Promoting Inclusiveness (SCQF level 9)
- Teaching ESOL Literacies to Adults (SCQF level 9)
- Any of the assessor or internal verifier qualifications.

Non-accredited CPD:
Group Tutors may wish to take advantage of events, fora or resources, including:

- Networks
- Seminars and events
- Local training
- National training
- Action research
- Connect Communities of Practice

Typical career progression opportunities:

In Adult Literacies:

- Co-ordinator
- Strategic Manager

In education more widely:

- Teaching in college
- Teaching in community learning and development
- Training

In the wider lifelong learning context:

- Community development
- Guidance

Job Role: Adult Literacies Co-ordinator

(Other job titles include: Organiser or Development Worker)

Description of role

The Adult Literacies Co-ordinator typically works across a geographical community, a college, a prison or a workplace, co-ordinating literacies learning programmes. The Co-ordinator typically works with Group Tutors, Tutor Assistants and learners, and reports to the Strategic Manager.

Where you would typically find this role:

Community learning	X	College	X	Prisons	X
Voluntary org	X	Workplace	X	Private training	X
Other:					

Typical competencies (knowledge and skills)

Competencies for the role of Adult Literacies Co-ordinator can be found in a number of national occupational standards and competency frameworks[23]. Typically, a Co-ordinator should be able to:

- Co-ordinate, manage and evaluate local programmes of provision
- Work in partnership to develop sustainable relationships with relevant agencies
- Develop strategies for sourcing funding and generating income to fund provision
- Organise, supervise and support staff
- Engage learners and place them in appropriate provision
- Manage resources, including accommodation, materials and ICT, within budgets
- Organise and/or deliver initial and continuing professional development
- Manage monitoring and reporting processes in provision against targets

Typical Attributes:

- Effective leader
- Organised
- Effective communicator
- Good partnership worker
- Adaptable/flexible

Typical work tasks

- managing adult literacies provision in partnership with local agencies
- identifying and securing venues for sessions
- obtaining funding
- reporting on the impact of literacies provision using gathered evidence
- managing group tutors and tutor assistants, supervising and supporting them, organising access to professional development such as local training or national events
- taking learner referrals from partner agencies or from the Big Plus helpline, interviewing the learners, assessing their needs and placing them in appropriate provision

23 Further competencies appropriate to this role can be found in the National Occupational Standards for Learning and Development, Leadership and Management, Community Development, and the Competencies for Community Learning and Development

- meeting learners during the course of their learning programmes, reviewing their progress to ensure the literacies learning is meeting their needs.

Typical level on the SCQF:
People performing this role usually demonstrate skills between SCQF levels 7 and 11.

Typical entry requirements:
Many co-ordinators have worked as Group Tutors – and indeed may still be tutoring. They may also be involved in delivering professional development to Group Tutors and Tutor Assistants. They are likely to already have teaching or tutoring qualifications, or be qualified in aspects of community learning and development.

New Co-ordinators may consider the SVQ 4 in Learning and Development (at SCQF level 9). This qualification is aimed at training co-ordinators and managers who plan, deliver and evaluate programmes and/or have some management responsibility for others.

Typical continuing professional development opportunities:
Qualifications
Co-ordinators may wish to undertake qualifications that are identified in the table for specialist qualifications in this framework, including in:

- PDA: Supporting Individuals with Dyslexia in Learning and Workplace settings (SCQF level 7)
- Promoting Inclusiveness (SCQF level 9)
- PDA: Developing Literacies Learning Programmes for the Workplace (SCQF level 7)

Non-accredited CPD:
Co-ordinators may wish to take advantage of events, fora or resources, including:

- Networks
- National training
- Connect Communities of Practice
- Train the trainer events

Typical career progression opportunities:
In Adult Literacies:

- Strategic Manager

In education more widely:

- Curriculum management in college
- Managing community learning provision

2. Professional development opportunities: qualifications

The qualifications in the following three tables have been credit-rated for Scotland. They have also been identified as supporting the Scottish approach to adult literacies advocated in the *ALIS 2020* strategic guidance:

> Literacies development extends beyond the acquisition of the skills of reading, writing and using numbers. It is most successfully taught using a "social practice" approach. This model of delivery emphasises the importance of a learner-centred approach and personal curriculum. The focus is on how the learner will use the skills, knowledge and understanding of reading, writing and numbers in their everyday lives: with their families, at work, gaining qualifications to progress towards a job, or a better job, and in their communities. However, the social practice approach is about more than contextualising learning to make it more relevant; it is about learners developing capabilities in making decisions, solving problems and expressing ideas and critical opinions about the world. [*ALIS 2020, page 7*]

Table 1: Core Adult Literacies Qualifications
The following qualifications are core to the professional development of adult literacies practitioners.

Qualifications	SCQF level	Description
Professional Development Award (PDA): Supporting Adult Literacies Learning	6	The PDA: Supporting Adult Literacies Learning (PDA: SALL) is a revision of a previous qualification called the PDA: Introduction to Tutoring in Adult Literacies Learning (PDA: ITALL). Its 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, but it is also suitable qualification for people already working as Tutor Assistants.
PDA: Tutoring in Adult Literacies	8	This PDA is aimed at those tutors who wish to develop their skills and experience working 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. It provides a toolkit of contextualised teaching and learning strategies.
Professional Graduate Diploma in Education (PDGE) (Adult Literacies) *Formerly known as the Teaching Qualification in Adult Literacies (TQAL)*	10	The PGDE (Adult Literacies) programme is aimed at group tutors (paid or voluntary) with a minimum of two years' experience, and who are working for 5 hours or more a week. Run by a Consortium of HE institutions, it is a collaborative experience in which tutors from across Scotland work together to develop understandings of and approaches to practice through practitioner enquiry.
Supporting Professional Learning in Practice *part of M.Ed Adult Literacies Development**	11	This practice-based, 30 credit course is designed for experienced practitioners in Community and Adult Learning who have responsibility for supporting and mentoring fellow professionals learning in practice.

*There are a number of Masters level programmes available in Scotland which can be contextualised within candidates' areas of interest. Further information can be sourced at the PlanIt Plus website.

Table 2: Specialist Adult Literacies Qualifications
The following specialist qualifications complement adult literacies practice

Qualifications	SCQF level	Description
Mental Health First Aid	5 and 6	This course teaches participants how to respond to a mental health crisis and provides information about the most common mental health problems. Participants develop skills in asking appropriate questions, listening without judgment and giving guidance about where help can be found
Understanding Financial Capability and Financial Capability Facilitation Skills	6	The first of these qualifications aims to improve educators' confidence and knowledge of key financial capability topics to allow them to pass on knowledge to their clients. The second aims to improve their confidence and knowledge to deliver workshops and sessions for clients.
PDA: Developing Literacies Learning Programmes for the Workplace	7	This PDA is appropriate for experienced practitioners who are currently operating in a workplace literacies context and for those who are planning to begin working in a workplace context. It will provide opportunities for candidates to extend their skills, knowledge and understanding of the principles, process and practice of developing and delivering literacies learning in a workplace context. This qualification could also be appropriate for staff within private and public sector organisations whose main remit is staff development and training.
PDA: Supporting Individuals with Dyslexia in Learning and Workplace settings	7	This PDA is primarily for people in the public, private and voluntary sectors who are working with adults in a variety of learning and workplace settings. It is particularly relevant to paid staff and volunteers who are working in informal and formal education, recruitment and human resources, health or social care settings, prison, probationary and ex-offender services. It will be of value to those, working in these fields, who wish to gain accreditation.

Qualifications	SCQF level	Description
Assessor Qualifications:		
(i) Non-workplace: HN Carry Out the Assessment Process	7	This Unit is intended for those who wish to gain a qualification in the assessment of qualifications in non-workplaces. It has been found to be particularly effective for developing practitioners who assess learners' work in community/non-formal settings.
(ii) Workplace: L&D 9 D	7	This Unit is for those who assess in the workplace using the following assessment methods: observation and possibly, related questioning and/or, inspecting work products (created at the time of the observation). Someone holding this Unit will be able to assess SVQs (or individual Units), other workplace qualifications and in-company standards that only require one or more of these three assessment methods.
L&D 9 DI	8	This Unit is for those who assess in the workplace using a wide range of assessment methods, both direct and indirect. The person wishing to achieve this Unit (the assessor-candidate) will use the following direct methods: observation, examination of work products (both created and not created at the time of observation), and questioning. They may also be involved in authenticating indirect evidence such as: discussing with candidates, testimony of others (witnesses), examining candidate statements, assessing candidates in simulated environments, and Recognising Prior Learning (RPL).

Qualifications	SCQF level	Description
Internal Verifiers Qualifications:		
(i) Non-workplace: HN Internally Verify the Assessment Process	8	This qualification was designed to meet the needs of those who wish to gain recognition for the role they perform as an internal verifier, working in non-workplace settings.
(ii) Workplace: L&D 11	9	This Unit is for those monitoring assessment processes and decisions within an organisation and helping to maintain and improve the quality of workplace assessment. The internal quality assurance process being conducted by the internal verifier-candidate can be for SVQs, work-based qualifications or in-company standards.
Teaching ESOL Literacies to Adults	9	This Unit is designed for candidates who are ESOL practitioners and intend to deliver, or are already delivering, ESOL literacies within a variety of teaching contexts. The primary focus is on adult ESOL literacies learning. It may also be appropriate for practitioners working with upper secondary school age learners who have ESOL literacies needs. It is designed to enable candidates to develop the knowledge and skills required to deliver learner-centred ESOL literacies learning.

Table 3: Qualifications with potential relevance to adult literacies roles
The following qualifications have potential relevance to adult literacies workers' professional development.

Qualifications	SCQF level	Description
HNC Working With Communities	7	The HNC Working with Communities is aimed at practitioners, or people intending to work in community-based settings. The HNC is suitable for candidates who have considerable experience of community learning and development work, but require more knowledge and understanding to do the job more confidently. This qualification is also suitable for less experienced candidates who will gain more practical experience on an ongoing basis. Achieving the HNC in Working with Communities gives candidates the recognition and knowledge of the principles of community learning and development.
SVQs Learning and Development	8 and 9	The SVQs in Learning and Development are appropriate for anyone working in a training or learning development role, either with individuals or groups of learners. The qualifications include a wide choice of optional Units that provide candidates with the knowledge and skills to enable them to develop planning, design, delivery, assessment and evaluation skills in learning and development contexts. The SVQs have been designed to suit a diverse range of practitioners The SVQ Level 3 in Learning and Development is appropriate for trainers, facilitators, mentors, tutors, coaches, instructors or anyone with a training responsibility in addition to their main job. The SVQ Level 4 in Learning and Development is aimed at senior trainers, or training co-ordinators/managers who plan, deliver and evaluate programmes and/or have some management responsibility for others.

Qualifications	SCQF level	Description
Community Learning and Development degree, post-graduate and other qualifications	9–11	All CLD Standards Council-approved qualifications are underpinned by the CLD Competencies: • know and understand the community in which we work • build and maintain relationships with individuals and groups • 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
ESOL teaching qualifications	6–9	There is a range of short courses available for people wishing to learn the basics about teaching ESOL/EFL. Many of these courses are taken online, part-time or even over a weekend. These are usually not qualifications, but the centre/organisation providing the course may provide a certificate. It is unlikely that the course will offer any assessed teaching practice. However, in some of the short face-to-face courses, 'peer' or 'micro' teaching takes place. These courses can be useful in helping prepare people for an initial TESOL qualification but should not be viewed as evidencing teaching competence. The first qualification in the Framework is the SQA PDA: Introduction to Tutoring ESOL (ITESOL). Unlike other introductory courses in TESOL, the PDA: ITESOL is a nationally recognised qualification, which sits on the SCQF at level 6. This qualification was designed to meet the needs of volunteers and tutor assistants, and for those who wish an introduction to this field before deciding whether to take an initial TESOL qualification. It may also be relevant to teachers of other subjects with ESOL learners in their classes, or people with an ESOL-related remit in their work, who wish to develop an understanding of issues related to English language development for ESOL learners. In this qualification, candidates work with ESOL learners to complete a tutoring portfolio. An experienced practitioner supports them during this process.

Qualifications	SCQF level	Description
Teaching Qualification (Further Education)	9 and 11	The TQ(FE) programme of study aims to provide participants with learning inputs and structured practical experiences that, together with application in their normal work, enhances their professional effectiveness and provides them with a qualification. It aims also to prepare them to embrace and respond to changes in their professional roles and contexts as they emerge in future. It is based on vocational competence linked to the Initial Professional Standards for Lecturers in colleges and to underlying academic understandings. It mixes a thorough theoretical underpinning with practical training and reflection within a professional context. The work context allows the immediate integration of learning with practice.
Teaching Qualification: Adult Education (Stirling)	9 and 11	The Teaching Qualification in Adult Education is for educators working in the adult education field. The award has been developed for tutors, trainers or development or support workers who deliver formal or informal learning or training programmes across the adult education sector. TQAE is open to colleagues in adult education; community based adult learning; adult literacy and numeracy; community learning and development; work place and work based learning; colleges; health care, police and emergency services; trades union education, third sector or voluntary sector; independent schools; museums and libraries; private training providers and prison education and staff from other relevant organisations and areas in the UK and across the European Union.

Qualifications	SCQF level	Description
PDA Advanced Diploma in Teaching in Further Education	9	Those who are employed to teach in Scottish colleges possess specialist subject knowledge, skills and experience when they are recruited but they may not have a teaching qualification. The main aims of this award are therefore: • to enhance the skills, knowledge and understanding required by lecturers in colleges thereby enabling them to provide high quality teaching • to create effective opportunities for learning • to enable all learners to achieve to the best of their ability • to provide opportunities for initial training to be delivered locally and with greater flexibility thereby increasing the number of staff who have a recognised teaching qualification and • to provide progression to and articulation with courses leading to a Teaching Qualification in Further Education TQ (FE)
PDA: Inclusiveness: Promoting Equality and Diversity within the Learning Environment	9	Aimed at staff in colleges, the specific aims of this qualification are to provide the skills, knowledge and understanding required to critically understand current legislation, codes of practice and college policies, plans and procedures and their role in implementing them; promote diversity and inclusiveness; promote equality and take action to challenge prejudice and discrimination; provide high quality teaching for all learners by creating and managing inclusive learning, teaching and assessment strategies; assist learners to achieve their full potential. The qualification also aims to build confidence in teaching learners from a wide range of backgrounds and with a diverse range of aspirations, strength and needs.

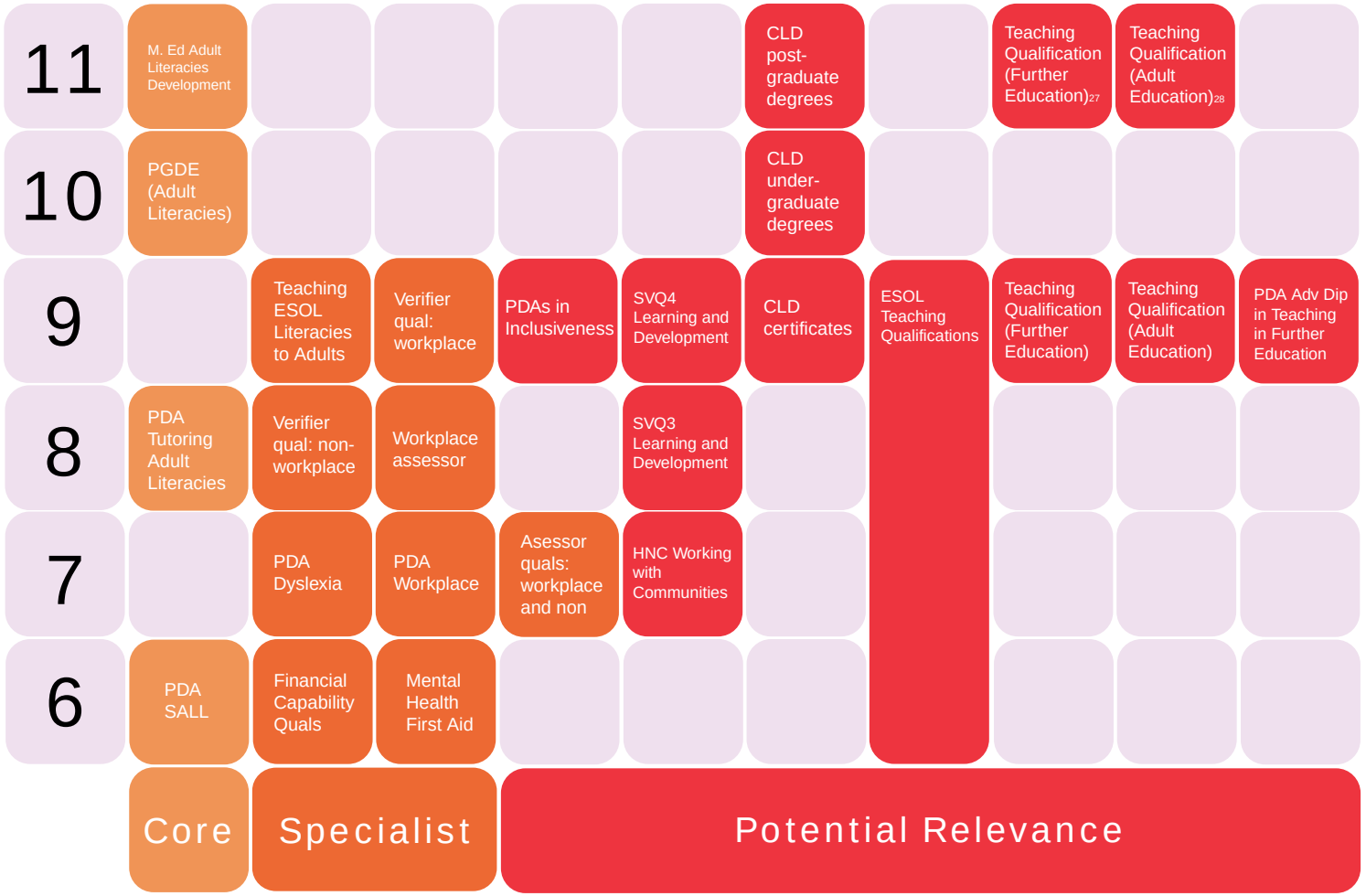
Qualifications	SCQF level	Description
PDA: Inclusiveness: Facilitating Strategies to Support Learners with Additional Needs	9	Aimed at staff in colleges, the specific aims of this qualification are to provide the skills, knowledge and understanding required by candidates to: develop inclusive learning strategies through the effective use of enabling and assistive technologies and non-technological approaches; to understand how technology contributes to the implementation of inclusiveness and how to assist learners with additional support needs to achieve their full potential; to critically understand current legislation, codes of practice and college policies, plans and procedures in promoting learning and equality for people with disabilities; to promote equality and to take action to challenge prejudice and discrimination on the grounds of disability; to undertake effective assessments of learners' additional support needs, in the context of disability; and to assist in the design, delivery and review of individual learning environments.

The following resources may be useful in exploring available qualifications:

My World of Work Course Choices[24]
SCQF Database of qualifications or learning programmes credit rated since 2006[25]
Qualifications and Credit Framework qualifications register[26]

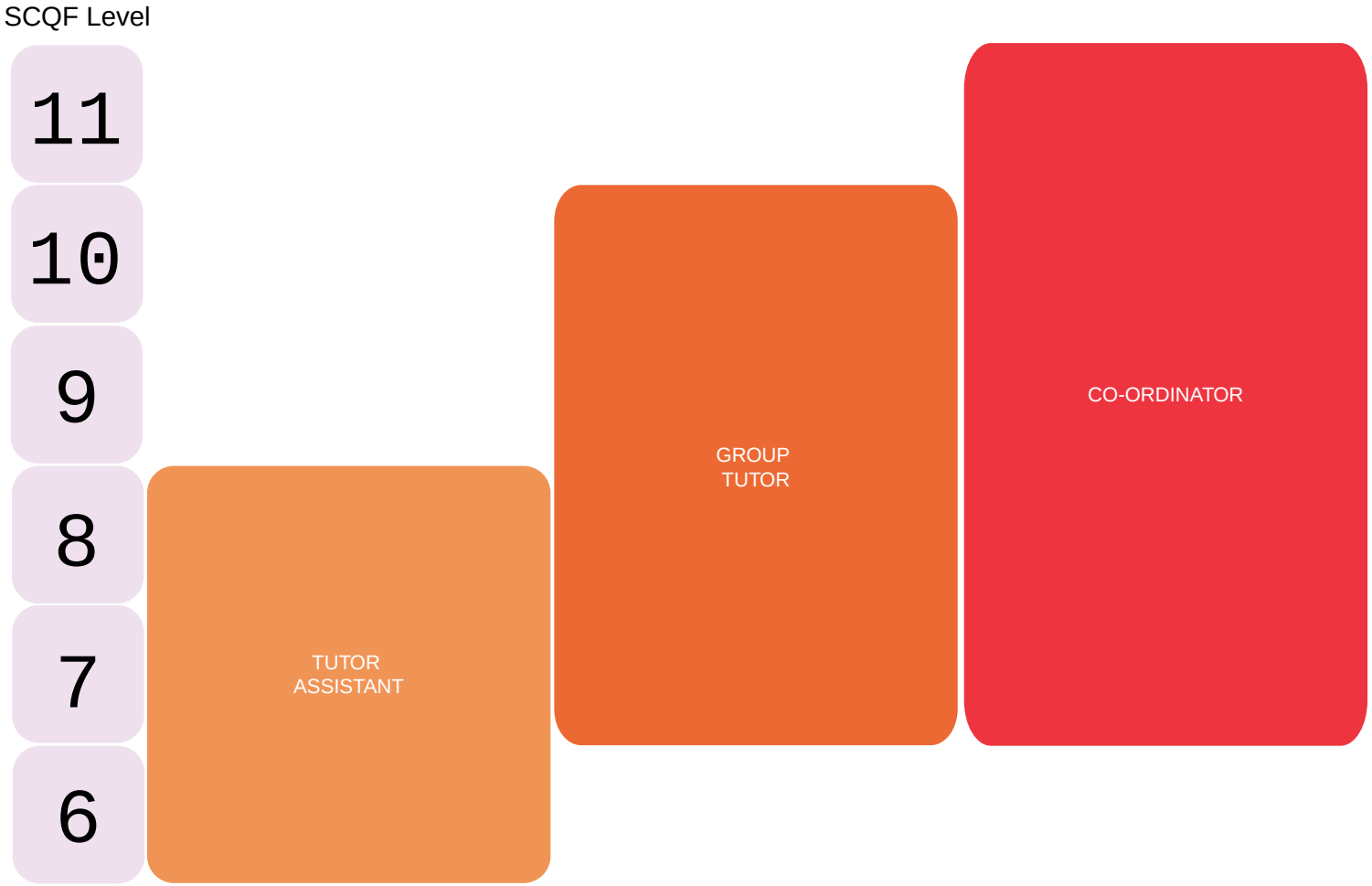
24 http://myworldofwork.skillsdevelopmentscotland.co.uk/coursechoices
25 http://www.scqf.org.uk/Search%20The%20Database
26 http://register.ofqual.gov.uk/Qualification

Table 4: Visualising qualifications on the SCQF:



27 This qualification can be undertaken at SCQF level 9 or 11
28 As for footnote 27 above

Table 5: Visualising Typical Roles against the SCQF



3. Other professional development opportunities

It is important to recognise the value of professional development opportunities that do not lead to qualifications.

> "CPD is a combination of approaches, ideas and techniques that help individuals manage their own learning and growth. Within a learning culture it can include any event, formal or informal, that increases knowledge, experience and understanding, improves performance and contributes to lifelong learning."

The quotation and following diagram are extracted from the *CPD Strategy for Community learning and Development* (Jan 2011).

The choice and combination of methods will be influenced by:

- The time available for learning from the employer
- The support available for learning from the employer
- The resources required for learning
- The learning needs identified by an individual
- Individual learning styles
- Organisation and team learning priorities, driven by strategic planning

Illustration: CPD approaches, ideas and techniques

Professional development

In order to ensure that practitioners can maintain their skills, knowledge and understanding in relation to their role or roles, it is recommended that workers, whether paid or unpaid, be entitled to five days a year professional development activity, calculated pro rata against a full time role. Although this cannot be a requirement on employers we see this as an aspirational goal.

National professional development opportunities

Education Scotland organises a range of national non-qualification-bearing professional development opportunities for adult literacies practitioners throughout the year. These opportunities include: network meetings, seminars, action-research programmes, conferences and training.

Local professional development opportunities

Individual organisations, or clusters of organisations, will often offer professional development opportunities for their and their partner organisations' staff.

A number of training courses have been produced and delivered over the years and many can be found in the Tutor Training Section of Adult Literacies Online. Some of these courses have been credit rated against the SCQF.

Online professional development opportunities

Education Scotland hosts an online community of practice: Connect Communities of Practice (*www.cpconnect.org.uk*).

Anyone can join Connect and then:

- exchange information and share practice
- find out about local and international events
- discuss matters affecting adult literacies in Scotland and
- discuss wider adult learning issues such as financial capability and health

i-Develop

i-Develop[29] is a web-based framework to support creative and innovative learning and development for CLD practitioners. i-develop is part of the Standards Council CPD Strategy, A Learning Culture for the Community Learning and Development Sector in Scotland, and is based on the values, principles, skills and competences they need as communities, individuals and employers.

The Framework integrates the theories and practices that help shape effective CPD for the CLD sector, such as peer sharing, communities of practice, learning journeys and reflection-in-action in order to shape a learning community of practitioners across CLD. i-develop is free to access and open to all CLD practitioners – full time staff, part time and sessional workers, volunteers, activists, students, managers, leaders, new hands and those more experienced.

29 http://www.i-develop-cld.org.uk

4. Potential Progression Pathways

Below we identify potential careers pathways across adult literacies and the lifelong learning sector as a whole. It should be noted that these pathways do not necessarily exist across all organisations.

	Getting the role	Opportunities to develop and/or specialise in the role	Potential career opportunities (lateral and progressive)
Tutor Assistant	Tutor Assistants might already have experience of teaching in some context, but will need to adapt their methods and expectations to an adult literacies learning environment. Some employers will require people to have completed (or be completing) Professional Development Award (PDA): Supporting Adult Literacies Learning at SCQF level 6 before they begin working as a Tutor Assistant. Others place new Tutor Assistants with experienced group tutors and ask them to undertake PDA SALL after a period of time, once they have shown an aptitude for the role and decided it is for them. Some providers of PDA SALL expect candidates who complete the course to commit to a period of working as a Tutor Assistant in their organisation or an organisation they work in partnership with.	**Qualifications** Tutor Assistants may wish to learn the host of teaching methods which are available in the units of the PDA: Tutoring in Adult Literacies (SCQF level 8). They might also wish to undertake qualifications that are identified in the table for specialist qualifications (above), including in: • PDA: Supporting Individuals with Dyslexia in Learning and Workplace settings (SCQF level 7) • Mental Health First Aid (SCQF levels 5 and 6) • Understanding Financial Capability and Financial Capability Facilitation Skills (SCQF levels 6 and 6) and • Teaching ESOL Literacies to Adults (SCQF level 9)	In Adult Literacies: • Group Tutor role in any setting In education more widely: • Learning support work in a college • Teaching in community learning and development work • Teaching in college • Training In the wider lifelong learning context: • Guidance

	Getting the role	Opportunities to develop and/or specialise in the role	Potential career opportunities (lateral and progressive)
		Non-accredited CPD: Tutor Assistants may wish to participate in non-accredited local training or take advantage of events, fora or resources, including: • Networks • Seminars and events • National training opportunities • Connect Communities of Practice • Shadowing/mentoring The PDA: Tutoring in Adult Literacies (SCQF level 8) would be a useful qualification for those Tutor Assistants who wish to develop towards working as a Group Tutor. It is designed to provide tutors with a toolkit of teaching strategies and resources and to support them to develop their work with learners in a group context.	

	Getting the role	Opportunities to develop and/or specialise in the role	Potential career opportunities (lateral and progressive)
Group Tutor	Most employers expect Group Tutors to have experience of working with adults and/or young people, in a learning context. Many Group Tutors will have worked as Tutor Assistants, supporting learners in one-to-one, paired or small group activities, possibly on a voluntary basis. The professional level qualification for the Group Tutor role is the Professional Graduate Diploma in Education (Adult Literacies) (PGDE (AL)) at SCQF level 10, but employers may wish to recognise staff teaching qualifications at SCQF level 9 or above as equivalent, depending on context. The Scottish Government has communicated to the principals of Scotland's Colleges that it views the PGDE (AL) as being appropriate for some college staff and having equivalency with the TQFE for purposes of returns to the Scottish Funding Council. For those Group Tutors who are more experienced, their skills and knowledge can be recognised by their undertaking the Masters in Education (Adult Literacies), during which they support candidates on the PGDE (AL).	**Qualifications** Group Tutors may wish to undertake qualifications that are identified in the table for specialist qualifications (above), including in: • PDA: Supporting Individuals with Dyslexia in Learning and Workplace settings (SCQF level 7) • Understanding Financial Capability and Financial Capability Facilitation Skills (SCQF levels 6 and 6) • Mental Health First Aid (SCQF levels 5 and 6) • Promoting Inclusiveness (SCQF level 9) • Teaching ESOL Literacies to Adults (SCQF level 9) • Any of the Assessor or internal verifier qualifications **Non-accredited CPD:** Group Tutors may wish to take advantage of events, fora or resources, including: • Networks • Seminars and events • Local training • National training • Action research • Connect Communities of Practice	In Adult Literacies: • Co-ordinator • Strategic Manager In education more widely: • Teaching in college • Teaching in community learning and development • Training In the wider lifelong learning context: • Community development • Guidance

	Getting the role	Opportunities to develop and/or specialise in the role	Potential career opportunities (lateral and progressive)
Co-ordinator	Many co-ordinators have worked as Group Tutors – and indeed may still be tutoring. They may also be involved in delivering learning as professional development to Group Tutors and Tutor Assistants. They are likely to already have teaching or tutoring qualifications, or be qualified in an aspect or aspects of community learning and development. New Co-ordinators may consider the SVQ 4 in Learning and Development. The SVQ Level 4 in Learning and Development (at SCQF level 9), which is aimed at training co-ordinators and managers who plan, deliver and evaluate programmes and/or have some management responsibility for others.	**Qualifications** Co-ordinators may wish to undertake qualifications that are identified in the table for specialist qualifications (above), including in: • Promoting Inclusiveness (SCQF level 9) • Mental Health First Aid (SCQF levels 5 and 6) • PDA: Developing Literacies Learning Programmes for the Workplace (SCQF level 7) **Non-accredited CPD:** Co-ordinators may wish to take advantage of events, fora or resources, including: • Networks • National training • Connect Communities of Practice • Train the trainer events	In Adult Literacies: • Strategic Manager In education more widely: • Curriculum management in college • Managing community learning provision