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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | | GGH46: Supporting Adult Literacies Learning | | | | | | | | | | |
| **Unit** | | H3P6 33 Delivering and Developing Adult Literacies Learning | | | | | | | | | | |
| **Assignment** | | 1(of 2): Practice Based Assignment | | | | | | | | | | |
| **Candidate name** | |  | | | | | | | | | | |
| **PART A :**  Deliver a learning session to at least one adult Literacies Learner | | | | | | | | | | | | |
| **Witness’s name** | |  | | | | | | | | | | |
| **Placement venue** | |  | | | | | | | | | | |
| **Observation date** | |  | | | | | | | | | | |
| **Criteria** | | | | **Achieved**  **Yes/No** | | | **Comments** | | | | | |
| 1 | Has the candidate delivered a learning session that is relevant to the learner’s goals? | | |  | | |  | | | | | |
| 2 | Setting realistic, appropriate short and long term goals | | |  | | |  | | | | | |
| 3 | Has the candidate delivered a learning session that is at an appropriate level to challenge the learner but is achievable? | | |  | | |  | | | | | |
| 4 | Has the candidate used their communication skills effectively? For example: the use of active listening techniques and appropriate body language. | | |  | | |  | | | | | |
| 5 | Is it evident that the learning session has been planned in  negotiation with the adult literacies learner(s)? | | |  | | |  | | | | | |
| 6 | Has the candidate made use of appropriate learning styles during the session? | | |  | | |  | | | | | |
| 7 | Has the candidate incorporated the learner’s past experience and existing knowledge, skills and understanding into the session? | | |  | | |  | | | | | |
| 8 | Is the learning session relevant to the learner’s everyday life and individual goals? | | |  | | |  | | | | | |
| 9 | Has the candidate provided constructive feedback and encouraged the learner to evaluate the session? | | |  | | |  | | | | | |
| **PART B:**  Submit the following paperwork to demonstrate that you are supporting the cycle of learning**:** | | | | | | | | | | | | |
| **Paperwork Checklist (Candidate to complete)** | | | | | | | | | | | | |
| **Criteria** | | | **Evidence/ref number** | | | **Achieved Yes/No** | | **Comments** | | | | |
| The Session plan for the observed learning session that takes into account the learners everyday life, practices and current learning goals | | |  | | |  | |  | | | | |
| A copy of the adult literacies learner’s ILP | | |  | | |  | |  | | | | |
| The record of work that demonstrates that (1) it was negotiated with the learner, (2) records the learning. (3) evaluates the session and identified next steps | | |  | | |  | |  | | | | |
| A copy of the learning materials used during the observed session. | | |  | | |  | |  | | | | |
| **Feedback for Part A and B** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **I can confirm that I have observed the above named candidate during their observed practice session within an Adult Literacies group** | | | | | | | | | | | | |
| **Witness’s signature** | | |  | | | | | | **Date** | |  | |
| **Candidate signature** | | |  | | | | | | **Date** | |  | |
| **PART C**  Write a short reflective account of 200 words (+/-10%) describing what you would take into consideration when working with small groups of learners working towards common goals. The candidate can draw on experience from their placement. ( NB if the paperwork submitted for part B relates to a small group session then part C is not required. | | | | | | | | | | | | |
| **Word count 200 (+/- 10%)** | | |  | | | | | | | | | |
| **Achieved yes/no** | | |  | | | | | | | | | |
| **Feedback** | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Overall Feedback for Assignment 1**  (to be completed once the candidate has completed parts A,B and C) | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Assessors’ signature** | | | | |  | | | | | **Date** | |  |
| **Candidate signature** | | | | |  | | | | | **Date** | |  |
| **Internal verifier signature** | | | | |  | | | | | **Date** | |  |