

Credit Where Credit's Due: Recognising Literacies Learning

University of Edinburgh



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Aims and Objectives

This project sought to identify and evaluate how ALN partnerships and networks have developed their approach to accreditation to ensure opportunities for all literacies learners.

The objectives of the project were:

- to map the approach and extent of accreditation of adult literacies learning
- to determine potential barriers to accreditation
- to identify potential support/training needs within partnerships and networks in relation to accreditation
- to identify existing good practice and effective structures which support the accreditation of learning.

Methodology

An on-line survey questionnaire using the 'Zoomerang' online survey service was developed that was designed to map the approach and extent of accreditation of adult literacies learning. The questionnaire was based on: a brief review of the literature on types of assessment; the system of accreditation and the Core Skills materials used by SQA; the Curriculum Framework roll out of materials on attitudes and approaches to accreditation. It was discussed with the Learning Connections advisory group, modified and then piloted with three literacies providers drawn from different geographical areas. As a result of the piloting the questionnaire was further modified and the final questionnaire is detailed in Appendix I.

The key contacts in the thirty-two ALN partnerships were given details of the project via email and asked to send the link to the 'Zoomerang' survey to their partners. In addition this link was sent to all the literacies networks via the appropriate Learning Connections contact. Details of the letter are in Appendix II. This enabled the diversity of ALN providers across Scotland, including the local authority, voluntary and private sectors, to be included in the survey. The questionnaire was conducted on-line and seventy-one valid responses were received by the cut-off date. To ensure that those Partnerships that had not responded had an opportunity to do so a questionnaire was sent electronically to these partnerships and completed either manually or electronically. The respondents are detailed in Appendix III.

In addition four case studies of good practice were conducted that were chosen to reflect both a range of patterns of provision and of geographical areas. These allowed the researchers to look in more depth at effective structures and practice that supported accreditation.

Findings

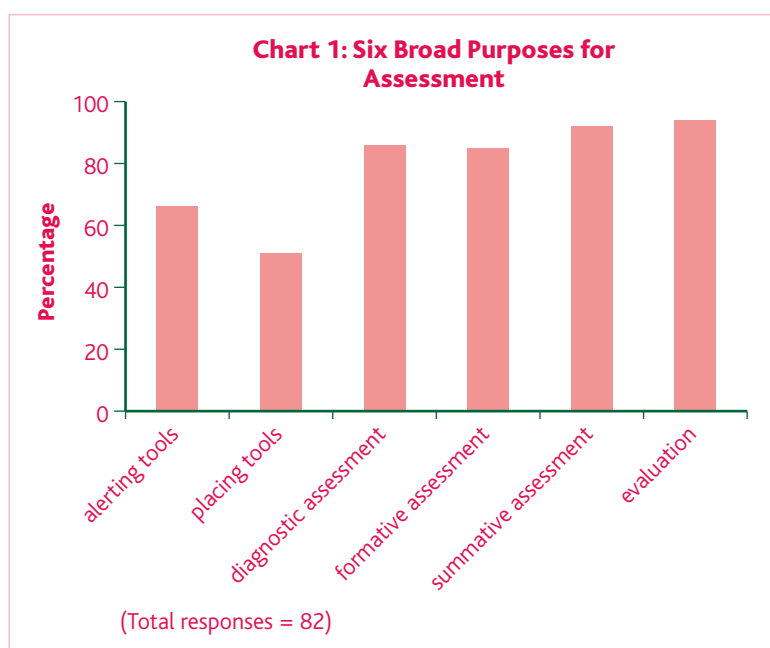
a) The approach to accreditation in adult literacies learning

In this section data from the questionnaire are drawn on to map the approaches to accreditation taken by the respondents. It is based on the six broad purposes for assessment outlined in the Adult Literacy and Numeracy Curriculum Framework for Scotland (Learning Connections, 2005) as follows:

- Identifying the existence of a general learning need (alerting)
- Identifying the broad level at which a learner should be working (placing)
- Identifying learning needs (diagnostic assessment)
- Supporting and managing the process of learning and teaching (formative assessment)
- Recognising or certificating learner achievement (summative assessment)
- Identifying the strengths and weaknesses of the learning process or programmes (evaluation).

Purposes of assessment

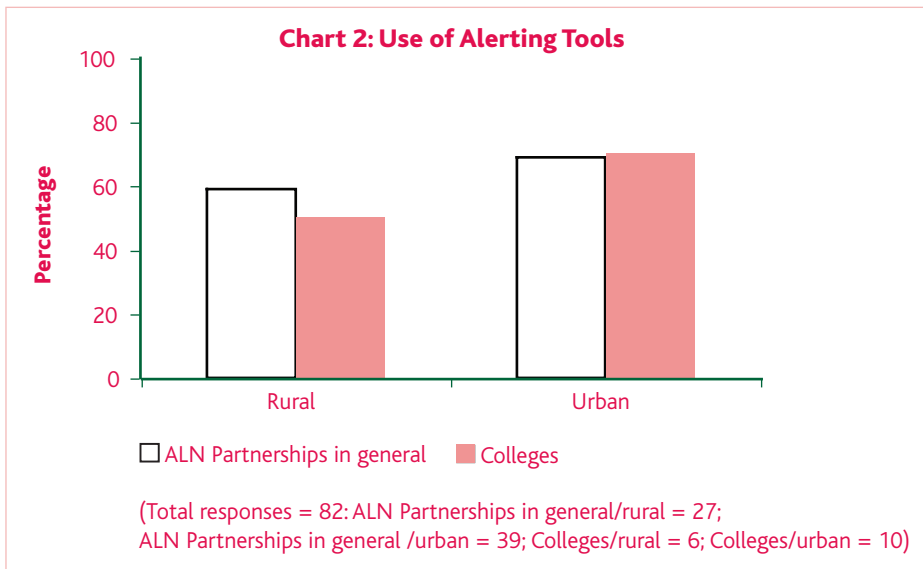
We first asked respondents about the range of purposes of assessment, drawn from the curriculum framework and, as can be seen from chart 1 below that analyses the whole sample, the whole range of purposes were used by most respondents with placing tools being the least used.



Respondents were then asked about each aspect of assessment and these are analysed below in terms of geographical location (urban/rural); ALN partnerships in general and separately for colleges. This is because colleges were the part of the ALN partnership most likely to offer accredited learning.

Alerting tools

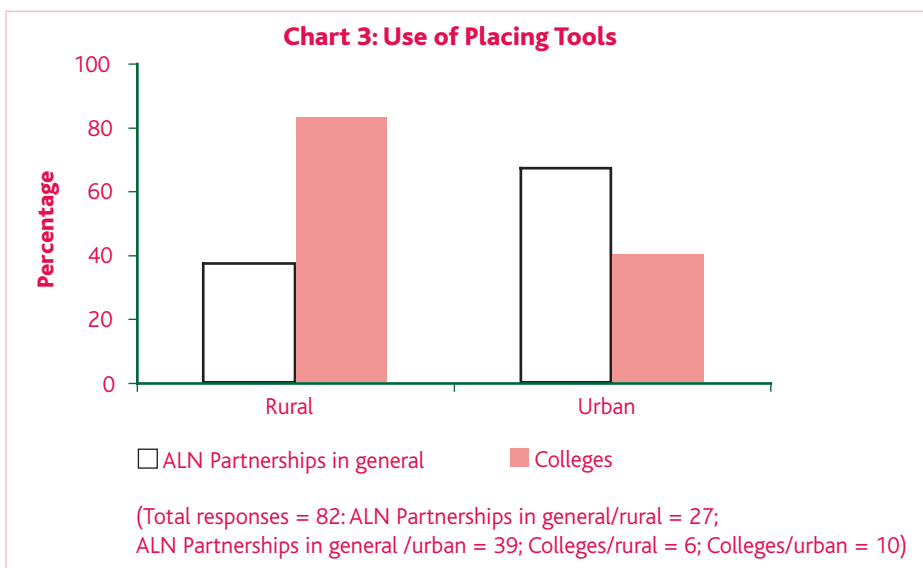
Chart 2 below shows the use of alerting tools.



Fifty-four respondents added comments on their use of alerting tools that ranged from the formal such as Target Skills or College Core Skills screening to informal initial interviews that used a range of reading, writing and numeracy activities to enable a joint identification of what learners can do and what they would like to improve on. A number used a dyslexia screening assessment.

Placing tools

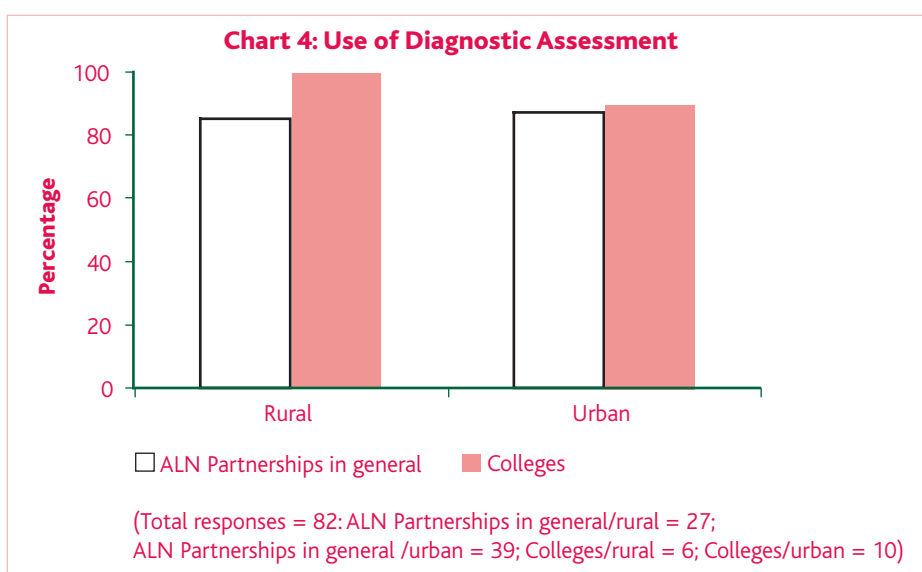
Chart 3 below shows the use of placing tools.



Forty-nine respondents provided further comments that show that it was mainly staff in colleges who used formal tools such as PLATO Core Skills profiling. Outwith colleges, providers tended to use individual interviews to decide which group learners should join. For many providers, learners were members of groups that were mixed in aims, ability and experience so there was no need to find a group at a particular level of work in which to place them.

Diagnostic assessment

Chart 4 below shows the use of diagnostic assessment.



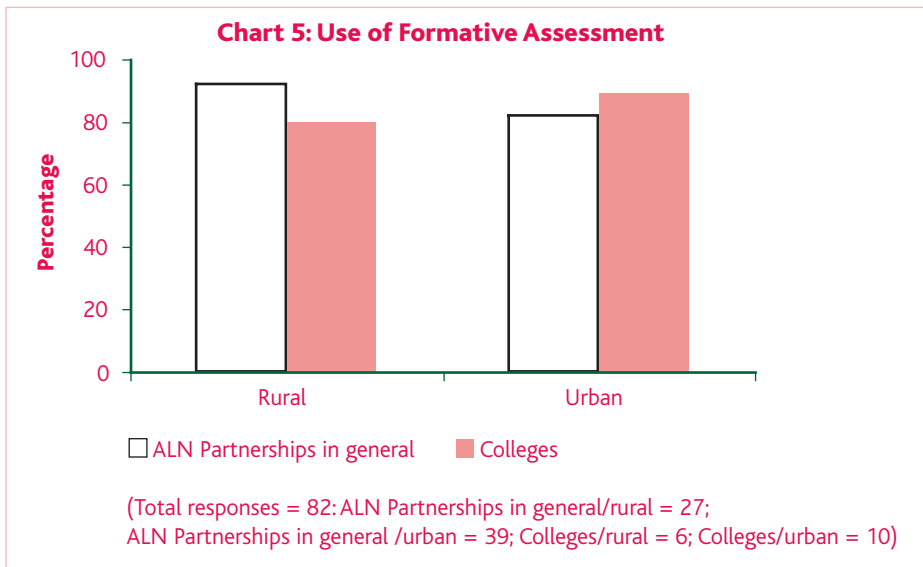
Sixty-two respondents provided additional comments. Again these varied across sectors with colleges using formal assessment such as the SQA Core Skills screening tool to 'ascertain learners' level of competency in relation to their specific courses' to more informal discussions in the other sectors. For example, one respondent said:

'We offer an initial interview that lasts between 30 and 60 minutes. The learner is asked questions relating to past learning/education/work, present skills in reading, writing, talking and listening, numbers, ICT and then it moves on to where they want to improve. Essentially it is like a past, present and future to see where the learner wants to progress to.'

A number of providers used this form of assessment at the initial stage to develop and negotiate the Individual Learning Plan that was aimed at discovering both what a new learner can do and what he/she wants to be able to do. Another respondent reported that *'following placement in a group, the tutor who works with the learner will use "I can" worksheets to identify where learners feel less confident'*.

Formative assessment

Chart 5 below shows the use of formative assessment.

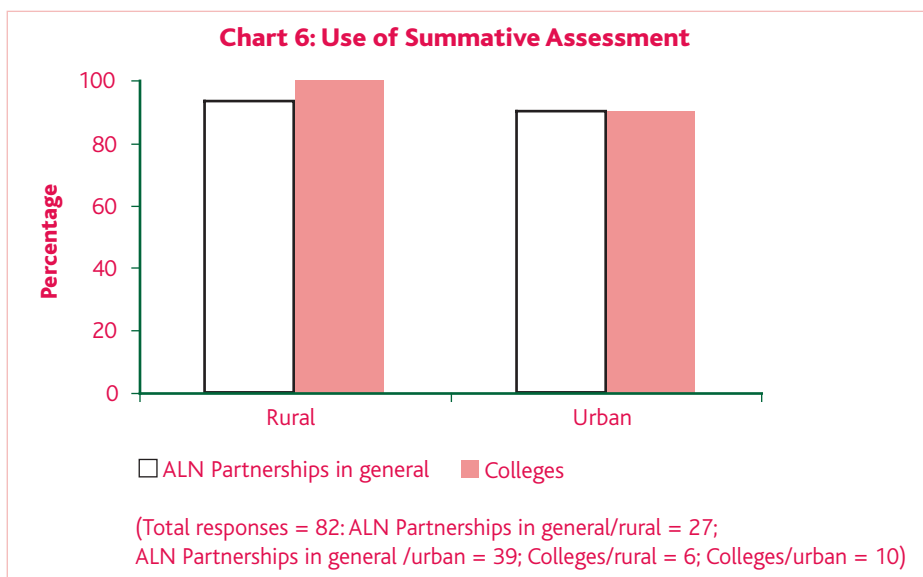


Sixty-nine respondents provided additional comments. The most common response was through the six-weekly review of the ILP where discussion and reflection took place between the tutor and the learner. This meant that learners were engaged in monitoring their learning from the beginning by reflecting on their progress and by recording the learning they were doing. For many respondents feedback on learners' work was always built into their programme and learners were encouraged to reflect on how problems arise and can be solved. Others encouraged learners to discuss how participation in literacies learning impacts on their everyday life and linked this into ILPs and work progress records. Another example was of using '*strong elements of peer support [that] encourage the learners to develop problem solving skills*'. Some respondents used a work-plan that learners completed after every session that was also used to plan for the next week's learning. One respondent showed how formative and summative assessment are linked:

'Assessment is ongoing and learners are encouraged to refer regularly to the learning plan to reflect on their learning and to check their progress or lack of it. They can identify what works for them or what changes may need to be made. Formative assessments are also used to give learners aiming to undertake accredited courses practice in the tasks they will be given in summative assessment.'

Summative assessment

Chart 6 below shows the use of summative assessment.



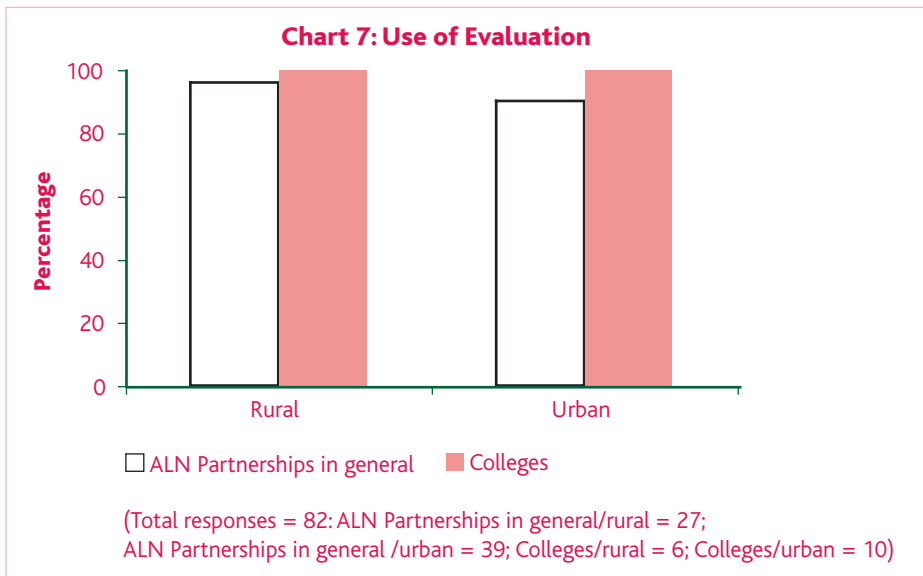
Sixty-six respondents provided additional comments. The most common response was that summative assessment took place through SQA accreditation with the next most common through the final review of the ILP because this provided an assessment of goals achieved. Several referred to exit interviews and reviews where a learner's achievements were compared with the targets negotiated in the initial ILP. A number of respondents suggested that assessment was mainly about distance travelled since starting. For example:

'For many learners being able to do things they could not have considered attempting before is the greatest reward. This is not to say that the award of a national certificate would not boost their confidence, but the former is more important to them than the latter – i.e. having or improving a skill they are able to put to practical use in their lives.'

Respondents were also concerned about the assessment of 'soft skills' such as self-confidence and some used the 'Richter Scale' to 'support learners to see progression and where they feel they have improved'. Many respondents focused on the learner identifying when they had met their learning goals and reviewing their achievements including those that had not been anticipated.

Evaluation

Chart 7 below summarises the use of evaluation.



Sixty-nine respondents provided additional comments. The most common response was that evaluation took place through an end of session/course feedback form that was completed verbally or in writing by learners. Many used the ILP review and exit interviews to ascertain learners' views and a number conducted end of year or biannual student surveys in addition to these processes. Several respondents showed how learners' evaluations were correlated with those of tutors and one respondent showed the thoroughness of their processes.

'At the end of each course a learner will complete an evaluation. The evaluation focuses on the appropriateness of the resources, course pace and course content. Learners are also asked to rate the effectiveness of their tutor. Furthermore, there is a triangulation between learners, tutors and facilitators at the end of the course. Each party is asked to evaluate the different aspects of the course and this information is used for informed future planning.'

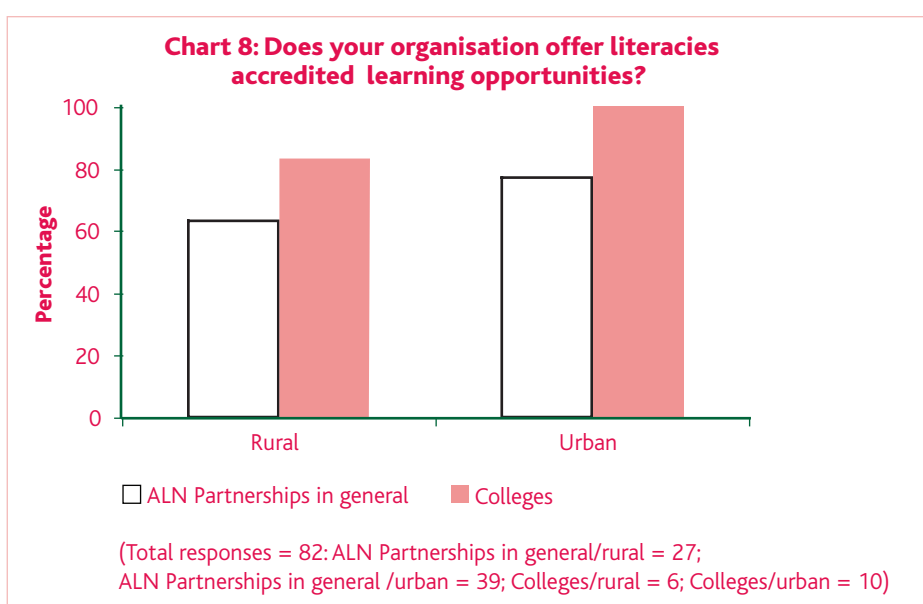
A number of providers used the LiC pack to guide their procedures and others used LEAP, HGIOCLD2 and the HMIe evaluation framework. A few respondents mentioned the results of their student tracking procedures as a way of evaluating their provision in the longer term.

b) Extent and type of accreditation

In this section the opportunities offered to literacies learners are analysed in terms of the sector providers come from, including why accreditation might not be offered, and then details of the type of accreditation offered are provided. The role of accreditation in offering progression opportunities is then outlined.

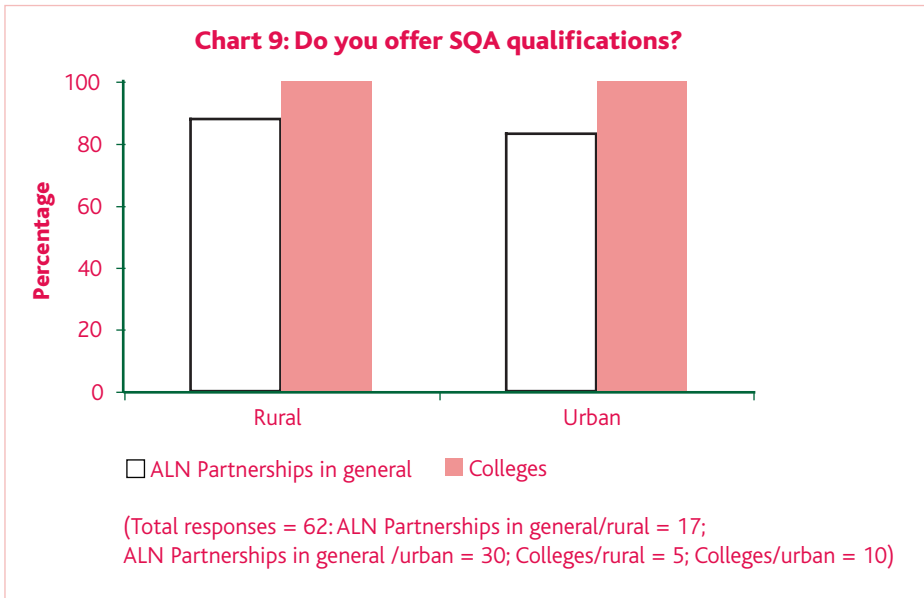
Accredited learning opportunities

The methodology describes the process of generating the sample and it must be assumed that people already engaged with accreditation were more likely to complete the questionnaire. So it is likely that the responses shown in chart 8 below, which shows the extent of accredited literacies learning opportunities, are not necessarily reflective of the whole population of ALN providers. Nevertheless the data from the respondents who answered 'no' to this question in the open comments offers some insights. For the majority of these responses providers would refer learners on to colleges if they wished to gain accreditation. One respondent described this process as working *'as the warm-up artist for formal education, building confidence in learners until they are ready to take that step'*. Most respondents referred to the lengthy and bureaucratic processes of SQA accreditation as providing a disincentive with one suggesting *'if it were as easy to apply for and obtain certification as it was to take the driving test, then there would be very much less for learners and tutors to lose'*. Several respondents suggested that accreditation was not appropriate in community-based settings, as it *'should not risk the replication of the culture of failure experienced by many adult returners'*. One partnership was concerned that a move to accreditation would mean that *'only attainment is being recorded not the distance travelled'*. Partnerships reported that the most successful arrangements were in collaboration between community-based organizations and colleges but some found that these were difficult to arrange.



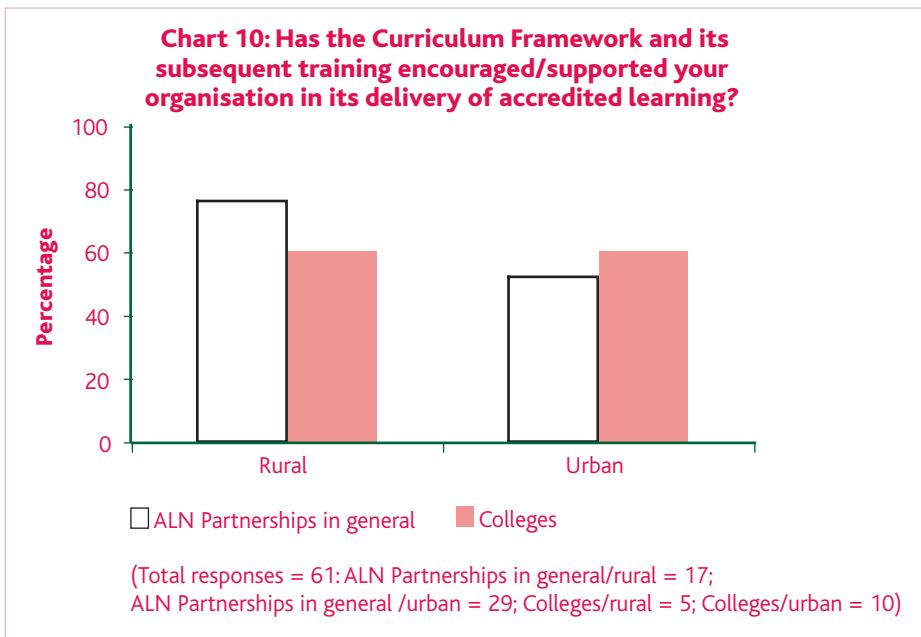
SQA qualifications

Chart 9 below shows the percentage of those offering SQA qualifications. Those who did offer accreditation that was not through SQA were asked if they offered other qualifications and those that did used the European Computer Driving Licence.



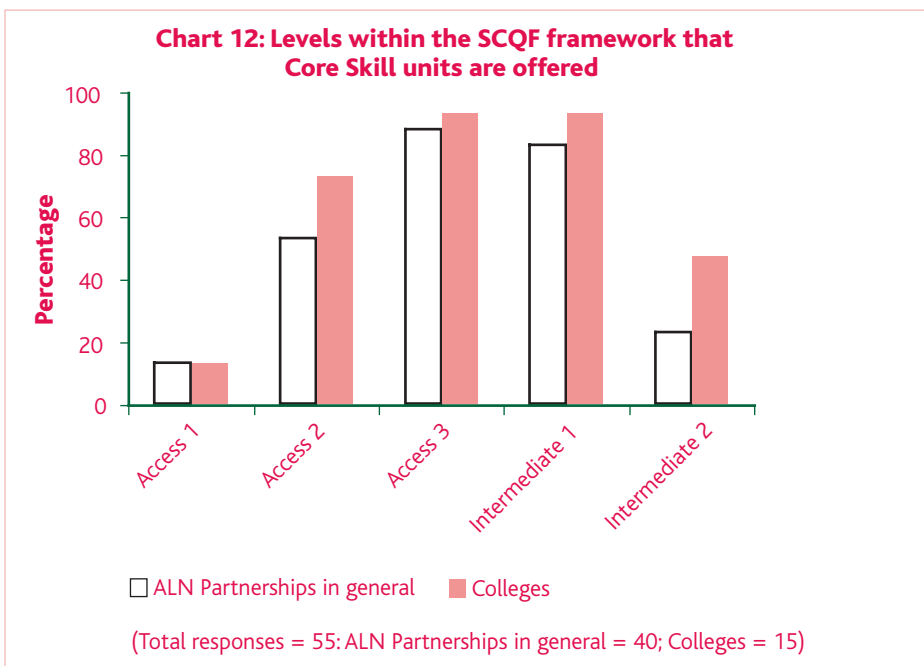
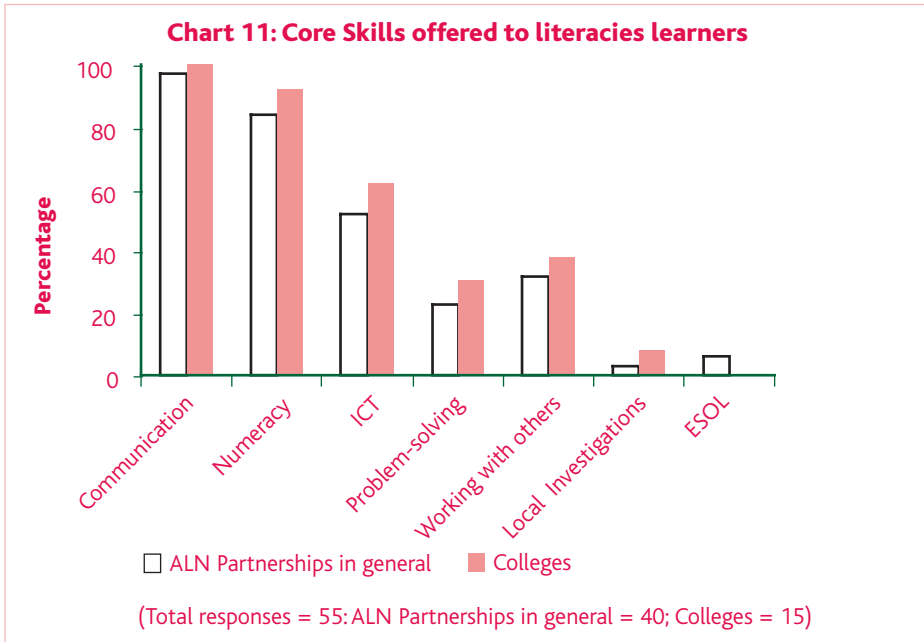
Role of the Curriculum Framework

Chart 10 below shows the role of the Framework in supporting accredited learning. Thirty-eight respondents made further comments that ranged from one person's view that the 'Curriculum Framework might be the least useful document I have ever come across' to the remaining 37 finding that it had been helpful. A number of respondents found the case studies particularly helpful in highlighting opportunities for accreditation and others found that the Wheel provided a useful planning tool. Raising the role of Core Skills was found to be particularly helpful for those that were considering offering accreditation.



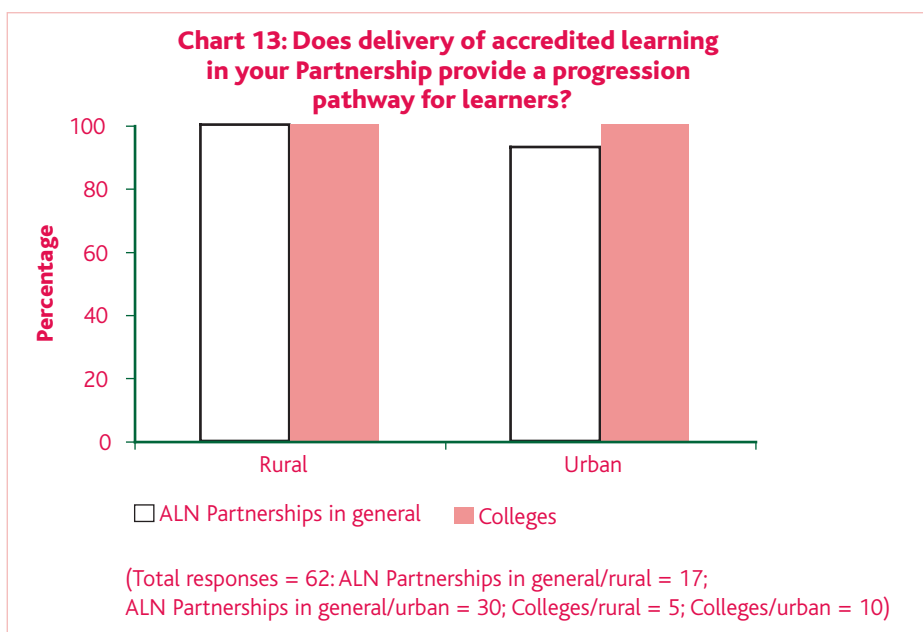
Types and levels of Core Skills offered

Charts 11 and 12 show the Core Skills and levels offered by the respondents. As would be expected colleges offer a greater range than other providers.



Accreditation and progression

Chart 13 below shows that the overwhelming majority of respondents see accreditation as offering a progression pathway for learners.



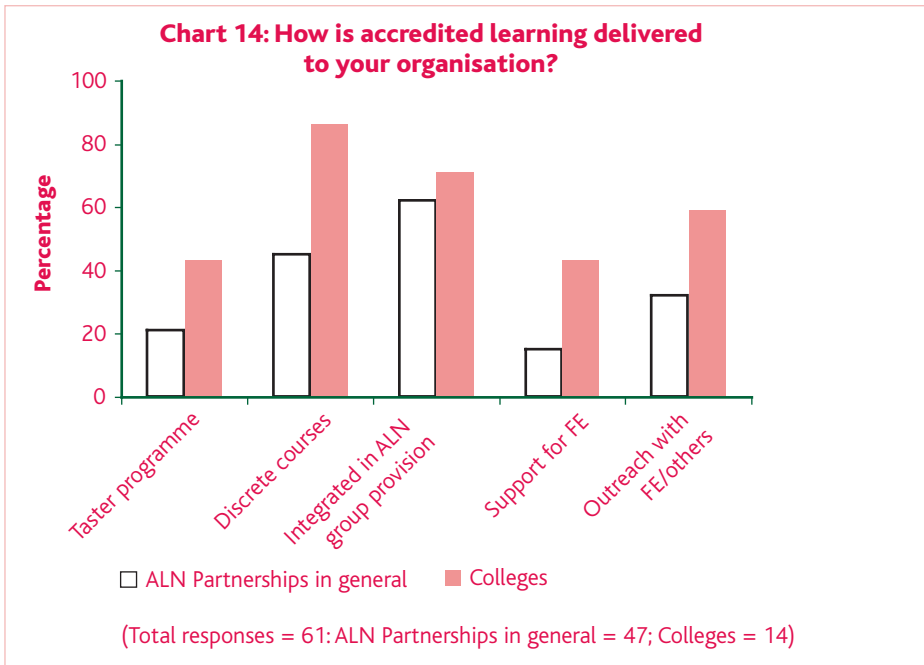
Fifty-five people made additional comments and most referred to the progression route into colleges that came about through taking the first step into accreditation in the community. One respondent summed it up thus:

'It can be the first ever qualification for some learners and as such serves as a recognition of their literacies learning to date and can motivate them to move on to a higher level within our provision (e.g. to Intermediate 1 after achieving Access 3). For some learners it is their first step back to 'formal' education and it gives them the confidence and skills to move on to the local College or to other education/training opportunities.'

Others commented on the value to learners of obtaining a qualification for the first time but one warned that the length of time it took for some learners to complete assessments could be demoralising. A number of respondents showed that they had thought through progression routes both within their own organisations and across their Partnerships.

Delivery of accredited learning

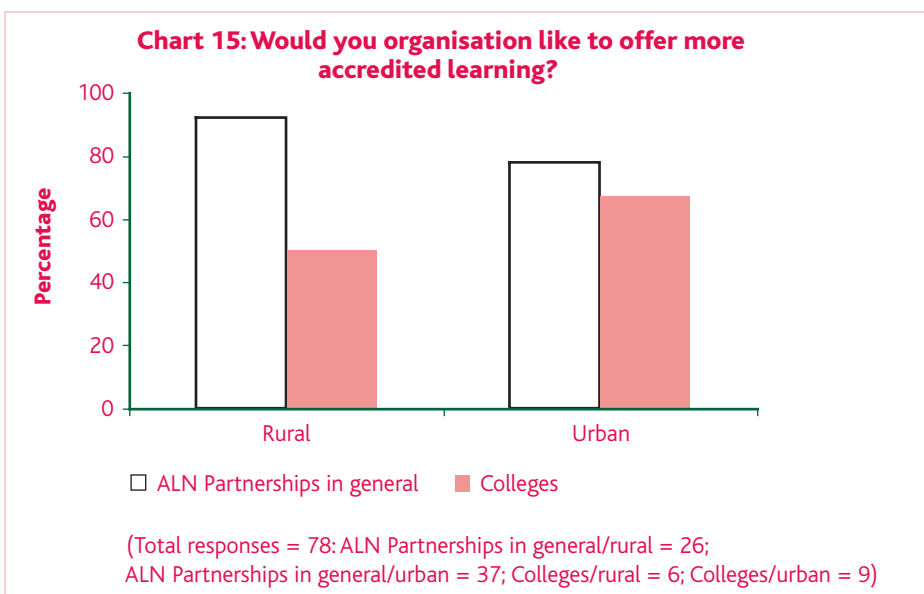
Chart 14 below shows how accredited learning is delivered and it can be seen that it is only in integrated provision that ALN Partnerships in general have a greater percentage of provision.



c) Potential barriers to delivering accredited learning and support/training needs

In this section the data are used to examine firstly if respondents would like to offer more accredited learning and secondly what the challenges are in actually offering it.

Delivering accredited learning

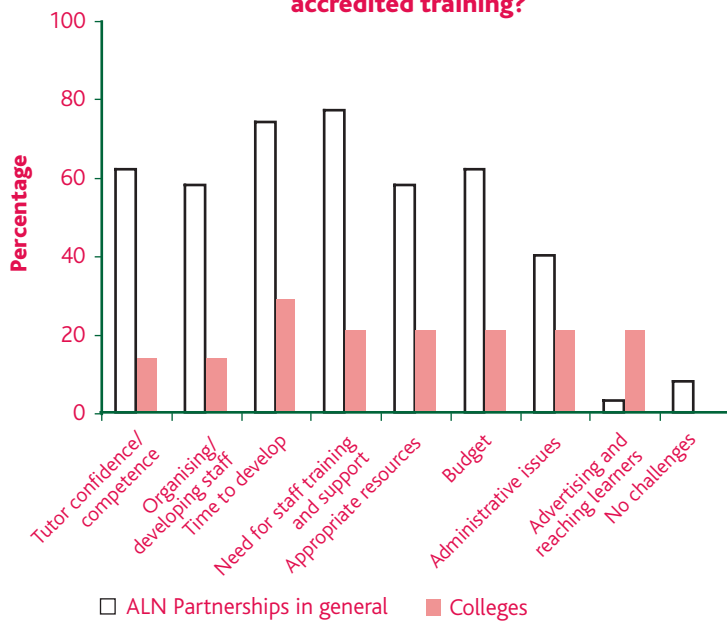


As can be seen from chart 15 above ALN partnerships in general were more likely to want to offer more accredited learning than colleges. Fifty-seven people gave reasons why they could not provide more accredited learning. The most common reason was lack of resources particularly in relation to the time required to train tutors to become confident with the SQA requirements. As one person put it, difficulties are associated with *'time constraints but also lack of confidence, skills and knowledge among professional staff'*. Where projects did not know about their funding after 2008 it was particularly difficult to embark on new initiatives. There were also issues for some about ensuring that accreditation materials and assessment were in line with a social practices approach to literacies. Two respondents felt that learners were scared of accreditation but they were in a small minority. Conversely two organisations that did offer accreditation were at full capacity and so unable to meet all the demand from learners.

Chart 16 below shows the challenges and it is clear that ALN Partnerships in general face the biggest challenges overall particularly in relation to staff training and development. Seventy-five people provided further detail on the particular staff training and support needs in their organisation. Some suggested that they would prefer to keep their existing arrangement of being linked to other providers within the Partnership rather than going down this route and there were clearly many challenges for some organisations. For example, one respondent detailed these thus:

'We work with a lot of volunteer tutors, none of whom would be familiar with accredited learning. The materials we already have would need to be levelled. We would require validation as a centre (or set up a partnership with such a centre). We would need to set up procedures for internal and external verification (requiring trained staff and more time). We would also require students to be registered, and the course would probably have to be charged for (finance). And all of this for students who have not (as yet) requested accredited learning.'

Chart 16: What are the challenges in the delivery of accredited training?



(Total responses = 79: ALN Partnerships in general = 65; Colleges = 14)

On the other hand another provider suggested that providing 'a clear set of guidelines for practitioners with regard to planning learning and identifying assessment opportunities [together with] a robust quality assurance system that ensures fairness and accountability' was the key to supporting tutors. The majority of respondents identified training tutors to be able to deliver and assess the learning outcomes at the appropriate levels as the main challenge and thereafter providing specific training for tutors to act as internal verifiers. The workshops provided by SQA were seen to be helpful by those that had participated but many needed to move on from 'the basic insight' that these had provided to more in-depth training.

d) Good practice and effective structures

In this section four case studies of good practice are provided. The case studies were selected from a range of examples of innovative practice to provide examples that reflected the geographical diversity of Scotland through including the largest city, Glasgow; a rural area with a focus on the largest urban area within it, Inverness in Highland; a central belt conurbation, Inverclyde; and a rural area, the Scottish Borders. The projects that were focused on also reflected the range of providers including a partnership with a college (Glasgow) and provision delivered by the WEA from the voluntary sector (Highland) as well as Local Authority provision (Scottish Borders). In each case study the ALN Partnership representative was interviewed in order to gain an overview of the approach to accreditation across the Partnership and then a particular project or geographical area was chosen for a more in-depth discussion with the tutors delivering the provision. In the Glasgow case study this discussion was broadened to include the views of learners participating in the provision. Appendix IV details the interview questions.

Case Study 1

Glasgow City Literacies Partnership Interview with Frances Bradley, Partnership Co-ordinator

What is the purpose of accredited learning?

The Glasgow City Literacies Partnership sees it as their duty to ensure that all learners are given the necessary information and support for learning. Across the Partnership there is a wide range of learning options available and within that range accredited learning is one option. It is seen to be part of a learner-centred approach and fits within a Social Practices model of literacies delivery. The aim is to help and support learners to identify and achieve their learning goals and ambitions, and for many accredited learning may be part of their adult learning.

Publicity/promotion of accredited learning

Individual partners produce their own publicity and promotional materials for their own provision. Similarly, agencies undertake a variety of awareness-raising activities, both general and focused. Providing partners include the Local Authority; Culture and Sport Glasgow; the colleges; a range of Voluntary Sector projects and work-related organisations. They work together to provide literacies programmes out of over 200 venues across the City. Seventy-five per cent of literacies funding goes to support direct delivery and provides for 45 additional learning programmes. In addition to a central support team, the Partnership supports posts and literacies development work within the NHS; Further Education; Voluntary Sector; a range of work places, Culture and Sport Glasgow and Glasgow City Council.

Partners responsible for delivering literacies provision now use the same standard Learner Tracking form – LOTIS. This has been developed over the past couple of years with full Partnership involvement and agreement. Through the LOTIS MIS, partner agencies have to give information on learners' goals and whether accredited learning might be a learning goal. Additionally, their Quarterly Monitoring reports will now require partners to provide names and details of each learning programme offered, this will give data on numbers and levels of accredited learning being undertaken/achieved.

LOTIS data for 2006/2007 provided enhanced information on learners across the City. Analysis of learner profiles showed that:

- Of the learners who completed the relevant section of the entry form **59% wanted to gain a qualification.**
- Of the learners who completed the relevant section of the LOTIS exit form **29% were already working towards a qualification.**
- **Sixty per cent** indicated that their confidence to move on to other learning opportunities had increased significantly.
- **Fifty-five per cent** had applied or intended to apply for other courses as a result of their learning.

At partnership level, a clearer picture is emerging of what is on offer and whether or not the providers are supporting learners' goals.

The partnership is now beginning to look into support for delivery of levels within the SCQF. In the main, *Core Skills* accreditation tends to be Literacy and Numeracy units. The Glasgow Partnership deliver accredited learning up to Intermediate 1 level. Given resources and potential demand, it was agreed that up to, and including, Intermediate 1 would be offered to learners within partnership sponsored provision.

Encouraging accredited learning

Some learners come to provision with knowledge and expectation of accredited learning; many do not. Initially, they will undertake learning and a learning programme designed to meet their identified goals and, as part of that process, the option of accredited learning will be discussed with them. Accredited learning might also be introduced to expand learners' horizons – give them additional information and possibilities on which to base their learning goals. However, it was suggested that some learners do not necessarily regard accreditation as part of what they want to achieve. These learners may want to improve their spelling and writing and for a number of reasons may not want to undertake an accredited route and must be supported in so doing. Others may not be ready, or know enough about accredited learning possibilities and may lack the confidence and self-esteem at that point in time. They need to be encouraged to say what is right for them and when. It is important that, as providers, we guard against introducing a 'hierarchy' of learning and learning opportunities, with accredited learning being seen as the most valuable.

Delivery of accredited learning

There is a great deal of accredited learning being undertaken across the city, in a huge range of contexts: within community-based ALN; FE; voluntary sector agencies; workplace provision and so on. Each partner will develop and deliver accredited learning relevant to their client group.

Administration

Each partner is responsible for his or her own SQA paperwork and administration.

Progression pathways

The Partnership has a strategic aim to provide progression routes for learners. However, the concept of 'bridging courses', or support, needs to be discussed at greater length and perhaps some pilot programmes developed to practically underpin learners moving from one provider/context to an other.

Future possibilities

An accredited learning map relating more closely to the five city planning areas would be a great achievement. To have accredited learning opportunities promoted via clearer signposting within the bigger planning agenda would be a positive step forward so that guidance staff and staff in other agencies would be aware of all the opportunities available to their clients.

The Eastbank Centre Group, Shettleston, Glasgow

Frances Bradley, Glasgow City Literacies Partnership Co-ordinator suggested the Eastbank Centre SQA Communication course as an example of good practice in the city.

Background

The **SQA Communication** course running in the Eastbank Literacies Base, in the east end of Glasgow, is a good example of effective partnership at local level between the City's Community Learning and John Wheatley College. This accredited learning course is tutored by John Wheatley College as part of the commissioned agreement that exists between Culture and Sport Glasgow Community Learning and community colleges.

Publicity/promotion of accredited learning

Some of the learners for this collaborative course were recruited after attending an 'open day' in March. Staff at John Wheatley College suggested a 4-week 'taster' course in order to introduce learners to the content of the SQA Communication unit and to enable learners to begin formative assessment activities.

Community Learning and ALN staff are keen to recruit and support adults from targeted groups into structured learning opportunities, including accredited provision. They feel that many learners in community-based literacies provision have low levels of self-confidence and self-esteem which influences their perceptions of themselves as successful learners.

The SQA Communication group members were enthusiastic about the idea of 'taster' courses and felt that they:

- *'Let people know about the full course. A "Taster" gave people the information they needed, then they could decide for themselves whether to start the SQA Communication course, once they knew what was involved.'*
- *'It gave them a realistic idea of what was to come. A person might want to do the Communication unit, but get a "taste" of it and decide it wasn't for them – it wasn't what they thought it was going to be.'*
- *'Got them "hooked in" because it was a very short, bite-sized course.'*
- *'"Taster courses" offer a wider choice for people – meet people's needs; people's circumstances change so it's good to have a range of types of courses.'*

Additionally, learners were also known to College, Community Learning and ALN staff through other groups and courses they are attending. Participants evidently benefited, and are benefiting, from very good guidance and support. Learners had been encouraged by staff to think about doing the SQA Communication unit as a way of progressing their learning still further.

Though two learners in the group were doing courses with John Wheatley College, the majority were not. However it was evident that everyone appreciated that the course was being run in a community-based setting since they were not necessarily able or interested in pursuing an SQA programme at college.

Encouraging accredited learning

The SQA Communication course at the Centre was organised following a review and evaluation of learning with learners themselves. Those learners who felt 'ready' to consider an accredited course were given every encouragement and support.

Following on from this evaluation, learners were invited to attend a short 'taster' course as a first step into accredited learning provision.

Eight learners attend the group – three men and five women. All but one are attending other groups and courses either in community-based adult learning and/or with the College. Several attend literacies provision at another time in the week and regard accredited learning as a progression in their 'English' work. One man felt he had received excellent support from his literacy tutor:

I was attending the Literacy group and in a very short space of time and I'd come on leaps and bounds and my Tutor suggested I should think about doing the certificated course.

One of the women is now attending John Wheatley College on a full-time Art & Design course after undertaking a range of other courses over the past couple of years. She is rightfully proud of her achievements: *I used to stand outside colleges and look at them... now I'm in there; I'm a student.*

Another was doing a COSCA module and 'mentoring' training via her workplace. Another had already done Access 3 Communication and SQA Numeracy and, in addition to now doing Intermediate 1 Communication, he is also attending John Wheatley's Easterhouse campus for a Computing course. They are all very committed learners and enthusiastic about how their learning and confidence has improved – for some, out of all recognition – in the past couple of years.

Delivery of accredited learning

John Wheatley College have recently opened a learner-friendly base in the area and it was felt to be an opportune time to develop additional partnership work at local level. A College staff member is delivering the course and the College will award the learners – probably at Access 3 or Intermediate 1 levels. She thought some were able to achieve Intermediate 2, but that it was better to start with Access 3/Intermediate 1 work to build learners' confidence, and in that way successfully work up to Intermediate 2 assessments.

Learners had been encouraged to try the 'taster' by staff known to them, but they felt that it was important to get Communication certification because, one suggested: *'It was a good way of improving my English'*. Two of the learners mentioned that it was a good way of 'moving on' in the work they are doing in their ALN session. They said, at times, the ALN work felt a bit repetitive and not so well structured. They commented that the SQA Communication course was more structured and like the idea of having 'a target' to aim for. However, they both pointed out that they enjoyed their ALN group, and felt they had made great strides there – they both still attend those groups – but enjoyed the additional challenge of the Communication course. They sometimes take their SQA Communication work into their other groups for additional support.

All the learners were very articulate in what they had got out of returning to learning.

- *Good opportunity to get qualifications in the 'basic subjects'.*
- *To further future employment prospects – good for CVs.*
- *Self-satisfaction – proud of achievements.*
- *Self-confidence and self-esteem.*
- *For others – for example, family members.*

They evidenced a real improvement in their self-confidence as a result of coming to ALN provision, College courses and also a result of the work currently being undertaken in the Communication course. A number of them attributed this increased confidence to the support of the group, and others in the group. They said that they got an enormous amount from each other. They supported and encouraged each other and felt comfortable in that particular learning environment because they *'were all in the same boat and were all weak at the same things'*.

The learners obviously enjoy the session and described the course and their learning as being fun, relaxed, supportive, productive and could clearly detail progress made. In addition to feeling more confident about their ability to learn and the benefits of learning in general, they specifically mentioned the following improvements:

- *One learner was gaining confidence in writing tasks at work. He felt his spelling had improved and that he wrote faster now. He said a colleague had commented on how much better his Accident reports were.*
- *'I have more confidence now, and other people notice it and mention it.'*
- *'I used to have a sense of shame and backed away from talking to people, now I don't.' This learner had to give her viewpoint recently to Council officers and felt pleased with herself and how she had handled it.*
- *'My spelling has improved, though I still use a spell-check, I'm amazed that more and more words are correct. I'm more confident and it doesn't bother me now if I make mistakes.'*

Progression pathways

It was interesting to hear that several of the learners did not regard doing the SQA Communication course as a way of 'moving on' from their ALN groups. Rather that both types of provision supported and complemented each other. They said that they would continue to attend a Literacy group after they had been awarded the SQA unit because:

- He enjoyed doing Digital Photography in the group, and is now taking his laptop to the ALN session and hopes to use it to continue to develop his spelling and writing skills. He enjoyed attending his general ALN group. He appreciated the structured approach of the SQA course, but felt the ALN group helped him develop his writing skills and offered him the opportunity to develop other skills, e.g. ICT.
- She would want to continue in ALN to '*keep my hand in*'.

Future possibilities

Any of the current learners at the Eastbank Centre SQA Communication course who have Further Education in their sights, will be encouraged to move on. Another accredited learning programme will start up when a sufficient number of ALN learners have expressed an interest in doing an SQA unit. Meanwhile, a programme of short courses, such as 'Show a Story': digital photography, will be developed to introduce new learning activities and to integrate literacies into them.

Case Study 2

Highland Council Interview with Mary Rhind, Partnership coordinator

What is the purpose of accredited learning?

For those partners that don't automatically give accreditation as an integral part of a course (i.e. mostly the ABE one-to-ones) if a learner does go for accreditation it is usually for the purpose of enabling employment or as part of a journey back into employment. Other partners have accreditation built into the courses they offer.

Accreditation is mostly offered through Colleges, WEA, and Learning Centres and ABE last year accredited 10 learners (all from ESOL) out of about 1000 learners. Some ABE learners have wanted to get through, for example police exams in the past so tutors have worked on helping them pass this test.

Publicity/promotion of accredited learning

There is no publicity that specifically advertises accredited opportunities. Courses that include it may not specify this in advance except courses offered at Inverness College. One agency, TAG, (Training and Guidance) that works with people with mental health difficulties to get them back into employment, offers accredited courses (currently this is mostly Cambridge City and Guilds although they are now hoping to start to offer SQA accreditation).

ABE tutors often feel that the subject of accredited learning may put people off especially those who have found school difficult. This is particularly so if accreditation is seen as a 'test' whereas the portfolio approach would enable learners to build up work gradually.

Encouraging accredited learning

Currently accreditation will not be mentioned specifically to new learners (outwith the colleges and TAG) unless they come in specifically with the aim of gaining accreditation. However, the partnership has started to provide awareness raising training with tutors from across the Region through an SCQF pilot and this may change current attitudes. Current learners are not encouraged as a matter of course within ABE to think about accreditation but the awareness raising is designed to help tutors think about the possibilities of building up portfolios with learners and then seeing if this can be accredited and encouraging learners to see this as a possibility. ABE tutors and some learners have historically often seen literacies work done in a one-to-one confidential environment but over time more group learning is taking place and offering accreditation and working with other organisations may be one means of helping to do this.

Delivery of accredited learning

Currently the colleges, WEA, TAG and the 36 Learning Centres through out the Region deliver the accredited learning in Highland. Some of the ABE staff work with the Learning Centres to link into their accredited provision. A project is currently being run with funding from SCQF to help tutors to think about offering accreditation opportunities but it is at the very early stage. When ABE offer accreditation the seven coordinators who are responsible in each geographical area will support the volunteer tutors to gauge the level the learners are at and also to moderate SQA standards.

ABE has the facility to deliver Core Skills SQA units and while the current take up is small, many more may do so in the future. In-house SQA awareness sessions will be offered by the partnership for all tutors and it may be that by working together with another organisation such as a learning centre, college or the WEA, students can undertake accredited units. A good working partnership between ABE and the WEA has already resulted in students successfully completing an SQA Communication unit.

Administration

For ABE there is an officer in Highland Region who has responsibility for accreditation but other accreditation is delivered through the different providers. ABE coordinators do the initial verification and the literacy strategy officer for the Highland Council is the person who has responsibility for internal verification for Highland Council's ABE service across the Region. Other organisations do their own administration of accreditation.

Progression pathways

Moving from one-to-one to group-work that is accredited is seen as a progression route for learners. Currently Highland is looking across all the opportunities available within the partnership and now widening this out to the whole Community Learning Partnership and discussing what is meant by progression and what this means to the learner. Over time an increased emphasis on group learning may well become the norm. Not all group work is accredited, as there are classes in, e.g. spelling but some of it outwith ABE is accredited.

There isn't a formal structure within the partnership currently that leads to accreditation and further learning opportunities as this is dependent on the individual learner and tutor choosing accreditation.

Future possibilities

Taking the opportunity now to establish the base line about accreditation opportunities. The SCQF funded training which has been developed and delivered in Inverness is partly to enable tutors to level the work of learners so they can show learners (and themselves and funders) how learners have moved from one level to another. There is still a lot of resistance to accreditation but this needs to be promoted for the sake of the learner and facilitated in ways that mean that it is not seen by learners as a threat.

There is a need to ensure that there is adequate training for tutors because if we have skilled tutors then the rest will follow. Accreditation can be offered currently in partnership with others so tutors need to feel confident to be able to gauge the level of a learner. Partnership wide training and support for all organisations should ensure a greater take up of accredited learning. This is particularly problematic with young learners who have chaotic lifestyles or young gypsy/travellers who move across sites but this work is important and some imaginative work is in place to enable this to happen.

Smaller SQA units might help to encourage both tutors and learners but they may need more administrative support although they will be less intimidating for tutors. Mary would want accredited learning to be available everywhere – perhaps in partnership with the Learning Centres that are easily accessible. She sees up-skilling tutors as the main issue and part of this involves making it more of an assumption that the value of learning is evidenced if learning is accredited. There is currently the barrier of people thinking they can't do it but tutors need to gather material into a portfolio and show learners that they are working at a particular level that could be accredited. This is the main challenge and also the main possibility of ensuring that accreditation is embedded into all programmes as an option if learners want it.

WEA Highland

This case study was suggested by Mary Rhind as an example of good practice within the Partnership.

Background

The Workplace Literacy and Numeracy Coordinator and the WEA tutor were interviewed. The coordinator is employed half time by the WEA but this post is funded by the ALN Partnership in Highland Council to develop workplace ALN for 90% of her time with the remaining 10% coming from other sources. The tutor is employed on a sessional basis by the WEA to tutor workplace ALN and ESOL courses as well as other courses within the wider community.

Main purpose of accreditation

Accreditation helps people to develop confidence and self-esteem, it is something that other people have, it is proof that they can achieve, because it is a nationally recognised qualification it has official recognition and this gives it more status. It also demonstrates to both learners and funders that they can meet national standards and benchmarks. Finally the learning outcomes of accredited courses provide a good structure for planning and organising that makes for more effective teaching and learning.

Publicity/promotion of accredited learning

Accreditation will not be publicised specifically but will usually be an option. Although it will depend on the course, generally people are offered a taster course and then if they want to continue accredited learning will follow. This process is used because the course has to be meaningful for the learners and this needs time to negotiate. For example, a course for home carers started as a taster session and in November some of the participants will be offered an accredited communications course. Accreditation is always offered as an option and is never a requirement although the tutor will encourage learners to try for accreditation if she thinks they would like to do it.

Encouraging accredited learning

Accredited learning will not normally be mentioned to new learners but will be suggested as an option to existing learners. Very few learners are likely to mention gaining a qualification as an aspiration at the beginning but if they did it would be discussed. The very gradual introduction of accreditation has been found to make it less scary for learners as for many it is a huge barrier as they assume it will mean being tested. The idea of accreditation is introduced through talk about the differences from exams done at school and by emphasising that it is a national qualification. Evidence for the learning outcomes is based on things that would be part of the course anyway so accreditation is usually based on the building up of portfolios of work or undertaking a joint task. One example was a 10-week course on ICT/literacy that resulted in a newsletter produced by a group of carers working at Duthac House in Tain. Seven of the learners here developed a second newsletter and two of these have gone on to successfully complete their SQA in Communication. Producing and developing a newsletter involves problem solving and decision-making as well as communication so it is a very good way of developing learners' skills, knowledge and understanding.

Another example of developing accredited learning is of supporting individual learners in the Haven workplace to do the ECDL qualification in collaboration with Inverness College. The learners would be unable to do this at a distance, which is the usual way of undertaking this qualification, but with individual face-to-face support were doing very well.

Delivery of accredited learning

The coordinator is mainly responsible for negotiating courses with employers but also does some tutoring together with the other course tutor. They are both very experienced at delivering courses and also have a workplace-tutoring manual developed by the WEA called 'Starting Points' to support them. A range of teaching and learning resources are available and they have also developed other materials that they use and share. For example, the tutor has adapted an assessment tool on how to use a newsletter article for meeting a learning outcome for Access 3 Communication. The coordinator is part of the numeracy network and has brought resources from the national group for numeracy back with her.

Administration

The WEA in Scotland is an approved centre for SQA units in Communication, Local Investigations and Options and Choices and is currently developing Numeracy units and has its own internal verification system. Moderation meetings for tutors are held and training materials to support standards have been developed. Details of learners are available for the end of year reports.

Progression pathways

As noted above, progression is seen as an important aspect of the workplace literacies project and this can take the form of learners progressing from a taster course on to a longer course that enables participants to gain an SQA award. There isn't a formal structure across the Highland Partnership that leads to accreditation and further learning opportunities but there are range of informal links with other projects.

Lack of funding can be a barrier to progression if it takes a long time for learners to achieve the learning outcomes. A number of workplace courses provide access to other accredited courses either through taster courses or as an introduction to specific SQA vocational courses and some move on to full-time college courses. Remote places may be difficult for progression because of lack of opportunities to move on to. The workplace courses are about opening doors so people get comfy with learning again as an integral part of their learning curve so they can then move on to other opportunities if they wish.

Future possibilities

Work is already being undertaken to be able to offer numeracy and with this addition the WEA would like to be able to offer more courses across Highland Council in the same way they are now delivering them. The WEA coordinator sees her role as awareness raising with employers so that they will see the importance of offering learning to their least skilled employees. For this to be in place there would need to be much more funding to enable the workplace literacies to be embedded in all workplaces. A project that is currently being negotiated with the Highland Council is to provide literacies learning for a group of their home-carers. If the pilot project is successful then it might be extended to all 600 of these staff. That would in turn provide a good example to other employers of what could be possible. Current funding is only sufficient for work to be done with employers who are convinced that literacies in the workplace is a positive option but this means that many employees of less enlightened employers are missing out on opportunities that they should have. Literacies work is not necessarily attractive to employers so the WEA is always having to find funding to do the work and this is time-consuming and not the best use of the creative energies of the staff.

Case Study 3

Inverclyde Adult Literacies Partnership Interview with Claire Alexander, Partnership Co-ordinator

What is the main purpose of accredited learning?

It's twofold – it's for learners to be able to access accredited learning if they want to, in terms of their own self-development and achievement. It may be important to show others that they have achieved something and at a certain level – a piece of paper to show others.

As we develop and target –through offering accreditation in the workplace; embedding it in roll-on/roll-off provision as well as in the college – learners are getting more used to accreditation being an option and value it additionally for employment purposes, or say to apply for an Access course at James Watt College. The Inverclyde 'core team' awarded over 100 literacies learners with Core Skills units last year – the majority were in Communication and Numeracy.

The Partnership has developed accredited learning for progression purposes. Gaps in learning provision were identified – a Guidance and Progression conference with North Ayrshire and the College was held – looking at barriers to going to college for literacies learners. A survey of learners was undertaken which showed that for some it was too big a jump to go from a very protected small group straight into college provision.

James Watt College is keen to be involved in the development of accredited learning and there is now a Service Level Agreement with them, for them to deliver 'progression provision'. This has taken almost 2 years, but there is a sense that real progress is now being made. The College could deliver more community-based units, 'next step' courses or pre-access provision – this is now the subject for negotiation. North Ayrshire and Argyll and Bute areas are also involved in the development of a 'transitions programme' with James Watt College. The three area Co-ordinators meet quarterly with the college. This is felt to be very positive since the new Head of Section, at the college, has 'Literacies' in his title and they are just about to appoint someone to liaise with the three local authority areas' Literacies Partnerships.

Publicity/promotion of accredited learning

The general ALN flier makes passing reference to 'accredited and non-accredited learning' – but no detail. The Inverclyde Partnership feels it is important to raise awareness of accredited learning by:

- separate fliers and posters re Core Skills provision/targeted publicity
- awareness-raising meetings and visits to potential learners and agency staff
- word-of-mouth.

The 'core team' in Inverclyde go out and about to promote and raise awareness and to recruit potential learners. It is the same within the area of Workplace Literacies – dedicated staff do their own promotion of/awareness-raising of accredited learning with potential learners and employers. Core Skills accreditation is often something employers will ask to be delivered, sometimes with an unrealistic idea of the time and work involved.

Learners promote, by example, accredited learning to other learners. A learner might be encouraged to think about accredited learning as a goal if they see another learner doing it. Tutors have all had Core Skills awareness-raising training, so they too will promote it to learners within their groups.

Other examples of the promotion of accredited learning would be:

- The Adult Learners Newsletter where there might be coverage about accredited learning ... learner testimonials and so on.
- Local Press – recently the Partnership took out a whole week's coverage on Literacies learning. Each day there was an insert on different aspects – one day was specifically on accredited learning provision.

Encouraging accredited learning

The possibilities of accredited learning are raised right at the beginning with every potential learner. Staff raise the issue – talking it through – at the initial interview stage. This is a thread which is followed up within the context of the Individual Learning Plan process and review of learning. Learners are encouraged to develop their work through to accreditation.

Delivery of accredited learning

There is a core of 20 paid sessional staff, all of whom have been involved in the SQA Core Skills awareness-raising training. Out of the full group, there are a number of tutors who wish to deliver SQA accredited learning and form an 'assessors group'. Through this process, they become more expert in all aspects of SQA delivery. The SQA are bought in to deliver follow-up training workshops in, for example, 'levelling students' work'. This helps develop rigour and experience which serves well for non-SQA groups also.

Administration

The Adult Learning service has accredited-centre status and does all its own paperwork. A member of the Literacies team is the SQA Centre Co-ordinator and Claire Alexander is the Internal Verifier. The Inverclyde 'core team' now also deliver ESOL units and the ITALL PDA, which is also offered to college staff. The volume of administration and paperwork being generated by accredited learning can be overwhelming.

Progression pathways

The recently established link with James Watt College is welcome and should help develop strong progression pathways for learners. The 'core team' in Inverclyde work closely with a range of partner agencies – differing levels of partnership and partnership work. With some, they may just use their venues; with others, learners will progress from one agency's provision to another. It is important to identify key staff in partner organisations and work with them to refer learners on.

It is important for the Partnership to be mapping what is out there, so that there is not a 'glut' of one type of provision and not enough of another. The Partnership does identify where the gaps are and discusses which agencies can fill them, and would, if necessary, seek additional funding to do so.

Future possibilities

It has been very important for the Partnership to develop a 'transitions' type programme with the college. It is a big step forward to have consolidated a new working relationship and work together to provide a more substantial learning programme for literacies learners.

Initially the Partnership agreed that they should deliver up to Access 3 level, and in the main that it would be Communication and Numeracy units. However, such has been the expansion in the volume of the core team's work that they are now at capacity and are mindful about the need to focus on specific areas and perhaps consolidate others. One area for possible development is that of Numeracy - the establishment of a progression route perhaps needs to be given more time and attention. Recently acquired 'financial education' funding may allow that to happen and for Numeracy assessment materials to be developed.

Additionally, formative and summative teaching and learning materials for Communication units need to be developed, particularly for the 'Reading Learning Outcome'. Those teaching and learning resources need to be relevant and adaptable and to support a Social Practices approach.

Delivering accreditation in Inverclyde

Interview with three part-time sessional Tutors and 'Core Team' Development Worker.

What is the main purpose of accredited learning?

Following the creation of the Adult Literacies Partnership in Inverclyde, the provision and development of Core Skills for Literacies learners became the responsibility of staff within the new team. Since 2002 the SQA Core Skills 'infra-structure' in the Inverclyde area has encouraged and supported learners, particularly learners in the socially disadvantaged target groups to achieve certification for their learning – if they want to. It has also enabled staff to deliver Core Skills accreditation, and/or elements of in local workplaces. Recent examples of a call-centre training programme and support for SVQ Care training were cited.

Publicity/promotion of accredited learning

The Inverclyde 'core team' have general ALN publicity which mentions the possibility of gaining accreditation. In addition, there are posters and fliers – 'Developing Core Skills' – which specifically publicise accredited Communication and Numeracy.

Inverclyde currently have dedicated staff working to promote and deliver their Core Skills programme. CRF funding employs a full time staff member, specifically working with partners to target 'hard-to-reach' groups of learners to offer them a learning programme of SQA Core Skills. This dedicated funding lasts until March next. Additionally, the 'core team' have a Development Worker who, alongside her general ALN remit, has a remit for Core Skills developments. Other ALN workers in the team – 'workplace literacies'; 'youth literacies' – would also be promoting accredited learning opportunities within a range of contexts. Tutors and other learners help promote accredited learning also.

Encouraging accredited learning

It is a process – starting from helping learners to set their own goals and produce their own Learning Plans and be actively involved in review of their learning. Learners are encouraged to think about short-term and longer-term goals, throughout this process. It starts with the initial interview when learners are encouraged to think about and articulate their learning goals. By means of a 'measurement wheel' they are asked to plot on a scale of 1 to 10, how confident and competent they feel about their Literacy or Numeracy. This 'self-assessment' process is continued once the learner is in provision, by means of a Learning Plan and review-of-learning. Learners in ALN provision would be asked regularly to 'measure' where they feel they are at that point, against where they were at the last review discussion.

Learners in SQA Core Skills provision have their Individual Learning Plans and review-of-learning (self-assessment) pro-formas linked to the SQA Learning Outcomes. Through this process, Tutors would encourage learners who they felt were confident and competent to think about accredited learning. They would then give those learners lots of practice activities – formative assessment materials – to encourage them still further and to allay fears about gaining 'a certificate'.

The Inverclyde ALN staff have a good range of exemplars which are used with learners in the learning planning/review-of-learning process. They additionally give every ALN learner a 'portfolio' which encourages learners to review pieces of writing they have produced; to choose ones which they think are their best to include in their portfolio; to give a rationale for choosing the pieces they have included and to evidence their achievements. This ensures that every learner is actively involved in thinking about and articulating to staff and other learners, and in writing, what achievements have been made. Often out of this process/work comes a realisation and articulation of an interest in accredited learning.

Inverclyde staff said that for them, the most significant outcome was seeing learners' confidence in themselves as learners grow. They feel that this is a trigger to learners 'moving on' and undertaking other learning, for example, Numeracy or ECDL.

Delivery of accredited learning

Tutors felt that there was a reluctance among quite a number of learners – particularly within specific groups – to go into a college setting for accredited learning. Therefore it was very important that SQA Core Skills should be offered within community-based adult learning.

SQA Literacy and Numeracy is offered to ALN learners within a range of formats and contexts: one-to-one with volunteer tutor support; ALN roll-on/roll-off groups; within partnership projects, working with targeted client groups; a variety of workplace contexts whether it be to support other accreditation, for example SVQ 2 in Care for Social Work staff or Core Skills for call centre staff. Recent partnership developments included an embedded Core Skills package designed for young people (More Choices, More Chances and Youth Literacies) and a Financial Education project embedding a Communication unit.

An impressive SQA delivery infrastructure has been created in Inverclyde. Tutors are always encouraged and supported to deliver accredited learning, if that is what their learners want:

'Support for part-time sessional staff delivering SQA Communication and Numeracy in Inverclyde is first class.'

All part-time sessional tutors are given 'SQA Core Skills awareness-raising training'. Further training is on offer for those tutors who want to deliver accredited learning. Each tutor has a Development Officer to support them in their work, who would be supportive of accredited learning delivery and in addition, the 'core team' have 2 dedicated Core Skills staff in place to give advice and guidance to pt sessional tutors. Some tutors then train as assessors and additionally SQA staff may be involved in that process.

For staff and tutors there is no tension between a social practice approach and the delivery of SQA accredited learning:

'The onus is on the learner. We take the lead from them. We would ask them for feedback on the appropriateness and relevance of the teaching and learning materials.'

Tutors use, and encourage the use of, learners' own resources, for example work-related issues and materials; peoples' hobbies and interests; topical issues and local news. They find that this provides a good source of material for formative assessments that relate directly to peoples' lives and the wider community. Additionally, when working with specific groups of learners, for example the Headway Project (learners who have experienced head injuries), the tutor would devise assessment materials around information fliers and other material relating to head injuries.

ALN 'core team' staff are available to give support, advice and direction on use of SQA assessment materials. They also encourage tutors to use the Teaching and Learning Resources base at the Centre and to make use of appropriate websites for 'levelled' materials.

Future possibilities

Staff seemed very positive and optimistic about ALN in Inverclyde. However, they pointed out that CRF funding for the Core Skills Partnership worker finished at the end of March. They said that funding was always an issue in terms of developing a quality service.

Other challenges for them, as tutors, included the following:

- Having learners doing different levels of accreditation in the same group.
- The nature of some of the client groups, e.g. learners with drug and alcohol-related problems and those with chaotic lifestyles which make regular attendance and commitment to accredited learning much more problematic. As they target and work with the 'harder to reach' learner, this will get more difficult – for both learner and tutor.
- Sometimes the context of the delivery is a challenge, for example in the workplace. There may be a very limited time available to deliver accredited learning and sometimes workplace learners are being asked to undertake learning in a very disadvantageous way, for example, at the beginning or at the end of a 12-hour shift. This will affect peoples' ability and commitment to learning.

Case Study 4

Scottish Borders ALN Partnership Interview with Claire Stewart, Partnership Coordinator

What is the purpose of accredited learning?

It is to enable the achievement of the learner to be valued and measured against an external framework. It is an option so that ALN learners are not at a disadvantage compared with other learners so it is an equity issue for learners who get their provision in the community. It is offered as an option to all learners so that their learning can be accredited if they want it to be.

Publicity/promotion of accredited learning

The learner leaflet outlines accreditation as one of many opportunities available to learners and this leaflet is distributed to agencies as well as directly to potential learners. Each geographical area may provide additional information about opportunities and some may prioritise accredited learning opportunities.

Encouraging accredited learning

When new learners are registered they are asked if they want qualifications and this opportunity is offered again if learners have said no at the beginning of their programme. If it looks as if a learner may meet the outcomes of a Communications or Numeracy Unit then the tutor would encourage them to work towards this. In this way, accreditation is embedded in the learning that the learner has negotiated and linked to the Individual Learning Plan.

Delivery of accredited learning

Within Scottish Borders Council, Community Learning and Development is an SQA centre. All the literacies tutors can deliver accredited learning in different geographical area. Most tutors are assessors, with cross-assessing and sampling supporting the internal verification processes. Tutors have specific training sessions on assessing SQA units and levelling the work through the literacies partnership training and are also supported by the SQA coordinator in this and the use of SQA systems. Some accredited learning is delivered with CLD field workers. Sessional staff do not always attend training so it is difficult to say if everyone understands accreditation. The SQA Coordinator for the SQA centre for Community Learning and Development for the Council also offers one-to-one support for tutors if necessary as well as other awareness raising and training opportunities.

Tutors use the SQA national assessment bank material (NABs), and resources and assessments are developed locally to meet specific interests of learners. Moderation and levelling are the main issues here because learning is led by the learners' interests and their ILP rather than by the unit of assessment.

Administration

The SQA Co-ordinator is responsible for the systems, together with clerical support. Tutors provide internal verification (cross assessing) for each other across different geographical areas and meet with each other and the CLD head of the SQA centre in the Council, as appropriate. Details of learners achieving accreditation are provided for the Literacies End of Year Report, this is not difficult as only about 10 literacies learners receive accreditation each year.

Progression pathways

Accreditation opportunities are seen as a progression route for learners, where such opportunities are regarded as an aspect of learner choice. If learners move on from a non-accredited opportunity to accredited learning, this is recorded as an achievement. Learners are tracked through successive ILPs so their progression within literacies learning and their intentions on leaving are known. No longitudinal tracking is done after they have left provision so outcomes that are achieved after tuition are not necessarily known about.

There is a structure, supported by guidance, within the Partnership that leads to accreditation and further learning opportunities, for example CLD based learners might gain communications as a pre-entry qualification to vocational courses at Borders College.

Future possibilities

The new 10-hour units will be helpful but accreditation needs to be seen as only one way of many whereby learners' achievements can be recognised. The SQA coordinator is currently carrying out a survey of the ways in which learners' achievements are recognised within CL&D in the Borders. *'I personally believe that the other ways of recognising achievement, such as the Adult Learners' Awards and indicators of distance travelled, ought to have parity of esteem.'* The RAL project (ESF Funded Rural Adult Learning for CBAL/employability outcomes) is developing a portfolio that learners can take to any provider as evidence of achievement. This would mean that learners' learning journeys could be recognised and tracked across a range of learning provision.

Recognising learning appropriately is going to be the focus of the next learner/practitioner seminar that has the title 'Success: what does it mean to us?' Learners' views of success and of the various ways of representing success will be explored. Accreditation currently makes success visible to others but it might not be the best way of doing this. The SCQF offers a framework that would enable many kinds of learning and courses to be levelled, including ILPs. This would open up lots of possibilities but there would be big questions about how this could be moderated.

Tuition in Duns and Eyemouth

Interview with the Adult Learning Worker based in Duns and the Adult Learning Worker based in Eyemouth.

What is the main purpose of accreditation?

It is a way of recognising achievement that is 'chuffing' to the learners. Quite a lot of learners have had a bad experience at school and it builds their confidence to achieve a national qualification. Accreditation through SQA is learner-centred and builds on the goals that they have selected and also provides a structure to the learning.

Publicity/promotion of accredited learning

The learner leaflet lists accreditation as an opportunity available to learners and in the induction interview learners are asked if they want accreditation in Communication, Numeracy or ESOL.

Encouraging accredited learning

Some people will opt in at the initial registration stage but if they don't they are asked again to make sure they are always aware that it is an option available to them. Accreditation is embedded in the learning and linked to the ILP so if it looks as if a learner may meet the outcomes of the Communications, Numeracy or ESOL Units then they are encouraged to work towards the qualification. It is always explained to learners that accreditation is not going to be about examinations and tests as many have only experienced these forms of assessment at school. Accreditation is always about making sure you take it back to what the learner wants to do. You often have to encourage learners that accreditation is available to them when they are ready and one way is to show that it is the real thing and the same as the qualifications their children are doing at school even though it's delivered in the community.

People who achieve Communications may want to try Numeracy and vice versa and this option is always offered and encouraged. Some people would like to move on but the only option after Intermediate 1 is Open Learning through one of the Colleges and this can be a bit difficult for learners. Tutors can sometimes act as mentors to people who are doing Intermediate 2 through Open Learning.

Delivery of accredited learning

All tutors can deliver accredited learning in their geographical area and all are assessors. These tutors have a lot of experience of accreditation now but can still get help from the Partnership coordinator, the SQA coordinator or each other if there are any difficulties. Any time new systems are introduced there is a training session to make sure that tutors understand what is happening.

The seven tutors act as a team across the Borders so they will help new people when they start accreditation. They suggested that you have to take the plunge at first but there is a lot of handholding when you start. After you have done a couple of Units then it becomes okay. The Numeracy Unit is easier as there are lots of National Assessment Bank (NABS) materials that can be used for assessment so you know that the work is at the right standard. The Communications Unit is not as straightforward as the work that goes on is much more varied. Once you have some experience of working with SQA Units this gives you a way of working and assessing what level people are at. In order to do this you might try some of the NAB materials as this enables you to learn what SQA want once you have done a few. Also doing some work with the learner gives you an idea of what they can do in order to decide what level to go for. Learners may find some parts of the Communications Unit sticky with some difficult sections such as understanding texts and answering questions. So it is can be necessary to do quite a lot of work on one learning outcome.

The tutors do share materials, (e.g. alternative questions for Numeracy assessments) but in Communications, the tutors' aim is to choose texts based on the learner's individual interests and so it is not necessarily helpful to share. For example, one learner is very interested in snakes so that is the focus of learning for her Communications Unit.

If tutors are worried about accreditation themselves and not sure about what they are doing, then this can make it difficult for learners to be confident themselves. The tutor needs to be relaxed and confident about accreditation and then the learner will be as well.

Administration

New tutors find it hard getting to grips with the paperwork at first. It used to be overwhelming but has been simplified a bit recently. It is cumbersome for tutors and can be off putting to learners so has to be presented to them in a positive way. So, for example, the Unit descriptor is given to learners but they are provided with a clear explanation of what it means at the same time.

Tutors register a student and then get the forms back and can then start to build the portfolio. Once the portfolio is ready it is sent to the SQA coordinator who acts as the Internal Verifier. People are registered at the point the learner decides they are going for a qualification. This might be at the beginning of their programme but sometimes learners might be registered after they have started if they need to think about accreditation. Tutors want to be able to say to learners 'look at the evidence you have already got to show what you have done' and then register them after they are more confident as some would find the thought of accreditation at an earlier stage too difficult.

Progression pathways

Having a qualification gives people confidence and enables them to move on to employment or to change their jobs as well as progressing on from the community based programme into other qualifications through open learning opportunities. If a learner is specifically interested in gaining employment or changing jobs then it is possible to build the work around Communications in developing job-seeking skills.

The Scottish Borders gives all their learners a certificate of achievement once they have achieved their learning goals, which are detailed on the back, and these are presented either at the exit point for each learner or annually. Accredited learning is one part of the way in which learner achievement is recognised. All the tutors work in very learner centred ways so accreditation is one way of working from where learners are to where they want to go as a progression pathway.

Future possibilities

The Tutors would like to be able to offer more Units over a wider geographical area. They have been encouraged to think 'out of the box' about provision that they currently offer that could be accredited. The department has recently developed an accredited version of a confidence building course and it would also be good to offer accreditation for basic IT skills. It would also be good to offer accredited learning in smaller centres and with crèche provision. Some villages don't have any facilities where learners could meet, so this limits the geographical spread of provision. In addition the Tutors are mainly part-time (20 hours) and covering fairly wide geographical areas so that limits what can be done.

Conclusion: Supporting the Accreditation of Learning

In this final section the findings from the questionnaire and the case studies are drawn on to outline the main barriers to accreditation in relation to: staff training and support; teaching and learning resources; progression routes; and to provide recommendations about possible ways of overcoming them in order to support the accreditation of learning.

Staff training and support needs

The data from the survey and case study discussions suggest that the single biggest challenge that respondents from outside the college sector have in developing and delivering accredited learning opportunities is training and supporting staff. Concerns about staff capacity are linked to time constraints and uncertainties about future funding beyond March 2008, which makes forward planning problematic.

Respondents frequently refer to a lack of confidence and competence among staff – from organising/co-ordinating staff, to part time sessional tutors and volunteer assistant tutors. Given that the main potential for the development and expansion of accredited learning lies in provision from outside the colleges, this will necessitate a stepping-up of staff training and support in order to ensure greater numbers of ALN learners having access to accredited learning opportunities.

The survey shows that partnerships would like to offer more accredited learning but many respondents state that a lack of trained and experienced tutors and limited staff time and capacity to 'grow the professional field' are the main constraints. The following quotes reflect respondents' views in this respect:

- *'Primarily time constraints but also lack of trained/experienced tutors; lack of confidence, skills and knowledge among professional staff.'*
- *'Staff need a greater understanding of what is required from them and learners to achieve qualifications.'*
- *'Development workers are familiar with the SQA structure, but not modules available, or the levels. We work with a lot of volunteer tutors, none of whom would be familiar with accredited learning.'*
- *'Getting the right training and support. Understanding the coursework and being confident in the delivery of it.'*

Some respondents also cited specific staff training and support needs. For example:

- *'Need more staff development on levels and how to use and embed into current practice rather than as stand-alone.'*
- *'Numeracy is a new area for accreditation within the organisation [and this has implications staff development].'*
- *'Training about accredited courses and how to develop and run one.'*
- *'It varies from basic introductory training about the language, etc. of SQA to looking at examples of materials and understanding levels and how to adapt materials.'*
- *'Training tutors to be able to deliver and assess learning outcomes at the appropriate levels and to support the assessment process.'*

In the next section the responses and requests for staff training and support are broken down and discussed under the following areas:

- Awareness-raising training.
- Support in developing accredited learning provision.
- Ongoing training and support for delivery.

Awareness-raising training

Some of the comments from respondents point to a basic lack of knowledge and understanding about accredited learning and how SQA Units can now be delivered within community-based settings. The following responses reflect a feeling of distance and lack of 'ownership' of accredited learning and the need for further awareness-raising training:

- *'Our staff should be concerned with tutoring and learning (which include the key job of formative assessment) rather than accreditation. We should not have to be responsible for learning a complicated and arcane procedure for doing the SQA's work for it.'*
- *'The main barrier for me would be complicated SQA rules and regulations and paperwork, and also the requirement to train everyone in SQA procedures. Unfortunately, most of the SQA requirements and criteria I have myself encountered seem to be devised (and artificially so) for the convenience of markers rather than learners. I am, however, open to persuasion about this.'*

In addition, issues of Internal Verification and the need for Assessors awards before accreditation can be offered to learners were raised by several respondents and a few refer to not having staff appropriately qualified with Assessors and Internal Verifiers Awards so lack of knowledge and understanding is acting as a barrier to further developments. Perhaps fears about the lengthy and bureaucratic processes of SQA accreditation being a disincentive could be allayed by Partners seeing that SQA procedures and paperwork need not now be onerous. Further, examples of partnership work could be evidenced to encourage a shared delivery of accredited learning within ALN. The Eastbank Centre, Glasgow shows how community-based ALN colleagues recruited the learners and John Wheatley College staff are delivering the course and dealing with the SQA procedures and paperwork in accrediting the learners. This is an example of partnership work at local level that could be encouraged throughout the ALN Partnerships.

There appears to be a need to 'de-mystify' what is actually involved in offering SQA Core Skills units within a community-based setting. It would seem there is a need to raise levels of understanding about the process of accredited learning. That offering SQA provision in the course of working with learners is not only possible but also essential to developing good practice. For example, staff in Inverclyde are encouraged and supported to deliver accredited learning, if that is what their learners want. All part-time sessional tutors are given SQA Core Skills awareness-raising training. Further training is on offer for those tutors who want to deliver accredited learning.

Support in developing accredited learning

The 'portfolio building' approach lends itself to a community-based ALN context but it appears that only some respondents know how effective it can be in delivering accredited learning within general ALN provision. Learners in their weekly groups can be encouraged via a range of practice activities to feel less anxious about the concept of accreditation and that they can achieve an award for their work. An SQA 'portfolio approach' is a 'natural' way of embedding an SQA option into provision. For example, staff in the Glasgow, Inverclyde and Scottish Borders case studies regard accredited learning as an integral part of the process of learning. SQA Core Skills are not seen as 'out there' but as part of a social-practice approach and process of enabling learners to achieve their goals. Learners are encouraged to think about accredited learning from the initial interview stage and possibilities for accredited learning are flagged up in general ALN publicity as well as discrete, targeted publicity. Learners are also encouraged to consider accredited learning, if appropriate, through goal setting and in the regular review and evaluation of their learning.

Additionally, the issue of becoming an SQA accredited centre is given as a major barrier by some to offering accredited learning. However, as can be seen from the good practice case studies, within individual Partnerships, Partners could be encouraged and supported to develop closer working that might help overcome some of these perceived 'administrative' barriers. A sharing of strengths and expertise, at local level, could overcome some of the concerns raised.

In Inverclyde, out of the 20 part-time sessional staff who have undergone initial awareness-raising training, there is a core that wishes to deliver SQA units. They have formed 'an assessors group' to support each other in delivery issues and practice. This core of staff continues to build their expertise with in-service training and development. Similarly, in the Scottish Borders area, all tutors are 'assessors', and support each other with some cross assessing and sampling which supports the internal verification process.

From some of the responses given, it appears that the effectiveness and benefits of this approach need to be stressed and included in awareness-raising workshops or 'problem-solving' sessions at local level.

Ongoing training and support for delivery

From the case studies, it can be seen that what is necessary for an expansion of ALN accredited learning is the creation and maintenance, at local level, of an 'infra-structure' to support it.

In the Scottish Borders, tutors receive specific SQA training and are then supported by CLD fieldwork teams and the SQA co-ordinator. Similarly, a thorough SQA delivery infra-structure has been established in Inverclyde. In addition to SQA Core Skills awareness-raising training, followed by in-service for those tutors who want to deliver accredited learning, each tutor also has an ALN Development Officer to support them in their work. Currently, Inverclyde's 'core ALN team' also has two dedicated Core Skills staff in place to give advice, guidance and support to pt sessional Tutors and volunteer tutors delivering Core Skills.

If accredited learning is to be greatly expanded outside of college settings, a key element would seem to be the appointment of staff with a dedicated remit to oversee the development and delivery of SQA accredited learning in their area.

Teaching and learning resources to support accredited learning

The need for the development and production of appropriate quality teaching and learning resources to support accredited learning was raised by a number of respondents. For example:

- *'Training and time for development of materials and assessment materials to support learning in ways that support the Social Practices model.'*
- *'Training so that tutors would feel confident about developing resources at the correct level.'*
- *'The materials we already have would need to be levelled.'*
- *'Resources should be provided nationally.'*

The issues raised by the above comments, include a basic lack of information about what SQA assessment materials are available and how to access them. A perceived shortage of teaching and learning resources that 'fit' a social practices approach is also an issue for some areas. However, if a learner-centred approach is taken then it follows that the production of suitable learning materials should not present any additional problems for staff, over and above the time involved in creating them. It appears to be more to do with a lack of understanding about how SQA accredited learning can work, and how easy it can be to work with learners seeking accredited provision.

For staff and tutors in Inverclyde, there is no tension between a social practices approach and the delivery of accredited learning:

'The onus is on the learner. We take the lead from them. We would ask them for feedback on the appropriateness and relevance of the teaching and learning materials.'

Tutors take a steer from their learners and use materials which are of specific and of general interest to them as adult learners, parents and citizens. These provide a good source of material for formative assessments and relate to learners lives. Their ALN 'core team' also give support, advice and direction on use of SQA assessment materials. There is a teaching and learning resource base at the main Centre, part of which includes accredited learning materials. In the Scottish Borders, tutors use the SQA bank of teaching and learning resources, other materials are developed locally to meet specific interests of individual learners and tutors are encouraged to share materials. Similarly in the WEA Highland case study a range of resources are made available for shared use. For example, a tutor adapted an 'assessment tool', for use with a newspaper article, for meeting one of Access 3 Communication's learning outcomes.

Progression routes

Issues of 'progression' were raised by responses to the on-line survey and by discussions arising from the case studies. A number of respondents said they refer learners on to colleges if they wished to gain accreditation:

- *'When our learners are ready, we offer guidance towards college.'*
- *'We would love to [offer accreditation], and have in the past, but local colleges cannot/won't organise it for us now.'*
- *'We send our learners to the college!'*
- *'The highest accredited learning we can offer is below Access levels, anything higher than this we have to send a learner to the FE sector.'*

Whilst the development of formal progression routes between partners at local level is essential, it would be a pity if progression to accredited learning was seen as being solely the domain of colleges. For example, the Glasgow City Partnership has a strategic aim to provide progression routes for learners. Their next step is to discuss 'bridging courses' and to develop some pilot programmes that will support learners moving from one provider/context to another.

However, information from the Glasgow City case study shows that some learners do not necessarily regard accreditation as part of what they want to achieve. Others may not be ready, or know enough about accredited learning and may lack the confidence, self-esteem and life-style at any point in time. It is important that a hierarchy of learning and learning opportunities, with accreditation being as being seen as the most valuable, is not introduced by default.

The Highland case study demonstrates the complex nature of 'progression'. There, learners moving from one-to-one into group work and onto accredited learning is seen as a progression route. Progression in learning happens within provision as well as in 'moving on' to another provider. The Highland Partnership is looking at learning options available across the area and is in discussion regarding what is meant by progression and what this means to the learner.

The Scottish Borders Partnership too is reflecting on ways in which learners' achievements can be recognised. Accreditation is regarded as a very important way of measuring progress in learning so the SQA Co-ordinator is currently carrying out a survey of the ways in which learners' achievements are recognised.

Partnerships are bound in their End-Year-Reporting process to collect and collate data on numbers of learners achieving the Core Skills units. Glasgow City Partnership, via its LOTIS, now has a clearer picture of what accredited provision is offered across the city and whether or not it is supporting learners' goals. Similarly, the Inverclyde Partnership identified gaps in provision through a Guidance and Progression conference. It has taken 2 years to achieve a Service Level Agreement with their local college and discussions have begun about the need to deliver more community-based units, 'next step' courses and pre-access provision. This Partnership agreement to formulate a 'transitional' programme between their agencies and college is indeed a big step forward in providing more substantial learning opportunities for ALN learners. However, the 'core team' there work closely with a range of partners, not just colleges and are mindful of the findings of a recent learner consultation exercise. This learner survey showed that for some it was too big a jump to go from a very small group straight into college provision.

Recommendations

Staff training and support

- 1) The 'SQA Road-shows' and other initial information workshops have been useful but what is now necessary is an awareness-raising programme, specifically in relation to tackling some of the challenges and issues of accredited learning within community-based ALN. This could take the form of a range of 'problem-solving' workshops that can be customised to support and encourage the development of accredited learning in the Partnership's agencies that could be organised at a local level to enable the sharing of good practice.
- 2) Nationally, an Accredited Learning Network that would enable staff to share good practice and support each other could be established to promote the expansion of accredited learning across Scotland.

Teaching and learning resources

- 1) Promotion of teaching and learning resources, which might be used for formative and summative activities, should be undertaken by publicising a variety of sources, including websites, and additionally by flagging up 'levelled' materials via the Learning Connections ALO resources website.
- 2) In addition a national seminar/workshop might be organised to stimulate further development of accredited learning in ALN, and exemplars of effective teaching and learning ideas and resource packs could be showcased.

Progression routes

- 1) Further investigation of the bureaucratic and financial barriers to collaboration between community-based providers and colleges should be undertaken in order to find ways of overcoming them.
- 2) ALN Partnerships should be encouraged to identify gaps in provision and investigate how they might be addressed through clearer progression routes for learners.

Appendix I

Part 1 Assessment strategies used in your organisation

We are looking to identify the different approaches to accreditation across Scotland in a range of settings. We are interested in your viewpoint as someone who delivers literacies learning and appreciate your taking the time to answer these questions Thank you for participating in our survey. Your feedback is important.

1) The ALN Curriculum Framework (CF) identifies six broad purposes for assessment outlined below. Please tell us which do you use with literacies learners:

a) Alerting tools (to identify if someone has a learning need)

Yes

If 'yes', please tell us what you do

No

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b) Placing tools (to give an indication of the level of the appropriate class)

Yes

If 'yes', please tell us what you do

No

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c) Diagnostic assessment (to identify a learner's current skills and understanding)

Yes

If 'yes', please tell us what you do

No

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d) Alerting tools (to identify if someone has a learning need)

Yes

If 'yes', please tell us what you do

No

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e) Summative assessment (to show that learners have met their learning goals and reached a certain standard of performance)

Yes

If 'yes', please tell us what you do

No

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f) Evaluation (to assess the strengths and weaknesses of the learning process)

Yes

If 'yes', please tell us what you do

No

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2) Does your organisation offer literacies learners accredited learning opportunities?

Yes

If 'no', tell us why your organisation does not offer accredited learning and go to question 11.

No

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Part 2 Accredited learning in your organisation

3) Has the Curriculum Framework and its subsequent training encouraged/ supported your organisation in its delivery of accredited learning?

Yes

If 'yes', in what ways?

No

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4) Do you offer SQA qualifications?

Yes

If 'no', do you offer other qualifications? Please specify what these are and go to question 8.

No

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5) Which of the following areas are offered? Please select all that apply by ticking the boxes.

- Core skill
- Personal development
- Other, please specify

.....

6) Which of the following Core Skills units do you offer your literacies learners?
Please select all that apply by ticking the boxes.

- Communication
- Numeracy
- ICT
- Problem-solving
- Working with others
- Other, please specify

.....

7) What levels within the SCQF do you offer? Please select all that apply by ticking the boxes.

- Access 2
- Access 3
- Intermediate 1
- Intermediate 2
- Other, please specify

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8) Does delivery of accredited learning in your Partnership provide a progression pathway for learners?

Yes

If 'yes', in what ways?

No

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9) How is accredited learning delivered in your organisation? Please select all that apply by ticking the boxes.

- A 'taster' programme
- Discrete courses
- Integrated/embedded in regular ALN group provision
- As support for FE college Open Learning units
- As outreach delivery in partnership with FE/other agencies
- Other, please specify

.....

10) Are you/your organisation aware of new SQA Core Skills developments?
e.g. changes in Access 2/3 units, development of Personal Development units.

Yes

No

Part 3 Delivering accredited learning

11) Would your organisation like to offer more accredited learning?

 Yes

What currently prevents you providing more?

 No

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12) Is 'accredited learning' a strategic objective within your Partnership?

 Yes No

13) What are the challenges in the delivery of accredited training?

Please select all that apply by ticking the boxes.

- Tutor confidence/competence
- Organising/developing staff confidence/competence
- Time to develop
- Need for staff training and support appropriate teaching and learning resources
- Budget
- Administrative issues
- No challenges have had to be met
- Other, please specify

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14) Please detail the training and support needs for staff in your organisation in relation to accredited learning.

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15) We intend to develop some examples of good practice in accreditation. Please could you provide a brief description, in no more than two or three sentences, of good practice in accreditation in your organisation.

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Personal details

Name:

Organisation:

Address:

.....

Telephone no.:

Email address:

Confidentiality

No one else, apart from the research team, will be able to access your submission and no personal details will be revealed to any outside party. We will only contact you if we need to check any of the details of the questionnaire.

Appendix II

Dear Colleague,

Credit Where Credit's Due: Recognising Literacies Learning

The Adult Literacy and Numeracy Curriculum Framework emphasises the importance of opportunities for progression for learners. For some, recognition of progress via Individual Learning Plans and achieving their own goals will be their preference; however, the option of more formal accreditation may well appeal to others.

We are writing to let you know that we have just been commissioned by the Scottish Government to carry out a research project that aims to identify and evaluate how ALN partnerships and networks have developed their approach to accreditation to ensure opportunities for all literacies learners.

The objectives of the research are:

- to map the approach and extent of accreditation of adult literacies learning
- to identify existing good practice and effective structures which support the accreditation of learning
- to determine potential barriers to accreditation
- to identify potential support/training needs within partnerships and networks in relation to accreditation.

The research team comprises Lyn Tett, Frances McLennan and Vivien Edwards who were involved in the Curriculum Framework project and are pleased to be able to contribute to the process of finding out how literacies learning is currently recognised.

The research team is aware that people working in ALN partnerships are very short of time so we propose to address most of the research objectives through an on-line questionnaire that can be completed in about 15 minutes. The questionnaire will ask for details of the provider and of the provision made and for the following information:

- The general approach to assessment (including formative as well as summative)
- The approach to accreditation
- What form the accreditation takes
- The structures which support the accreditation of learning
- The barriers to the accreditation of learning
- Support and training needs in relation to accreditation
- Examples of good practice

The questionnaire will mainly comprise closed questions that can be quickly answered with some open questions so people can comment more fully if they wish. We will also be undertaking case studies of four projects that exemplify good practice in a range of settings which we will identify from the completed questionnaires and from knowledge of the field.

We hope that you will be able to help us with this research by emailing an on-line questionnaire link to all those in your partnership that are delivering literacies learning. We intend that the questionnaire is available in mid September and it will be open for people to complete for up to three weeks. We will also be sending the questionnaire to Learning Connections literacies networks in order to get a range of individual views.

We will assume that you are able to do this unless you respond to this email by (closing date) and tell us that you are unable to take part in the research and forward the link to the partners that are delivering literacies learning. Alternatively if you consider that someone else would be more suitable to carry out this task can you forward their name and email address to us by (closing date) and we will contact them instead.

Thank you for your help in this important research.

Yours sincerely,

Lyn Tett, Vivien Edwards and Frances McLennan

Appendix III

Respondents

	Rural	Urban
Partnerships in General	<p>Aberdeenshire Council Aberdeenshire – LEAD Scotland Argyll & Bute – ALN in Cowal Argyll & Bute – CLP Borders – CLD Learning for All Borders – CLD Learning for All D & G – ALN Strategic Partnership D & G – CLD D & G – ALN Partnership D & G – ALN Partnership East Lothian – ALN East Renfrewshire Council Highland – Apex Highland – TAG Highland – WEA Highland – Youth Highland Moray – Essential Skills Orkney The Learning Link Perth and Kinross Council Perth – You Can Learn It Shetland – Adult Learning S. Ayrshire – Adult Learning S. Lanarkshire – Hamilton/Clydesdale CLD S. Lanarkshire – CLD S. Lanarkshire – Hamilton/Clydesdale W. Isles Council W. Isles – Training for Development</p>	<p>Aberdeen – Adult Learning Aberdeen – Adult Learning Aberdeen – ALN Aberdeen Foyer Aberdeen – Tillydrone Community Flat Aberdeen – WEA Clackmannanshire Training and Learning Centre Clackmannanshire Council Dundee – Discover Learning Dundee City Council E. Ayrshire – Essential Skills E. Ayrshire Library – Registration and Info. Service East Dunbartonshire Literacies Support Edinburgh – CBAL Edinburgh CLAN Edinburgh CLAN Edinburgh – Bridges Project Edinburgh University Settlement (CLAN) Edinburgh – CLD West Falkirk Adult Literacies Falkirk – Princes Trust Fife – ABE Fife – ABE Service Glasgow – NHS GGC Glasgow – Pollockshaws ALN Project Glasgow – Greater East Regeneration Agency Glasgow – Visibility Glasgow – WEA Inverclyde CLD – Adult Literacies MALANI N. Ayrshire – Adult Literacies Team N. Ayrshire – Social Services N. Lanarkshire Council N. Lanarkshire Partnership N. Lanarkshire – Growing the Care Sector Renfrewshire – Adult Literacies Stirling – ALN W. Dunbartonshire Comm. Lit. and Num (CLAN) West Lothian Literacies Partnership</p>

	Rural	Urban
Colleges	Aberdeenshire – Banff & Buchan College Borders College Dumfries and Galloway – Barony College Highland – Inverness College Perth College Shetland College	Clackmannanshire – Forth Valley College Edinburgh – Jewel and Esk College Edinburgh – Newbattle Abbey College Fife – Adam Smith College *Fife – Lauder College Glasgow – Langside College **N. Lanarkshire – Coatbridge College N. Lanarkshire – Cumbernauld College *N. Lanarkshire – Motherwell College *N. Lanarkshire – Motherwell College

* Motherwell College does accredited courses in HMP Greenock and HMP Peterhead; Lauder College does an accredited course in HMP Edinburgh.

** Coatbridge College working with North Lanarkshire ALN Partnership.

Appendix IV

ALN Accreditation Case Study Schedule

- 1) What is the main purpose of accreditation?
- 2) Publicity/promotion of accredited learning
- 3) Encouraging accredited learning
- 4) Delivery of accredited learning
- 5) Administration
- 6) Progression pathways
- 7) Future possibilities



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