



**Education
Scotland**

Foghlam Alba

Transforming lives through learning

**A Professional Development Framework for
Scotland's Adult Literacies Workforce**

www.educationscotland.gov.uk

Adult Literacies in Scotland 2020: strategic guidance (December 2010)

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.

Four outcomes (paraphrased):

1. improved access to learning
2. **higher quality learning experience**
3. cohesive national and local structures
4. evidence of impact

Professional Development Working Group

Outcome 2

Adult Literacies learners receive high quality learning and teaching so they can achieve their goals

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. The group was Chaired by Lyn Tett

A professional development framework for Scotland's adult literacies workforce

... is a major step towards achieving that outcome

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

SQA Audit of the workforce, 2012

The Adult Literacies Workforce

Practitioners may be supporting learners 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.

Adult Literacies Workforce

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 and employers.

The Adult Literacies Workforce

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.

The Adult literacies Workforce

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 Framework identifies 3 key roles:

- Tutor Assistant
- Group Tutor
- Co-ordinator of provision

Each role has a detailed “typical” role profile, with typical competences and daily work tasks

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	
Other:					

Typical competencies (knowledge and skills)

of Adult Literacies Group Tutor can

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

Typical Attributes

- Good communicator
- Resourceful
- Patient
- Motivational
- Approachable

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 campus, 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	
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 frameworks²¹. Typically, a Co-ordinator should be able to:

- Co-ordinate, manage and evaluate local programmes of provision
- Work in partnership to develop sustainable relationships

- Engage learners and place them in appropriate learning environments
- Manage resources, including accommodation and ICT, within budgets
- Organise and/or deliver initial and continuing professional development
- Manage monitoring and reporting processes against 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 gathered evidence
- managing group tutors and tutor assistants

The Framework describes:

- Typical pathways into each role
- Typical opportunities for people to develop and specialise in each role
- Typical opportunities for progressing beyond each role

It identifies three areas of qualifications to support entry, development and progression:

- Core qualifications, relating to teaching
- Specialist qualifications
- Qualifications with potential relevance to the roles

11	M. Ed Adult Literacies Development					CLD post-graduate degrees		Teaching Qualification (Further Education) ²⁶	Teaching Qualification (Adult Education) ²⁷	
10	PGDE (Adult Literacies)					CLD under-graduate degrees				
9		Teaching ESOL Literacies to Adults	Verifier qual: workplace	PDA's in Inclusiveness	SVQ4 Learning and Development	CLD certificates	ESOL Teaching Qualifications	Teaching Qualification (Further Education)	Teaching Qualification (Adult Education)	PDA Adv Dip in Teaching in Further Education
8	PDA Tutoring Adult Literacies	Verifier qual: non-workplace	Workplace assessor	PDA in Technology Enhanced Learning & Teaching	SVQ3 Learning and Development					
7		PDA Dyslexia	PDA Workplace	Assessor quals: workplace and non	HNC Working with Communities					
6	PDA ITALL	Financial Capability Quals	Mental Health First Aid							
	Core	Specialist	Potential Relevance							

Soon to be launched ... an interactive version which people can use to:

find out information about qualification and CPD

find out where qualifications and training opportunities are
being run and when

Our aspirations for the Framework:

Despite being non-prescriptive (to accommodate the needs and priorities of different sectors), it should improve quality of learning, teaching and of learning programmes

It should lead to some standardisation of entitlement to professional development across the country and across sectors

It should help employers to argue for and prioritise professional development budgets

[www.educationscotland.gov.uk/
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