Professional Development Award: Developing Literacies Learning Programmes for the Workplace

Professional Development Award: Developing Literacies Learning Programmes for the Workplace

The Scottish Government, Edinburgh 2008

© Crown copyright 2008

ISBN: 978-0-7559-5672-2

The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

Produced for the Scottish Government by RR Donnelley B54748 10/08

Published by the Scottish Government, October 2008

The text pages of this document are printed on recycled paper and are 100% recyclable

Acknowledgements

Learning Connections, part of the Scottish Government's Lifelong Learning Directorate funded the development of this training pack. The training pack development team would also like to thank the following individuals and organisations for their support and advice:

- Claire Alexander, Inverclyde Council
- Joan Black, JB Consultancy Services
- Bob Bissell, Educational Consultant
- Wendy Burton, Scottish Trades Union Congress
- Gordon Craig, Skills Development Scotland
- Teresa Dolan, Training & Enterprise Development
- Ian McCallum, Stow College
- Scottish Qualifications Authority
- Stephen Waitkins, Glasgow City Council
- Eddie White, North Lanarkshire Council

Many thanks also to the practitioners who attended the pilot training course in early 2007, for their participation and help in evaluating the course.

The Development Team

The qualification and training pack were developed by:

- Norrie Crocker, Project Manager
- Siobhan McCready, Inverclyde Council
- Richard McGilvray, City of Dundee Council
- Liz Thomson, 3D Consultancy (UK) Limited

Contents

Section 1	**Introduction**
Section 2	**Resources and Further Information**
Section 3	**Learning Review and Session Evaluation Forms**
Section 4	**Unit 1** ***Developing Literacies Learning Programmes for the Workplace: Policy and Practice***
Section 5	**Unit 2** ***Developing Literacies Learning Programmes for the Workplace: Raising Awareness***
Section 6	**Unit 3** ***Developing Literacies Learning Programmes for the Workplace: Planning for the Delivery of Learning Programmes***

Section 1

Introduction

Contents

	Page
Introduction to the Pack	1
Programme Overview	2
Suggested Programme for Course Delivery	8
Guidelines for Facilitators	9
Learning Review and Evaluation	10

Introduction to the Pack

This training pack can be used to support the delivery of a non-accredited training programme or an accredited programme for participants who choose to complete the assessment process for the SQA qualification *PDA: Developing Literacies Learning Programmes for the Workplace*.

The contents reflect the aims and learning outcomes of the PDA and the materials are presented in an order that reflects the suggested sequence for each Unit of the PDA.
The programme and sequence of delivery can be amended to suit your needs. The materials for each Unit are organised in separate sessions and course participants would benefit from completing all sessions in the Units.

Programme Overview

Unit 1

Session 1: Introducing the Unit

Welcome and introductions

Expectations

Unit Overview

- Aims and Outcomes
- Course Overview
- Schedule
- Accreditation

Learning Summary and review

Session 2: The Context of Adult Literacies in Scotland

Aims and Outcomes

Policy and Context

- *Adult Literacy and Numeracy in Scotland (ALNIS) Report 2001* and Subsequent Developments
- Government Policies Such as the Skills Strategy and Employability
- Strategic Priorities and Current Practice

Social Practice Approach to Adult Literacies

- Approach to Adult Literacies Learning in Scotland
- Comparative Approaches to Adult Literacies Learning in Other Countries
- *Adult Literacy and Numeracy Curriculum Framework for Scotland* (hereafter *Curriculum Framework*).
- Workplace Stakeholders' Perceptions of Literacies Learning

Learning Summary and Review

Session 3: The Scottish Labour Market

Aims and Outcomes

Business Terminology

Labour Market Information (LMI)

- Profile of Industry, Skills and Employment Trends in Scotland
- Sources of LMI
- Impact of LMI on Developing and Delivering Literacies Learning for the Workplace

Learning Summary and Review

Session 4: Understanding the Workplace

Aims and Outcomes

Key Stakeholders in the Workplace

Planning for the Delivery of Literacies Learning in the Workplace
- Process and Key Features
- Comparing Literacies Learning in Different Contexts

Using Literacies in the Workplace

Learning Summary and Review

Session 5: Making the Case for Literacies in the Workplace

Aims and Outcomes

How Business Works
- Organisational Culture
- Infrastructures, Working Patterns and Practices, Environment and Resources

Literacies Learning in the Workplace: Benefits and Barriers
- Perceived and Actual Barriers for Different Workplace Stakeholders
- Techniques, Strategies and Approaches to Address Barriers Presented by Stakeholders
- Communicating the Benefits for Individuals and Organisational Performance

Learning Summary and Review

Session 6: Learning Summary and Review

Aims and Outcomes

Reflection on Learning

Learning Outcomes

Applying the Learning

Action Planning

Evaluation

Unit Assessment

Unit 2

Session 1: Introducing the Unit

Welcome and Introductions

Expectations

Unit Overview

- Aims and Outcomes
- Course Overview
- Schedule
- Accreditation

Learning Summary and Review

Session 2: Building Relationships

Aims and Outcomes

Perceptions of Literacies Learning

Communicating with Key Stakeholders

Negotiation

Confidentiality and Problem Solving

Contracts and Agreements

Learning Summary and Review

Session 3: Getting to Know a Workplace

Aims and Outcomes

Identifying Literacies Learning Needs in a Workplace

Approaches and Resources for Conducting Needs Analysis

Sources of Information on Workplace Operation and Infrastructures

Learning Summary and Review

Session 4: Planning for Awareness Raising

Aims and Outcomes

The Marketing Cycle

Planning for Awareness Raising

Producing a Plan

Reviewing the Effectiveness of Awareness Raising Activities

Learning Summary and Review

Session 5: Engaging Workplace Stakeholders

Aims and Outcomes

Developing and Producing Materials

Planning to Raise Awareness and Promote Literacies Learning to Key Stakeholder Groups

Learning Summary and Review

Session 6: Learning and Summary Review

Aims and Outcomes

Reflection on Learning

Learning Outcomes

Applying the Learning

Action Planning

Evaluation

Unit Assessment

Unit 3

Session 1: Introducing the Unit

Welcome and Introductions

Expectations

Unit Overview

- Aims and Outcomes
- Course Overview
- Schedule
- Accreditation

Learning Summary and Review

Session 2: Models & Methods of Literacies Learning in the Workplace

Aims and Outcomes

Stakeholders' Expectations

Curriculum Themes and Topics

Delivery Models

Working with Groups

Learning Summary and Review

Session 3: Programme Design and Planning

Aims and Outcomes

Planning and Design

- Selecting a Delivery Model
- Designing a Learning Programme

Addressing the Challenges

Reviewing Case Practice

Learning Summary and Review

Session 4: Programme Delivery

Aims and Outcomes

Session Planning

Developing Resources

- Identifying and Reviewing Different Sources of Learning Materials
- Adapting and Design Resources

Learning Summary and Review

Session 5: Reviewing Progress

Aims and Outcomes

Assessing Learners' Needs and Producing Learning Plans

Roles and Responsibilities

- Identifying Sources of Additional Learning Support
- Referral and Signposting

Reviewing Learner Process

- Recording Learner Progress
- Confidentiality
- Opportunities for Progression

Learning Summary and Review

Session 6: Monitoring and Evaluation

Aims and Outcomes

Monitoring and Reviewing Achievements

- Techniques and Approaches
- Measuring Success

Recording and Reporting

Learning Summary and Review

Session 7: Learning Summary and Review

Aims and Outcomes

Reflection on Learning

Learning Outcomes

Applying the Learning

Action Planning

Evaluation

Unit Assessment

Suggested Programme for Course Delivery

The individual sessions reflect the learning outcomes of the Units as follows:

Unit	Session	Suggested Time
Developing Literacies Learning Programmes for the Workplace: Policy and Practice	Session 1: Introducing the Unit Session 2: The Context of Adult Literacies in Scotland Session 3: The Scottish Labour Market Session 4: Understanding the Workplace Session 5: Making the Case for Workplace Literacies Session 6: Learning Summary and Review	1 hour 30 minutes 2 hours 1 hour 2 hours 30 minutes 2 hours 2 hours Total: 11 hours
Developing Literacies Learning Programmes for the Workplace: Raising Awareness	Session 1: Introducing the Unit Session 2: Building Relationships Session 3: Getting to Know a Workplace Session 4: Planning for Awareness Raising Session 5: Engaging Workplace Stakeholders Session 6: Learning Summary and Review	1 hour 30 minutes 4 hours 3 hours 3 hours 2 hour 40 minutes 2 hours Total: 16 hours 10 minutes
Developing Literacies Learning Programmes for the Workplace: Planning for the Delivery of Learning Programmes	Session 1: Introducing the Unit Session 2: Models and Methods of Literacies Learning in the Workplace Session 3: Programme Design and Planning Process Session 4: Programme Delivery Process Session 5: Reviewing Progress Session 6: Monitoring and Evaluation Session 7: Learning and Summary Review	1 hour 30 minutes 3 hours 3 hours 30 minutes 3 hours 30 minutes 3 hours 45 minutes 3 hours 30 minutes 2 hours Total: 20 hours 45 minutes

Guidelines for Facilitators

Each of the three Units is organised as follows:

- Contents Page
- Aims and Outcomes of the Unit
- Programme Overview for the Unit
- Individual Sessions which include:
  - Contents Page
  - Aims and Outcomes of the Session
  - Facilitator Guidelines
  - Task Sheets
  - Handouts

Facilitator Guidelines for each session include:

Delivery Methods for Learning Activities	Suggested activities, methods and approaches that you can use with participants. You can adapt these as appropriate to your own delivery style, the needs and learning styles of participants and the resources available to you. They are related to the aims and learning outcomes of the session. There are Task Sheets and Handouts that correspond to some of the activities and you can use these with participants.
Timings	The times stated may be useful when you are planning training; however the timings are only estimates. The time taken will depend on the style of the facilitators, the number and experience of participants and the timetable for your programme.
Materials, Resources and Further Information	Details of Task Sheets and Handouts in the pack that accompany particular activities are indicated in this section. There are also suggestions for the resources and equipment that you might need. References to sources of further information are also given, both for your own preparation and participants' follow up research.
Learning Summary and Review	You can incorporate a variety of approaches to review learning and encourage participants to reflect on their learning. There are forms included in the pack that you can use or customise to suit your needs. You can use them for individual sessions or whole Units. If appropriate, you should also give guidance on assessment requirements to participants. Details of these are available on the SQA's website: www.sqa.org.uk
Key Learning Points	There is an outline of some key learning points for each session.

Learning Review and Evaluation

Introduction

There are a range of approaches that you can use to review learning, encourage participants to reflect on their learning, record key learning points and plan future actions to develop their learning and practice. You may also want to gather evaluative feedback on different aspects of the training.

You should decide on the most appropriate methods for your groups at different stages in the training. Some methods will be informal and participative, some may be more structured and others may focus on individual reflection.

The following guidelines and sample documents can be adapted as required and used with participants at appropriate stages during the training.

Personal Development Planning

Overview

Maintaining records of learning and training undertaken is a valuable aspect of participants evaluating their work, identifying areas for further development and providing evidence for access to, or accreditation of, formal training.

The materials and activities used during Unit sessions, and any follow up undertaken by participants, can contribute to a Portfolio of Evidence which can be used to prepare a Personal Learning/Development Plan or to provide evidence for access to, and credit towards, formally accredited qualifications.

Personal Learning/Development Plan

Participants' Personal Learning/Development Plans should reflect:

- a summary of participants' qualifications
- the skills and knowledge required for their role
- areas of their work in which they feel confident
- areas of their work remit which they could improve
- action planned to develop their skills, knowledge and competence
- record of training/learning undertaken, and
- short-term and long-term career goals.

There are many different methods and approaches that can support learning/training and participants should consider the most appropriate for their individual needs and circumstances.

These methods can include the following:

- In-service training courses
- External courses
- Accreditation
- Computer-based learning
- Job-rotation/work shadowing
- Coaching
- Demonstration
- Assignments
- Projects
- Guided reading
- Secondment

Participants should discuss their Personal Learning/Development Plan with their line managers.

Learning Summary and Review

The materials and guidelines in this Training Pack have been produced to support flexible delivery of this course. Depending on the delivery approach and scheduling you decide to follow, you should consider when it is appropriate to use these forms with participants.

It is helpful to review key learning points regularly to check understanding before introducing a new topic. You can use different methods and techniques to encourage all participants to review and reflect on their learning, consider how they might apply it in their practice and identify actions for further development.

The Learning Summary and Review Form included here can be used at regular stages in the training to encourage participants to record key learning points from Sessions and Units. These can then be kept in a Portfolio of Evidence and used by participants as a reference if/when completing a Personal Learning/Development Plan.

Evaluation

There are a range of different approaches that you can use to gather feedback from participants as part of the overall evaluation of the programme and training. The Evaluation Form included here can be used at appropriate stages of the training. Alternatively, you can adapt it or produce your own evaluation materials.

Portfolio of Evidence

In simple terms, a portfolio is a gathering of evidence of competence – proof of what you can do and a personal statement about you.

The evidence contained in participants' portfolios would provide details of their skills, knowledge and understanding. In addition, it could include details of past achievements and experience, usually in the form of Curriculum Vitae.

It is important that the material is presented clearly and contains the information required.

A portfolio can be built up over a period of time and evidence does not need to be in written form.

A portfolio of evidence could contribute to the recognition of prior learning process for appropriate qualifications.

Section 2

Resources and Further Information

Contents – Resources and Further Information

	Page
Useful links	13
Suggested Reading Materials	14
Understanding the Workplace: Glossary of Key Terminology	16
Glossary of Acronyms	22

Resources and Further Information

Useful links - Scotland

Learning Connections is part of the Scottish Government's Lifelong Learning Directorate and is a key source of information on policy, national developments and resources for adult literacy and numeracy in Scotland: www.scotland.gov.uk

www.thebigplus.com for information on Scotland's national awareness raising campaign

www.aloscotland.com for learning and teaching resources, training materials and relevant research and reports

www.skillsdevelopmentscotland.co.uk Skills Development Scotland is the national skills body

www.esolscotland.com for information on the adult ESOL strategy for Scotland, the national panel, ESOL provision and professional development opportunities for practitioners

www.dyslexiascotland.org.uk

Useful links - UK and International

Australia http://www.acal.edu.au/

Canada http://www.nald.ca

England www.dfes.gov.uk/readwriteplus

Ireland www.nala.ie

United States http://www.nifl.gov/

Wales http://www.basic-skills.co.uk/

www.dyslexiaaction.org.uk

www.enable.org.uk

Suggested Reading Materials

Theme/Topic	Title	Source
Policy Document	*Adult Literacy and Numeracy in Scotland Report (ALNIS) 2001*	www.scotland.gov.uk
Report	Report on the Scottish Adult and Literacy and Numeracy Strategy 2005/2006	www.scotland.gov.uk
Evaluation Report	Evaluation Report of the Phase One Adult Literacies Pathfinder Projects (October 2006)	www.scotland.gov.uk
Research Reports	Development of Guidelines for Workplace Literacies. A series of workplace literacies reports produced for the Scottish Government (January 2007)	www.aloscotland.com
Resource Pack	An Adult Literacy and Numeracy Curriculum Framework for Scotland (May 2005)	www.aloscotland.com
Toolkit	Big Plus for Business Toolkit (November 2004)	www.thebigplus.com
Policy Document	Workforce Plus: an Employability Framework for Scotland (2006)	www.scotland.gov.uk
Policy Document	Skills for Scotland: A Lifelong Skills Strategy	www.scotland.gov.uk
Policy Document	Working and Learning Together to Build Stronger Communities: Guidance for Community Learning and Development (2004)	www.scotland.gov.uk

Suggested Reading Materials continued …/

Theme/Topic	Title	Source
Policy Document	A Smart Successful Scotland: Ambitions for the Enterprise Networks (2001 and 2004)	www.scotland.gov.uk
Research Report	The Scottish Labour Market (2006)	www.futureskillsscotland.org.uk
Resource	Dyslexia Handbook for Adult Literacies in Scotland (October 2006)	www.aloscotland.com
Resource/Training Pack	Working in Groups with Adult Literacies Learners (2004)	www.aloscotland.com
Training Pack	An Introduction to Working with ESOL Learners (2006)	www.scotland.gov.uk
Policy Document	A Smart Successful Scotland: measuring progress towards a smart, successful Scotland (2006)	www.scotland.gov.uk

Understanding the Workplace: Glossary of Key Terminology

Cost benefit analysis	Technique designed to determine the feasibility of a project or plan by quantifying its costs and benefits to allow comparison of the returns from alternative forms of investment.
Demand side	Used in reference to the labour market to mean employers, as it is employing organisations who demand labour or workers.
Economic activity	Economically active adults are in employment, or unemployed but actively seeking work and are available for work. The activity rate measures the proportion of a population engaged in economic activity. It is reached by dividing the labour force by the population of working age, Activity rates can also be calculated for specific groups.
Economic inactivity	Economically inactive are people who are neither in employment or registered unemployed - e.g. those looking after the home / children or retired (and of working age) or those that have not sought work in the last four weeks and not available to start work.
Employability	Employability encompasses all the things that enable people to increase their chances of getting a job, staying in and progressing further in work. Details of related policy initiatives in Scotland can be found on www.scotland.gov.uk
Employee performance	An employee performance appraisal is part of a system of determining how well an individual employee is performing their duties – often linked to pay reviews
Human Resources (HR)	Within workplaces this refers to the individuals within the firm and to the portion of the firm's organisation that deals with recruitment, dismissal, training, and other personnel issues

ILO unemployment	Internationally agreed definition of unemployment, covering people aged 16 and over who are: (a) without a job, want a job, have actively sought work in the last four weeks and can start work in the next two weeks; or (b) out of work, have found a job and are waiting to start it in the next two weeks
Inertia	Momentum, or rather its lack. Used to describe how the difficulty of entering the labour market or finding a job increases over time for people with low employability
Investors in People (IiP)	Investors in People (IiP) is a voluntary assessment scheme backed by the Scottish Government. IiP was developed in 1990 through a partnership of businesses and other national organisations. The scheme aims to improve organisational performance through better planning, implementation and evaluation of learning and development programmes, across organisations of all sizes and sectors.
JIT production	Just In Time (JIT) is an inventory strategy implemented to improve the return on investment of a business by reducing in-process inventory and its associated costs. The process is driven by a series of signals that tell production processes to make the next part. These are usually simple visual signals, such as the presence or absence of a part on a shelf. JIT can lead to dramatic improvements in a manufacturing organisation's return on investment, quality, and efficiency when implemented correctly. New stock is ordered when stock reaches the re-order level. This saves warehouse space and costs. However, one drawback of the JIT system is that the re-order level is determined by historical demand. If demand rises above the historical average planning duration demand, the firm could deplete inventory and cause customer service issues.
Job coaching	On the job coaching, training and support by a more experienced member of staff – usually one to one over a short period of time.

LMI **Labour Market Intelligence**	Labour Market Intelligence is factual information about a range of subjects to do with the world of work, employment and employers including information on, for example: • the world of work – what people do in their jobs, what employers want them to do; • existing and potential workers - people in work, who are not working but want to, or will be looking for work in the future; and • employers - companies, organisations, industries in the public, private and voluntary sectors. Further details can be found at www.futureskillsscotland.org.uk
Occupations	The types of jobs that people do in terms of their role or function - for example, engineer, driver, teacher, care worker.
ONA **Organisational Needs Analysis**	By using an ONA in the workplace, employers gain insight into what people the organisation will need, and what people are available to meet those needs. In creating this understanding of the gaps between an organisation's demand and the available workforce supply, organisations are able to create and target programmes, approaches and develop strategies to close the gaps through staff training and development, recruitment or revised work practices.

Piecework	**Piece work** or **piecework** describes types of employment in which a worker is paid a fixed piece rate for each unit produced or action performed. Piece work is also a form of Performance-Related Pay (PRP) and is the oldest form of performance pay. In a manufacturing setting, the output of piece work can be measured by the number of physical items (pieces) produced, such as when a garment worker is paid per seam completed, regardless of the time required. In a service setting, the output of piece work can be measured by the number of operations completed, as when a telemarketer is paid by the number of calls made or completed, regardless of the outcome of the calls (pay for only certain positive outcomes is more likely to be called a sales commission or incentive pay).
Production targets	Many industries, particularly manufacturing or service sector set targets which employees are encouraged/aim to meet. These are often linked to bonus schemes/rewards
Productivity levels	In a business or industrial context, the ratio of output production to input effort. The productivity ratio is an indicator of the efficiency with which an enterprise converts its resources (inputs) into finished goods or services (outputs). If the goal is to increase productivity, this can be done by producing more output with the same level of input. One problem with trying to measure productivity is that a decision must be made in terms of identifying the inputs and outputs and how they will be measured. This is relatively easy when productivity of an individual is considered, but it becomes difficult when productivity involves a whole company.
Return on investment	**Return on Investment (ROI)** is the ratio of money gained or lost on an investment to the amount of money invested. The amount of money gained or lost may be referred to as interest, profit/loss, gain/loss, or net income/loss. The money invested may be referred to as the asset, capital, principal, or the cost basis of the investment.

SDR **Staff Development and Review**	Staff are given the opportunity to discuss their jobs and their careers at least once a year All staff receive on-going training and development as they and their jobs develop and are given appropriate training, development and support
Sectors or Industries	The main types of activities that employing organisations are involved in. For example, financial services, construction, agriculture.
Skill deficiency	Term used to collectively describe both skill shortages and gaps together.
Skills' gaps	Emerge when the employer judges the skill(s) of an existing employee or workforce to fall short of the desired proficiency.
Skills' shortage	Defined as a hard-to-fill vacancy that occurs when applicants lack the required skills, experience or qualifications.
SME **Small Medium Enterprises**	Small and medium-sized enterprises (SMEs) There is no single definition of a small to medium sized firm, mainly because of the wide diversity of businesses. Whether a company is defined as being "small" or "medium" depends largely on the sector. It may be more appropriate to define size by the number of employees in some sectors but more suitable to use turnover in others. Definition of SME's are: Small – no more than 50 employees Medium – no more than 250 employees
Supply side	Term used to refer to people in the labour market - i.e. it is people who supply their labour.

SVQs	Scottish Vocational Qualifications (SVQs) are work-related, competence-based qualifications. Equivalent qualifications delivered in England and Wales are NVQs.
TNA	Training Needs Analysis - an assessment of the training requirements of an organisation's workforce usually carried out by interviews and/or questionnaires.
Training suppliers	A wide range of organisations and individuals who are equipped to provide training to meet employers' needs.
ULR **Union Learning Representative**	Union Learning Representatives are appointed by recognised trade unions with certain rights concerning learning in the workplace, as outlined in the Employment Act 2002.
Wastage rates	Organisations sometimes suffer from high levels of 'wastage' – staff come and go more quickly than in other organisations. This can be expensive, as it costs money to recruit and train staff. But it can also be unsettling, as it can be difficult for other staff when their teams change rapidly. Can also refer to lost production through faulty goods which do not meet required quality standards.
Workless, jobless, worklessness, joblessness.	Terms used to describe all individuals without employment. These terms are broader than those encompassed in official unemployment counts or benefit entitlements.

Glossary of Acronyms

ALNIS	The Adult Literacy and Numeracy in Scotland Report (2001)
APEL	Accreditation of Prior Experience and Learning
APL	Accreditation of Prior Learning
IALS	International Adult Literacy Survey (1996)
ITALL	Introduction to Tutoring in Adult Literacies Learning
SCQF	Scottish Credit and Qualifications Framework
SQA	Scottish Qualifications Authority

Section 3

Learning Review and Session Evaluation Forms

Contents of Section 3 – Learning Review and Session Evaluation Forms

	Page
Personal Development Plan	23
Learning Summary and Review Form	26
Evaluation Form	28

Personal Development Plan

Name:	

1. **Present situation – detailing post, key duties/tasks, key skills:**

Post(s):	Key duties/tasks:	Key Skills:

2. Achievements/Qualifications

(Note achievements/qualifications directly related to your present situation/role).

Achievements/Qualifications	Reason for Completing

3. Current Training

Courses/Training Currently Being Undertaken	Reason for Undertaking	Target Date for Completion

4. Personal Review

- Current strengths in relation to present situation/role

- Areas for development

5. Career Goals

Short Term	Long Term

Learning Summary and Review

Unit _____ Day _____

1. Summary of Learning: Personal Review and Action Plan

(a) Key things I have learned from this session

(b) Key things that I will develop in my practice

2. Personal Action Plan

Area for Development	Action to be Taken	Expected Benefit	Timescale

Evaluation Form

1. **How appropriate was the programme and content of the sessions?**
   (Please tick the appropriate box)

1 (Not at all)	2	3	4	5 (Totally)

2. **Was the delivery of the sessions satisfactory?**
   (Please tick the appropriate box)

1 (Not at all)	2	3	4	5 (Totally)

3. **Was the pace appropriate?**
   (Please tick the appropriate box)

1 (Too slow)	2	3	4	5 (Too fast)

Comments

4. **What key points have you learned from the sessions that will be useful to you?**

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	

5. **What changes, if any, would you make to these sessions?**

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	

6. **Please add any other comments**

Unit 1
Policy and Practice

Contents

	Page
Aims and Outcomes	1
Programme Overview	2
Session 1: Introducing the Unit	
▫ Contents	4
▫ Aims and Outcomes	5
▫ Facilitator Guidelines	6
▫ Task Sheets	11
▫ Handouts	12
Session 2: The Context of Adult Literacies in Scotland	
▫ Contents	14
▫ Aims and Outcomes	15
▫ Facilitator Guidelines	16
▫ Task Sheets	23
▫ Handouts	26
Session 3: The Scottish Labour Market	
▫ Contents	30
▫ Aims and Outcomes	31
▫ Facilitator Guidelines	32
▫ Task Sheets	37
▫ Handouts	40

		Page
Session 4:	**Understanding the Workplace**	
	▫ Contents	45
	▫ Aims and Outcomes	46
	▫ Facilitator Guidelines	47
	▫ Task Sheets	52
	▫ Handouts	57
Session 5:	**Making the Case for Literacies in the Workplace**	
	▫ Contents	62
	▫ Aims and Outcomes	63
	▫ Facilitator Guidelines	64
	▫ Task Sheets	69
	▫ Handouts	76
Session 6:	**Learning Summary and Review**	
	▫ Contents	86
	▫ Aims and Outcomes	87
	▫ Facilitator Guidelines	88
	▫ Handouts	90

Aims and Outcomes for Unit 1

Aims

- To enable adult literacies practitioners to develop their knowledge and understanding of the role of adult literacies in a workplace context, and to reflect on the operation of workplace literacies learning within the current Scottish approach to adult literacies

Outcomes

On completion of the Unit, participants will be able to:

- Explain the effects of Scottish national policy and models of practice on literacies learning in the workplace
- Explain the impact of labour market and business trends on the role of literacies learning in the workplace
- Explain the factors which influence participation in, and the delivery of, literacies learning in the workplace

Unit 1: Programme Overview

Session 1: Introducing the Unit

Welcome and Introductions

Expectations

Unit Overview

- Aims and Outcomes
- Course Overview
- Schedule
- Accreditation

Learning Summary and Review

Session 2: The Context of Adult Literacies in Scotland

Aims and Outcomes

Policy and Context

- *Adult Literacy and Numeracy in Scotland (ALNIS) Report 2001* and Subsequent Developments
- Government Policies Such as the Skills Strategy and Employability
- Strategic Priorities and Current Practice

Social Practice Approach to Adult Literacies

- Approach to Adult Literacies Learning in Scotland
- Comparative Approaches to Adult Literacies Learning in Other Countries
- *Adult Literacy and Numeracy Curriculum Framework for Scotland* (hereafter *Curriculum Framework*).
- Workplace Stakeholders' Perceptions of Literacies Learning

Learning Summary and Review

Session 3: The Scottish Labour Market

Aims and Outcomes

Business Terminology

Labour Market Information (LMI)

- Profile of Industry, Skills and Employment Trends in Scotland
- Sources of LMI
- Impact of LMI on Developing and Delivering Literacies Learning for the Workplace

Learning Summary and Review

Session 4: Understanding the Workplace

Aims and Outcomes

Key Stakeholders in the Workplace

Planning for the Delivery of Literacies Learning in the Workplace

- Process and Key Features
- Comparing Literacies Learning in Different Contexts

Using Literacies in the Workplace

Learning Summary and Review

Session 5: Making the Case for Literacies in the Workplace

Aims and Outcomes

How Business Works

- Organisational Culture
- Infrastructures, Working Patterns and Practices, Environment and Resources

Literacies Learning in the Workplace: Benefits and Barriers

- Perceived and Actual Barriers for Different Workplace Stakeholders
- Techniques, Strategies and Approaches to Address Barriers Presented by Stakeholders
- Communicating the Benefits for Individuals and Organisational Performance

Learning Summary and Review

Session 6: Learning Summary and Review

Aims and Outcomes

Reflection on Learning

Learning Outcomes

Applying the Learning

Action Planning

Evaluation

Unit Assessment

Unit 1: Session 1

Introducing the Unit

Session 1: Introducing the Unit

Contents

	Page
◘ **Aims and Outcomes of Session 1**	**5**
◘ **Facilitator Guidelines**	**6**
◘ **Task Sheets**	**11**
Task Sheet 1: Expectations	
◘ **Handouts**	**12**
Handout 1: PDA Overview	

Aims and Outcomes of Session 1

Aims

- To welcome participants and make introductions
- To identify expectations and previous experience of participants
- To introduce the aims and outcomes of the *PDA: Developing Literacies Learning Programmes for the Workplace* and to give an overview of course content, delivery methods and timings

Outcomes

By the end of the session, participants will:

- Have met other participants and facilitators
- Understand the course content, aims and delivery methods
- Have identified how the course outcomes relate to their needs and expectations

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Introductions ▫ Participants and facilitators introduce themselves, in particular their name and current work role.	**10** Minutes	Name badges can be used
Expectations ***Icebreaker Activity*** ▫ To establish participant involvement and getting to know each other, break into smaller discussion groups to work together on an icebreaker activity that is related to identifying their hopes and anxieties/concerns about participating in the course, and their experience of literacies learning in the workplace. See *Task Sheet 1: Expectations* for a sample icebreaker activity. ▫ Participants should discuss what they expect to gain from the course, any concerns or anxieties they have, why they decided to do the course, and their experience of literacies learning in the workplace. They can use Post-it® notes or cards to record their discussion. ▫ Prepare a flip chart sheet split into four quadrants headed: • *Our expectations of the course* • *Our concerns about taking part in the course* • *Our reasons for participating in the course* • *Our experience of literacies learning programmes in the workplace*	**20** Minutes	**Materials** ▫ **Task Sheet 1:** *Expectations* ▫ **Handout 1:** *PDA Overview* **Resources** ▫ PowerPoint / OHTs that summarise details of Unit and PDA Outcomes (optional) ▫ Post-it® notes or cards ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
▪ Each group should post key discussion points onto the flip chart under the four headings. Discuss as a whole group to establish how these relate to the course aims, outcomes and delivery methods. ▪ An overview of the course should be included in any *Course Pack* for participants. ▪ You could also prepare a PowerPoint presentation / OHTs that summarise the PDA aims, outcomes and programme.		

Delivery Methods	Time	Materials, Resources and Further Information
Course Overview ▫ Inform participants about the course content, delivery and materials. Explain this session and Unit relate to the PDA and the course you are delivering. ▫ An overview of the course should be included in any *Course Pack* for participants. This could include information on pack contents, course delivery method, learning review and evaluation, and sources of research and further information. ▫ Alternatively, prepare handouts, PowerPoint presentation or OHTs that summarises the above information.	**20** Minutes	**Resources** ▫ *Course Pack* and / or Presentation / handouts ▫ Laptop and data or OH projector **Further Information** ▫ www.aloscotland.com ▫ www.scotland.gov.uk ▫ General information on the *PDA: Developing Literacies Learning Programmes for the Workplace* and current developments in literacies in the workplace
Schedule ▫ Give a brief outline of the programme / schedule for this Unit and the other PDA Units. If appropriate, refer to the *Course Pack*. ▫ Alternatively, prepare handouts, PowerPoint or OHTs summarising this information.	**15** Minutes	**Resources** ▫ Programme Overview in *Course Pack*, Handouts or on PowerPoint / OHT ▫ Laptop and data or OH projector or OHT

Delivery Methods	Time	Materials, Resources and Further Information
Accreditation ▫ Advise participants that this has been validated as an SQA Unit and forms part of the *PDA: Developing Literacies Learning Programmes for the Workplace.* ▫ Discuss the assessment process and refer participants to relevant information on the SQA's website, or prepare handouts, PowerPoint or OHTs summarising this information.	**10** Minutes	**Resources** ▫ Guidelines on SQA assessment and accreditation ▫ Handouts, PowerPoint or OHT presentation **Further Information** ▫ www.sqa.org.uk for details of the *PDA: Developing Literacies Learning Programmes for the Workplace*
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points which should be emphasised at the end of this session are: ▫ Getting to know each other ▫ Establishing how participants' expectations relate to the course and reassuring them about any concerns/anxieties ▫ Clarifying the aims, outcomes, content and delivery methods for the session and the unit ▫ Details about process and procedures for learning review, course evaluation and, if appropriate, assessment of learning.		

Task Sheet 1: Expectations

With others in your group, discuss the following points about your participation in this course. Make a note of the key points for each heading and place them on the flip chart sheet.

Our expectations of the course	Our concerns about taking part in the course
Our reasons for participating in the course	**Our experience of literacies learning programmes in the workplace**

Handout 1: Professional Development Award (PDA) Overview

PDA: Summary of Aims and Outcomes

Unit Title	Aims	Outcomes
Developing Literacies Learning Programmes for the Workplace: Policy and Practice	• To understand the operation of workplace literacies learning within the current Scottish principles and practice of adult literacies learning. • To develop knowledge and understanding of business structures, the labour market and economic development. • To develop knowledge and understanding of the role of literacies learning in a workplace context.	• Explain the effects of Scottish national policy and models of practice on literacies learning in the workplace. • Explain the impact of labour market and business trends on the role of literacies learning in the workplace. • Explain the factors that influence participation in and the delivery of literacies learning in the workplace.
Developing Literacies Learning Programmes for the Workplace: Raising Awareness	• To develop competence in communication and negotiation with stakeholder groups in the workplace. • To understand approaches to identify the need for literacies learning delivery in a workplace. • To know how to develop effective marketing and promotional strategies to engage all workplace stakeholders in literacies learning.	• Establish and maintain effective communication, and negotiate delivery of literacies learning delivery with stakeholder groups. • Analyse organisational and employees' literacies learning needs. • Develop an implementation plan to engage stakeholders and raise awareness of literacies learning in the workplace.
Developing Literacies Learning Programmes for the Workplace: Planning for the Delivery of Learning Programmes	• To know how to plan for the delivery of literacies learning programmes in the workplace to meet the needs of employers and employees. • To develop competence in areas such as learning programme design, project management and evaluation.	• Explain different models and methods of delivering literacies learning in a workplace context. • Plan for the delivery of literacies learning programmes in the workplace, and develop resources to meet the needs of employers and employees. • Evaluate methods of recording, monitoring and reviewing literacies learning programmes in the workplace.

PDA: Accreditation

Unit Title	Assessment Method	Evidence Requirements
Developing Literacies Learning Programmes for the Workplace: Policy and Practice	Candidates could answer a series of restricted and extended response questions. All outcomes may be assessed as an integrated open book task.	The response will evidence knowledge and understanding of the role and operation of adult literacies learning in a workplace context within the current Scottish approach to adult literacies.
Developing Literacies Learning Programmes for the Workplace: Raising Awareness	One report of approximately 1,500 words or equivalent, excluding references and appendices.	The report should describe how to develop a plan aimed at raising awareness of literacies learning in response to the literacies needs of stakeholders within a selected workplace. The workplace may be a real case from their current work activities, from previous interaction with an employer or a simulated scenario.
Developing Literacies Learning Programmes for the Workplace: Planning for the Delivery of Learning Programmes	One report of approximately 2,500 or equivalent words excluding references and appendices.	The report should describe how to plan for the design, delivery and evaluation of a literacies learning programme in a selected workplace. The workplace may be a real case from their current work activities, from previous interaction with an employer, or a simulated scenario.

Unit 1: Session 2

The Context of Adult Literacies in Scotland

Session 2: The Context of Adult Literacies in Scotland

Contents

	Page
◘ **Aims and Outcomes of Session 2**	**15**
◘ **Facilitator Guidelines**	**16**
◘ **Task Sheets**	**23**
Task Sheet 2: The Social Practice Approach to Adult Literacies	
Task Sheet 3 (a): The Social Practice Approach and the Workplace: Employer's Perspective	
Task Sheet 3 (b): The Social Practice Approach and the Workplace: Employee/Union Learning Representative's (ULR) Perspective	
◘ **Handouts**	**26**
Handout 2: The Context of Adult Literacies in Scotland	
Handout 3: The Social Practice Approach and the Workplace	

Aims and Outcomes of Session 2

Aims

To explain the effects of current Scottish Government policy on adult literacies and models of practice on literacies learning in the workplace

Outcomes

By the end of the session, participants will:

- Be able to research information about policy and operational developments in adult literacies, employability and economic development
- Be able to explain current Scottish Government policy on adult literacies and employability and economic policy development
- Be able to explain how the Scottish approach to adult literacies operates in the workplace
- Understand different workplace stakeholders' perspectives on the role of literacies learning in the workplace.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Presentation: Policy and Context Prepare a PowerPoint or OHT presentation which includes: ▫ Background to policy developments in adult literacies in Scotland. These could include key research, policy documents and reports such as *Adult Literacy and Numeracy in Scotland (ALNIS) Report 2001* and subsequent reviews; *Skills for Scotland: A lifelong Skills Strategy 2007* and information on the workplace literacies research carried out by ALN Partnerships in 2006 – see www.aloscotland.org. ▫ Information on how the social practice approach to adult literacies underpins current policy and practice in Scotland, and on the *Curriculum Framework*. ▫ An overview of the statistics from *ALNIS* or any recent research on the level of need for adult literacies support, priority groups and funding structures. ▫ An overview of related policy developments in lifelong learning, employability and economic development. These could include *Skills for Scotland: A Lifelong Skills Strategy 2007; Workforce Plus: an employability framework for Scotland; and the Adult ESOL Strategy for Scotland – Action Plan (March 2007).* ▫ Further information is included in Section 2 of this pack *"Resources and Further Information".*	**30** Minutes	**Materials** ▫ **Handout 2:** *Presentation: The Context of Adult Literacies in Scotland* (PowerPoint, OHTs or handouts) **Resources** ▫ Laptop and data or overhead projector ▫ The *Big Plus for Business* Toolkit - source from www.thebigplus.com ▫ Annual Report on the Scottish Adult Literacy and Numeracy Strategy www.scotland.gov.uk ▫ If it is not possible to issue hard copies of these resources, participants should be directed to electronic sources

Delivery Methods	Time	Materials, Resources and Further Information
◘ Current developments in literacies learning in the workplace. These could include: • Information and findings and recommendation from the workplace literacies research and pilot projects funded by the Scottish Government - see www.aloscotland.com or www.scotland.gov.uk • An overview of the *Big Plus* national awareness raising campaign - see www.thebigplus.com **Preparation notes** ◘ This pack contains a template for the presentation that should be reviewed and updated accordingly to reflect current developments. ◘ The following activities in the session will focus on the Scottish approach and examine how the social practice model can be applied in the workplace context. ◘ If appropriate, participants should be signposted to their *Course Pack* for support materials, policy documents and further reading and research. ◘ It would be helpful to gather information on approaches to literacies learning in the workplace in England, Wales, the Republic of Ireland, Canada, America and Australia. Examples could be included in your presentation.		**Further Information** ◘ Research reports - www.aloscotland.org ◘ Evaluation Report of the Phase One Adult Literacies Pathfinder Projects – www.aloscotland.com

Delivery Methods	Time	Materials, Resources and Further Information
Group Activity: The Social Practice Approach to Adult Literacies ▫ This activity provides an opportunity for participants to share views on the key features of working within a social practice approach. ▫ Issue *Task Sheet 2: The Social Practice Approach to Adult Literacies.* Participants should discuss their understanding of the social practice approach and its key defining features. They should record their discussion on the task sheet and/or flip chart. ▫ In the large group, participants should feedback key discussion points and reach a consensus on the key features, principles and operating practices pertinent to the application of a social practice approach in the workplace. ▫ If required, refer to the *ALNIS report*, *Curriculum Framework* and other national policy documents for key aspects that define the social practice approach. ▫ Indicate that the next activity will provide an opportunity to consider how these key features, principles and operating practices translate to literacies learning development and delivery in a workplace setting.	**30** Minutes	**Materials** ▫ **Task Sheet 2:** *The Social Practice Approach to Adult Literacies* **Resources** ▫ Flip chart and pens ▫ *ALNIS report* ▫ *Curriculum Framework* www.aloscotland.com

Delivery Methods	Time	Materials, Resources and Further Information
Group Activity: Role Play or Small Group Exercise ▫ This activity will examine the approach to addressing literacies learning in the workplace from different perspectives. One important feature is the range of stakeholders involved and their different perspectives. ▫ These stakeholder groups will be discussed in more detail later in the course. In this activity, the focus will be to reflect on the application of a social practice approach in the workplace from these different perspectives. ▫ This activity can be done as a role-play or small group exercise. ▫ Issue *Task Sheet 3 (a) and (b): The Social Practice Approach and the Workplace* to each group and allocate different roles, as described in the case studies. One group should consider the case study from the employer's perspective and the other from the employee/ULR's perspective. ▫ Groups should discuss the questions and consider possible points that would be presented when negotiating. ▫ If doing a role-play exercise, each group should nominate a representative to act out their case. ▫ Following the role-play, there should be discussion on how well the reactions align to the social practice approach. ▫ *Handout 3: The Social Practice Approach and the Workplace* may be used as guidance by observers during small group discussion and/or role-play. ▫ Group feedback should focus on how the social practice approach applies to the various stakeholders in the case study.	**45** Minutes	**Materials** ▫ **Task Sheet 3:** *The Social Practice Approach and the Workplace* (a) Employer perspective (b) Employee/ULR perspective ▫ **Handout 3:** *The Social Practice Approach and the Workplace*

Delivery Methods	Time	Materials, Resources and Further Information
◘ In summarising the discussion and key learning points from this activity, refer to the key features identified in the previous activity *The Social Practice Approach to Adult Literacies in Task Sheet 2.* ◘ Stress the role of communications and perceptions in establishing relationships and gaining agreements in the workplace.		

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms which can be used with participants to review and reflect on their learning, record action points for their personal development and give feedback on their learning experience and the course are included in this pack – see *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course. Use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review.*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points to be emphasised are: ▫ Policy and operational developments in adult literacies, employability and economic development. ▫ Current Scottish Government policy on adult literacies, employability and economic policy development. ▫ Key features of a social practice approach to adult literacies. ▫ How the social practice approach to adult literacies learning operates in the workplace. ▫ Awareness of the different perspectives of workplace stakeholders on the role of literacies learning in the workplace.		

Task Sheet 2: The Social Practice Approach to Adult Literacies

- Break into small groups and discuss the question "What does a social practice approach mean to you?"
- Record the key points from your discussion on a flip chart
- As a large group share the key points from your discussion

Task Sheet 3 (a): The Social Practice Approach and the Workplace

(a) Employer's Perspective

Read the following case study and identify any issues that a literacies provider can address. In particular, you should consider:

- What are the specific literacies learning needs?
- What actions/services can a literacies provider offer?
- How do your recommended actions fit with a social practice approach?

Ms Scott is the head of personnel services for a major local employer. She contacts you after seeing a *Big Plus* presentation at a national conference.

She explains that new working practices have been introduced in the past year as the company strives to remain competitive in the face of strong competition from overseas. This competition has unfortunately already led to some long service workers being made redundant.

In addition, there has been a sharp rise in the number of employees on long-term sick leave over recent months. Staffing levels in some departments have dropped and some shifts are running short-staffed. This is all impacting on productivity.

There appears to be a lot of anxiety about the new computerised production system. Staff are being asked to input production records and send short emails to update colleagues on other shifts. Ms Scott says that this should be an easy five-minute task, but workers seem to be anxious about it and few are using the system correctly.

A new training and development programme has been drawn up in response to identified concerns. She has tried to target additional support to staff who have been identified by supervisors as struggling with the new working procedures. Supervisors are doing their best to encourage these workers to come along to onsite classes. She can't understand why staff members are reluctant to come forward for a course that is designed to support them. She is keen for you to come in and offer any suggestions that would help to support the workforce at this point.

Task Sheet 3 (b): The Social Practice Approach and the Workplace

(b) Employee/Union Learning Representative's (ULR) Perspective

Read following case study and identify any issues a literacies provider can address. In particular, you should consider:

- What are the specific literacies learning needs?
- What actions/services can a literacies provider offer?
- How do your recommended actions fit with a social practice approach?

Elaine Dunlop is a long-term employee and ULR with a major local employer. She contacts you after seeing a *Big Plus* advertisement on television.

She explains that new working practices have been introduced in the past year, which has caused problems for the workforce. The company has a strong focus on competitiveness and employees feel they are under pressure to increase production if they want to keep their jobs. A number of were made redundant recently, many of who had worked in the plant since it opened 25 years ago. There are rumours that more redundancies are in the pipeline.

Some staff are off work with stress and others are actively looking for work elsewhere as they are anxious about the rumours of redundancy. Elaine says that this is having a real impact on production and everyone feels under pressure.

Management have introduced a new computerised production system and staff are being asked to input records onto it. Many have never used a computer before and are 'terrified'. They also have to write emails to colleagues on other shifts. For some staff this is a big worry – they think people will laugh at their spelling. Many are avoiding the task altogether or are asking colleagues to do it for them.

A new training and development programme has been introduced and there is a rumour that management will use this to identify staff for the next round of redundancies. Supervisors are being asked to identify people who are struggling with the new systems. Why are they targeting them?

She says management can't understand why staff is reluctant to come forward for their 'training course', but everyone knows it's not going to help them do their job any better. She asks if you can come in to do a presentation at the next union meeting and offer any suggestions that would help to support the workforce at this point.

Handout 2: Information which can be included in presentation on the context of adult literacies in Scotland

- **Adult Literacies in Scotland**
  - *Adult Literacy and Numeracy in Scotland* report, Scottish Executive 2001
  - 800,000 adults in Scotland with low levels of literacy and numeracy
  - 500,000 of those people are in work

- **Definition and Approach**
  - "The ability to read, write and use numeracy to handle information, to express ideas and opinions, to make decisions and solve problems, as family members, workers, citizens and lifelong learners." (*Adult Literacy and Numeracy in Scotland Report, 2001).*
  - Lifelong learning & social practice - relevant, meaningful, contextualised

- **Learning Connections – check with Learning Connections**
  - Awareness raising – *the Big Plus*
  - *Curriculum framework* - individual and group learning plans, screening and assessment tools
  - Training for practitioners
  - Research - pathfinder/pilot projects
  - Resources

- **Curriculum Framework**
  - To promote discussion about the method and content of adult literacies teaching and learning
  - To promote Scottish philosophy and approach to adult literacies
  - To illustrate the learner-centred approach
  - To improve the quality of adult literacies provision

- **Priority Groups and Targets**

  Priority Groups:
  - people with limited education, particularly young adults
  - unemployed peopled and workers facing redundancy
  - people with English as a second or additional language
  - people who live in disadvantaged areas
  - workers in low skill jobs
  - people on low incomes
  - people with health problems and disabilities

  Target: 200,000 new learners by 2008

  - *Achievement:* 137,000 new learners 2001 – Sept 2006

- **ALN Partnerships**
  - Funding routed through the 32 local authorities to the community learning & development strategy partnerships to…
  - Adult literacy and numeracy partnerships

- **Big Plus for Business Toolkit – check with Learning Connections for current information on the Big Plus**
  - Film – DVD and VHS
  - Booklet
  - PowerPoint presentation (hard copy and on CD ROM)
  - Interactive CD ROM
  - Posters – A4 & A3 (hard copy and on CD ROM)
  - Evaluation form

- **Big Plus for Business Toolkit - check with Learning Connections for current information on the Big Plus**
  Leaflets:
  - 1 generic
    (copies available from Learning Connections)
  - 7 sector specific - templates on CD ROM
    (to be adapted as required):
    - care
    - childcare
    - construction
    - horticulture
    - hospitality
    - logistics
    - retail

  - Helpline number 0800 028 8608
  - Callers transferred to ALN partnerships
  - Use local contact details on materials
  - PowerPoint presentation, posters and leaflets – space to include local details
  - ALN definition to remain unchanged

- **Skills for Scotland: A Lifelong Skills Strategy (2007)** states *"learning and training providers need to:*

  - *engage with employers so that people can use the skills gained through learning to access work and progress in the workplace, and*
  - *work closely with business to develop courses that will lead to individuals having the knowledge and skills that meet both business need and aspirations".*

- **Adult ESOL Strategy for Scotland (2007) –** www.esolscotland.com

- ***Skills Towards Employability National Working Group -*** national working group of Scottish Government, ALN Partnerships and Jobcentre Plus – supports people on welfare benefits to help them secure sustainable employment

- **Research**
  - Development of Guidelines for Workplace Literacies - a series of workplace literacies reports produced for the Scottish Executive (January 2007)
  - Funding (£1.75m) announced in September 2006 for innovative and collaborative workplace literacies development pilots

- **Futureskills Scotland 2004 Research Report**
  - Literacies needs in 25% of "hard to fill" vacancies
  - Need to improve literacies skills of those in employment
  - Research results on "bottom line" profitability benefits to employers who take training seriously

- **The Scottish Labour Market 2006**
  - People in lower skilled jobs more likely to be considered not fully proficient by employers:
    - Least likely to receive training
    - Most lacking in softer skills such as planning, organising, communication and team working.

  - Growing businesses and small firms face particular problems with recruitment and retention.

Handout 3: The Social Practice Approach and the Workplace

The following are points that may develop from the group discussion or role-play (*Task Sheet 3 (a) and (b): The Social Practice Approach and the Workplace*):

Specific needs

- The need for staff to perform new functions
- An analysis of new work practices should identify work tasks which involve literacies
- The analysis could then be used for employees to assess their own literacies needs.

Actions/services offered by a literacies provider

- Discussion with different stakeholders to determine their perceptions/needs and concerns
- Learning Needs Analysis (LNA) in relation to new work practices
- Integration of literacies learning into other company training
- An introduction to using computers
- Learning content negotiated with employer and employees
- Involve union learning representatives where appropriate.

Fit with social practice approach

- Responding to identified need
- Negotiated learning
- Contextualised and integrated learning programmes.

Key issues from the employer's perspective

- Training is needed to address problems that employees have
- Changes in work practices are essential to improve productivity levels
- Concerns about the commitment and motivation of employees
- This training is in the best interests of the workforce (improved performance, higher job satisfaction and security of continued employment).

Key issues from the employee/ULR's perspective

- Does the employer have an ulterior motive?
- The training has been designed by management without any consultation
- It's all about changing work practices which may mean reductions in the workforce.

Unit 1: Session 3

The Scottish Labour Market

Session 3: The Scottish Labour Market

Contents

	Page
◘ **Aims and Outcomes of Session 3**	**31**
◘ **Facilitator Guidelines**	**32**
◘ **Task Sheets**	**37**
Task Sheet 4: Choosing the Right Language: Business Terminology Quiz	
Task Sheet 5: The Shape of Business in Scotland	
◘ **Handouts**	**40**
Handout 4: Glossary of Key Terminology	
Handout 5: The Shape of Business in Scotland (Answers)	

Aims and Outcomes of Session 3

Aims

To explain the impact of labour market and business trends on the role of literacies learning in the workplace.

Outcomes

By the end of the session, participants will:

- Understand labour market data and terminology used in the business sector
- Be able to access sources of Labour Market Information (LMI)
- Be able to explain how labour market trends, growth industries and skills required by current and future employees present potential opportunities to develop and deliver literacies learning for the workplace.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Individual Exercise / Group Discussion and Feedback **Choosing the right language: business terminology** ▫ Introduce the topic by explaining that specialist terms are used in different contexts. These are sometimes perceived as jargon because we may be less familiar with some of the terminology used in workplaces. ▫ Issue *Task Sheet 4: Choosing the Right Language: Business Terminology*. Either individually or as a group, participants should attempt to give definitions for all the 'Business Jargon' terminology. ▫ An alternative approach would be to use a card sort exercise for the first part of the activity to check understanding of business terminology and definitions. Prepare sets of cards for all terms on *Task Sheet 4: Choosing the Right Language: Business Terminology* and a set of cards with definitions using *Handout 4*. Distribute these to small groups and ask participants to match the terms and definitions. ▫ Discuss participants' reaction to this task - refer to *Handout 4: Glossary of Key Terminology* to confirm the definitions. ▫ Check if participants have encountered other workplace terms/phrases, record on a flip chart and discuss. ▫ Ask participants to reflect on how this works in reverse – are workplace stakeholders familiar with the language used by literacies practitioners? They should be conscious of this when engaging with workplace stakeholders.	**15** Minutes	**Materials** ▫ **Task Sheet 4:** *Choosing the Right Language: Business Terminology* ▫ Cards for sort exercise if used. ▫ **Handout 4:** *Glossary of Key Terminology*

Delivery Methods	Time	Materials, Resources and Further Information
Small Group Activity **The shape of business in Scotland** ▫ The purpose of this activity is to generate discussion on trends and occupational profiles, to introduce participants to terms and terminology used in Labour Market Information (LMI) and industry generally. It should also help them to develop an understanding of the relevance of LMI to their engagement and negotiation with employers, employees and other workplace stakeholders. ▫ Using the Scottish Government's most recent LMI, in small groups, participants should discuss the questions on *Task Sheet 5: The Shape of Business in Scotland.* The answers given in *Handout 5: The Shape of Business in Scotland (Answers)* are based on available statistics in 2008. ▫ If participants are working in a particular geographical or sectoral area, you could investigate the profile for that area prior to the session. ▫ Discuss how closely the participants' perceptions matched the actual profile of key occupational areas and employee skills/levels etc.	**30** Minutes	**Materials** ▫ **Task Sheet 5:** *The Shape of Business in Scotland.* ▫ **Handout 5:** *The Shape of Business in Scotland (Answers)* **Resources** ▫ For more information refer to *Resources and Further Information* in Section 2 of this pack

Delivery Methods	Time	Materials, Resources and Further Information
▫ Signpost participants to sources for accessing local and national data, for example Futureskills Scotland, Scottish Enterprise, local authorities and Skills Development Scotland. ▫ Have a brief group discussion about the relevant of LMI for literacies learning in the workplace.		**Materials** ▫ Option to prepare PowerPoint or OHTs to highlight key data the Scottish Government or local sources of information and an accompanying handout.

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ Awareness and understanding of specialist terms and terminology used in the business sector and in sources of information about the labour market ▫ Awareness of the need to explain literacies learning in terms that are accessible to workplace stakeholders ▫ Where to access and research sources of LMI ▫ How labour market trends, growth industries and skills required by current and future employees relate to developing and delivering literacies learning for the workplace.		

Task Sheet 4: Choosing the Right Language: Business Terminology

Are you familiar with these business/workplace phrases and terms? Ask yourself:

- Is this the kind of vocabulary/terminology you currently use?
- Would you be comfortable using such terminology?

Jargon Box

Return on Investment		**Wastage Rates**		**LMI**
	ULR		**ONA/TNA**	
Piecework		**JIT Production**		**Economic Inactivity**
	Investors in People (IiP)		**SDR**	
Productivity Levels		**Training Suppliers**		**SME**
	Employee Performance		**HR**	
Production Targets		**Job Coaching**		**Cost Benefit Analysis**

What other words, terms or phrases which you are unfamiliar with have been used during this workshop?

Task Sheet 5: The Shape of Business in Scotland

1. What were the top 5 industries for employment figures in Scotland in 2007?

1.	
2.	
3.	
4.	
5.	

2. What key features define companies as being 'SMEs' (small and medium enterprises)?

3. (a) What was the population of Scotland in 2007?

(b) What is the projected population of Scotland in 2017?

(c) What was the 'working age' population of Scotland in 2007?

(d) What is the projected 'working age' population in Scotland in 2017?

(e) What percentage of the 'working age' population in Scotland was economically active in 2007? %

(f) In 2007 how many young people (16-19 year olds) were in need of more choices and more chances?

4. In 2004 what percentage of employers identified a skills gap in their workforce? %

5. What were the top four 'softer' skills shortages identified by employers in the 2004 survey?

1.	
2.	
3.	
4.	

6. What were the six main reasons that employers gave for not providing staff training?

1.	
2.	
3.	
4.	
5.	
6.	

Handout 4: Glossary of Key Terminology

Cost benefit analysis	Technique designed to determine the feasibility of a project or plan by quantifying its costs and benefits to allow comparison of the returns from alternative forms of investment.
Economic inactivity	People who are economically inactive are not in employment or are registered unemployed - for example, those looking after the home / children or retired (and of working age) or those that have not sought work in the last four weeks and are not available to start work.
Employee performance appraisal	An employee performance appraisal is part of a system of determining how well an individual employee is performing their duties – often linked to pay reviews
Human Resources (HR)	This refers to the department within an organisation that deals with workplace issues relating to people and staffing, such as recruitment, performance management and training.
Investors in People (IiP)	Investors in People (IiP) provides a framework to support business growth and improvement by helping to create a stable, motivated and well-qualified workforce. The scheme aims to improve organisational performance through better planning, implementation and evaluation of learning and development programmes, across organisations of all sizes and sectors.
JIT production	Just In Time (JIT) is an inventory strategy implemented to improve the return on investment of a business by reducing in-process inventory and its associated costs. The process is driven by a series of signals that tell production processes to make the next part. These are usually simple visual signals, such as the presence or absence of a part on a shelf. JIT can lead to dramatic improvements in a manufacturing organisation's return on investment, quality, and efficiency when implemented correctly. New stock is ordered when stock reaches the re-order level. This saves warehouse space and costs.
Job coaching	On the job coaching, training and support by a more experienced member of staff – usually one-to-one over a short period of time.

Labour Market Information (LMI)	Labour Market Information is factual information about a range of subjects to do with the world of work, employment and employers including information on for example: ▪ the world of work – what people do in their jobs, what employers want them to do ▪ existing and potential workers - people in work, who are not working but want to, or will be looking for work in the future, and ▪ employers - companies, organisations, industries in the public, private and voluntary sectors.
Organisational Needs Analysis (ONA)	By using an ONA in the workplace employers gain insight into what people the organisation will need, and what people are available to meet those needs. In creating this understanding of the gaps between an organisation's demand and the available workforce supply, organisations are able to create and target programmes, approaches and develop strategies to close the gaps.
Piecework	Piece work or piecework describes types of employment in which a worker is paid a fixed piece rate for each unit produced or action performed. iece work is also a form of Performance-Related Pay (PRP) and is the oldest form of performance pay. In a manufacturing setting, the output of piece work can be measured by the number of physical items (pieces) produced, such as when a garment worker is paid per seam completed, regardless of the time required. In a service setting, the output of piece work can be measured by the number of operations completed, as when a telemarketer is paid by the number of calls made or completed, regardless of the outcome of the calls (pay for only certain positive outcomes is more likely to be called a sales commission or incentive pay).
Production targets	Many industries, particularly manufacturing and service sectors, set targets that employees need to meet. These are often linked to bonus schemes or rewards.

Productivity levels	In a business or industrial context, the ratio of output production to input effort. The productivity ratio is an indicator of the efficiency with which an enterprise converts its resources (inputs) into finished goods or services (outputs). If the goal is to increase productivity, producing more output with the same level of input can achieve this. One problem with trying to measure productivity is that a decision must be made in terms of identifying the inputs and outputs and how they will be measured. This is relatively easy when productivity of an individual is considered, but it becomes difficult when productivity involves a whole company.
Return on investment (ROI)	The ratio of money gained or lost on an investment to the amount of money invested. The amount of money gained or lost may be referred to as interest, profit/loss, gain/loss or net income/loss. The money invested may be referred to as the asset, capital, principal or the cost basis of the investment.
Staff development and review (SDR)	Staff are given the opportunity to discuss their jobs and their careers at least once a year. All staff receive on-going training and development as they and their jobs develop and are given appropriate training, development and support.
Small Medium Enterprises (SMEs)	SMEs play a major role in the UK economy. They make up 99.8% of all businesses and provide half of all wealth and private sector employment. There is no single definition of an SME, mainly because of the wide diversity of businesses. Whether a company is defined as being "small" or "medium" depends largely on the sector. It may be more appropriate to define size by the number of employees in some sectors but more suitable to use turnover in others. SMEs are loosely defined as: Small – no more than 50 employees Medium – no more than 250 employees
Training Needs Analysis (TNA)	An assessment of the training requirements of an organisation's workforce usually carried out by interviews and/or questionnaires.

Training providers/suppliers	A wide range of organisations and individuals who are equipped to provide training to meet employers' needs.
Union Learning Representative (ULR)	ULRs are appointed by recognised trade unions and have certain rights concerning learning in the workplace, as outlined in the Employment Act 2002.
Wastage rates (staff)	Organisations sometimes suffer from high levels of 'wastage' – staff come and go more quickly than in other organisations. This can be expensive, as it costs money to recruit and train staff. But it can also be unsettling as it can be difficult for other staff when their teams change rapidly.

Handout 5: The Shape of Business in Scotland (Answers)

Q1	1. Retail and distribution	397,000
	2. Health and social work	377,000
	3. Other business services	369,000
	i.e. **not** public administration and defence	181,000
	banking and insurance	118,000
	4. Education	201,000
	5. Hotels and catering	185,000

Q2	▪ Less than 50 employees (micro businesses have less than 10 employees) ▪ Based in the private sector ▪ Not part of a larger organisation or chain

Q3 (a)	5·11 million
(b)	5·13 million
(c)	2·61 million
(d)	2·56 million
(e)	79%
(f)	36,000

Q4	8%

Q5	1. Oral communication skills (approximately 58%) 2. Customer handling skills (approximately 52%) 3. Problem solving skills (approximately 50%) 4. Team working skills (approximately 45%) *(Literacy skills were rated just under 30%)*

Q6	1. Staff were fully proficient (53%) 2. No training was required in their business (22%) 3. No relevant training was required (20%) 4. Training was not a priority (17%) 5. Lack of funds (16%) 6. Lack of time (14%)

Unit 1: Session 4

Understanding the Workplace

Session 4: Understanding the Workplace

Contents

	Page
▫ **Aims and Outcomes of Session 4**	**46**
▫ **Facilitator Guidelines**	**47**
▫ **Task Sheets**	**52**
Task Sheet 6: Key Workplace Stakeholders	
Task Sheet 7: What's So Different About Literacies Learning in the Workplace?	
Task Sheet 7 (a): What's So Different About Literacies Learning in the Workplace? (Exercise)	
Task Sheet 8: Workplace Skills – The Top Ten	
▫ **Handouts**	**57**
Handout 6: Key Stakeholders in the Workplace (Completed Exemplar)	
Handout 7: Workplace Skills – The Top Ten (Examples)	

Aims and Outcomes of Session 4

Aims

To explain the factors which influence participation in, and the delivery of, literacies learning programmes in the workplace.

Outcomes

By the end of the session, participants will:

- Understand workplace stakeholders' needs and expectations of literacies learning
- Understand approaches to developing and delivering literacies learning programmes in a workplace, including discrete and integrated models
- Be able to explain features of literacies learning in the workplace that are similar or different from literacies learning in other contexts
- Understand how literacies are used in every day work situations and tasks.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Group Activity **Key stakeholders in the workplace** ▫ Divide participants into small groups. Using *Task Sheet 6: Key Workplace Stakeholders*, each group should discuss and identify the key factors that might influence participation in literacies learning in the workplace, noting them in the first column of the task sheet. ▫ They should then consider how these apply to different stakeholder groups and record this on the task sheet by ticking the appropriate boxes. Refer to *Handout 6: Key Stakeholders in the Workplace (completed exemplar)* for some examples. ▫ Feedback to the large group - discuss the findings and how these will impact on the practitioners' approach to developing literacies learning in a workplace context.	**30** Minutes	**Materials** ▫ **Task Sheet 6:** *Key Stakeholders in the Workplace* ▫ **Handout 6:** *Key Stakeholders in the Workplace* (completed exemplar) ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
Group Activity / Card Sort Exercise **What's so different about literacies learning in the workplace?** ▫ This activity supports participants to determine similarities and differences between literacies learning in the workplace and in other contexts ▫ Prior to presenting this activity you will need to create sets of cards for participants using *Task Sheet 7(a): What's So Different About Literacies Learning in the Workplace?* ▫ As a group, identify the key elements in the process of developing and delivering literacies in any context. These are described in *Task Sheet 7*: *What's So Different About Literacies Learning in the Workplace* as: • *Planning and preparation* • *Awareness raising and engaging learners* • *Content and curriculum* • *Learning and teaching approaches* • *Programming and delivery (tutors, timing, venue and frequency)* • *Learning review* • *Evaluation* ▫ Divide participants into small groups. Distribute *Task Sheet 7: What's So Different About Literacies Learning in the Workplace* to each participant and a set of cards to each group. ▫ Feedback as a group. ▫ It is important to identify the features that are common to literacies learning in the workplace and in other contexts (community and college), and those that are specific to the workplace - this could be represented in a Venn diagram.	**60** Minutes	**Materials** ▫ **Task Sheets 7 and 7a:** *What's So Different About Literacies Learning in the Workplace?* ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
Group Exercise **Workplace Skills – The Top Ten**[1] ▫ This activity will focus on looking at how people use literacies in work. ▫ *Handout 7: Workplace Skills – The Top Ten (Examples)* features some examples of workplace tasks that use literacies. ▫ Divide into smaller groups and allocate one type of workplace from *Task Sheet 8: Workplace Skills – The Top Ten* to each group. Each group should discuss how literacies are used in their allocated workplace and record their agreed top ten under each heading. ▫ To prompt the discussion, participants can individually note tasks on Post-its®, cards or the *Task Sheet*. As a group, they can then discuss the suggestions and agree their top ten which should be recorded on a flip chart. ▫ Feedback as a large and post the flip chart sheets around the room so participants can review each group's findings. ▫ Reflective discussion could include: • How easy was it to think of workplace tasks in these specific workplaces? • Was it easy to allocate tasks under each heading, or were some more difficult than others? • Are particular groups of staff more likely to need support with literacies? • Similarities and/or differences that have emerged for different workplace contexts • Some literacies tasks will be common across different workplaces, but different priorities may arise in specific work settings, different industries, organisations and job roles - point out that the implications of this will be further explored when looking at approaches to identifying literacies needs and in designing learning programmes.	**45** Minutes	**Materials** ▫ **Task Sheet 8:** *Workplace Skills – The Top Ten* ▫ **Handout 7:** *Workplace Skills – The Top Ten (Examples)* ▫ Post-it® notes or cards ▫ Flip chart and pens **Further Information** ▫ Refer participants to the *Skills for Life: Make it Your Business* Resource Pack produced by the Basic Skills Agency as it contains useful information on developing literacies learning in the workplace. ▫ It is important to stress that this resource is designed for use in England and uses a different approach to Scotland.

[1] This activity has been created using materials from the *Skills for Life: Make It Your Business Resource Pack* produced by the Basic Skills Agency on behalf of the DfES www.dfes.gov.uk/readwriteplus/employer_toolkit

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ Different workplace stakeholders will have common and distinctive needs and expectations of literacies learning. ▫ Different approaches to delivering literacies learning in workplaces, including integrated and discrete learning. ▫ Similarities and/or differences between literacies learning in the workplace and other contexts. ▫ How literacies are used in everyday work activities and tasks.		

Task Sheet 6: Key Stakeholders in the Workplace

What factors might influence the involvement of key workplace stakeholders in literacies learning?

Key factors that might influence participation in literacies learning in the workplace	Employees	Employers	Literacies Learning Providers	Other Stakeholders eg. Supervisors, Union Reps, HR Staff
	❒	❒	❒	❒
	❒	❒	❒	❒
	❒	❒	❒	❒
	❒	❒	❒	❒
	❒	❒	❒	❒
	❒	❒	❒	❒

Task Sheet 7: What's So Different About Literacies Learning in the Workplace?

- Consider the features of adult literacies learning on the set of cards. Allocate the cards to one of the seven *Key elements in the process of developing adult literacies learning* listed below. Make a note of any other features you feel are important.
- Discuss how well these features operate in a workplace context and record your notes below. Make a note of any additional features you identify.

Key elements in the process of developing and delivering adult literacies learning	How well do these operate in a workplace context?
1. Planning and preparation	
2. Awareness raising and engaging learners	
3. Content and curriculum	
4. Learning and teaching approaches	
5. Programming and delivery (tutors, timing, venue and frequency)	
6. Review of learning	
7. Evaluation	

Task Sheet 7(a): What's So Different About Literacies Learning in the Workplace? (Exercise)

Features of Literacies Learning Programmes for Card Sort Exercise

Identify a reason for taking part in literacies learning	Assess current levels of performance	Information gathering
Identifying needs	Reviewing progress	Learner-centred approach
Regular schedule for delivery	Reporting on progress and achievement	Flexible delivery
Negotiated content of learning programme	Open-ended timeframe	Setting goals
Appropriate pace	Fun	Support for any specific learning needs
Topics that are relevant	Participative learning methods	Tutors have knowledge and understanding of context
Group tuition	Materials/approaches to inform about the purpose	Locally delivered
Confidentiality	Well equipped venue	1:1 tuition
Establishing a relationship with learner(s)		Opportunities for learning progression

Task Sheet 8: Workplace Skills – The Top Ten[2]

Catering or hospitality workplace (e.g. canteen, hospital kitchen, hotel kitchen, restaurant, housekeeping staff or cleaners, porters, caretakers)	**Food processing**	**Bus depot**	**Local Authority parks & recreation dept**	**Construction company**	**Retail company**
Reading	**Reading**	**Reading**	**Reading**	**Reading**	**Reading**
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.
6.	6.	6.	6.	6.	6.
7.	7.	7.	7.	7.	7.
8.	8.	8.	8.	8.	8.
9.	9.	9.	9.	9.	9.
10.	10.	10.	10.	10.	10.
Writing	**Writing**	**Writing**	**Writing**	**Writing**	**Writing**
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.
6.	6.	6.	6.	6.	6.
7.	7.	7.	7.	7.	7.
8.	8.	8.	8.	8.	8.
9.	9.	9.	9.	9.	9.
10.	10.	10.	10.	10.	10.

[2] This activity has been created using materials from the *Skills for Life: Make It Your Business Resource Pack* produced by the Basic Skills Agency on behalf of the DfES www.dfes.gov.uk/readwriteplus/employer_toolkit

Catering or hospitality workplace (e.g. canteen, hospital kitchen, hotel kitchen, restaurant, housekeeping staff or cleaners, porters, caretakers)	**Food processing**	**Bus depot**	**Local Authority parks & recreation dept**	**Construction company**	**Retail company**
Numeracy	**Numeracy**	**Numeracy**	**Numeracy**	**Numeracy**	**Numeracy**
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.
6.	6.	6.	6.	6.	6.
7.	7.	7.	7.	7.	7.
8.	8.	8.	8.	8.	8.
9.	9.	9.	9.	9.	9.
10.	10.	10.	10.	10.	10.
Speaking / listening	**Speaking / listening**	**Speaking / listening**	**Speaking / listening**	**Speaking / listening**	**Speaking / listening**
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.
4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.
6.	6.	6.	6.	6.	6.
7.	7.	7.	7.	7.	7.
8.	8.	8.	8.	8.	8.
9.	9.	9.	9.	9.	9.
10.	10.	10.	10.	10.	10.

Handout 6: Key Stakeholders in the Workplace (Completed Exemplar)

Key factors that might influence participation in literacies learning in the workplace	**Employees**	**Employers**	**Learning Providers**	**Other Stakeholders** e.g. supervisors, union reps, HR/training staff
Changes in work practices, such as more use of computers, new timesheet forms and reports, mean that different skills are required	✓	✓		✓
New requirements to train staff to meet legislation such as Health and Safety or Quality Standards	✓	✓		✓
There have been a lot of errors recently in production that have increased wastage rates and halted the production line		✓		
There's no time to release staff for regular training/learning programmes	✓	✓	✓	✓
It's not the least bit relevant to what we're doing – and we've not had any problems	✓	✓		
General stigma about literacies – how will other staff view it? Does it mean I can't do my job and will be sacked?	✓	✓	✓	✓

Handout 7: Workplace Skills – The Top Ten (Examples)[3]

Catering or hospitality workplace (e.g. canteen, hospital kitchen, hotel kitchen, restaurant, housekeeping staff or cleaners, porters, caretakers)	**Food processing**	**Bus depot**	**Local Authority parks & recreation dept**	**Construction company**	**Retail company**
Reading	**Reading**	**Reading**	**Reading**	**Reading**	**Reading**
1. Follow recipes	1.	1.	1.	1.	1.
2. Instructions for using equipment	2.	2.	2.	2.	2.
3. Health & Safety and regulations	3.	3.	3.	3.	3.
4. Delivery notes	4.	4.	4.	4.	4.
5. Chemical bottles	5.	5.	5.	5.	5.
6. Hygiene notices	6.	6.	6.	6.	6.
7. Staff rotas	7.	7.	7.	7.	7.
8. Inventory for bedrooms	8.	8.	8.	8.	8.
9. Meal orders	9.	9.	9.	9.	9.
10. Floor plans	10.	10.	10.	10.	10.

[3] This activity has been created using materials from the *Skills for Life: Make It Your Business Resource Pack* produced by the Basic Skills Agency on behalf of the DfES www.dfes.gov.uk/readwriteplus/employer_toolkit

Catering or hospitality workplace (e.g. canteen, hospital kitchen, hotel kitchen, restaurant, housekeeping staff or cleaners, porters, caretakers)	**Food processing**	**Bus depot**	**Local Authority parks & recreation dept**	**Construction company**	**Retail company**
Writing	**Writing**	**Writing**	**Writing**	**Writing**	**Writing**
1.	1. Filling out production logs against targets	1.	1.	1.	1.
2.	2. Completing timesheets	2.	2.	2.	2.
3.	3. Filling out accident report form	3.	3.	3.	3.
4.	4. Leave request form	4.	4.	4.	4.
5.	5. Complete personal detail form	5.	5.	5.	5.
6.	6. Write reports on any production difficulties	6.	6.	6.	6.
7.	7. Write orders and receipts	7.	7.	7.	7.
8.	8. Write notes	8.	8.	8.	8.
9.	9. Send emails	9.	9.	9.	9.
10.	10. Write telephone messages	10.	10.	10.	10.

Catering or hospitality workplace (e.g. canteen, hospital kitchen, hotel kitchen, restaurant, housekeeping staff or cleaners, porters, caretakers)	**Food processing**	**Bus depot**	**Local Authority parks & recreation dept**	**Construction company**	**Retail company**
Numeracy	**Numeracy**	**Numeracy**	**Numeracy**	**Numeracy**	**Numeracy**
1.	1.	1. Reading duty rota	1.	1.	1.
2.	2.	2. Arriving at work on time for shift	2.	2.	2.
3.	3.	3. Reading a clock	3.	3.	3.
4.	4.	4. Mileage records	4.	4.	4.
5.	5.	5. Checking pay slips	5.	5.	5.
6.	6.	6. Checking tyre pressure	6.	6.	6.
7.	7.	7. Calculating overtime	7.	7.	7.
8.	8.	8. Giving change to passengers	8.	8.	8.
9.	9.	9. Reading a timetable	9.	9.	9.
10.	10.	10. Calculating the length of a journey	10.	10.	10.

Catering or hospitality workplace (e.g. canteen, hospital kitchen, hotel kitchen, restaurant, housekeeping staff or cleaners, porters, caretakers)	**Food processing**	**Bus depot**	**Local Authority parks & recreation dept**	**Construction company**	**Retail company**
Speaking / listening	**Speaking / listening**	**Speaking / listening**	**Speaking / listening**	**Speaking / listening**	**Speaking / listening**
1.	1.	1.	1. Taking part in team meetings	1.	1.
2.	2.	2.	2. Attending training courses	2.	2.
3.	3.	3.	3. Following instructions	3.	3.
4.	4.	4.	4. Dealing with the public	4.	4.
5.	5.	5.	5. Answering the telephone	5.	5.
6.	6.	6.	6. Taking messages	6.	6.
7.	7.	7.	7. Giving instructions to staff	7.	7.
8.	8.	8.	8. Following travel directions	8.	8.
9.	9.	9.	9. Using technical language	9.	9.
10.	10.	10.	10. Greet work colleagues and members of the public appropriately	10.	10.

Unit 1: Session 5

Making the Case for Literacies in the Workplace

Session 5: Making the Case for Literacies in the Workplace

Contents

	Page
◘ **Aims and Outcomes of Session 5**	**63**
◘ **Facilitator Guidelines**	**66**
◘ **Task Sheets**	**69**
Task Sheet 9: How do Businesses Work?	
Task Sheet 10 (a): Literacies Learning in the Workplace: Benefits	
Task Sheet 10 (b): Literacies Learning in the Workplace: Barriers	
Task Sheet 10 (c): Literacies Learning in the Workplace: Barriers (Small Group Work)	
Task Sheet 11: Making the Case for Literacies Learning Programmes in the Workplace (Scenarios A and B)	
Task Sheet 12: Making the Case for Literacies Learning Programmes in the Workplace (Observation Checklist)	
◘ **Handouts**	**76**
Handout 8: How do Businesses Work? (Examples)	
Handout 9: Literacies Learning in the Workplace: Benefits and Barriers (Examples)	

Aims and Outcomes of Session 5

Aims

- To establish the role that literacies learning can play in improving organisational and economic performance.

Outcomes

By the end of the session, participants will:

- Understand workplace structures and operational practices
- Be able to explain the positive impact that literacies learning can make on organisational and economic performance
- Understand how organisational structure and culture, workplace infrastructures, working patterns, environment and resources can impact on developing and delivering literacies learning in the workplace
- Understand proactive approaches to overcome perceived and actual barriers to literacies learning presented by workplace stakeholders.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Group Activity: How Do Businesses Work? ▫ This activity begins to identify the features and factors that are important in getting to know how a business works and can be conducted as large or small group discussion. ▫ Confirm that participants are familiar with the concept of organisational 'culture'. ▫ Feedback to large group. ▫ Refer to *Handout 8: How do Businesses Work? (Examples)* for examples.	**30** Minutes	**Materials** ▫ **Task Sheet 9:** *How do Businesses Work?* ▫ **Handout 8:** *How do Businesses Work? (Examples)*

Delivery Methods	Time	Materials, Resources and Further Information
Group Activity **Literacies Learning in the Workplace: Benefits and Barriers** ▫ This activity focuses on the differing perceptions workplace stakeholders may have about the benefits and barriers of literacies learning in the workplace ▫ Issue *Task Sheet 10 (a) (b) (c): Literacies Learning in the Workplace: Benefits and Barriers*. As a large group, participants should complete activities (a) and (b). ▫ They should then complete activity (c) in small groups. Check that groups select different barriers for their discussion and case studies to ensure a broad coverage. ▫ In the large group, feedback on activity (c).	**30** Minutes	**Materials** ▫ **Task Sheet 10 (a) (b) (c):** *Literacies Learning in the Workplace: Benefits and Barriers* ▫ **Handout 9:** *Literacies Learning in the Workplace: Benefits and Barriers (Examples)*

Delivery Methods	Time	Materials, Resources and Further Information
Making the Case for Literacies Learning Programmes in the Workplace ▫ This activity can be carried out as a role-play exercise, or small groups can prepare and present an outline of the approaches they think the literacies practitioner and employer would take. ▫ The role-play exercise will provide participants with an opportunity to respond to a situation that might arise as they try to engage employers. ▫ Divide participants into 4 smaller groups. Allocate *Task Sheet 11: Making the Case for Literacies Learning Programmes in the Workplace – Scenarios A and B* so that group 1 play the role of the employer and group 2, the role of the literacies practitioner for *Scenario A*. Similarly allocate roles to groups 3 and 4 for *Scenario B.* ▫ Based on the scenarios, the groups plan a strategy for a meeting between an employer and the literacies practitioner, and decide which members will perform the roles or present their case. ▫ Give group feedback. If doing role-play, groups should use *Task Sheet 12: Making the Case for Literacies Learning Programmes in the Workplace: Observation Checklist.* ▫ Discuss the key learning points.	**45** Minutes	**Materials** ▫ **Task Sheet 11:** *Making the Case for Literacies Learning Programmes in the Workplace – Scenarios A and B* ▫ **Task Sheet 12**: *Making the Case for Literacies Learning Programmes in the Workplace – Observation Checklist*

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ The importance of gathering information on organisational structure and culture, workplace infrastructures, working patterns, environment and resources ▫ The importance of the different perspectives, priorities and perceived and/or actual barriers that workplace stakeholders may have / present, and being able to respond to these ▫ Proactive approaches to overcome perceived and actual barriers presented by workplace stakeholders.		

Task Sheet 9: How Do Businesses Work?

Getting to know a workplace

Which methods (column 1) would you use to gather the information required in columns 2-6?

1. Methods of information gathering	2. Purpose of the business	3. Attitude or culture of the workplace, management and staff	4. Production / operation processes & work patterns	5. How literacies are used	6. Analysing the need to develop literacies learning
Visit / tour of the workplace					
Attend open days or events					
Observe people doing their job(s)					
Read job descriptions					
Review job related documents					
Research the business – read annual reports, websites, marketing materials, product information					
Formal discussions or structured focus groups with different stakeholders					
Informal discussions with stakeholders					
Review results of existing training needs analysis					
Attend staff meetings					
Conduct a literacies needs analysis					

Task Sheet 10 (a): Literacies Learning in the Workplace: Benefits

List the benefits of literacies learning in the workplace and identify which stakeholders these would apply to:

Benefits	**Employees**	**Employers**	**Others** (trade unions, HR/training staff, supervisors/line managers, etc).
	❒	❒	❒
	❒	❒	❒
	❒	❒	❒
	❒	❒	❒
	❒	❒	❒

Task Sheet 10 (b): Literacies Learning in the Workplace: Barriers

What are the perceived and/or actual barriers different workplace stakeholders might present?

Barriers (perceived and/or actual)	Employees	Employers	Others (trade unions, HR/training staff, supervisors/line managers, etc).
	❒	❒	❒
	❒	❒	❒
	❒	❒	❒
	❒	❒	❒
	❒	❒	❒

Task Sheet 10 (c): Literacies Learning in the Workplace: Barriers (Small Group Work)

You are a development worker and have started discussions about the possibility of developing and delivering literacies learning in a workplace. The different stakeholders raise some of the barriers identified in the previous activity.

In your group, select one potential barrier for each stakeholder grouping and propose an approach for overcoming each.

Task Sheet 11: Making the Case for Literacies Learning Programmes in the Workplace

Scenario A

A large company has relocated to your area.

Staff turnover is relatively high and you have heard that staff feel undervalued and demotivated. Most staff are employed are on fixed term contracts and work for the minimum wage.

You try to make a case to managers that staff turnover and costs might be reduced if staff have access to literacies learning opportunities in work. Managers agree but only if staff attend in their own time. This poses problems as most staff take public transport to work (a rural site).

Employer's Perspective

Development Worker's Perspective

Scenario B

A local family-owned company has a problem with staff turnover. Several employees attend literacies provision in their local community and they all struggle with tasks relating to new practices in their workplace.

One employee suggests that it would be good to have literacies support in the workplace. You agree and arrange to meet with the manager. His response is *"We have no literacies issues here. We screen all applicants as part of the interview process and only appoint those who pass the tests"*.

Employer's Perspective

Development Worker's Perspective

Task Sheet 12: Making the Case for Literacies Learning Programmes in the Workplace - Observation Checklist

Skills	Comments
Establishing and maintaining the relationship	
Effective communication and language	
Clarifying the purpose of the meeting	
Presenting the arguments	
Responding to issues / problems presented by the employer	
Negotiation skills	
Reaching agreement	
Confirming action points and review arrangements	
Closing the meeting	
Others	

Handout 8: How Do Businesses Work? (Examples)

Getting to know a workplace

1. Methods of information gathering	2. Purpose of the business	3. Attitude or culture of the workplace, management and staff	4. Production / operation processes & work patterns	5. How literacies are used	6. Analysing the need to develop literacies learning
Visit / tour of the workplace	✓	✓	✓	✓	
Attend open days or events	✓	✓	✓	✓	
Observe people doing their job(s)		✓	✓	✓	✓
Read job descriptions			✓	✓	✓
Review job related documents			✓	✓	✓
Research the business – read annual reports, websites, marketing materials, product information	✓	✓	✓		
Formal discussions or structured focus groups with different stakeholders	✓	✓	✓	✓	✓
Informal discussions with stakeholders	✓	✓	✓	✓	✓
Review results of existing training needs analysis				✓	✓
Attend staff meetings		✓	✓		
Conduct a literacies needs analysis	✓	✓	✓	✓	✓

Handout 9: Literacies Learning in the Workplace: Benefits and Barriers (Examples)

Benefits of literacies learning in the workplace

Employees	Employers	Others (trade unions, HR/training staff, supervisors, line managers, etc)
▪ Able to do my job better ▪ I feel better about myself ▪ I can now think about going for promotion ▪ Feel that I can be more a part of the team ▪ I feel valued more ▪ I get to use the computer ▪ What I learn here at work has helped me at home and in other settings ▪ Paid time off ▪ I can do it at a time that suits me	▪ Improved health and safety ▪ Improved productivity and less wastage ▪ Better team-working ▪ Staff using resources and equipment better and can now introduce new approaches ▪ Recruitment and induction training is easier ▪ Staff can cope better with changes in work practices ▪ Has smoothed the path for staff to start on qualifications that are necessary for this type of work ▪ Free training so doesn't eat into training budget ▪ We can record it as part of our quality assurance ▪ Flexible approach doesn't interfere too much with work demands ▪ Improved staff retention rates so reduced costs and time for recruitment ▪ Good publicity	▪ Improved health and safety ▪ Improved productivity and less wastage ▪ Better team working ▪ Improved employer/employee relationships ▪ Staff using resources and equipment better and can now introduce new approaches ▪ Recruitment and induction training is easier ▪ Staff can cope better with changes in work practices ▪ Has smoothed the path for staff to start on qualifications that are necessary for this type of work ▪ Free training so doesn't eat into training budget ▪ We can note it as part of our quality assurance ▪ Flexible approach doesn't interfere too much with work demands ▪ Improved staff retention rates so reduced costs and time for recruitment.

Possible approaches to respond to the challenges of perceived / actual barriers to literacies learning in the workplace

	Barriers	Presented by	Possible Approaches
1	Time pressures for the release of staff	▪ Employer ▪ Supervisors / line managers	▪ Flexible approach with option to deliver at times that fit with production demands and shift system. ▪ Block programme or regular sessions with staff. ▪ Drop-in for self-study. ▪ Consider integrated literacies with other training such as health & safety, report writing, preparation for SVQs. ▪ Identify any quieter times in work schedule ("down time"), either regular or seasonal. ▪ Pilot programme on a small scale. ▪ Short-term investment of staff release may result in long-term benefits in productivity and staff attitudes.
2	It's not the right time for us to develop this (may relate to production targets, contract deadlines or forthcoming organisational changes)	▪ Employer ▪ Supervisors / line managers	▪ From organisational review and discussion identify potential timeframe that would suit production demands. ▪ Trial group or smaller groups of learners over a longer-term period. ▪ May offer development opportunities for staff to respond to forthcoming changes.

	Barriers	Presented by	Possible Approaches
3	Working practice and shift systems	▪ Employer ▪ Supervisors / line Managers	▪ Offer to deliver learning at different times of the day to match shift times. ▪ Provide drop-in facilities or online learning. ▪ Can deliver learning outwith normal working hours.
4	Our workforce perform adequately in literacies so not relevant or required	▪ Employer ▪ Supervisors / line managers	▪ People with literacies issues use coping strategies to overcome their difficulties. If work practices change, these coping strategies may not be sufficient.
5	Has been tried and failed before	▪ Employees ▪ Employer ▪ Supervisors / line managers ▪ HR staff	▪ Find out what went wrong before and see how this differs from your proposed approach. ▪ If appropriate, involve all stakeholders in this review process and in the planning of future delivery to encourage shared ownership.

	Barriers	Presented by	Possible Approaches
6	It's not a priority for us	▪ Employees ▪ Employer ▪ Supervisors / line managers ▪ HR / training staff	▪ Identify where literacies connects to their work and offer to conduct a needs analysis. ▪ Illustrate how it might contribute to legislative requirements such as health & safety and quality standards. ▪ Point out that there might be a hidden negative impact if literacies skills need to be improved. ▪ People with literacies issues use coping strategies to overcome their difficulties. If work practices change, these coping strategies may not be sufficient. ▪ As staff are the biggest asset of any business, this might be a way of capitalising on that resource. ▪ Potential to improve performance and reduce wastage, and so improve profits. ▪ Current investment in this might reduce staff turnover.

	Barriers	Presented by	Possible Approaches
7	We don't have any space for a training course to be delivered	▪ Employer ▪ HR / training staff	▪ Check if there might be times when you could use canteen or other suitable accommodation. ▪ Try to find a community venue or perhaps combine with delivery in another workplace. ▪ Use your premises (may involve employer in providing travel time and costs for employees).
8	Staff are based in different locations across the area so are not all together at any one time	▪ Employer ▪ Employee	▪ Explore flexible delivery options, such as central venue, rotational venue, blended learning programme of initial face-to-face and self-study (possibly training workplace mentors).
9	We already do a lot of staff training	▪ Employer ▪ HR / training staff	▪ Is there any evidence of need from previous skills analysis? ▪ Opportunities for integrating literacies with existing training delivery.
10	We don't have anyone in our training department who could do this	▪ Employer ▪ HR / training staff	▪ Arrange for tutors to deliver, either independently or co-tutoring as part of other training. ▪ Option to deliver training to staff as literacies tutor assistants/mentors as part of long-term development and sustainability.

	Barriers	Presented by	Possible Approaches
11	You work in the community sector so don't understand how things work in business	▪ Employees ▪ Employer ▪ Supervisors / line Managers ▪ HR / training staff ▪ ULRs	▪ Explain your previous experience in workplace literacies and introduce case examples. ▪ Literacies practitioners have a range of backgrounds and experience. ▪ Approach and skills of literacies practitioners are transferable to workplace settings. ▪ Tutors will be briefed about the workplace and will make time to become familiar with the operation.
12	If we train them they will find work elsewhere and we will be short staffed	▪ Employer ▪ HR staff	▪ It might be more costly to your business if they stay and you don't train them. ▪ Staff will feel more valued and in turn feel more committed to you as an employer. ▪ If work practices change and staff are not able to cope they may leave and you will have to meet the cost of recruitment and training new employees (you could work out a cost for this).
13	Stigma associated with literacies - staff won't come forward to take part	▪ Employer ▪ ULRs ▪ HR / training staff	▪ Explain how you will raise awareness and promote the learning programmes. ▪ Consider titles for learning programmes that would encourage participation. ▪ Option to integrate literacies learning into other training.

	Barriers	Presented by	Possible Approaches
14	Do the bosses have an ulterior motive for arranging this? Am I being singled out and most likely to be "paid off?"	▪ Employees ▪ ULRs	▪ Reinforce the personal benefits of taking part. ▪ Support mutual communication between employees and employers to clarify the rationale for literacies learning. ▪ ULRs will be strong advocates for the learning.
15	How is this going to help me?	▪ Employees ▪ Employer ▪ Supervisors / line managers ▪ HR / training staff	▪ Present evidence of the benefits for different stakeholders.
16	It will cost too much	▪ Employer ▪ Supervisors / line managers ▪ HR / training staff	▪ Explain that the costs of your involvement will be met through the funding allocated by the Scottish Government. ▪ In essence the training will be provided free of charge. Employer's commitment would be in releasing staff, providing accommodation and resources and involvement of relevant staff in planning, support for learners and reviewing activities. ▪ Prepare some details of cost benefits analysis (such as cost of wages against potential gains in productivity, staff retention, employee confidence).

	Barriers	Presented by:	Possible Approaches
17	If it's free, it can't be good quality	▪ Employer ▪ Supervisors / line managers ▪ HR / training staff	▪ Explain Scottish Government's strategy for funding adult literacies learning. ▪ Explain your operating principles, practice, experience and expertise. ▪ National standards and your internal quality procedures and evaluation activities. ▪ Give examples of achievements from other practice (your own or from other case studies).
18	If it's all so flexible, does that mean that there won't be any certificates or qualifications?	▪ Employee ▪ Employer ▪ HR / training staff	▪ Use the awareness raising activities to point out how you operate a learner-centred approach, and (if appropriate) employees may have the opportunity to seek accreditation or progress into other learning once their confidence has improved.
19	Will we have to sit any exams?	▪ Employee	▪ As part of the awareness raising activities reassure employees of your learner-centred approach and that there will be no formal assessment. However (if appropriate), there may be an opportunity to seek formal accreditation, but assessments do not always take the form of 'exams'.

	Barriers	Presented by:	Possible Approaches
20	I don't want anyone in work to know that I've got problems	▪ Employee	▪ If literacies learning is integrated into other training, others may not be aware of individual needs. ▪ Confidentiality is a core principle in your delivery and information will not be shared without the learner's agreement. ▪ People with literacies needs use coping strategies to overcome their difficulties. If work practices change these coping strategies may not be sufficient so these problems might become apparent.

Unit 1: Session 6

Learning Summary and Review

Session 6: Learning Summary and Review

Contents

	Page
◘ **Aims and Outcomes of Session 6**	**87**
◘ **Facilitator Guidelines**	**88**
◘ **Handouts**	**90**
Handout 10: Learning Summary and Review Form	
Handout 11: Evaluation Form	

Aims and Outcomes of Session 6

Aims

- To review, reflect and evaluate learning from sessions in this Unit.

Outcomes

By the end of the session, participants will have:

- Reviewed their learning achievement against outcomes of sessions and Unit
- Identified approaches to apply their learning in their practice
- Completed Learning Review records
- Completed Personal Development Planning records.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Reflection on Learning ▫ Ask participants to reflect on the activities, discussion and information that they have experienced during the sessions ▫ Different approaches can be used - see the *Section 1* of this pack for suggestions ▫ Ask participants to share key learning achievements with others in the group and how they think that these could be applied in their practice.	**30** Minutes	**Materials** ▫ **Handout 10:** *Learning Summary and Review Form* **Resources** ▫ *Course Pack* and schedule for all sessions in this Unit
Learning Outcomes ▫ Review the outcomes for the sessions and the Unit ▫ Check how well these match to the expectations identified by participants in *Session 1*.	**15** Minutes	**Resources** ▫ Aims and outcomes statements for each session in this Unit ▫ Feedback from participants to *Task Sheet 1*
Applying the Learning ▫ Discuss how participants plan to develop their learning from this Unit. In particular, how they will access the sources of further information indicated in the sessions ▫ If appropriate, encourage participants to begin to complete their Personal Development Plan	**30** Minutes	**Materials** ▫ Personal Development Plan in Section 3 of this pack

Delivery Methods	Time	Materials, Resources and Further Information
Action Planning ▫ Discuss options / action plan for further learning, including other Units in the *PDA: Developing Literacies Learning Programmes for the Workplace*.	**15** Minutes	
Evaluation ▫ Complete Evaluation Form for the Unit.	**10** Minutes	**Materials** ▫ **Handout 11:** *Evaluation Form*
Unit Assessment: details and support (if candidates are presenting evidence for assessment and accreditation) ▫ Clarify the assessment and evidence requirements. ▫ Review specific topics / activities in the sessions that relate directly to assessment ▫ Confirm arrangements for the assessment process, including available tutor support, sources of information and deadlines for submission.	**20** Minutes	**Materials** ▫ Assessment guidelines (if appropriate) **Further Information** ▫ Information on *PDA: Developing Literacies Learning Programmes for the Workplace* on SQA website www.sqa.org.uk

Handout 10: Learning Summary and Review Form

Unit 1: **Policy and Practice**

Session(s): _____

1. Summary of Learning: Personal Review and Action Plan

(a) Key things I have learned from this session / unit

(b) Key things from this session that I will develop in my practice

2. Personal Action Plan

Area for development	Action to be taken	Expected benefit(s)	Timescale

Handout 11: Evaluation Form

Name: _____ **Date:** _____

1. **How appropriate was the programme and content of the sessions?**
   (Please tick the appropriate box)

1 (Not at all)	2	3	4	5 (Totally)

2. **Was the delivery of the sessions satisfactory?**
   (Please tick the appropriate box)

1 (Not at all)	2	3	4	5 (Totally)

3. **Was the pace appropriate?**
   (Please tick the appropriate box)

1 (Too slow)	2	3	4	5 (Too fast)

Comments

4. What were the key learning points for you?

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	

5. **What changes, if any, would you make to these sessions?**

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	

6. Additional comments

Unit 2
Raising Awareness

Contents

	Page
Aims and Outcomes	1
Programme Overview	2
Session 1: Introducing the Unit	
▫ Contents	4
▫ Aims and Outcomes	5
▫ Facilitator Guidelines	6
▫ Task Sheets	11
▫ Handouts	12
Session 2: Building Relationships	
▫ Contents	14
▫ Aims and Outcomes	15
▫ Facilitator Guidelines	16
▫ Task Sheets	24
▫ Handouts	33
Session 3: Getting to Know a Workplace	
▫ Contents	38
▫ Aims and Outcomes	39
▫ Facilitator Guidelines	40
▫ Task Sheets	45

		Page
Session 4:	**Planning for Awareness Raising**	
	▫ Contents	47
	▫ Aims and Outcomes	48
	▫ Facilitator Guidelines	49
	▫ Task Sheets	53
	▫ Handouts	58
Session 5:	**Engaging Workplace Stakeholders**	
	▫ Contents	65
	▫ Aims and Outcomes	66
	▫ Facilitator Guidelines	67
	▫ Task Sheets	72
	▫ Handouts	75
Session 6:	**Learning Summary and Review**	
	▫ Contents	77
	▫ Aims and Outcomes	78
	▫ Facilitator Guidelines	79
	▫ Handouts	81

Aims and Outcomes of Unit 2

Aims

- To develop competence in communication and negotiation with workplace stakeholders.
- To understand approaches for identifying the need for literacies learning in a workplace.
- To know how to develop effective marketing and promotional strategies to engage all workplace stakeholders in literacies learning.

Outcomes

On completion of Unit 2, participants will be able to:

- Establish and maintain effective communication with workplace stakeholders.
- Negotiate the delivery of literacies learning programmes.
- Identify and analyse organisational and employees' literacies learning needs.
- Develop an implementation plan for raising awareness and engaging stakeholders in literacies learning in the workplace.
- Identify and produce appropriate materials for engaging workplace stakeholders in literacies learning.
- Plan activities to engage workplace stakeholders in literacies learning.

Unit 2: Programme Overview

Session 1: Introducing the Unit

Welcome and Introductions

Expectations

Unit Overview

- Aims and Outcomes
- Course Overview
- Schedule
- Accreditation

Learning Summary and Review

Session 2: Building Relationships

Aims and Outcomes

Perceptions of Literacies Learning

Communicating with Key Stakeholders

Negotiation

Confidentiality and Problem Solving

Contracts and Agreements

Learning Summary and Review

Session 3: Getting to Know a Workplace

Aims and Outcomes

Identifying Literacies Learning Needs in a Workplace

Approaches and Resources for Conducting Needs Analysis

Sources of Information on Workplace Operation and Infrastructures

Learning Summary and Review

Session 4: Planning for Awareness Raising

Aims and Outcomes

The Marketing Cycle

Planning for Awareness Raising

Producing a Plan

Reviewing the Effectiveness of Awareness Raising Activities

Learning Summary and Review

Session 5: Engaging Workplace Stakeholders

Aims and Outcomes

Developing and Producing Materials

Planning to Raise Awareness and Promote Literacies Learning to Key Stakeholder Groups

Learning Summary and Review

Session 6: Learning and Summary Review

Aims and Outcomes

Reflection on Learning

Learning Outcomes

Applying the Learning

Action Planning

Evaluation

Unit Assessment

Unit 2: Session 1

Introducing the Unit

Session 1: Introducing the Unit

Contents

	Page
◘ **Aims and Outcomes of Session 1**	**5**
◘ **Facilitator Guidelines**	**6**
◘ **Task Sheets**	**11**
Task Sheet 1: Expectations	
◘ **Handouts**	**12**
Handout 1: PDA and Course Overview	

Aims and Outcomes of Session 1

Aims

- To welcome and introduce participants and facilitators to each other
- To establish participants' expectations and previous experience
- To introduce the aims and outcomes of the *PDA: Developing Literacies Learning Programmes for the Workplace* and give an overview of course content, delivery methods and timings.

Outcomes

By the end of the session, participants will:

- Have met other participants and facilitators
- Understand the course content, aims and delivery methods
- Have identified how the course outcomes relate to their needs and expectations.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Introductions ▫ Participants and facilitators introduce themselves, in particular their name and current work role.	**10** Minutes	Name badges can be used
Expectations ***Icebreaker Activity*** ▫ To establish participant involvement and getting to know each other, break into smaller discussion groups to work together on an icebreaker activity that is related to identifying their hopes and anxieties/concerns about participating in the course, and their experience of literacies learning in the workplace. See *Task Sheet 1: Expectations* for a sample icebreaker activity. ▫ Participants should discuss what they expect to gain from the course, any concerns or anxieties they have, why they decided to do the course, and their experience of literacies learning in the workplace. They can use Post-it® notes or cards to record their discussion. ▫ Prepare a flip chart sheet split into four quadrants headed: • *Our expectations of the course* • *Our concerns about taking part in the course* • *Our reasons for participating in the course* • *Our experience of literacies learning programmes in the workplace*	**20** Minutes	**Materials** ▫ **Task Sheet 1:** *Expectations* ▫ **Handout 1:** *PDA Overview* **Resources** ▫ PowerPoint / OHTs that summarise details of Unit and PDA Outcomes (optional) ▫ Post-it® notes or cards ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
▫ Each group should post key discussion points onto the flip chart under the four headings. Discuss as a whole group to establish how these relate to the course aims, outcomes and delivery methods. ▫ An overview of the course should be included in any *Course Pack* for participants. ▫ You could also prepare a PowerPoint presentation / OHTs that summarise the PDA aims, outcomes and programme.		

Delivery Methods	Time	Materials, Resources and Further Information
Course Overview ▫ Inform participants about the course content, delivery and materials. Explain this session and Unit relate to the PDA and the course you are delivering. ▫ An overview of the course should be included in any *Course Pack* for participants. This could include information on pack contents, course delivery method, learning review and evaluation, and sources of research and further information. ▫ Alternatively, prepare handouts, PowerPoint presentation or OHTs that summarises the above information.	**20** Minutes	**Resources** ▫ *Course Pack* and / or Presentation / handouts ▫ Laptop and data or OH projector **Further Information** ▫ www.aloscotland.com ▫ www.scotland.gov.uk ▫ General information on the *PDA: Developing Literacies Learning Programmes for the Workplace* and current developments in literacies in the workplace
Schedule ▫ Give a brief outline of the programme / schedule for this Unit and the other PDA Units. If appropriate, refer to the *Course Pack*. ▫ Alternatively, prepare handouts, PowerPoint or OHTs summarising this information.	**15** Minutes	**Resources** ▫ Programme Overview in *Course Pack*, Handouts or on PowerPoint / OHT ▫ Laptop and data or OH projector or OHT

Delivery Methods	Time	Materials, Resources and Further Information
Accreditation ▫ Advise participants that this has been validated as an SQA Unit and forms part of the *PDA: Developing Literacies Learning Programmes for the Workplace.* ▫ Discuss the assessment process and refer participants to relevant information on the SQA's website, or prepare handouts, PowerPoint or OHTs summarising this information.	**10** Minutes	**Resources** ▫ Guidelines on SQA assessment and accreditation ▫ Handouts, PowerPoint or OHT presentation **Further Information** ▫ www.sqa.org.uk for details of the *PDA: Developing Literacies Learning Programmes for the Workplace*
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points which should be emphasised at the end of this session are: ▫ Getting to know each other ▫ Establishing how participants' expectations relate to the course and reassuring them about any concerns/anxieties ▫ Clarifying the aims, outcomes, content and delivery methods for the session and the unit ▫ Details about process and procedures for learning review, course evaluation and, if appropriate, assessment of learning.		

Task Sheet 1: Expectations

With others in your group, discuss the following points about your participation in this course. Make a note of the key points for each heading and place them on the flip chart sheet.

Our expectations of the course	Our concerns about taking part in the course
Our reasons for participating in the course	**Our experience of literacies learning programmes in the workplace**

Handout 1: Professional Development Award and Course Overview

PDA: Summary of Aims and Outcomes

Unit Title	Aims	Outcomes
Developing Literacies Learning Programmes for the Workplace: Policy and Practice	• To understand the operation of workplace literacies learning within the current Scottish principles and practice of adult literacies learning. • To develop knowledge and understanding of business structures, the labour market and economic development. • To develop knowledge and understanding of the role of literacies learning in a workplace context.	• Explain the effects of Scottish national policy and models of practice on literacies learning in the workplace. • Explain the impact of labour market and business trends on the role of literacies learning in the workplace. • Explain the factors that influence participation in and the delivery of literacies learning in the workplace.
Developing Literacies Learning Programmes for the Workplace: Raising Awareness	• To develop competence in communication and negotiation with stakeholder groups in the workplace. • To understand approaches to identify the need for literacies learning delivery in a workplace. • To know how to develop effective marketing and promotional strategies to engage all workplace stakeholders in literacies learning.	• Establish and maintain effective communication, and negotiate delivery of literacies learning delivery with stakeholder groups. • Analyse organisational and employees' literacies learning needs. • Develop an implementation plan to engage stakeholders and raise awareness of literacies learning in the workplace.
Developing Literacies Learning Programmes for the Workplace: Planning for the Delivery of Learning Programmes	• To know how to plan for the delivery of literacies learning programmes in the workplace to meet the needs of employers and employees. • To develop competence in areas such as learning programme design, project management and evaluation.	• Explain different models and methods of delivering literacies learning in a workplace context. • Plan for the delivery of literacies learning programmes in the workplace, and develop resources to meet the needs of employers and employees. • Evaluate methods of recording, monitoring and reviewing literacies learning programmes in the workplace.

PDA: Accreditation

Unit Title	Assessment Method	Evidence Requirements
Developing Literacies Learning Programmes for the Workplace: Policy and Practice	Candidates could answer a series of restricted and extended response questions. All Outcomes may be assessed as an integrated open book task.	The response will evidence knowledge and understanding of the role and operation of adult literacies learning in a workplace context within the current Scottish approach to adult literacies.
Developing Literacies Learning Programmes for the Workplace: Raising Awareness	One report of approximately 1,500 words or equivalent, excluding references and appendices.	The report should describe how to develop a plan aimed at raising awareness of literacies learning in response to the literacies needs of stakeholders within a selected workplace. The workplace may be a real case from their current work activities, from previous interaction with an employer or a simulated scenario.
Developing Literacies Learning Programmes for the Workplace: Planning for the Delivery of Learning Programmes	One report of approximately 2,500 or equivalent words excluding references and appendices.	The report should describe how to plan for the design, delivery and evaluation of a literacies learning programme in a selected workplace. The workplace may be a real case from their current work activities, from previous interaction with an employer, or a simulated scenario.

Unit 2: Session 2

Building Relationships

Session 2: Building Relationships

Contents

	Page
◘ **Aims and Outcomes of Session 2**	**15**
◘ **Facilitator Guidelines**	**16**
◘ **Task Sheets**	**24**
Task Sheet 2: Building Relationships: Range and Diversity	
Task Sheet 3: What Needs to be Negotiated?	
Task Sheet 4: Confidentiality - Tricky Situations	
Task Sheet 5: Reaching Agreement	
◘ **Handouts**	**33**
Handout 2: Negotiation Skills for Promoting Literacies Learning in the Workplace	
Handout 3: Reaching Agreement (Examples)	

Aims and Outcomes of Session 2

Aims

- To identify the different workplace stakeholders and examine approaches to effective communication with them.

Outcomes

By the end of the session, participants will:

- Be able to identify the stakeholders that might be involved in the development and delivery of literacies learning in the workplace.
- Understand approaches used to establish and maintain effective communication with stakeholders.
- Know about consultation and negotiation skills and techniques.
- Know how to use these skills and techniques to solve problems that may occur in the development and delivery of literacies learning in the workplace.
- Understand approaches for contracting with workplace stakeholders.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Perceptions of Literacies Learning ▫ Introduce the activity by referring to the benefits and barriers to workplace literacies learning, as covered in Unit 1. ▫ Using a flip chart, record feedback from the group on the key features that exemplify *'deficit'* and *'enhancement'* views of literacies learning in the workplace. ▫ Discuss how stakeholders' perceptions might impact on the models and methods used when designing and delivering literacies learning in a workplace. Also refer to the key features and principles of a social practice approach to literacies learning - this was covered in more detail in Unit 1. ▫ Using the examples of *'deficit'* viewpoints, as identified by the group, ask participants to think about how they could address when negotiating/communicating with the stakeholders. The can be done in pairs, small groups or large group. ▫ Discuss the fact that the *'enhancement'* or benefit may impact on: • the workplace directly - by improving performance and productivity • the workplace indirectly - by creating a more positive attitude, better team working, timekeeping, attendance etc. • the employee - by developing their performance, self-confidence and career opportunities.	**30** Minutes	**Resources** ▫ Flip chart and pens ▫ Post-it® notes

Delivery Methods	Time	Materials, Resources and Further Information
Communicating with Key Stakeholders **Building Relationships: Range and Diversity** ***Group or Paired Activity*** ▫ This activity begins to identify the range of people in the workplace that practitioners will need to communicate with. It will also examine the diverse nature of these communications and the required consultation and negotiation skills. ▫ In pairs or small groups, participants should use *Task Sheet 2: Building Relationships – Range and Diversity* to identify the range and scope of communication activities in the workplace and record them on a flip chart. ▫ Encourage participants to draw on their own experience of adapting communication tech. ▫ Feedback to large group. ▫ Note the key groups that literacies practitioners might communicate with. Identify and group the different purposes of communication. Ask participants to suggest guidelines for the types of communication/awareness raising activities for the different stakeholder groups. These might include recognising particular needs, roles and levels of involvement of different stakeholder groups, confidentiality, and ▫ Refer to the fact that this is relevant for: • Awareness raising and promotional activities • Organisational needs analysis • Programme planning and delivery • Monitoring and evaluation • Communication with stakeholders	**40** Minutes	**Materials** ▫ **Task Sheet 2:** *Building Relationships – Range and Diversity* **Resources** ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
Negotiation Prepare a set of cards with scenarios that might require negotiation between a literacies practitioner worker and a workplace stakeholder. The scenarios should be based on some of the barriers that can be presented by stakeholders, as identified in Unit 1, or on some issues that can arise during the planning and implementation of literacies learning programmes in a workplace. Examples include: ▪ Difficulty in agreeing to release staff at set times to attend a learning programme because of staff absence or new production targets ▪ Management's insistence that staff attend learning sessions in their own time ▪ Supervisors' reluctance to release staff despite management agreement ▪ Agreeing learning programme content with management ▪ Learners tell you their line managers and/or other staff are making negative comments about their participation in learning programme and they want to stop attending ▪ Staff are losing productivity bonuses because they are attending learning ▪ The employer insists he will select which members of staff will attend the programme ▪ You discover that the learners were told they had to attend, but not the reasons why ▪ Management's insistence that you provide named reports on learner progress and attendance ▪ Training staff feel that you are 'treading on their toes' and impinging on their role ▪ Trade union representatives were not involved in discussions with management about offering literacies learning to staff.	**30** Minutes	**Materials** ▪ Set of scenario cards ▪ **Handout 2:** *Negotiation Skills for Promoting Literacies Learning in the Workplace* **Resources** ▪ Flip chart and pens ▪ Post-it® notes

Delivery Methods	Time	Materials, Resources and Further Information
▫ Individually or in pairs, allocate the cards to the group. Ask participants to consider the scenario as it relates to effectiveness of the learning programme, and to consider how they would communicate/negotiate with stakeholders. This should be shared with others in the group. ▫ Following feedback, the group should identify the key features of effective negotiation and record them on a flip chart. This could be done in the large group or paired discussions. ▫ Using *Handout 2: Negotiation Skills for Promoting Literacies Learning in the Workplace* as a reference, draw attention to the features of effective negotiation and discuss how these can be applied in the workplace context.		
What Needs to be Negotiated? ▫ Using *Task Sheet 3: What Needs to be Negotiated?* Participants should produce a list of what might need to be negotiated between the literacies practitioner and workplace stakeholders when promoting, planning and delivering literacies learning programmes. ▫ The *Task Sheet* identifies three key stages in the development process: *Needs Analysis; Awareness Raising; and Delivery of Literacies Learning Programmes*. ▫ Divide participants into three groups and allocate one stakeholder to each group.	**40** Minutes	**Materials** ▫ **Task Sheet 3**: *What Needs to be Negotiated?*

Delivery Methods	Time	Materials, Resources and Further Information
Confidentiality – Tricky Situations ***Group or Paired Activity*** ▫ Literacies practitioners may find themselves in situations that require diplomacy in order to maintain relationships with different stakeholders and not compromise their operating principle of confidentiality. The situations outlined in *Task Sheet 4: Confidentiality – Tricky Situations* have been drawn from actual practice. You may wish to include others from your own experience. ▫ Divide participants into pairs or small groups. Allocate the situations from *Task Sheet 4: Confidentiality – Tricky Situations* and ask them to discuss and record their suggested action(s). ▫ Feedback to large group. Discuss whether other groups agree with the suggested actions and consider any other strategies that might be appropriate. ▫ Discuss other situations that participants may have encountered in their practice and the approaches that they used.	**45** Minutes	**Materials** ▫ **Task Sheet 4**: *Confidentiality – Tricky Situations*

Delivery Methods	Time	Materials, Resources and Further Information
Contracts and Agreements ***Group or Paired Activity*** ▫ In the previous activity, participants identified what might be negotiated and suggested approaches to reaching agreements. ▫ In this activity, participants will consider appropriate approaches to confirm the outcomes of negotiations and recording these in contracts or agreements. The public sector may use the term 'service level agreement'. ▫ Distribute *Task Sheet 5: Reaching Agreement.* Participants should discuss this in small groups and feedback key discussion points to large group. ▫ *Handout 3: What Needs to be Negotiated?* includes some points to highlight.	**40** Minutes	**Materials** ▫ **Task Sheet 5:** *Reaching Agreement* ▫ **Handout 3:** *Reaching Agreement (Examples)*

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ Workplace stakeholders may have differing opinions and perceptions of the value of literacies learning. ▫ The need to understand different these opinions and perceptions, and to negotiate accordingly. ▫ Approaches for establishing and maintaining effective communication may vary, depending on the stakeholder group. ▫ Contracting with stakeholders is important to clarify expectations and monitor developments. It is not always necessary to have formal contracts, but there should be some record of agreed actions, commitment and contributions. ▫ Literacies practitioners should be prepared to handle potentially tricky situations without compromising their principles and operating practices.		

Task Sheet 2: Building Relationships - Range and Diversity

You will need to communicate with a range of people within the workplace, and this will take different forms with different stakeholders.

Who are you likely to communicate with and why?

Who?	What?	Why?	How?	When?	Where?

Who?	What?	Why?	How?	When?	Where?

Task Sheet 3: What Needs to be Negotiated?

Listening to others, gathering information, assessing needs and agreeing approaches to meet these needs is an important aspect of raising awareness within a workplace and customising delivery to meet these needs.

Identify the key elements that might be negotiated and approaches that you might follow in your negotiations with key workplace stakeholders

In your group, record key discussion points below and consider the similarities and differences for each group.

		What needs to be negotiated?	Suggested approaches
Stakeholder Group - Employees	Identifying the need for literacies learning		
	Awareness raising		
	Delivering the literacies learning programme		

		What needs to be negotiated?	Suggested approaches
Stakeholder Group - Employers	Identifying the need for literacies learning		
	Awareness raising		
	Delivering the literacies learning programme		
Other Stakeholders	Identifying the need for literacies learning		
	Awareness raising		
	Delivering the literacies learning programme		

Task Sheet 4: Confidentiality – Tricky Situations

What actions would you take if you find yourself in any of the following situations? Give reasons for your answer.

1. The company operates a 'no smoking' policy but the cleaners often smoke in the room you use to meet staff to raise awareness and encourage them to take part in the learning programme. During a regular feedback session with the manager, he tells you that he suspects the cleaners are smoking and asks if you have seen this happening.

Action:

2. You are working with a learner who is making good progress with 'calculations'. He tells you he has difficulty doing calculations in his job because his supervisor often shouts at him and calls him 'thick' when he is trying to do them.

Action:

3. You are working with a group of learners when their supervisor arrives and makes overtly racist comments to them in front of you.

Action:

4. During a chat over coffee break, some learners tell you that another member of staff regularly steals from the warehouse. They mention her name - she also attends the learning programme, but is in a different group.

Action:

5. During discussion with the employer about how the programme is going you suspect that he is looking for evidence to justify sacking an employee.

Action:

6. During one of your group sessions, a male participant makes several sexist remarks about a female participant. You explain that it is important everyone in the group respects each other and sexist remarks are offensive. However, the female participant insists that she doesn't mind and it's "all in fun anyway".

Action:

Task Sheet 5: Reaching Agreement

It is common practice in business to expect that a contract or agreement be negotiated for any service delivery, including a literacies learning programme.

In groups, discuss the following questions:

1. What is the purpose of a contract or agreement on developing and delivering a literacies learning programme in a workplace?

2. What are the benefits of operating with a contract or agreement?

3. What are the challenges of operating with a contract or agreement?

4. Who should be involved in negotiations to produce a contract or agreement?

5. What should be included in a contract or agreement?

6. When should it be done and how should it be reviewed?

Handout 2: Negotiation Skills for Promoting Literacies Learning in the Workplace

Negotiation process:

Listen actively to show that you understand:

- The other person's point of view
- The strength of their feelings
- Their concerns, and
- The circumstances that might affect delivery of learning.

Win yourself 'a hearing' to:

- Explain your point of view
- Make your points firmly but fairly
- Highlight potential benefits.

Work to a joint solution by:

- Referring to the points made by the other person
- Building on their ideas
- Offering your ideas and solutions to their concerns
- Achieving compromise where possible
- Constructing a solution to match everyone's needs.

Key elements of negotiation

Tact and diplomacy

- Listen to other people's points of view and concerns
- Use appropriate language
- Present your argument carefully.

Preparation

- Do your research
- Try to anticipate the other person's viewpoint, needs and concerns
- Be ready to offer potential solutions
- Consider their view of you and your role
- Consider any possible hidden agenda
- Set your goals.

Making your case

- Examples of your previous experience
- Be persuasive
- Sell the benefits
- Be professional.

Reaching a compromise

- Know what you want
- Know what you are prepared to settle for
- Be aware of what the other people will find acceptable
- Ensure that your principles are not compromised
- Recognise when the point for the deal has been reached.

Resolution

- All parties should agree to the solution
- Summarise the agreement
- Establish action roles and responsibilities
- Confirm action points and timelines
- Follow up after the meeting.

Language

- Give and take
- Discussion
- Trust
- Honesty
- Reasoning
- Bargaining
- Compromise
- Win / win
- Solution.

Handout 3: Reaching Agreement (Examples)

The following are suggestions of the key points that should be reflected in the group discussion and feedback:

Purpose

- To clarify and confirm the roles, responsibilities and contributions of different stakeholders
- To acknowledge agreed operating protocols and principles
- To provide a record of agreed actions and approaches for future reference and review.

Benefits and concerns

- Can reinforce ownership or partnership working approaches
- Should include details for all appropriate stakeholders
- May be appropriate to agree separate contracts or agreements with employers and employees, to reflect the nature of the relationship and involvement
- All stakeholders have the same information
- Provides a reference point if any issues arise later
- How appropriate is it to have a formal contract for all workplaces?

Involvement

- Relevant stakeholders for different parts of the contract or agreement
- Should be signed by appropriate stakeholder representatives
- May be appropriate to prepare separate agreements (see *Benefits and concerns*).

Timing

- Key at an early stage of the engagement process. However, should leave room to adapt as required.
- Record of agreed actions and approaches from meetings would provide a framework for a contract or agreement.

Content

A contract or agreement with employers might include roles, responsibilities and involvement of the employer and learning provider in relation to:

- Environment for delivery of learning
- Resources
- Timing of learning programme
- Agreeing content of learning programme
- Content and distribution of promotion and publicity materials
- Methods of informing and engaging learners
- Roles of staff involved in the development and delivery of learning
- Principles and operational practices for confidentiality, voluntary engagement in learning, and release of staff
- Health and safety issues
- Protocols for information sharing
- Reviewing achievements
- Reporting process and procedures
- Process for reporting concerns.

Review

- Ongoing process
- Can contribute to the overall evaluation of the project
- Option to use as a reference point if difficulties arise
- An overall project plan would include times for reviewing particular stages or actions.

Unit 2: Session 3

Getting to Know a Workplace

Session 3: Getting to Know a Workplace

Contents

	Page
◘ **Aims and Outcomes of Session 3**	**39**
◘ **Facilitator Guidelines**	**40**
◘ **Task Sheets**	**45**
Task Sheet 6: Identifying the Need	

Aims and Outcomes of Session 3

Aims

- To develop the knowledge and skills need to identify a need for literacies learning in a workplace.

Outcomes

By the end of the session, participants will:

- Be able to identify sources of information on workplace operation and organisational structures
- Understand the purpose of organisational needs analysis, learning needs analysis and literacies needs analysis
- Be able to select and implement different methods and approaches for assessing the need for literacies learning in the workplace.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Getting to Know The Organisation ***Group Activity*** ▫ If participants have completed Unit 1, they will have considered the purpose and methods of gathering information on the structure, culture and operation of a workplace. If participants have not completed Unit 1, you should briefly discuss this topic. ▫ The focus of this session is to develop this knowledge further to determine literacies learning needs in preparation for planning a programme in a particular workplace. ▫ In preparation, you could research and access examples of analysis tools, software and documentation. ▫ Examples of materials for ONA (Organisational Needs Analysis), TNA (Training Needs Analysis) and LNA (Literacies Needs Analysis).	**15** Minutes	**Resources and Further Information** ▫ www.aloscotland.com for examples of analysis tools

Delivery Methods	Time	Materials, Resources and Further Information
Identifying the Need ***Paired or Small Group Activity*** ▫ Begin the activity by discussing the first question from *Task Sheet 6: Identifying the Need*. Examine the differences between ONA, TNA and LNA. This can be done as a whole group exercise or in pairs/small groupings. Feedback on the discussion to establish the different purposes of these types of needs assessment. Point out that the focus should be on identifying the need for literacies learning, although this may well link into, or have been identified from, the information gathered from more extensive analysis for organisational development and/or training. Whilst it may be necessary to plan and implement a specific strategy to identify literacies learning needs in a workplace, it might be possible to extract the required information from data already produced by a workplace for other purposes. Alternatively, it may be possible to include a review of literacies learning needs in other reviews being undertaken in a workplace. ▫ Explain terminology that relates to ONA (Organisational Needs Analysis) and TNA (Training Needs Analysis). Highlight the different processes used to determine needs specifically related to literacies. ▫ In pairs or small groups, participants should discuss and complete 2, 3 and 4 of *Task Sheet 6.* ▫ Feedback to the whole group should include discussion on principles and practice and the appropriateness of different methods in different settings. Highlight how this can operate within a social practice approach. It is important to recognise that different approaches can be selected depending on the context.	**75** Minutes	**Materials** ▫ **Task Sheet 6**: *Identifying the Need*

Delivery Methods	Time	Materials, Resources and Further Information
▫ Encourage participants to begin to consider how they might conduct an LNA in a workplace (refer to sample materials) – their approach must SMART (Specific, Measurable, Achievable, Realistic and Time Bound) and fit for purpose. ▫ In small groups, participants should review sample forms and documents and any other materials available to identify aspects that might be applied in different situations.		
Planning to Conduct a Literacies Needs Analysis in a Workplace ***Individual, Paired or Small Group Activity*** ▫ Prepare a list of different workplaces and some brief details for each example, such as the size and structure of the workforce, purpose of the workplace and any particular features of operational practices such as shift work. Try to select a 'spread' of different workplace settings. ▫ Either individually or in pairs/small groups, participants should select or be allocated a category of employer from your prepared list. Where appropriate, the allocation should link to the types of employers that they are most likely to engage with in their local areas. ▫ Participants should think about what approach would be appropriate to determine literacies learning needs and what topics might be covered in forms, surveys, interviews or other suggested methods. Key discussion points should be noted on a flip chart for feedback to the large group. ▫ During the feedback each group should present the reasons for their suggested approach. Encourage them to be aware of other approaches that might be used, to consider the implications of particular approaches, and to identify similarities and differences for particular circumstances. Emphasise the need to be aware of different approaches and resources so that they can match these appropriately to the particular circumstances in different workplaces.	**75** Minutes	**Materials** ▫ Brief outlines of different workplaces **Resources** ▫ Flip chart and pens **Further Information** ▫ Case studies from research reports and resources on www.aloscotland.com

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ The differences between Organisational Needs Analysis, Training Needs Analysis and Literacies Needs Analysis ▫ The reason for carrying out a Literacies Needs Analysis in a workplace ▫ Approaches and materials for carrying out a Literacies Needs Analysis.		

Task Sheet 6: Identifying the Need

Organisations may carry out internal reviews to determine training and development needs of employees. You should consider how approaches to needs analysis apply to literacies in a workplace. In your groups, consider the following questions:

1. What are the differences between an:
   (a) Organisational Needs Analysis (ONA)
   (b) Training Needs Analysis (TNA)
   (c) Literacies Needs Analysis (LNA)

2. What is the purpose of carrying out an LNA in a workplace?

3. What key principles should apply to how you conduct an analysis to determine the needs of employees and the organisation?

4. What different methods can be used for carrying out a literacies needs analysis, and what are the advantages and difficulties of each method.

Method	Advantages	Difficulties

Unit 2: Session 4

Planning for Awareness Raising

Session 4: Planning for Awareness Raising

Contents

	Page
◘ **Aims and Outcomes of Session 4**	**48**
◘ **Facilitator Guidelines**	**49**
◘ **Task Sheets**	**53**
Task Sheet 7: Raising Awareness: Planning for Success	
Task Sheet 8: Raising Awareness: Producing a Plan	
◘ **Handouts**	**58**
Handout 4: Raising Awareness: Planning for Success	
Handout 5: Raising Awareness: Presentation	

Aims and Outcomes of Session 4

Aims

- To know how to develop an implementation plan for raising awareness and engaging workplace stakeholders in literacies learning.

Outcomes

By the end of the session, participants will:

- Understand the approaches for raising awareness of literacies learning with different workplace stakeholders
- Be able to develop a plan for raising awareness and engaging workplace stakeholders in literacies learning
- Understand the approaches reviewing the effectiveness of awareness raising activities.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Raising Awareness: Planning for Success ***Paired or Small Group Activity*** ▫ In small groups or pairs, participants should discuss the questions in *Task Sheet 7: Raising Awareness: Planning for Success* and record key discussion points on the *Task Sheet* or flip chart. ▫ Feedback to large group. ▫ Ensure participants recognise that the reasons for raising awareness may differ for different stakeholder groups.	**45** Minutes	**Materials** ▫ **Task Sheet 7:** *Raising Awareness: Planning for Success* ▫ **Handout 4:** *Raising Awareness: Planning for Success* **Resources** ▫ Flip chart and pens
The Marketing Cycle ***Presentation*** ▫ After checking participants' knowledge and previous experience of marketing and awareness raising activities, give an overview of marketing and promotion, and the process for planning a strategy. ▫ You should reflect on how this applies in the workplace context and how it can be adapted for use in different types of workplace. ▫ Introduce some examples of practice to illustrate different approaches. Examples can be drawn from your own experience, from www.aloscotland.com and other published resources.	**30** Minutes	**Materials** ▫ **Handout 5:** *Raising Awareness: PowerPoint Presentation or OHT*

Delivery Methods	Time	Materials, Resources and Further Information
Planning to Promote ▫ Divide participants into pairs or small groups based on geographic location, types of workplaces they are currently involved with or are planning to contact. ▫ Participants should begin to plan awareness raising in a specific workplace. This can be a workplace from their previous or current practice, or an allocated case study. They can refer to *Handout 4: Raising Awareness: Planning for Success (Examples)*, and record using a flip chart. ▫ As a large group, review all plans and discuss the suggested approaches and activities to consider similarities and differences. Each group can give a brief presentation on their plan, or groups can post their plan for a 'gallery review' by others, followed by large group discussion. ▫ Emphasis should be placed on the importance of reviewing the effectiveness of awareness raising activities and materials.	**90** Minutes	**Materials** ▫ **Task Sheet 8:** *Producing a Plan* ▫ **Handout 4:** *Raising Awareness: Planning for Success (Examples)* **Resources** ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms which can be used with participants to review and reflect on their learning, record action points for their personal development and give feedback on their learning experience and the course are included in this pack – see *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course. Use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review.*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ Elements of the marketing cycle that can be used in raising awareness of literacies learning in the workplace. ▫ The importance of identifying the aims and objectives of raising awareness. ▫ The value of reviewing the effectiveness of awareness raising activities and materials.		

Task Sheet 7: Raising Awareness: Planning for Success

1. What are the reasons for raising awareness of literacies learning in a workplace?

2. How would you plan to raise awareness about literacies learning in a workplace?

3. Who would be involved?

4. How would you decide on the messages that you should present?

5. What activities, actions and events would be appropriate?

6. What resources and materials would you need?

7. How would you know if you had increased awareness about literacies learning in a workplace?

Task Sheet 8: Raising Awareness: Producing a Plan

1. What is the overall aim of working with a workplace to develop and deliver a literacies learning programme?

2. What specific objectives do you want to achieve by raising awareness in a workplace?

3. How will you know if you have been successful in increasing awareness of literacies learning in a workplace?

4. Use the following table to outline your plan for achieving the aims and objectives outlined in your answers to Questions 1 and 2 above:

Workplace description:				
Objectives of awareness raising:				
Actions *(what you would do)*	**Methods** *(how you would do it)*	**Responsibilities** *(who would be involved)*	**Resources** *(what you would need)*	**Timing** *(when you would do it)*

Handout 4: Raising Awareness: Planning for Success

The following information has been adapted from the resource *Marketing and Promoting Adult Literacies Support Pack* produced by Glasgow's Learning.

Marketing – what does it mean?

Research

- Identify your target groups and their needs

Developing services

- Be clear about what services you are offering
- Know what services are offered by other organisations
- Identify any gaps in services to meet needs
- Consider how to fill any gaps

Your plan should include:

- A statement of your aims and objectives
- Budgets and funding
- Timetables
- Responsibilities
- Targets
- Review and evaluation

Promotion

- Branding and image
- Reaching the target groups
- Methods of promoting and publicising
- Selling the benefits

Review

- What did / did not work well?
- Feedback from service user
- Further developments

The Seven Stages of Marketing

Information gathering

Analysing information / forecasting

Deciding what needs / demands for literacies learning you can meet effectively

Setting up and organising provision to meet these demands / needs

Influencing demand (by promotion / advertising etc)

Making your services readily available in relation to the needs of stakeholder groups

Ensuring that your services continue to meet the needs of stakeholder groups

Producing a plan

Before undertaking any awareness raising or promotional activities, you should consider your objectives and target audiences. It is also important that you produce a plan of actions and activities to keep track of timings, materials and resources and to evaluate what has and hasn't worked. The plan does not need to be lengthy, just clear, and should contain:

- The aims and objectives of developing literacies learning in a workplace
- Specific objectives (such as market research and promotion)
- A phased action programme with clear priorities
- Responsibility, timings and required resources
- Targets by which you can measure performance
- A timetable for reviewing the plan.

Promotion and publicity: seven key points

The following *Seven Key Points* should be considered in any promotional or publicity material you develop (for example leaflets, brochures, posters, fliers and newsletter articles).

- An eye-catching heading
- The audience
- A description of the benefits of literacies learning programmes and possible outcomes for stakeholders
- A description of what you are offering
- Appropriate language
- Details of times when learning is offered
- Details of who to contact and how to 'sign up'

Tips for writing and designing promotional materials:

You also need to ensure that materials are accessible by all stakeholders, that they cover equal opportunities, use simple language and are available in other languages as appropriate.

- Use:
  - plain English
  - 'everyday' words
  - active verbs
  - a question and answer format (if appropriate)
  - cream or white paper
- Keep paragraphs short
- Test your document
- Choose readable typeface in a minimum of 12 point text
- Avoid background images
- Leave space between lines of text

How can you promote and publicise literacies learning in the workplace?

There are many different ways to promote and publicise what you do. Each has distinct features and you should consider the particular advantages or drawbacks of these different methods for your particular purpose and workplace. You may decide to select different methods according to the specific purpose, stakeholder group and workplace.

In particular, you should consider:

- The best method for your audience
- The best way to present particular messages
- What is the time commitment?
- The required skills and resources – do you have these or can you access support from partners?
- How can you link into other campaigns, for example The Big Plus?
- Including contact details on all materials
- Have you promoted what you are doing to relevant staff in the workplace?

Methods of promotion and publicity:

- Union Learning Reps' (ULRs) personal contact with employees
- Union Learning surveys
- Trade Union newsletters and publications
- Information/taster days
- Advertising in payslips
- Posters
- Company newsletters
- Presentations to employees and management
- 1:1 meetings with management
- Presentations at company events

Handout 5: Raising Awareness

- **What is the purpose of raising awareness?**
  - Clear understanding of your target group – those who might benefit from the provision of literacies learning in the workplace
  - Recognition of the role and perceptions of 'intermediaries' in the organisation
  - Provision of information that allows you to develop new provision that matches the needs of employees and employers
  - Spreading the word about what is happening and involving as many people as possible
  - Celebrating achievements
  - Raising the profile of literacies learning and partnership working in the workplace

- **It can make a difference by providing opportunities to:**
  - Explain what literacies means in real terms for people in their work activities
  - Address negative perceptions and stigma
  - Get the message across to stakeholders
  - Encourage employees to take part in the learning and development opportunities
  - Highlight that the learning will be designed in response to stakeholder needs
  - Communicate particular information on specific events and to specific stakeholder groups
  - Convey information on the benefits to all stakeholders
  - Create a common branding and image for literacies learning activities being supported by the workplace

- **The Marketing Cycle (promotion/awareness-raising)**
  Marketing is a process that involves several elements:
  - Collecting information about your service users and their needs
  - Designing and developing services to meet their identified needs
  - Attracting people to use your services
  - Checking that what you offer is helping those who use your services in the best ways possible
  - Developing policies and plans for the future based on all the information gathered

- **Market research**
  - There will be a lot of information available which will help you plan marketing, promotion and publicity activities, much of which will be gathered as part of the process of 'getting to know the organisation'.
  - Additional information can be gathered by:
    - Focus groups that are representative of the key stakeholders
    - Surveys and questionnaires which focus directly on literacies needs and delivery preferences
    - Established workplace committees/groups
    - Data gathered from other research activities within the workplace
    - National data

- **Producing a Plan**
  - The overall aims of working with the workplace to develop literacies skills
  - Specific awareness raising objectives
  - Phased programme of actions that reflect priorities, resources, links to other related activities, different methods, and needs of the identified stakeholder groups
  - Details of roles, responsibilities, timetable and budget/resource requirements
  - Specific targets that can be used to measure your performance
  - Procedures and timetable to review the effectiveness of the Plan (in engaging learners and other stakeholders)
  - Details of how the findings of review and evaluation of the Plan will contribute to the overall literacies learning programme delivery

- **Promotion:**
  - is about keeping your potential market aware of what you offer, stimulating demand and encouraging people to take part
  - involves establishing your branding and image, advertising, publicity, and public relations

- **Key aspects of promotion**
  - Reaching different stakeholder groups
  - Choosing the right message
  - Communication strategy
  - Selecting the right methods and materials
  - Highlighting specific benefits for different stakeholder groups
  - Raising the profile of literacies learning in the workplace
  - Creating an identifiable branding and image
  - Prioritising and timetabling
  - Maintain ongoing promotion combined with specific events and new developments

- **Review and evaluation**

  Key questions you should ask:

  - What went well?
  - What features made it a success?
  - What didn't work so well, and what were the reasons for this?
  - What else should we be doing?
  - What do learners think about the provision?
  - What do our partners think about our awareness raising strategy?
  - Do we have any evidence of the effectiveness of our awareness raising and promotion activities?

Unit 2: Session 5

Engaging Workplace Stakeholders

Session 5: Engaging Workplace Stakeholders

Contents

	Page
◘ **Aims and Outcomes of Session 5**	**66**
◘ **Facilitator Guidelines**	**67**
◘ **Task Sheets**	**72**
Task Sheet 9: Creating Materials	
Task Sheet 10: Getting the Message Right	
◘ **Handouts**	**75**
Handout 6: Getting the Message Right	

Aims and Outcomes of Session 5

Aims

- To know how to plan and develop activities and materials for raising awareness of literacies learning in a workplace.

Outcomes

By the end of the session, participants will be able to:

- Produce promotional and publicity materials for different workplace stakeholders
- Plan activities to raise awareness and engage workplace stakeholders in literacies learning.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Creating Materials ***Individual, Paired or Group Activity*** ▫ Have a range of promotional and publicity materials available as examples. These can be from national and local campaigns/projects for adult learning or adult literacies generally, as well as those directly aimed at the workplace. ▫ In advance of the session, you can ask participants to bring along any materials that they have used. ▫ Distribute *Task Sheet 9: Creating Materials*. This activity can be done individually, in pairs or in small groups. ▫ Participants can work on a draft that can be further developed at a later date. ▫ If possible, arrange for appropriate materials and access to ICT.	**10** Minutes	**Materials** ▫ **Task Sheet 9:** *Creating Materials* **Resources** ▫ Examples of promotional and publicity materials ▫ Equipment to play DVDs if required

Delivery Methods	Time	Materials, Resources and Further Information
Getting the Message Right ***Paired or Group Activity*** ▫ Review the workplace stakeholder groups identified in activities (for example senior and middle management, employees, trade unions, and HR and training staff). ▫ Allocate different stakeholder groups to participants (in pairs or small groups) and distribute *Task Sheet 10 Getting the Message Right.* They should discuss the topics in relation to their allocated stakeholder group and record key discussion points on a flip chart sheet under the headings: • Stakeholder group • Methods of promotion and publicity • Guidelines for publicity and promotional materials • Key messages to engage this stakeholder group. ▫ Participants should review the findings and, as a large group, identify particular similarities and differences for stakeholder groups.	**60** Minutes	**Materials** ▫ **Task Sheet 10:** *Getting the Message Right* ▫ **Handout 6:** *Getting the Message Right* (to accompany Task Sheet 10) **Resources** ▫ Flip chart and pens **Further Information** ▫ Examples of case practice from published research reports and case studies posted on www.aloscotland.com

Delivery Methods	Time	Materials, Resources and Further Information
Presenting the Case ▫ Now that participants have considered different approaches and resources for raising awareness of literacies learning in the workplace, they should review and prepare a practical activity such as a presentation to a particular group of stakeholders or an awareness raising event (open day, or information/taster session). ▫ They should work in the same pairs or groups as they did for *Task Sheet 7* to prepare a plan for their chosen event or presentation. ▫ If appropriate, they can select an activity that they have included in the Plan they produced earlier using *Task Sheet 7.* ▫ In feeding back to the whole group, they should explain their approach or, if appropriate, they can give their prepared presentation.	**75** Minutes	**Resources** ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course; therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ A range of approaches, methods and materials should be considered when trying to engage different stakeholder groups. It is important to select according to the particular circumstances of a workplace, and the needs and preferences of the stakeholder groups. ▫ The process of planning activities to engage workplace stakeholders and reviewing their effectiveness. ▫ The importance of identifying the particular 'selling points' that will appeal to particular stakeholders. ▫ Existing resources can be used and/or adapted.		

Task Sheet 9: Creating Materials

In planning awareness raising activities, you will need to consider materials that are already available or that you would you like to produce. Outline below a leaflet or poster you would use to encourage employees to take part in a literacies learning programme – refer to guidelines for engaging employees in *Handout 4: Raising Awareness: Planning for Success.*

Points to consider:

- Subject sensitivity
- Readability
- Language and terminology
- Selling the benefits
- Make it interesting and eye-catching
- Logo/branding
- Contact details for further information

Task Sheet 10: Getting the Message Right

1. What promotion and publicity methods might be appropriate to one group of stakeholders in a workplace?

Stakeholder group:

2. What key features and guidelines should you consider when preparing publicity and promotional materials for this stakeholder group?

3. What key messages would you include in your materials for this stakeholder group and what are the *unique selling points*?

Handout 6: Getting the Message Right

Establishing and maintaining communications with employers through:

- Awareness raising training
- Newsletters
- Using partners as a link to employers
- High quality promotional materials
- Letter and follow-up phone calls to arrange a meeting

Developing an *Employers' Champion Award*

- Award at high profile business event
- Target private sector

Linking to organisational activities

- Adopt the organisation's house style for publicity materials
- Distribute through internal systems
- Participate in other internal awareness raising programmes
- Give presentations to key workers
- Joint workplace surveys with trade unions
- Work with Union Learning Representatives where they operate
- Connect to employer 'incentives' for learning if appropriate

Methods of promotion and publicity

- Flier with pay slips
- Posters
- Letters to senior and middle management
- Use staff email system
- Company or Trade Union newsletters/bulletins
- Presentations to staff and management
- Word of mouth/advocates
- Give input at team meetings
- Talk to staff and management at break/lunch times – informally, in small groups or 1:1
- Set up displays or videos
- Open / taster days and courses including ICT
- Mobile learning bus/road shows

Promotional materials - key points to remember:

- Keep the text short and easily understood
- It should look professional with good graphics, paper and presentation
- Use language that is meaningful for the workplace, not educational terminology
- Emphasise key features of your operating principles such as confidentiality, flexibility, accessibility and relevance
- Make the format accessible through type size, spacing, page layout, paper colour and type
- Sell your skills, experience and expertise

3. Key messages that you would include in your materials?

For examples, refer back to *Literacies Learning in the Workplace: Benefits and Barriers* in Unit 1: Session 5 (Handout 9).

Unit 2: Session 6

Learning Summary and Review

Session 6: Learning Summary and Review

Contents

	Page
◘ **Aims and Outcomes of Session 6**	**78**
◘ **Facilitator Guidelines**	**79**
◘ **Handouts**	**81**
Handout 7: Learning Summary and Review	
Handout 8: Evaluation Form	

Aims and Outcomes of Session 6

Aims

- To review, reflect and evaluate learning from sessions in this Unit

Outcomes

By the end of the session, participants will be able to:

- Review their learning against Unit and session outcomes
- Identify approaches to apply their learning in their practice
- Complete learning review records
- Complete personal development planning records

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Review of and reflection on learning achievement ▫ Ask participants to reflect on the activities, discussion and information that they have experienced during the sessions. They can refer to the programme for each session to refresh their memory about the topics and learning activities. ▫ You can use different approaches for this. See *Section 1* of this pack for suggestions. ▫ Ask participants to share key learning achievements with others in the group and how they think that these could be applied in their practice.	**30** Minutes	**Materials** ▫ ***Handout 7:*** *Learning Summary and Review Form* **Resources** ▫ *Course Pack* and schedule for all sessions
Outcomes ▫ Review the outcomes for the sessions and the Unit. ▫ Check how well these match to the expectations identified by participants in Session 1.	**15** Minutes	**Resources** ▫ Aims and outcomes statements for each session ▫ Feedback from participants to *Unit 1, Task Sheet 1*
Applying the learning ▫ Discuss how participants plan to develop their learning from this Unit. In particular, how they will access the sources of further information indicated in the sessions. ▫ If appropriate, encourage participants to begin to complete their Personal Development Plan.	**30** Minutes	**Materials**

Delivery Methods	Time	Materials, Resources and Further Information
Action planning ▫ Discuss participants' action plan for further learning, including other Units in the *PDA: Developing Literacies Learning Programmes for the Workplace*.	**15** Minutes	
Evaluation ▫ Complete Evaluation Form for the Unit	**10** Minutes	**Materials** ▫ ***Handout 8:*** *Evaluation Form*
Unit assessment: details and support (if participants are presenting evidence for assessment and accreditation) ▫ Clarify the assessment and evidence requirements ▫ Review specific topics/activities in the sessions that relate directly to the assessment ▫ Confirm arrangements for assessment process and procedures including availability of tutor support, sources of information and deadlines for submission.	**20** Minutes	**Materials** ▫ Assessment Guidelines (if appropriate) **Further Information** ▫ Information on *PDA: Developing Literacies Learning Programmes for the Workplace* on SQA website www.sqa.org.uk

Handout 7: Learning Summary and Review Form

Unit 2: **Raising Awareness**

Session(s): _____

1. Summary of Learning: Personal Review and Action Plan

(a) Key things I have learned from this session/unit:

(b) Key things from this session/unit that I will develop in my practice:

2. Personal Action Plan

Area for development	Action to be taken	Expected benefit	Timescale

Handout 8: Evaluation Form

Name: _____ **Date:** _____

1. **How appropriate was the programme and content of the sessions?**
   (Please tick the appropriate box)

1 (Not at all)	2	3	4	5 (Totally)

2. **Was the delivery of the sessions satisfactory?**
   (Please tick the appropriate box)

1 (Not at all)	2	3	4	5 (Totally)

3. **Was the pace appropriate?**
   (Please tick the appropriate box)

1 (Too slow)	2	3	4	5 (Too fast)

Comments

4. What key points have you learned that will be useful to you in your work?

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	

5. What changes, if any, would you make to these sessions?

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	

6. Additional comments:

Unit 3

Planning for the Delivery of Learning Programmes

Contents

	Page
Aims and Outcomes	1
Programme Overview	2
Session 1: Introducing the Unit	
▫ Contents	4
▫ Aims and Outcomes	5
▫ Facilitator Guidelines	6
▫ Task Sheets	11
▫ Handouts	12
Session 2: Models and Methods of Literacies Learning in the Workplace	
▫ Contents	14
▫ Aims and Outcomes	15
▫ Facilitator Guidelines	16
▫ Task Sheets	21
▫ Handouts	26
Session 3: Programme Design and Planning	
▫ Contents	29
▫ Aims and Outcomes	30
▫ Facilitator Guidelines	31
▫ Task Sheets	37
▫ Handouts	43

		Page
Session 4:	**Programme Delivery**	
	▫ Contents	47
	▫ Aims and Outcomes	48
	▫ Facilitator Guidelines	49
	▫ Task Sheets	54
Session 5:	**Reviewing Progress**	
	▫ Contents	63
	▫ Aims and Outcomes	64
	▫ Facilitator Guidelines	65
	▫ Task Sheets	70
	▫ Handouts	76
Session 6:	**Monitoring and Evaluation**	
	▫ Contents	78
	▫ Aims and Outcomes	79
	▫ Facilitator Guidelines	80
	▫ Task Sheets	85
	▫ Handouts	90
Session 7:	**Learning Summary and Review**	
	▫ Contents	93
	▫ Aims and Outcomes	94
	▫ Facilitator Guidelines	95
	▫ Handouts	97

Aims and Outcomes of Unit 3

Aims

- To know how to plan for the delivery of literacies learning programmes that meet the needs of employers and employees
- To develop competence in learning programme design, development, delivery and evaluation.

Outcomes

On completion of Unit 3, participants will be able to:

- Explain the different models and methods of delivering literacies learning in the workplace
- Plan for the delivery of literacies learning programmes in the workplace
- Develop resources to meet the needs of employers and employees
- Evaluate methods of recording, monitoring and reviewing literacies learning programmes in the workplace.

Unit 3: Programme Overview

Session 1: Introducing the Unit

Welcome and Introductions

Expectations

Unit Overview

- Aims and Outcomes
- Course Overview
- Schedule
- Accreditation

Learning Summary and Review

Session 2: Models and Methods of Literacies Learning in the Workplace

Aims and Outcomes

Stakeholders' Expectations

Curriculum Themes and Topics

Delivery Models

Working with Groups

Learning Summary and Review

Session 3: Programme Design and Planning

Aims and Outcomes

Planning and Design

- Selecting a Delivery Model
- Designing a Learning Programme

Addressing the Challenges

Reviewing Case Practice

Learning Summary and Review

Session 4: Programme Delivery

Aims and Outcomes

Session Planning

Developing Resources

- Identifying and Reviewing Different Sources of Learning Materials
- Adapting and Design Resources

Learning Summary and Review

Session 5: Reviewing Progress

Aims and Outcomes

Assessing Learners' Needs and Producing Learning Plans

Roles and Responsibilities

- Identifying Sources of Additional Learning Support
- Referral and Signposting

Reviewing Learner Process

- Recording Learner Progress
- Confidentiality
- Opportunities for Progression

Learning Summary and Review

Session 6: Monitoring and Evaluation

Aims and Outcomes

Monitoring and Reviewing Achievements

- Techniques and Approaches
- Measuring Success

Recording and Reporting

Learning Summary and Review

Session 7: Learning Summary and Review

Aims and Outcomes

Reflection on Learning

Learning Outcomes

Applying the Learning

Action Planning

Evaluation

Unit Assessment

Unit 3: Session 1

Introducing the Unit

Session 1: Introducing the Unit

Contents

	Page
◘ **Aims and Outcomes of Session 1**	**5**
◘ **Facilitator Guidelines**	**6**
◘ **Task Sheets**	**11**
Task Sheet 1: Expectations	
◘ **Handouts**	**12**
Handout 1: PDA and Course Overview	

Aims and Outcomes of Session 1

Aims

- To welcome and introduce participants and facilitators to each other
- To establish participants' expectations and previous experience
- To introduce the aims and outcomes of the *PDA: Developing Literacies Learning Programmes for the Workplace* and give an overview of course content, delivery methods and timings.

Outcomes

By the end of the session, participants will:

- Know other participants and facilitators
- Understand course content, aims and delivery methods
- Be able to identify how the course outcomes relate to their needs and expectations.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Introductions ▫ Participants and facilitators introduce themselves, in particular their name and current work role.	**10** Minutes	Name badges can be used
Expectations ***Icebreaker Activity*** ▫ To establish participant involvement and getting to know each other, break into smaller discussion groups to work together on an icebreaker activity that is related to identifying their hopes and anxieties/concerns about participating in the course, and their experience of literacies learning in the workplace. See *Task Sheet 1: Expectations* for a sample icebreaker activity. ▫ Participants should discuss what they expect to gain from the course, any concerns or anxieties they have, why they decided to do the course, and their experience of literacies learning in the workplace. They can use Post-it® notes or cards to record their discussion. ▫ Prepare a flip chart sheet split into four quadrants headed: • *Our expectations of the course* • *Our concerns about taking part in the course* • *Our reasons for participating in the course* • *Our experience of literacies learning programmes in the workplace*	**20** Minutes	**Materials** ▫ **Task Sheet 1:** *Expectations* ▫ **Handout 1:** *PDA Overview* **Resources** ▫ PowerPoint / OHTs that summarise details of Unit and PDA Outcomes (optional) ▫ Post-it® notes or cards ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
▫ Each group should post key discussion points onto the flip chart under the four headings. Discuss as a whole group to establish how these relate to the course aims, outcomes and delivery methods. ▫ An overview of the course should be included in any *Course Pack* for participants. ▫ You could also prepare a PowerPoint presentation / OHTs that summarise the PDA aims, outcomes and programme.		

Delivery Methods	Time	Materials, Resources and Further Information
Course Overview ▫ Inform participants about the course content, delivery and materials. Explain this session and Unit relate to the PDA and the course you are delivering. ▫ An overview of the course should be included in any *Course Pack* for participants. This could include information on pack contents, course delivery method, learning review and evaluation, and sources of research and further information. ▫ Alternatively, prepare handouts, PowerPoint presentation or OHTs that summarises the above information.	**20** Minutes	**Resources** ▫ *Course Pack* and / or Presentation / handouts ▫ Laptop and data or OH projector **Further Information** ▫ www.aloscotland.org ▫ www.scotland.gov.uk ▫ General information on the *PDA: Developing Literacies Learning Programmes for the Workplace* and current developments in literacies in the workplace
Schedule ▫ Give a brief outline of the programme / schedule for this Unit and the other PDA Units. If appropriate, refer to the *Course Pack*. ▫ Alternatively, prepare handouts, PowerPoint or OHTs summarising this information.	**15** Minutes	**Resources** ▫ Programme Overview in *Course Pack*, Handouts or on PowerPoint / OHT ▫ Laptop and data or OH projector or OHT

Delivery Methods	Time	Materials, Resources and Further Information
Accreditation ▫ Advise participants that this has been validated as an SQA Unit and forms part of the *PDA: Developing Literacies Learning Programmes for the Workplace.* ▫ Discuss the assessment process and refer participants to relevant information on the SQA's website, or prepare handouts, PowerPoint or OHTs summarising this information.	**10** Minutes	**Resources** ▫ Guidelines on SQA assessment and accreditation ▫ Handouts, PowerPoint or OHT presentation **Further Information** ▫ www.sqa.org.uk for details of the *PDA: Developing Literacies Learning Programmes for the Workplace*
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points which should be emphasised at the end of this session are: ▫ Getting to know each other ▫ Establishing how participants' expectations relate to the course and reassuring them about any concerns/anxieties ▫ Clarifying the aims, outcomes, content and delivery methods for the session and the unit ▫ Details about process and procedures for learning review, course evaluation and, if appropriate, assessment of learning.		

Task Sheet 1: Expectations

With others in your group, discuss the following points about your participation in this course. Make a note of the key points for each heading and post them on the flip chart sheet.

Our expectations of the course	Our concerns about taking part in the course
Our reasons for participating in the course	**Our experience of literacies learning programmes in the workplace**

Handout 1: PDA and Course Overview

PDA: Summary of Aims and Outcomes

Unit Title	Aims	Outcomes
Developing Literacies Learning Programmes for the Workplace: Policy and Practice	• To understand the operation of workplace literacies learning within the current Scottish principles and practice of adult literacies learning. • To develop knowledge and understanding of business structures, the labour market and economic development. • To develop knowledge and understanding of the role of literacies learning in a workplace context.	• Explain the effects of Scottish national policy and models of practice on literacies learning in the workplace. • Explain the impact of labour market and business trends on the role of literacies learning in the workplace. • Explain the factors that influence participation in and the delivery of literacies learning in the workplace.
Developing Literacies Learning Programmes for the Workplace: Raising Awareness	• To develop competence in communication and negotiation with stakeholder groups in the workplace. • To understand approaches to identify the need for literacies learning delivery in a workplace. • To know how to develop effective marketing and promotional strategies to engage all workplace stakeholders in literacies learning.	• Establish and maintain effective communication, and negotiate delivery of literacies learning delivery with stakeholder groups. • Analyse organisational and employees' literacies learning needs. • Develop an implementation plan to engage stakeholders and raise awareness of literacies learning in the workplace.
Developing Literacies Learning Programmes for the Workplace: Planning for the Delivery of Learning Programmes	• To know how to plan for the delivery of literacies learning programmes in the workplace to meet the needs of employers and employees. • To develop competence in areas such as learning programme design, project management and evaluation.	• Explain different models and methods of delivering literacies learning in a workplace context. • Plan for the delivery of literacies learning programmes in the workplace, and develop resources to meet the needs of employers and employees. • Evaluate methods of recording, monitoring and reviewing literacies learning programmes in the workplace.

PDA: Accreditation

Unit Title	Assessment Method	Evidence Requirements
Developing Literacies Learning Programmes for the Workplace: Policy and Practice	Candidates could answer a series of restricted and extended response questions. All Outcomes may be assessed as an integrated open book task.	The response will evidence knowledge and understanding of the role and operation of adult literacies learning in a workplace context within the current Scottish approach to adult literacies.
Developing Literacies Learning Programmes for the Workplace: Raising Awareness	One report of approximately 1,500 words or equivalent, excluding references and appendices.	The report should describe how to develop a plan aimed at raising awareness of literacies learning in response to the literacies needs of stakeholders within a selected workplace. The workplace may be a real case from their current work activities, from previous interaction with an employer or a simulated scenario.
Developing Literacies Learning Programmes for the Workplace: Planning for the Delivery of Learning Programmes	One report of approximately 2,500 or equivalent words excluding references and appendices.	The report should describe how to plan for the design, delivery and evaluation of a literacies learning programme in a selected workplace. The workplace may be a real case from their current work activities, from previous interaction with an employer, or a simulated scenario.

Unit 3: Session 2

Models and Methods of Literacies Learning in the Workplace

Session 2: Models and Methods of Literacies Learning in the Workplace

Contents

	Page
◘ **Aims and Outcomes of Session 2**	**15**
◘ **Facilitator Guidelines**	**16**
◘ **Task Sheets**	**21**
Task Sheet 2: Designing Literacies Learning Programmes in the Workplace: Stakeholders' Expectations	
Task Sheet 3: Designing Literacies Learning Programmes in the Workplace: Models, Curriculum and Methods of Delivery	
Task Sheet 4: Delivering Literacies Learning in the Workplace: Working with Groups	
◘ **Handouts**	**26**
Handout 2: Designing Literacies Learning Programmes in the Workplace: Stakeholders' Expectations (Examples)	
Handout 3: Designing Literacies Learning Programmes in the Workplace: Models, Curriculum and Methods of Delivery (Examples)	

Aims and Outcomes of Session 2

Aims

- To understand how to select appropriate models of delivering literacies learning programmes in the workplace.

Outcomes

By the end of the session, participants will:

- Recognise the impact of workplace stakeholders' expectations and needs on the design of literacies learning programmes for the workplace
- Understand how to set learning outcomes, curriculum and approaches for a literacies learning programme and agree these with workplace stakeholders
- Understand different models of delivering literacies learning programmes in the workplace, particularly discrete and integrated approaches.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Designing Literacies Learning Programmes in the Workplace **Stakeholders' Expectations** ***Group or Paired Activity*** ▫ This Unit focuses on approaches to designing, planning and evaluating literacies learning programmes in the workplace. ▫ Introduce the activity by explaining that workplace stakeholders may have different reasons (expectations and demands) for engaging with literacies learning in the workplace. If participants have completed Units 1 and 2 of the PDA, they will have already considered how this impacts on approaches to promotion and negotiation. ▫ In small groups or pairs, participants discuss the questions on *Task Sheet 2: Designing Literacies Learning Programmes in the Workplace: Stakeholders' Expectations* to identify and examine the expectations of the diverse range of stakeholders. They are asked to identify approaches they could use to set and agree learning outcomes for a literacies learning programme in a workplace. ▫ They should record key discussion points to share with the whole group and during feedback should explain the reasons for their choices. The whole group discussion should consider how realistic and effective these approaches are likely to be. ▫ See *Handout 2: Designing Literacies Learning Programmes in the Workplace: Stakeholders' Expectations (Examples)* for suggestions.	**45** Minutes	**Materials** ▫ **Task Sheet 2:** *Designing Literacies Learning Programmes in the Workplace: Stakeholders' Expectations* ▫ **Handout 2:** *Designing Literacies Learning Programmes in the Workplace: Stakeholders' Expectations (Examples)* **Resources** ▫ Refer to *Development of Guidelines for Workplace Literacies: A series of workplace literacies reports* on www.aloscotland.com and the references for further information in the *Resources and Further Information, Sec*tion 2 of this pack.

Delivery Methods	Time	Materials, Resources and Further Information
Literacies Learning Programmes: Models, Curriculum and Methods of Delivery ***Group or Paired Activity*** ▫ In the same groups or pairs, participants should develop their discussion using *Task Sheet 3: Designing Literacies Learning Programmes in the Workplace: Models, Curriculum and Methods of Delivery.* ▫ They should record their discussion on a flip chart and feedback to the whole group. A checklist of suggested topics and approaches could be recorded on a separate flip chart. ▫ In the whole group, discuss the wide range of occupational sectors or workplace environments and note these on a flip chart. ▫ Participants should match the types of workplace/sector with possible models of programme delivery based on the feedback from *Task Sheet 2*. If appropriate, they can allocate more than one delivery model to a particular workplace/sector. ▫ Discuss reasons for these allocations and identify any particular factors that would help determine the most appropriate delivery model, for example, shift patterns, roll-on/roll-off recruitment or seasonal requirements. ▫ Introduce examples from participants' own experience or observations that illustrate using different delivery models and approaches. ▫ In the whole group, discuss participants' knowledge of different models of learning and training that operate in the workplace. You can also introduce some details of practice from ALN Partnerships, which is available on www.aloscotland.com ▫ Discuss the rationale for selecting particular models of delivery for workplace learning and training.	**60** Minutes	**Materials** ▫ **Task Sheet 3:** *Designing Literacies Learning Programmes in the Workplace: Models, Curriculum and Methods of Delivery* ▫ **Handout 3:** *Designing Literacies Learning Programmes in the Workplace: Models, Curriculum and Methods of Delivery (Examples)* **Resources** ▫ Flip chart and pens ▫ Curriculum Framework Wheel www.aloscotland.com

Delivery Methods	Time	Materials, Resources and Further Information
Discrete and Integrated Models of Delivering Literacies Learning ▫ Participants should consider the advantages and disadvantages of discrete and integrated models of delivery. This can be done as part of the discussion on the feedback from *Task Sheet 3* or as a Post-It® exercise involving the whole group. ▫ Prepare two flip chart sheets for the *Advantages* and *Disadvantages* of *'Discrete'* and *'Integrated'* delivery. Using Post-Its® participants place their individual suggestions on the flip charts. Discuss as a whole group. ▫ Discuss how they can use the results of any Organisational Needs analysis (ONA) or Literacies Needs Analysis (LNA) (as covered in Unit 2) that have been carried out. This can be useful in identifying current training activities and preferred methods of delivery within a particular workplace. It may also identify opportunities for integrating literacies learning into existing training.	**20** Minutes	**Resources** ▫ Flip chart and pens ▫ Post-It® notes
Working with Groups ***Group activity*** ▫ In small groups, participants should consider the questions on the *Task Sheet 4: Delivering Literacies Learning in the Workplace: Working with Groups* and record their findings for feedback to the whole group. ▫ In the whole group, discuss aspects of group learning such as how groups form and perform, and approaches to resolve issues that can arise in a group. ▫ Identify any particular issues that might arise delivering in a group setting within a workplace. You may also want to draw comparisons with group delivery in other settings. ▫ During the discussion invite groups to feedback key points on the challenges and Consider approaches for identifying preferred learning styles and levels of confidence and how to incorporate these findings into teaching methodologies.	**40** Minutes	**Materials** ▫ **Task Sheet 4**: *Delivering Literacies Learning in the Workplace: Working with Groups* **Resources** ▫ Flip chart and pens ▫ Refer participants to *Working in Groups with Adult Literacies Learners* – see Learning Connections' publications on www.scotland.gov.uk

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ Workplace stakeholders may have different needs and expectations from a workplace literacies learning programme. ▫ It is important to negotiate and agree learning outcomes, curriculum and delivery approaches with workplace stakeholders. ▫ It is important to consider appropriate models of delivery, in particular discrete and integrated approaches.		

Task Sheet 2: Designing Literacies Learning Programmes in the Workplace: Stakeholders' Expectations

1. What are the possible expectations of different workplace stakeholders?

   (a) Employers

   (b) Employees

   (c) Literacies practitioner

(d) Other stakeholders (please list)

2. How can you set learning outcomes that will meet these different expectations, and what approaches could you take to reach agreement on learning outcomes?

Task Sheet 3: Designing Literacies Learning Programmes in the Workplace: Models, Curriculum and Methods of Delivery

1. What themes and topics are likely to be included in literacies learning programmes in a workplace setting?

2. What delivery models could be used?

Task Sheet 4: Delivering Literacies Learning in the Workplace: Working with Groups

1. With others in your group consider:

(a) The advantages and disadvantages of group learning in the workplace

Advantages	Disadvantages

(b) The advantages and disadvantages of 1:1 learning in the workplace

Advantages	Disadvantages

2. What are the potential challenges and solutions of group learning in the workplace?

Challenges of group work	Possible solutions

3. What guidelines should you follow when using a group working approach to deliver literacies learning in a workplace?

Group work – good practice guidelines

Handout 2: Designing Literacies Learning Programmes in the Workplace: Stakeholders' Expectations (Examples)

It is important to be aware that workplace stakeholders may have different expectations and reasons for engaging with a literacies learning programme. Negotiation may be necessary to reach agreement on expectations and learning outcomes that are acceptable to all stakeholders. These expectations may also impact on the agreed curriculum and delivery models.

Employees' expectations may include activities directly related to their work role or other aspects of their lives such as being:

- able to do their job better
- more confident in dealing with work-related paperwork
- able to gain qualifications required for their job
- able to progress to a better job
- able to attend other workplace training programmes
- able to use computers
- able to attend courses at college or in their community
- able to help children with their homework
- able to write letters and complete forms

Employers' expectations are likely to be more directly related to the workplace and may include the following:

- Improved completion of company documentation
- Improved staff achievement of certification required by law
- Improved skills to adapt to changing work practices or requirements
- fewer errors
- reduced wastage
- improved staff morale
- increased willingness of staff to undertake further vocational training or promotion opportunities

Handout 3: Designing Literacies Learning Programmes in the Workplace: Models, Curriculum and Methods of Delivery (Examples)

Models of delivery

You need to show flexibility in the models and methods of delivery that you offer to workplaces. A key consideration will be whether a discrete or integrated programme and approach is most appropriate.

Integrated approaches can help to contextualise and build literacies learning into other workplace training. It can also help develop the capacity of staff (in-house) to deliver literacies learning as appropriate. Literacies learning can be integrated into company-specific training, for example employee induction, report-writing, form-filling, handling and measuring chemicals or drugs, health, hygiene and safety, customer care or ICT. In some cases, there can be opportunities for co-tutoring or team tutoring approaches with literacies tutors and other trainers.

Alternatively, it may be more effective to use a discrete model of delivery which will focus exclusively on literacies learning.

Methods of delivery

There may also be options to provide 1:1 or group learning. Group learning may bring some additional benefits to the employees and the workplace through peer support and encouragement and a shared learning environment. This positive experience can help employees develop skills in team working that can be transferred to their everyday work practices. In other instances, it may be more appropriate for 1:1 delivery to address specific learner needs, or in smaller workplaces where it may not be possible to release all staff at the same time.

See *Development of Guidelines for Workplace Literacies: a series of workplace literacies reports, January 2007* on www.aloscotland.com for examples of approaches. These reports provide information on how literacies learning has been designed to respond to the needs and expectations of key stakeholders in specific workplaces across Scotland. They also illustrate the challenges and solutions to developing and delivering literacies learning in a workplace setting.

Learning Curriculum and Goals

Stakeholders' expectations will inform the curriculum content and learning goals of the programme. They may also inform the learning and teaching strategies you use.

- The curriculum and programme:
  - should be based on identified employer and employee needs
  - must be relevant for employees and employers, and
  - should be agreed by all stakeholders.
- Aims and objectives should be clearly described in terms of learning goals
- Learning goals must be relevant and meaningful to employees and employers
- Where appropriate you can match learning outcomes to the SCQF (Scottish Credit and Qualifications Framework)
- Learning and programme goals should be **SMART**

S	**Specific**	Are objectives and learning outcomes clear and specific?
M	**Measurable**	Do you have ways of monitoring progress in terms of the programme and individual achievements?
A	**Achievable**	Can you do it? Do you have the necessary resources?
R	**Relevant**	Do the specific objectives and learning outcomes fit with the overall purpose? Do all stakeholders agree with them?
T	**Timed**	Are timescales clear, realistic and appropriate?

Planning

When planning a literacies learning programme in a workplace setting, you should consider the following:

(a) Have all the relevant stakeholders been involved in identifying needs and planning the programme curriculum and delivery methods?
(b) How well do the content and materials meet the needs of all stakeholders?
(c) Is there agreement to release staff and provide required resources?
(d) Are the programme's objectives clearly described and agreed by all stakeholders?
(e) Does the programme integrate with, or complement, other learning and training in the workplace?
(f) Is the right information being communicated to the right people, in the right way?
(g) How will you know if the programme has been successful in achieving its objectives

Unit 3: Session 3

Programme Design and Planning

Session 3: Programme Design and Planning

Contents

	Page
▫ **Aims and Outcomes of Session 3**	**30**
▫ **Facilitator Guidelines**	**31**
▫ **Task Sheets**	**37**
Task Sheet 5: Designing Literacies Learning Programmes in the Workplace: Addressing the Challenges	
Task Sheet 6: Designing a Learning Programme: Selecting a Delivery Model	
▫ **Handouts**	**43**
Handout 4: Designing Literacies Learning Programmes in the Workplace: Addressing the Challenges (Examples)	
Handout 5: Planning Literacies Learning in the Workplace	

Aims and Outcomes of Session 3

Aims

- To understand the process for planning, developing and delivering literacies learning in the workplace.

Outcomes

By the end of the session, participants will be able to:

- Plan the design and delivery of literacies learning programmes in the workplace
- Apply strategies to overcome challenges in designing the content and delivery methods of literacies learning programmes in the workplace.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Planning to Deliver a Literacies Learning Programme ***Small Group Activity and Large Group Discussion*** ▫ In this activity participants look at the process they should follow when planning a literacies learning programme in a workplace. If they have completed Units 1 and 2 in the PDA, they will have considered approaches for engaging stakeholders, and the steps involved in a marketing or awareness-raising strategy. ▫ In small groups, participants should consider everything that would be involved in the planning and development cycle, from the first point of contact with a workplace through to the completion of delivering a programme. They should be encouraged to think about the steps in the process and how these are connected. ▫ Using a flip chart sheet, each group should produce an outline of the stages and steps they would follow. ▫ Place the sheets around the room and allow time for all participants to read them. In the full group, discuss any similarities and/or differences in the suggested outlines. ▫ *Handout 4: Planning Literacies Learning in the Workplace* (Examples) presents an illustration of the planning and development cycle in different formats - as a sequence of steps, and as a flow chart of stages and activities. Distribute this to the participants at the end of the group discussion and illustrate how these match their suggestions. ▫ In the whole group, discuss participants' reaction to this cycle and emphasise that ongoing review is a critical component of planning and delivery.	**30** Minutes	**Materials** ▫ **Handout 4**: *Planning Literacies Learning in the Workplace (Examples)* **Resources** ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
Addressing the Challenges ***Group Discussion and Small Group Exercise*** ▫ Now that they have identified the steps in the planning and development process, participants should start to think about potential issues that may arise and how they would resolve these. ▫ In large or smaller groups, discuss the challenges they might have to consider when designing the content and delivery methods of a literacies learning programme, and record on flip charts. ▫ Allocate particular challenges to small groups. Participants should discuss how they would respond to these challenges and record their suggestions to feedback to the whole group. ▫ *Task Sheet 5: Designing Literacies Learning Programmes: Addressing the Challenges* lists some potential challenges. You can allocate these around the group and add any others that have been raised during the earlier discussion. If preferred, you can prepare cards for each of the challenges listed on the *Task Sheet* and distribute these to the small groups. ▫ Emphasise that the focus for the discussion should relate to the activity of designing and delivering a learning programme within a workplace context. ▫ Feedback to the whole group and briefly discuss the suggested strategies and approaches that might be adopted. Distribute *Handout 5: Designing Literacies Learning Programmes: Addressing the Challenges* which includes some suggested approaches to address these challenges.	**45** Minutes	**Materials** ▫ **Task Sheet 5**: *Designing Literacies Learning Programmes in the Workplace: Addressing the Challenges* ▫ **Handout 5:** *Designing Literacies Learning Programmes in the Workplace: Addressing the Challenges* **Resources** ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
Stage 1: Selecting a Delivery Model ***Group Discussion and Small Group Exercise*** ▫ Suggested scenarios for this activity are outlined in *Task Sheet 6: Designing a Learning Programme: Selecting a Delivery Model*, and are reflective of real situations. The same scenarios could be used for other activities in this Unit to allow participants to follow the process in a 'virtual' workplace and recognise the connections and impact of these different components. • Divide into small groups (3-4) and allocate a scenario to each group • Participants should review their scenario and consider *approaches and methods of delivery* that might be appropriate in that situation • They should feedback to the whole group and keep their notes for future activities • A key learning point that should emerge from the diverse scenarios is that different models of delivery should be considered to identify the most appropriate in a given situation.	**45** Minutes	**Materials** ▫ **Task Sheet 6**: *Designing a Learning Programme: Selecting a Delivery Model* **Resources** ▫ Flip chart and pens

Delivery Methods	Time	Materials, Resources and Further Information
Stage 2: Designing a Learning Programme ***Group Discussion and Small Group Exercise*** ▫ Using the same case studies, each group should outline an appropriate literacies learning programme, giving consideration to the following: • Aims of the programme • Schedule of delivery and timings • Delivery model • Programme content • Resources	**45** Minutes	**Materials** ▫ **Task Sheet 6**: *Designing a Learning Programme: Selecting a Delivery Model* **Resources** ▫ Flip chart and pens
Delivery in Practice - current examples of delivery ▫ Select sections of DVDs such as *Big Plus for Business* to illustrate different models of delivery that respond to needs and circumstances. You can also prepare some examples from the ALN Partnerships that are available on www.aloscotland.com	**30** Minutes	**Materials** ▫ Copies of DVDs **Resources** ▫ DVD player and TV ▫ *Development of Guidelines for Workplace Literacies: A series of workplace literacies reports* available on www.aloscotland.com

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ The stages of the development planning process ▫ Different strategies can be used to address challenges that might arise in designing the content and delivery methods of literacies learning programmes. It is important to be aware of potential challenges and suggest solutions through different approaches. ▫ Information from needs analyses and on the workplace operation can impact on the approaches and methods of delivery that are appropriate for particular workplaces.		

Task Sheet 5: Designing Literacies Learning Programmes in the Workplace: Addressing the Challenges

Discuss how you would address the following key factors that should be considered as you plan and design a programme in a workplace setting. You should draw on your own experience and information from any previous research and discussion with colleagues.

Are there other factors that might arise?

Challenges	Strategies
Complex shift patterns	
Long working hours	
Competing needs of work commitments and release of staff	
Support of supervisors and line managers	
Reducing stigma associated with literacies learning	
Choosing a name for the learning programme that will attract employees	

Challenges	Strategies
Procedures for recruiting learners	
Employees feel coerced into taking part	
Addressing the needs of multiple stakeholders	
Operating within your professional principles and practice	
Long lead-in time from initial contact with employer to delivery of learning	
Customizing the literacies learning programme and materials to individual workplaces	

Challenges	Strategies
Confidentiality	
Integrating literacies into other company training, for example report writing, care sector SVQs, health and safety training, employee induction, timesheets, ESOL, and ICT	
Others	

Task Sheet 6: Designing a Learning Programme: Selecting a Delivery Model

Scenario 1: Call Centre

The Call Centre employs over 900 staff and recently took over another company. The merger has resulted in the introduction of new types of business and customers, and new systems have been put into place. There is a rumour that there may be redundancies.

Team Leaders had identified that some staff are not reaching the required standards when dealing with customer calls, writing reports, letters and emails, and the new customer base is not familiar to all staff. They (Team Leaders) reported their concerns to senior management and the Operations Manager contacted you, as he is keen to offer training to staff so that they can cope with the new systems and procedures.

You were invited to take a tour of premises and met with the Team Leaders. You also found out about the company's 24-hour shift system and team working approaches. It was felt that staff might not take up literacies learning provision because of stigma, and it was agreed to call the course 'Communications at Work'. As the company funds staff to undertake relevant qualifications, it was also agreed that learners would be offered accreditation.

After initial discussions, you agreed to prepare an outline plan for delivering a literacies learning programme to staff. The Operations Manager and Team Leaders were particularly concerned that releasing staff would not have a major impact on business (handling calls); that there would be benefits to the company; that the programme would be 'fit for purpose' and that staff would want to take part.

Scenario 2: Local Authority Parks and Recreation Department

You have been developing a series of literacies learning programmes for council employees. Some are delivered in the workplace for employees in the same team/department, and others are delivered offsite in a central training base for employees from different departments.

Although senior management supports the initiative, there has been different reaction from middle management in some departments – they do not believe there is a need for the programmes and have also raised concerns about having to release staff from work duties to the learning.

However, some middle management has indicated that the programmes have helped staff pass health and safety qualifications that are required by legislation.

Initial feedback from the first series of programmes has been very positive, including feedback from middle managers who were initially less supportive of the programme. They have advised that there has been a reduction in absenteeism; that employees' performance has improved and that staff are using their own initiative. This has all resulted in reduced demands on management's time to solve problems.

A meeting has been scheduled with the Manager of a *Parks and Recreation Department Depo*t to discuss the possibility of arranging a programme for staff. A number of employees have contacted the central helpline, which indicates that there might be scope to organise a group programme at the depot. A key issue the employees have mentioned is the introduction of new working practices for completing timesheets, and new regulations for handling equipment and chemicals. Although there are no dedicated training facilities at the depot, there is a good-sized staff room that is used for meetings. You also have access to some laptops from the Council's central training base.

The Manager is reluctant to engage in the 'whole process' because he doesn't see how it will improve things for him and his team, and how it would be possible to release staff on a regular basis without impacting on the workload. This is a particularly busy time for planting and planning the schedule of maintenance as the summer months approach. He hasn't yet spoken to other middle managers whose staff have been involved in other programmes.

Scenario 3: Residential Care Home

You receive a call from the manager of a local residential care home. She is interested in meeting to discuss if you can deliver a training programme for her staff. The employees currently take part in a range of courses on a range of topics, including new legislative requirements.

At your meeting she explains that all staff will need to achieve an SVQ (Scottish Vocational Qualification) in Care at Level 2 or 3 of the Scottish Credit and Qualifications Framework (SCQF) in the next two years. She has 30 staff, 10 of which work part-time. 15 staff have already achieved their SVQ in Care and the other 15 will be working towards theirs over the next 2 years.

The manager is concerned about how two employees will cope with the SVQ assessments. One is a young trainee who has been offered a full-time post and the other has worked in the care home for 12 years. They are both excellent workers and the manager does not want to lose either of them.

The trainee is very willing and competent but struggles with paperwork. The other employee has said she doesn't want to do her SVQ - she doesn't have any qualifications and hasn't studied since leaving school. She is understandably very apprehensive and doesn't want to look foolish in front of a group of strangers at college. The manager believes that other staff may have similar concerns and/or difficulties as, following recent changes, a few appear to be having difficulties completing residents' care plans.

The home operates a shift system to cover 24-hour care for residents and the manager has said it would be possible to use her office or the residents' dining room for training sessions.

She wants to know how you can help as she is worried that the requirement to do the SVQ may push some of her staff to leave their jobs over the next 2 years. She hasn't spoken to her staff about this yet.

Handout 4: Designing Literacies Learning Programmes in the Workplace: Addressing the Challenges (Examples)

Addressing the challenges

There is no 'standards approach to addressing challenges that may arise, and you should consider the particular circumstances that exist in a workplace before selecting a possible model of delivery.

Challenges that might arise:

- Complex shift patterns
- Long working hours
- Release of staff and cost recovery
- Competing needs of work commitments and release of staff
- Lack of support from middle managers
- Addressing the stigma associated with literacies learning
- Engaging employees
- Designing appropriate awareness raising approaches and materials
- Choosing a suitable name for the learning programme (that will attract employees)
- The selection and recruitment of learners
- Self-referral or perceived coercion
- Addressing the needs of multiple stakeholders
- Long lead-in time from initial contact with the employer to the delivery of learning
- Contextualising learning materials and methods to a particular workplace
- Confidentiality
- Employers not seeing literacies as their responsibility
- Integrating literacies into other company training.

Possible approaches for addressing challenges:

- Offer drop-in sessions to suit shift patterns or span shift changes
- Arrange delivery to suit shifts
- Deliver short 'taster' courses
- Mobile teaching facility
- Bringing staff together from different locations, for example SMEs or care homes
- Flexible and responsive approaches to deliver learning
- No additional costs for venue hire and travel when the learning takes place onsite
- Clarify the purpose of literacies learning as part of their overall response to meet training needs.
- Support progression and offer accreditation
- Offer appropriate SQA units, for example *Communications* and *Numeracy*
- Offer sector/occupation-tailored courses, for example Care and Retail
- Pilot workplace literacies learning programmes that can support the need to comply with legal requirements in relation to Food Hygiene, Health and Safety and the Disability Discrimination Act
- Group learning to 'mirror' work teams
- Deliver ICT-focused courses that have specific literacies content - option for joint delivery with ICT tutors
- Cooperative working with ULRs and HR/training staff
- Link the learning to the workplace
-
- Ensure you understand the culture, purpose and objectives of the workplace.

Handout 5: Planning Literacies Learning Programmes in the Workplace

The Seven Steps to Success

Step 1
Negotiate broad agreement on operating principles, resources, support and communication strategy for a literacies learning programme with the employer and any appropriate representative group.

Step 2
Assess literacies needs within the workplace and for individual employees. Identify and agree key objectives for a learning programme with employees and employers.

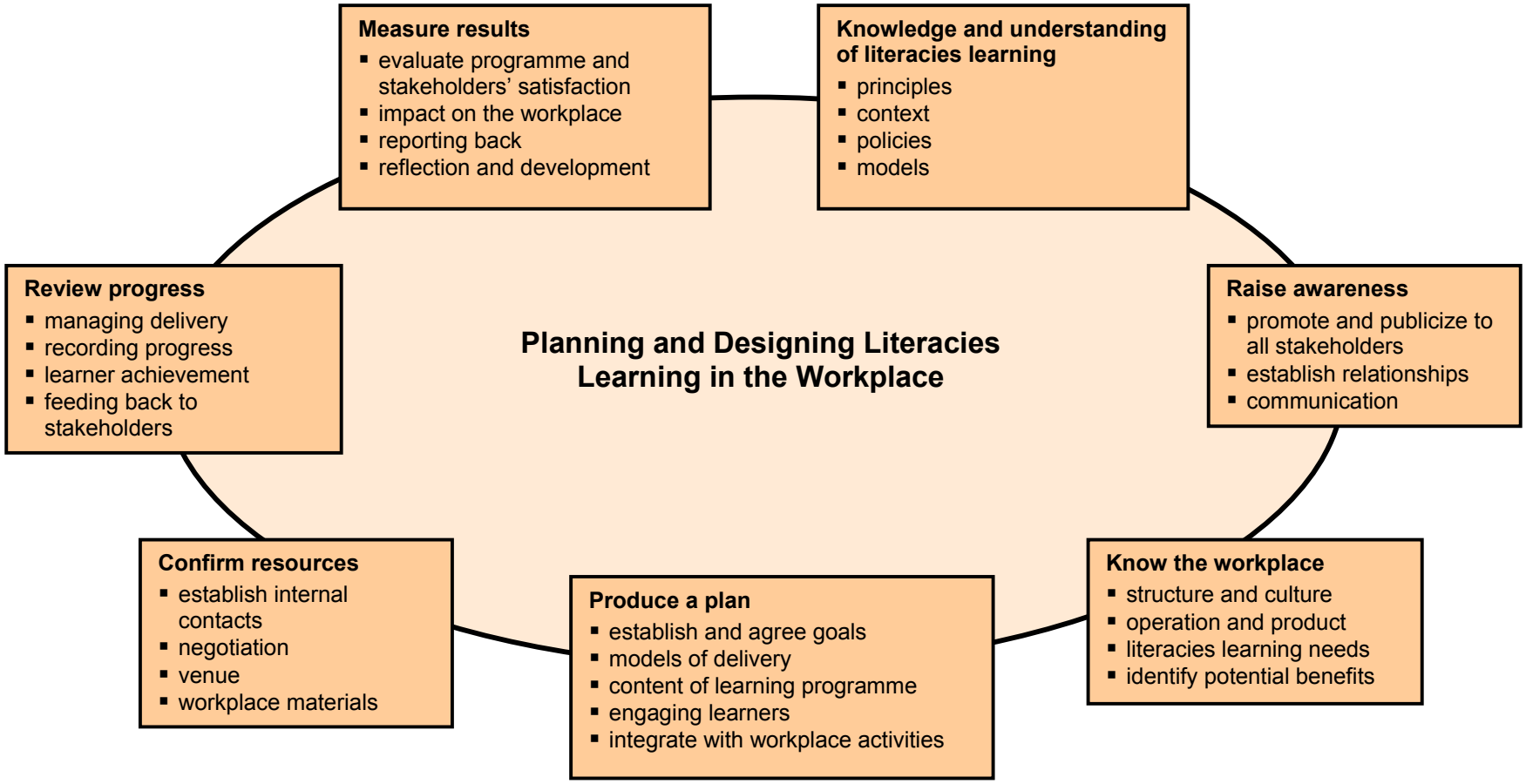
Step 3
Develop the curriculum and appropriate resources and teaching materials based on identified specific needs and objectives. Decide on teaching strategies and delivery model and methods.

Step 4
Raise awareness amongst employees, managers and other stakeholders and recruit learners.

Step 5
Deliver the literacies learning programme.

Step 6
Evaluate the process and outcomes of the programme against the planned objectives. Operate formative evaluation throughout the delivery and summative evaluation at the end.

Step 7
Analyse findings from the evaluation and report to stakeholders.


Measure results
evaluate programme and stakeholders' satisfaction
impact on the workplace
reporting back
reflection and development
Knowledge and understanding of literacies learning
principles
context
policies
models
Review progress
managing delivery
recording progress
learner achievement
feeding back to stakeholders
Planning and Designing Literacies Learning in the Workplace
Raise awareness
promote and publicize to all stakeholders
establish relationships
communication
Confirm resources
establish internal contacts
negotiation
venue
workplace materials
Produce a plan
establish and agree goals
models of delivery
content of learning programme
engaging learners
integrate with workplace activities
Know the workplace
structure and culture
operation and product
literacies learning needs
identify potential benefits

Unit 3: Session 4

Programme Delivery

Session 4: Programme Delivery

Contents

	Page
◘ **Aims and Outcomes of Session 4**	**48**
◘ **Facilitator Guidelines**	**49**
◘ **Task Sheets**	**54**
Task Sheet 7: Designing Literacies Learning Programme: Case Study	
Task Sheet 8: Breaking Goals into Achievable Steps	
Task Sheet 9: Learning Plans	
Task Sheet 10: Developing Resources	

Aims and Outcomes of Session 4

Aims

- To understand approaches for setting learning goals and developing appropriate resources within literacies learning programmes in the workplace.

Outcomes

By the end of the session, participants will be able to:

- Produce learning plans that will meet the agreed needs of workplace stakeholders
- Develop appropriate resources for literacies learning programmes in the workplace
- Review learners' progress.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Designing a Literacies Programme ***Small Group Activity*** ▫ This activity uses a practical case study to reinforce key learning points from *Session 3* about the steps and stages of designing a literacies learning programme. It also develops this further to examine goal setting and session planning. There is a particular case study described in *Task Sheet 7: Designing a Literacies Learning Programme: Case Study*, but you can develop others if preferred. ▫ Divide into three smaller groups and allocate the *Task Sheet* with details of the case study and some instructions for the groups. ▫ Each group should discuss the questions in the *Task Sheet* and produce a summary of their suggested approach on a flip chart to share with others in the group. ▫ In the full group, post up the flip chart sheets with the summary notes and ask each group to lead the feedback on two of the discussion questions in the *Task Sheet*.	**60** Minutes	**Materials** ▫ **Task Sheet 7:** *Designing a Literacies Learning Programme: Case Study* **Resources** ▫ Flip chart and pens
Session Planning **Breaking Goals into Achievable Steps** ▫ Participants select a topic from the programme suggested for their allocated workplace scenario from *Session 3* and prepare a session plan for this topic. ▫ They should also select one work-based activity that relates to this topic. Using *Task Sheet 8: Breaking Goals into Achievable Steps*, they should set out how they would plan to achieve this achieve this particular learning goal. Examples of work based activities might be completing care plans, filling out a customer returns slip in a shop, doing a stock take, filling out a job sheet, preparing a staff shift rota, completing an enquiry form, taking a telephone message. ▫ In the whole group, discuss how they approached this activity and any key points that they will transfer into their work practice.	**45** Minutes	**Materials** ▫ **Task Sheet 8:** *Breaking Goals into Achievable Steps*

Delivery Methods	Time	Materials, Resources and Further Information
Learning Plans ▫ *Task Sheet 9: Learning Plans* should be completed in small groups. The groups should record key points from their discussion to feedback to the whole group. ▫ During feedback try to identify and discuss any factors that are specific to workplace delivery, such as linking to learning outcomes, work based context of learning, confidentiality, adopting a learner centred focus, links to employer needs and expectations and progression opportunities. ▫ You can refer to examples of Individual Learning Plans and Group Learning Plans in the *Adult Literacy and Numeracy Curriculum Framework for Scotland* (hereafter *Curriculum Framework)*.	**30** Minutes	**Materials** ▫ **Task Sheet 9:** *Learning Plans* **Resources** ▫ *Curriculum Framework* www.aloscotland.com

Delivery Methods	Time	Materials, Resources and Further Information
Developing Resources ***Group or Paired Activity*** ▫ Divide participants into pairs or small groups. Using *Task Sheet 10: Developing Resources*, they should firstly share their knowledge of sources of learning and teaching resources that would be appropriate to use in a workplace programme. They should also discuss how they might use or customise documents used in an actual workplace as part of a literacies learning programme. Once they have identified the potential resources, they should prepare a checklist that could be used as quality guidelines for materials. ▫ Groups should share their lists of sources and resources and discuss and agree what are appropriate quality checks for developing materials. In particular, they should consider: • Is it appropriate for the **audience and purpose**? • Are the **contents** clear, at the right level, non discriminatory and relevant to the learners/workers • Is the **format and design** clear and accessible? • How they will **review** its effectiveness and amend accordingly? ▫ You can either refer participants to resources on www.aloscotland.com or bring samples of materials for them to review. If possible, you should arrange ICT facilities with Internet access to review online teaching and learning resources. Alternatively, participants should do this as a self-study activity in their own time.	**60** Minutes	**Materials** ▫ **Task Sheet 10:** *Developing Resources* **Resources** ▫ Flip chart and pens ▫ Computers and Internet access **Further Information** ▫ www.aloscotland.com for teaching and learning resources

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ The course curriculum and session plans should be developed in response to the abilities and needs of the learners, and also meet the aims agreed with all stakeholders ▫ Learning resources can de developed from a range of sources and customised to meet the needs of learners and the aims of the workplace programme.		

Task Sheet 7: Designing a Literacies Learning Programme: Case Study

Read the following case study and, in your group, discuss the following questions and the approaches that you would suggest for this workplace

Case Study: A Manufacturing Company

A union learning rep at a large manufacturing company contacted you about putting together a literacies learning programme for six production operators.

Recent workplace learning initiatives within the factory have help raise awareness of literacies amongst the workforce. As a result, there seems to be less stigma attached to reading and writing difficulties. Numeracy skills remain something of a taboo according to the ULR who feels that although many workers have difficulty making calculations, few are prepared to admit this. There have been some redundancies recently and workers may be anxious about the impact such an exposure might have on their jobs

Minimizing wastage is a major priority for the company according to the ULR who hopes that the programme of learning will enable workers to feel more confident in their ability to deal with customer orders.

The production operators have a number of responsibilities within the factory. Most of their work involves operating machines that cut large rolls of foil into small sizes in accordance with customer requirements.

At the start of their shift, production operators have a pile of work sheets left for them at their station. Each work sheet details a customer's required specifications. Operators then locate the appropriate roll of foil within the factory, load it on the machine and set it accurately. Production operators are expected to be able to meet the customer's requirements using the minimum amount of the original foil.

1. What key steps and stages would you follow to plan and design a literacies learning programme for this workplace?
2. How will you identify the core numeracy skills required by the production operators?
3. How will you assess the needs of the six production operators?
4. How would you produce a learning plan for this programme and who would be involved?
5. Decide on one particular learning goal that is likely to be included in the identified needs of the production operators. How would you break down this goal into achievable steps as part of a session plan?
6. How will you review whether this learning goal has been achieved?

Task Sheet 8: Breaking Goals into Achievable Steps

Think about a literacies task that an employee might want to work on, for example

- Taking minutes at a team meeting
- Filling out a weekly time sheet
- Preparing a staff shift rota
- Writing a job card
- Checking an order
- Writing a report
- Taking a telephone message
- Completing a customer enquiry form
- Writing a care plan

Focus on the knowledge, skills and understanding involved in the task you have chosen and:

- Identify the practices involved in completing the task

- Think about how you would break the work task into manageable steps, in order to avoid the task becoming daunting

- Decide what you would tackle first. Is there a logical order to work on the task?

- Decide how you would set timescales for the tasks

- Identify how you might measure progress

Task Sheet 9: Learning Plans

1. Why should you use Learning Plans in a workplace programme, and what should they contain?

Learning Plans	
Purpose	
Content	

2. What challenges could you face when producing Individual and Group Learning Plans in a workplace programme, and how would you respond to them?

Individual	Group

3. What process would you follow to produce and review Learning Plans as part of a workplace programme? Who would be involved and what would their role be?

- *Producing learning plans*

- *Reviewing learning plans*

3. How do learning plans impact on the following?

(a) Lessons plans

(b) Programme content

(c) Programme evaluation

Task Sheet 10: Developing Resources

1. What teaching and learning materials and resources could you use in a literacies learning programme for the workplace?

Resources available in the workplace	Format / media
Other resources	**Format / media**

2. Using the list you identified in question 1, how would you ensure the resources are 'fit for purpose'? What key guidelines would you use to check their suitability?

Unit 3: Session 5

Reviewing Progress

Session 5: Reviewing Progress

Contents

	Page
◘ **Aims and Outcomes of Session 5**	**64**
◘ **Facilitator Guidelines**	**65**
◘ **Task Sheets**	**70**
Task Sheet 11: Assessing Learners' Needs and Abilities, and Reviewing Progress	
Task Sheet 12: Roles and Responsibilities - Scenarios	
◘ **Handouts**	**76**
Handout 6: Assessing Learners' Needs and Abilities, and Reviewing Progress (Examples)	

Aims and Outcomes of Session 5

Aims

- To understand approaches for assessing learning needs, abilities and progress, and sources of additional learning support.

Outcomes

By the end of the session, participants will:

- Understand different methods of assessing learners' abilities and needs, and reviewing their progress
- Recognise when learners need additional support
- Know how to access additional support for learners.

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Assessing Learners' Needs and Abilities, and Reviewing Progress ***Individual and Group Activity*** ▪ Participants complete T*ask Sheet 11: Assessing Learners' Needs and Abilities and Reviewing Progress* individually and then discuss their response in small groups. ▪ Each group should discuss all 3 questions but prepare feedback on a flip chart to one specific question. These should be allocated at the start of the activity. ▪ Each group should feedback key points. The discussion will allow them to share experience from their own practice and discuss how different methods of assessing learners and reviewing progress can be used in different workplaces and circumstances. ▪ See *Handout 6: Assessing Learners' Needs and Abilities, and Reviewing Progress (Examples)* for suggestions.	**45** Minutes	**Materials** ▪ **Task Sheet 11:** *Assessing Learners' Needs and Abilities, and Reviewing Progress* ▪ **Handout 6**: *Assessing Learners' Needs and Abilities, and Reviewing Progress (Examples)* **Resources** ▪ Flip chart and pens **Further Information** ▪ Reference to assessment resources in the Adult Literacy and Numeracy Curriculum Framework: www.aloscotland.com ▪ Reference to resources from the *Resources and Further Information found in Section 2 of this pack*

Delivery Methods	Time	Materials, Resources and Further Information
Identifying Sources of Additional Learning Support ***Large group discussion, followed by small group activity*** ▪ In the large group, identify the types of additional support literacies learners might need in the workplace. Prepare two flip chart sheets, one headed: *Types of Support Needed*, the other *Sources of Information and Support*. Participants should use Post-It® notes to record their thoughts and post them on the flip charts. ▪ Two participants should work together to group the *Types of Support Needed* and feedback to the large group. Two other participants should do the same for *Sources of Information and Support*. ▪ In the large group, match *Types of Support Needed* to *Sources of Information and Support*. It is important to think about sources of information and support that may be available in their own organisation, in the workplace and from external agencies. The results of this activity and subsequent discussion start to establish a list for a referral network. You should encourage participants to develop something similar for their own practice and include local providers and national sources. ▪ Emphasise that this course does not offer in-depth coverage of working with learners who require specific learning support. There are other CPD/qualifications in relation to specific learning needs such as HN in Dyslexia. Also qualifications and CPD for specific groups of learners or topics such as *PDA inr ESOL Literacies: Teaching Adults Reading, Writing and Numeracy*. ▪ Refer participants to sources of information and support for these topics including the *Dyslexia Handbook for Adult Literacies in Scotland* published by Learning Connections. Learning Connections' website also contains information on learning difficulties and disabilities. ▪ www.esolscotland.com contains information on ESOL provision and resources in Scotland.	**60** Minutes	**Resources and Sources of Further Information** ▪ Flip chart and pens ▪ Post-It® notes

Delivery Methods	Time	Materials, Resources and Further Information
Roles and Responsibilities ***Paired or small group discussion*** ▫ *Task Sheet 12: Roles and Responsibilities* presents scenarios that raise some issues for literacies practitioners when delivering literacies learning in a workplace, and highlights the need to be clear about professional boundaries. Literacies practitioners should be aware of additional sources of help and referral for learners. These can be within the workplace or from external sources. ▫ In pairs or small groups, participants should discuss their reaction to the scenarios and how they would deal with them. Take feedback on different scenarios from each group and discuss suggested actions. ▫ Note the key points about roles and boundaries on a flip chart, possibly in a 'Do's and Don't' format. ▫ Identify some key action points and approaches for appropriate and effective referral in the workplace, in their own organisation or to external sources. ▫ Add any relevant new suggestions to the Referral Network List started in response to the previous activity and discussions. ▫ You should discuss the connection between the roles and responsibilities for programme planning and delivery and the overall process of communication, awareness raising and negotiation that will have happened to reach this stage in the process.	**60** Minutes	**Materials** ▫ **Task Sheet 12**: *Roles and Responsibilities*

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▪ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▪ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▪ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▪ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▪ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ A range of methods can be used to assess learners' abilities and reviewing learning progress. ▫ It is important to recognise the boundaries of your role and remit and to have information on sources of additional and/or specialist support for learners. ▫ Your role as a literacies practitioner involves recognising when learners require additional and/or specialist support and knowing where to access the support. ▫ Sources of additional help for employees may be available in the workplace.		

Task Sheet 11: Assessing Learners' Needs and Abilities, and Reviewing Progress

1. What formal and informal initial assessment methods can be used in a workplace setting, and why?

Method of assessment	Reasons for use

2. What information or topics should be covered in an initial interview with a group or individuals? Should any particular questions be asked?

Information / topics	Sample questions

3. What approach would you use for the ongoing review and assessment of learners' progress?

Approach	Reason

4. What will you include in your review and assessment of learners' progress?

Topics	Reason

Task Sheet 12: Roles and Responsibilities - Scenarios

Read the following scenarios and discuss your reactions and what you might do in these situations. What action would you take and who else might be involved?

1. You have a dual role as workplace literacies development worker and tutor. A workplace learner with whom you have a good relationship asks to speak to you at the end of a learning session. She says she is worried about her son who is falling behind at school, and asks if you could tutor him as you have really helped her.

2. You meet with employees to discuss the programme for a four-week course on completing timesheets, reports and other forms they use in their day-to-day work. The programme has been designed in response to feedback you received from a focus group of supervisors, employee representatives and a union learning representative. When you ask the employees how they feel about the proposed course you notice one of them appears very anxious. You speak to him after the session and he says he doesn't think he will be able to do the course because he has been told he is dyslexic.

3. During a discussion with a learner she tells you that she wants to make a career change and do something different with her life. She asks you what type of work would most suit her, how she should go about making this move and whether there would be a college course she could do.

4. You are responsible for developing literacies in the workplace. During a review of a literacies learning programme in a local company the tutor tells you she wants to end the programme - she believes her learners are not making progress and therefore feels a failure.

5. A supervisor accompanies an employee to your meeting to discuss his learning needs. He generally answers the questions on the employee's behalf, or the employee checks with him before answering. You feel that the learner's voice is not being heard.

6. In your role as development worker you undertake a review of the literacies learning programme in local companies. You discover that one tutor has been encouraging learners to apply for full-time courses at their local college, which could result in them handing in their notice.

7. A learner who has difficulty with writing wants to do a course at college.

Handout 6: Assessing Learners' Needs and Abilities and Reviewing Progress (Examples)

Initial Assessment Approaches and Tools

The following are some suggested methods of assessing learners' abilities.

Formal Assessment	Informal Assessment
▪ Individual interviews ▪ Written exercise (about yourself) ▪ Individual or Group Learning Plan ▪ Skills Assessment (using IT or paper based assessment tools/tests) ▪ Learning Needs Assessment (using IT or paper based tools/tests) ▪ Initial Assessment conducted by employer at recruitment stage ▪ Learning Styles Assessment (using IT or paper-based tools/tests)	▪ Ask: what reading, writing or number work the employee undertakes at work. ▪ Observe learner performing particular literacies related tasks, either as part of their work duties or in other settings. ▪ Rickter Scale or other tools to conduct a self-assessment of softer skills. This can also be used to review progress during learning. ▪ Informal chat or discussion about their work and tasks that they find difficult and what the individual does to overcome these difficulties. This can be followed by a review of ways to make this easier.

Topics Covered at Initial Assessments

- **Strengths:** Tell me something you're good at/what do you enjoy doing, any hobbies, interests?
- **Literacies tasks**: What reading, writing, number and communication tasks do you carry out during your working day?
- **Potential changes to work practice**: What changes in the workplace are causing concern?
- **Learning goals**: what would you like to do better?
- **Prior learning experiences**
- **Learning styles**
- **Specific learning support needs**: Do you need support for a particular learning need such as dyslexia? Are there any aids that would help you?
- **Personal development**: Do you have any plans for developing your job role or career?
- **Learning progression:** Are there other learning opportunities you would like to take up in the future?

Indicators of Learner Progress and Achievement

- **Learner goals**
- **Assessment – self, formative and summative**
- **Achieving accredited qualifications**
- **Work performance**
- **Softer indicators include:**
  - Personal skills (motivation, confidence, reliability, insight)
  - Interpersonal skills (social skills, coping skills, working with others)
  - Organisational skills (thinking skills, study skills, concept/mind-mapping)
  - Analytical skills (ability to exercise judgement, time management, problem solving)

Approaches for Reviewing Learner Progress

- **Group or 1:1 discussion**
- **Curriculum Framework Wheel**
- **Review of distance travelled in terms of softer indicators using tools such as the Rickter Scale**
- **Observation**
- **Portfolio of work**
- **Review Individual or Group Learning Plans**
- **Review progress towards meeting learning goals**
- **Review if goals have changed or whether the learner has new goals**
- **Identify any relevant assistance or referral to progress into other learning or personal development activities**
- **Agree dates for future reviews**

Unit 3: Session 6

Monitoring and Evaluation

Session 6: Monitoring and Evaluation

Contents

	Page
▫ **Aims and Outcomes of Session 6**	**79**
▫ **Facilitator Guidelines**	**80**
▫ **Task Sheets**	**85**
Task Sheet 13: Recording and Reviewing Learning Programmes	
Task Sheet 14: Measuring Success	
▫ **Handouts**	**90**
Handout 7: Evaluation and Monitoring	

Aims and Outcomes of Session 6

Aims

- To understand methods of recording, reviewing and evaluating literacies learning programmes in the workplace

Outcomes

By the end of the session, participants will:

- Understand approaches for recording the progress of literacies learning programmes in the workplace
- Be able to select appropriate methods for reviewing and evaluating the effectiveness of literacies learning programmes in the workplace
- Be able to report evaluation findings to different workplace stakeholders

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Recording and Reviewing Progress ▫ Divide participants into small groups to discuss the questions in *Task Sheet 13: Recording and Reviewing Learning Programmes*. They should record key points of their discussion to feedback in the whole group. ▫ In the whole group, consider different approaches that can be taken to record the development and operation of a literacies learning programme in the workplace and how these can be used to evidence progress. In the discussion, you should highlight the fact that methods of information gathering and recording will be influenced by the workplace conditions, the purpose of the programme and any contracts or agreements that have been made with stakeholders.	**45** Minutes	**Materials** ▫ **Task Sheet 13**: *Recording and Reviewing Learning Programmes*
Presenting the Evidence ▫ Building on discussions from *Task Sheet 13: Recording and Reviewing Learning Programmes* about methods of reporting to different stakeholders, break into groups to consider the best way of reporting progress on the case scenarios allocated previously in Session 3 of this Unit. Allocate one group of stakeholders (employees, employers and own managers/funders) to each group of participants. Ask each group to prepare an overview of possible approaches and methods of reporting to their allocated group of stakeholders in their workplace scenario. ▫ Groups should illustrate the "what, why, how and when" of the approach that they would follow. They can do this on a flip chart or choose another method of presentation. Each group should give a brief presentation on their strategy to other groups.	**60** Minutes	**Resources** ▫ Flip chart and pens ▫ Information on case studies from previous activities

Delivery Methods	Time	Materials, Resources and Further Information
Monitoring and Reviewing Achievement and Performance ***Presentation and Group Discussion*** ▫ In the whole group, ask participants to identify what needs to be evaluated about a workplace literacies learning programme. Refer to the planning cycle for learning programmes discussed in earlier sessions including identifying learning needs, designing learning, delivering learning and evaluating the results. In particular, consider that there will be different needs that should be included in the review and evaluation process: needs of the company, needs of the team or departments and needs of the individual for their work performance and personal development. ▫ Introduce the themes of monitoring, reviewing and evaluation and discuss the differences between them. You can use the information in *Handout 7: Monitoring and Evaluation* to prepare a presentation or as a basis for group discussion. There are examples of evaluation materials and reports from workplace literacies programmes on www.aloscotland.com. You can also refer to the process of the LEAP Framework that is often used in community learning and development. ▫ During the presentation or group discussion, you should look at how review and evaluation can be applied to all the components of literacies learning programmes in the workplace as a preparation for the next group activity to focus on the ongoing case studies. ▫ Refer back to the previous discussion on recording and reporting progress and consider the different aspects of workplace literacies learning programmes and projects that should be evaluated. In particular, discuss the diverse themes of learner achievement individually and as a composite group; evidence of outcomes in relation to performing job roles in the workplace; the agreed aims, objectives and targets of the programme and the process of developing and delivering a literacies learning programme. ▫ Refer to examples of forms and how these might be adapted to suit different circumstances. ▫ Refer to sources of information on this topic and examples of practice.	**30** Minutes	**Materials** ▫ **Handout 7**: *Evaluation and Monitoring* ▫ Sample evaluation forms and reports **Further Information** www.aloscotland.com

Delivery Methods	Time	Materials, Resources and Further Information
Measuring Success ***Small Group Discussion*** ▫ Divide into the smaller groups that have been working on allocated workplace scenarios to discuss the questions in *Task Sheet 14: Measuring Success*. Groups should record key points of their discussion to feedback in the whole group. ▫ During feedback in the whole group, discuss different methods of gathering evaluative evidence and approaches to involve and include the various stakeholders effectively and appropriately. ▫ Ask each group to prepare an outline development plan for monitoring and evaluating a literacies programme in their allocated scenario, which includes the "what, who, how, when and why". ▫ Produce a checklist of the essential steps and content of an evaluation report.	**60** Minutes	**Materials** ▫ **Task Sheet 14***:* *Measuring Success*

Delivery Methods	Time	Materials, Resources and Further Information
Learning Summary and Review ▫ Sample forms for review and reflection are included in *Session 6: Learning Summary and Review*. ▫ The materials and guidelines in this pack have been produced to support a flexible delivery of the course, therefore use of these forms will depend on the delivery approach and scheduling of the course. ▫ It is helpful to review key learning points regularly to check understanding before introducing a new topic. ▫ A variety of different methods and techniques can be used for this activity to encourage all participants to contribute.	**15** Minutes	**Materials** ▫ Forms in *Session 6: Learning Summary and Review*

Delivery Methods	Time	Materials, Resources and Further Information
Key Learning Points The key learning points that should be emphasised are: ▫ Review and evaluation activities should be planned to take place throughout the development and delivery of literacies learning programmes. ▫ It is important to record the activities and progress of literacies learning programmes on an ongoing basis. ▫ There are different approaches to monitor, review and evaluate the progress and achievements of literacies learning programmes. ▫ The success of literacies learning programmes should be measured against the agreed aims and objectives and reflect the expectations of different stakeholders. ▫ It may be appropriate to report the findings on the success of a programme in different ways for different stakeholders.		

Task Sheet 13: Recording and Reviewing Learning Programmes

In previous activities and sessions, you have considered approaches to recording and reviewing learner achievements and progress. You should now focus on approaches to recording and reviewing the process and operation of the planning, organisation and operation of literacies learning programmes in the workplace.

1. In relation to the development and delivery of a literacies learning programme in a workplace, what aspects would you review to show achievement and progress? You should think about how this matches the expectations of the diverse stakeholders in the workplace, links to the agreed aims and objectives and relates to the steps that are involved in the planning and development cycle.

2. Why do you think that it is important to review and record the progress and achievement of literacies learning programmes in the workplace?

3. How would you demonstrate progress for these different aspects and expectations? What methods would you use to identify progress?

4. How would you keep records of progress that can be reviewed to provide evidence of achievements?

(a) What information would be recorded?

(b) Who would gather information and maintain records?

(c) How would information be recorded?

(d) When would it be done?

5. How would you present progress to different stakeholders?

(a) Employees

(b) Employers

(c) Others (for example ALN Partnership or ULRs)

Task Sheet 14: Measuring Success

1. Who will you involve in your evaluation activities, and in what ways?

Who?	How?

2. What will you include in your evaluation?

3. How will you provide evidence that shows how effective the workplace literacies programme has been? What measures of success will provide evidence of both the process of the literacies learning programme and the outcomes?

Process measures	Outcomes measures

Handout 7: Monitoring and Evaluation

- **Terminology:**
  - *Monitoring* is continually checking progress against your plan by routinely collecting information
  - *Evaluation* is about making an assessment of your work based on evidence from recording activities.
  - *Types of Evaluation* include:
    - Formative
    - Process
    - Summative
    - Outcome/impact

- **Levels of evaluation:**
  - *Reaction*
    - How well did participants like the programme?
    - How well did the management like how the programme was run?
  - *Learning*
    - What knowledge, skills and understanding did learners gain from the programme?
  - *Results*
    - What were the results of the learning programme in the workplace - specific impacts on productivity, quality, costs and communications?

- **Measuring success:**
  - *Reviewing progress*
    - Managing delivery
    - Recording progress
    - Learner achievement
    - Feeding back to management
  - *Measuring results*
    - Evaluate programme and stakeholders' satisfaction
    - Impact on organisation
    - Reporting back
    - Reflection and development

- **Process measures:**
  - Number of employees who started the programme
  - Number of employees completing the programme
  - Learner satisfaction
  - Employer satisfaction with the planning process and results
  - Participants' perceptions of skills levels of participants before and after
  - Union representatives' perceptions of skills development

- **Outcome measures: short term**
  - Learners achieving desired outcomes/goals
  - Learners who go on to further training/learning
  - Levels of skills and competencies achieved during programme
  - Improvement in staff morale

- **Outcome measures: long term**
  - Improved productivity
  - Reduced wastage
  - Improved quality
  - Reduced absenteeism

- **Methods of gathering information**
  - *Surveys* – specific and open-ended questions
  - *Interviews* – oral questions and answers, conducted both formally and informally (1:1 with learners, supervisors and other stakeholders)
  - *Focus Groups*
  - *Pre and post programme assessments*
  - *Reflection*
  - *Observation*
  - *Lessons learned session*

- **Planning and recording:**
  - What are we going to do?
  - How are we going to get there?
  - What do we need to do to record and review our work?
  - What have we learned?
  - How can we share what we have learned?

- **Monitoring and evaluation**
  - Why are we monitoring and evaluating?
  - How will we monitor and evaluate?
  - How will we collect information and make sense of it?
  - Who will we report to?
  - How will we present the findings?
  - How will we respond to the findings?
  - What are the aims and objectives of the project?
  - What needs to be evaluated as the project progresses?
  - Who will be responsible for collecting information?
  - What resources will be needed?

- **Approaches to evaluation (feedback from group discussion activity)**

  1. **What are we evaluating?**
     - Review the whole process
     - Established objectives of the projects
       - targets/achievements
       - delivery models
     - Timescales (input) – delivery and preparation and development time
     - Outcomes and outputs - attendance levels
     - Learner satisfaction
     - Impact on learners' private, family, community and working lives

2. How will it be done? Who will be involved?

- Continuous process
- SMART 'ish' – in perspective
- Who are the partners?
  - contributions
  - involving / accessible
- Blend of qualitative and quantitative
- Confidentiality

3. Who is it for?

4. How will it be presented?

- Report
- Executive summary
- *KISS* (keep it short and simple)

5. How will the findings be used?

- Future development / recommendations
- Options to track longer term

Unit 3: Session 7

Learning Summary and Review

Session 7: Learning Summary and Review

Contents

	Page
◘ **Aims and Outcomes of Session 7**	**94**
◘ **Facilitator Guidelines**	**95**
◘ **Handouts**	**97**
Handout 8: Learning Summary and Review	
Handout 9: Evaluation Form	

Aims and Outcomes of Session 7

Aims

- To review, reflect and evaluate learning from sessions in this Unit

Outcomes

By the end of the session, participants will be able to:

- Review their learning against Unit and session outcomes
- Identify approaches to apply their learning in their practice
- Complete learning review records
- Complete personal development planning records

Facilitator Guidelines

Delivery Methods	Time	Materials, Resources and Further Information
Review of and reflection on learning achievement ▫ Ask participants to reflect on the activities, discussion and information that they have experienced during the sessions. They can refer to the programme for each session to refresh their memory about the topics and learning activities. ▫ You can use different approaches for this. See *Section 1* of this pack for suggestions. ▫ Ask participants to share key learning achievements with others in the group and how they think that these could be applied in their practice.	**30** Minutes	**Materials** ▫ ***Handout 8:*** *Learning Summary and Review Form* **Resources** ▫ **Course Pack *and schedule for all sessions***
Outcomes ▫ Review the outcomes for the sessions and the Unit. ▫ Check how well these match to the expectations identified by participants in Session 1.	**15** Minutes	**Resources** ▫ Aims and outcomes statements for each session ▫ Feedback from participants to *Unit 1, Task Sheet 1*
Applying the learning ▫ Discuss how participants plan to develop their learning from this Unit. In particular, how they will access the sources of further information indicated in the sessions. ▫ If appropriate, encourage participants to begin to complete their Personal Development Plan.	**30** Minutes	

Delivery Methods	Time	Materials, Resources and Further Information
Action Planning ▫ Discuss action plan for further learning, including other units in the *PDA: Developing Literacies Learning Programmes for the Workplace*.	**15** Minutes	
Evaluation ▫ Complete evaluation forms for the Unit	**10** Minutes	**Materials** ▫ **Handout 9:** *Evaluation Form*
Unit Assessment: Details and Support *(if candidates are presenting evidence for assessment and accreditation)* ▫ Clarify the assessment and evidence requirements ▫ Review specific topics/activities in the sessions that relate directly to the assessment ▫ Confirm arrangements for assessment process and procedures including, tutor support available, sources of information and deadlines for submission.	**20** Minutes	**Materials** ▫ Assessment Guidelines (if appropriate) **Further Information** ▫ Information on *PDA: Developing Literacies Learning Programmes for the Workplace* on SQA website www.sqa.org.uk

Handout 8: Learning Summary and Review

Unit 3: **Planning for the delivery of learning programmes**

Session(s): _____

1. Summary of Learning: Personal Review and Action Plan

(a) Key things I have learned from this session/unit

(b) Key things from this session/unit that I will develop in my practice

2. Personal Action Plan

Area for development	Action to be taken	Expected benefit(s)	Timescale

Handout 9: Evaluation Form

Name: _____ **Date:** _____

1. **How appropriate was the programme and content of the sessions?**
   (Please tick the appropriate box)

1 (Not at all)	2	3	4	5 (Totally)

2. **Was the delivery of the sessions satisfactory?**
   (Please tick the appropriate box)

1 (Not at all)	2	3	4	5 (Totally)

3. **Was the pace appropriate?**
   (Please tick the appropriate box)

1 (Too slow)	2	3	4	5 (Too fast)

Comments

4. What key learning points will be useful to you?

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	

5. What changes, if any, would you make to these sessions?

Session 1	
Session 2	
Session 3	
Session 4	
Session 5	
Session 6	

6. Additional comments

The Scottish Government

© Crown copyright 2008

This document is also available on the Scottish Government website: www.scotland.gov.uk

RR Donnelley B54748 12/08

ISBN 978-0-7559-5672-2

9 780755 956722