Higher National Unit specification

General information for centres

Unit title: Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programmes

Unit code: F2H1 34

Unit purpose: This Unit is appropriate for experienced literacies practitioners who are interested in developing and/or delivering literacies learning in the workplace. It is designed to enable candidates to plan for the delivery of literacies learning programmes in the workplace to meet the needs of employers and employees.

On completion of the Unit, candidates should be able to:

1 Explain different models and methods of delivering literacies learning in a workplace context.
2 Plan for the delivery of literacies learning programmes in the workplace and developing resources to meet the needs of employers and employees.
3 Evaluate methods of recording, monitoring and reviewing literacies learning programmes in the workplace.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Recommended prior knowledge and skills: This Unit is part of a Professional Development Award (PDA)*: Developing Literacies Learning for the Workplace* which is intended to develop candidates' skills, knowledge and understanding of the principles, process and practice of developing and delivering literacies learning within a workplace context. This Unit can also be delivered as a discrete Unit independently of the PDA Group Award qualification.

Unit F2H8 34 *Developing Literacies Learning for the Workplace: Policy and Practice* provides skills, knowledge and understanding of the current Scottish context, policy and practice of adult literacies and examines the role of literacies in the workplace. Unit F2H9 34 *Developing Literacies Learning for the Workplace: Raising Awareness* provides skills, knowledge and understanding of approaches to literacies needs analysis in the workplace, establishing and maintaining communications within a workplace setting and raising awareness with stakeholders.

Candidates should have a sound knowledge of adult literacies learning, have been assessed on the delivery of literacies learning programmes and have at least one year's experience in literacies learning development and/or delivery, in either a paid or voluntary capacity.

General information for centres (cont)

This can be evidenced by the PDA: *Introduction to Tutoring in Adult Literacies Learning (ITALL)* or equivalent at SCQF level 6.

Candidates should be able to evidence that they have knowledge and skills in relation to the following topics:

♦   the current context of adult literacies policy and practice in Scotland
♦   the principles of good practice in delivering adult literacies learning
♦   supporting the learning process with literacies learners
♦   delivering learning activities to promote adult literacies learning in a supportive context
♦   learning and teaching methodologies for literacies learning
♦   reflective practice

Candidates should be working in a literacies context in either a paid or voluntary capacity. Although not essential, it would be an advantage if they have the opportunity to secure an agreement to work with an employer for the purpose of applying the learning from the PDA: *Developing Literacies Learning for the Workplace.*

Core Skills: The achievement of this Unit gives automatic certification of Critical Thinking at SCQF level 6. There are also further opportunities to develop the Core Skills of Communication and Working with Others at SCQF level 6 and Numeracy and Information Technology at SCQF level 4 in this Unit.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: The Unit will be assessed by a report prepared by candidates. All Outcomes will be integrated into a single, open-book report to be undertaken after the delivery of the Unit has been completed.

Since the Core Skill component of Critical Thinking at SCQF level 6 is embedded in this Unit, it is strongly recommended that you follow the assessment guidelines given. If you wish to use a different assessment model, you should seek prior verification of the assessment instruments you intend to use to ensure that the Core Skill component is still covered.

Higher National Unit specification: statement of standards

Unit title: Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programmes

Unit code: F2H1 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain different models and methods of delivering literacies learning in a workplace context

Knowledge and/or Skills

♦ Models of delivery in a workplace setting
♦ Discrete and integrated literacies learning programmes
♦ Internal organisational communications

Outcome 2

Plan for the delivery of a literacies learning programme in the workplace and developing resources to meet the needs of employers and employees

Knowledge and/or Skills

♦ Themes and topics for literacies learning in the workplace
♦ Programme design and planning
♦ Organisational Needs Analysis activities
♦ Contextualising and customising resources
♦ Sources of additional support for learners with specific learning needs
♦ Prioritising learners' needs, setting goals and producing individual and group learning plans

Outcome 3

Evaluate methods of recording, monitoring and reviewing literacies learning programmes in the workplace

Knowledge and/or Skills

♦ Record keeping and reporting for all stakeholders
♦ Reviewing learners' achievements
♦ Sources of learning progression and links to accredited learning opportunities

Higher National Unit specification: statement of standards (cont)

Unit title: Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programmes

♦ Monitoring and evaluating learning programmes
♦ Methods and instruments for evaluating stakeholder satisfaction and learner achievement

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

Plan for the design, delivery and evaluation of a literacies learning programme in a selected workplace. Within the plan, the following evidence base should be found:

♦ an explanation of the reasons for choosing a particular model and methods of delivery in a selected workplace. In particular, it should be explained whether the delivery is discrete or integrated with other learning provision in the workplace and what organisational factors have influenced the model chosen.
♦ an example of a customised learning resource and a lesson plan developed for the literacies learning programme and explain how they would be used.
♦ an explanation of the reasons for selecting the curriculum and resources for a literacies learning programme within a selected workplace. It should be explained how these relate to the needs and expectations of employers and employees, and the work practices in the selected workplace.
♦ a description of two methods of assessing learners' literacies abilities and needs. It should be explained which method is most appropriate for the selected workplace.
♦ an explanation of the approach used/recommended to set learning goals, access additional support for learners with specific learning needs, measure individual achievement, measure stakeholders' satisfaction with the literacies learning programme in a selected workplace.
♦ two approaches to reporting the findings of an evaluation of a workplace literacies programme to different stakeholders such as managers and employees with an explanation of the rationale for selecting/recommending particular approaches in a selected workplace.

Candidates will produce a single, open-book integrated report of approximately 2,500 words or equivalent, excluding references and appendices. Where appropriate, candidates should illustrate their knowledge and understanding of the Outcomes through examples drawn from their own practice or published practice examples. The workplace may be a real case from their current work activities, from previous interaction with an employer or a simulated scenario.

Candidates should include sample documents to support their evidence where required. All evidence of research should be referenced in an acceptable format.

Assessment Guidelines

Candidates should introduce evidence from relevant reading and discussions with peers as part of the tutor-facilitated component of the Unit delivery. They may also include examples from work-based practices to support the points presented in the report.

Centres should ensure that arrangements are put in place to ensure the authenticity of the work produced and that sufficient research time is built into the timeline for these tasks to be completed.

Administrative Information

Unit code: F2H1 34

Unit title: Developing Literacies Learning for the Workplace:
                           Planning for the Delivery of Learning Programmes

Superclass category: GE

Original date of publication: December 2007

Version: 01

History of changes:

Version	Description of change	Date

Source: SQA

Higher National Unit specification: support notes

Unit title: Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programme**s**

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

The PDA award has been designed for candidates who already have, or who anticipate having, a role in the development and delivery of literacies learning in the workplace. This Unit is the second in a series of three Units that comprise the *PDA: Developing Literacies Learning for the Workplace.* The *PDA: Developing Literacies Learning for the Workplace* is intended to develop candidates' skills, knowledge and understanding of the principles, process and practice of developing and delivering literacies learning within a workplace context. Although it can be delivered as a discrete Unit, it is recommended that candidates complete all three Units in the suite.

Unit F2H8 34 *Developing Literacies Learning for the Workplace: Policy and Practice* provides skills, knowledge and understanding of the current Scottish context, policy and practice of adult literacies and examines the role of literacies in the workplace.

Unit F2H9 34 *Developing Literacies Learning for the Workplace: Raising Awareness* provides skills, knowledge and understanding of approaches to literacies needs analysis in the workplace, establishing and maintaining communications within a workplace setting and raising awareness with stakeholders.

This Unit has a particular focus on applying knowledge and skills in a practical context of reviewing different models of delivery, selecting and negotiating an appropriate model for a selected workplace, planning and delivering a literacies learning programme in a selected workplace and developing and implementing an evaluation process that measures its success.

The following list of topics for this Unit gives a suggested content for a tutor-facilitated programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

Models and Methods of Delivering Literacies Learning in the Workplace

- Models of delivery (times, venues, methods, group/individual)
- Discrete and integrated literacies learning programmes (delivery of literacies as a specific topic or integrating delivery with other staff development provision in a workplace)
- Internal organisational communications (different media such as internal organisational forms, video, newspapers, audio and ICT can be used in literacies learning programmes in the workplace)

Higher National Unit specification: support notes (cont)

Unit title: Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programme**s**

Outcome 2

Planning and Designing Literacies Learning Programmes

♦ Themes and topics for literacies learning in the workplace
♦ Programme design and planning
♦ Organisational Needs Analysis activities (commercial analysis tools, software, self tailored to client's needs, methodology, resulting findings)
♦ Stakeholder expectations
♦ Contextualising and customising resources
♦ Sources of additional support for learners with specific learning needs
♦ Assessing and prioritising learners needs, setting goals and producing individual and group learning plans

Outcome 3

Supporting Learners

♦ Methods of assessment; initial, formative and summative
♦ Recognising specific learning difficulties
♦ Sources of information, advice and additional support for learners
♦ Setting learning goals
♦ Programme and lesson plans
♦ Individual and group learning plans
♦ Guidance and progression

Monitoring and Evaluation

♦ Approaches to record-keeping and reporting for all key stakeholders
♦ Purpose and focus of evaluation
♦ Measuring success: process and impact
♦ Evaluation methods and materials

Guidance on the delivery and assessment of this Unit

Delivery of this Unit

Whilst it is possible for the award to be delivered using a range of methods including tutor-facilitated workshops, self-study, e-learning and distance learning, there are advantages in providing opportunities for candidates to participate in discussion activities with other candidates either face-to-face or as part of an electronic forum. Candidates should also undertake self-directed learning to research reference sources to extend their knowledge and understanding of the topics related to the Outcomes of this Unit. It is recommended that candidates have the opportunity to secure an agreement to work with an employer for the purpose of applying the learning from this Unit. This will provide a source of evidence for the Unit assessment.

Unit title: Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programme**s**

Assessment

The Outcomes require candidates to review and reflect on their own practice and professional principles as well as developing knowledge, understanding and skills for selecting models of delivery that are appropriate in a selected workplaces, and planning for the delivery and evaluation of a literacies learning programme. The assessment is a single integrated report of approximately 2,500 words or equivalent, excluding references and appendices. They should have access to reference materials and should use an approved referencing system. There must be arrangements in place to ensure authenticity of the work produced.

Candidates could also maintain a portfolio/log of their activities, learning and practice development from the tutor-facilitated sessions, workplace activities and self-directed learning. Although this would not be formally assessed, it would provide information and evidence for the assessments for this Unit and the PDA Award. It would also support candidates' reflective practice and professional development.

Centres should ensure that arrangements are put in place to ensure the authenticity of the work produced and that sufficient research time is built into the timeline for these tasks to be completed.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards the following components of the Core Skills:

♦ The component of 'Oral Communication' of the Core Skill Communication at SCQF level 6 as part of the process of goal setting, the production of individual and group learning plans and reviewing progress in Outcome 2. In Outcome 3 candidates may prepare and present findings of an evaluation process to different stakeholders.
♦ The component of 'Written Communication' and/or 'Oral Communication' of the Core Skill Communication at SCQF level 6 can be developed through the requirement for assessment in the form of a report. There are also other opportunities in Outcome 1 from reviewing and analysing to gain an understanding of work practices and operational practices and adapt them for use as a learning resource and in Outcome 3 in producing learner records, learning plans and review documents and producing instruments for recording and evaluating.
♦ The component of 'Using Number' of the Core Skill of Numeracy at SCQF level 4 can be developed in Outcome 3 through analysing data collected to evidence the impact of a literacies learning programme.
♦ The Core Skill of Information Technology can be developed at SCQF level 4 through conducting researching into internet-based documents and production of the assessment for this Unit.
♦ The component of 'Critical Thinking' of the Core Skill of Problem Solving can be developed at SCQF level 6 in Outcome 1 through an analysis and review of contextual and operational procedures to determine appropriate programme content and delivery methods. Additionally, Outcome 2 requires a review of the findings from an organisational training needs analysis in relation to literacies and Outcome 3 requires analysing evaluation data to produce reports.

Higher National Unit specification: support notes (cont)

Unit title: Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programmes

♦ The components of 'Planning and Organisation' and 'Reviewing and Evaluating' of the Core Skill of Problem Solving can be developed at SCQF level 6 in the activities involved in designing and planning a literacies learning programme in Outcome 2, reviewing learners' progress individually and in groups in Outcome 2 and an evaluation strategy in Outcome 3.

♦ The Core Skill of Working with Others can be developed at SCQF level 6 through the consultation and negotiation involved in programme planning in Outcome 1; liaison with tutors and in-house trainers during the learning programme delivery and learner referral for specific support and advice in Outcome 2; and consultation with stakeholders in integrating a literacies learning programme with existing workplace practices and training and the process of measuring the impact of the learning programme in Outcome 3.

Open learning

This Unit is suitable for open and distance learning delivery. The assessment strategy and guidelines described in this specification must still be applied if this method of delivery is chosen. For further information or advice, please see *Assessment and Quality Assurance for Open and Distance Learning (SQA 2001)*

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).

General information for candidates

Unit title: Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programmes

What is this Unit about?

This Unit is about planning for the delivery and evaluation of literacies learning in a workplace setting.

It is the third in a series of three Units that comprise the *PDA: Developing Literacies Learning for the Workplace.* The other Units in the award are *Literacies in the Workplace: Policy and Practice* and *Literacies in the Workplace: Raising Awareness*. Although it can be delivered as a discrete Unit, it is recommended that you complete all three Units in the award.

On completion of the Unit, candidates should be able to:

1   Explain different models and methods of delivering literacies learning in a workplace context.
2   Plan for the delivery of literacies learning programmes in the workplace and develop resources to meet the needs of employers and employees.
3   Evaluate methods of recording, monitoring and reviewing literacies learning programmes in the workplace.

What you will learn

You will learn about the process of planning the delivery of a literacies programme in a workplace context, selecting appropriate methods of delivery and approaches to measure the success of the programme.

This will include a review of different models of delivery that might be appropriate for a literacies learning programme in the workplace considering which would be most effective within particular workplace environments. The Unit also considers how you will select an appropriate model and develop the delivery of a literacies learning programme in a particular workplace. You will also develop a strategy for implementing an evaluation process that measures its success.

In **Outcome 1**, you will identify the literacies learning needs and expectations of stakeholders such as employers and employees, consider the operational framework of the workplace and consider the most appropriate model of delivery.

Outcome 2 looks in more detail at the steps involved in designing a literacies learning programme and identifying or producing learning and teaching resources that are relevant for particular workplaces.

In **Outcome 3** there will be an opportunity to examine different approaches to assessing learners' literacies abilities and needs, setting goals and reviewing learners' achievements. You will also identify sources of information or additional support for learners with specific learning needs. You will also consider approaches and materials that might be used to measure the success of a literacies learning programme.

General information for candidates (cont)

How you will be assessed

You will produce a single integrated report of approximately 2,500 words or equivalent, excluding references and appendices. The report should describe a strategy for planning, delivering and evaluating a literacies learning programme in a particular workplace. The workplace may be a real case from your current work activities, from previous interaction with an employer or a simulated scenario.

You will also have the opportunity to develop the Core Skills of Communication, Numeracy, Information Technology, Problem Solving and Working with Others through taking part in peer discussion, researching materials, producing evidence in an electronic format and reviewing and evaluating assessment tasks.