



Higher National Unit specification

General information for centres

Unit title: Developing Literacies Learning for the Workplace: Policy and Practice

Unit code: F2H8 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 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.

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

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

Credit points and level: 0.5 HN credit at SCQF level 7: (4 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* at SCQF level 7 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 be delivered as a discrete Unit independently of the PDA Group Award qualification.

Candidates should have a sound knowledge of 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. This can be evidenced by the PDA: *Introduction to Tutoring in Adult Literacies Learning (ITALL)* or equivalent at SCQF level 6.

General information for centres (cont)

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

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 this Unit and/or 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, Information Technology and Working with Others at SCQF level 5 in this Unit.

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

Assessment: The Unit will be assessed by restricted response and extended response questioning. Each Outcome may be assessed by individual open-book tasks or assessment for all Outcomes may be integrated into one open-book task to be completed after the delivery of the Unit has been completed. If this were the case, candidates could answer a series of restricted and extended response questions.

It is recommended that this Unit is assessed before candidates embark on the following Units:

F2H9 34	<i>Developing Literacies Learning for the Workplace: Raising Awareness</i>
F2H1 34	<i>Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programmes</i>

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: Policy and Practice

Unit code: F2H8 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 the effects of Scottish national policy on and approach to literacies learning in the workplace

Knowledge and/or Skills

- ◆ Secondary research techniques
- ◆ Scottish Government policy on employability and economic development
- ◆ Scottish approach to literacies learning in a workplace context

Evidence Requirements

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

- ◆ explain the relationship between current Scottish Government policy on adult literacies and employability and economic development
- ◆ explain how the Scottish approach to adult literacies fits within literacies learning in the workplace

All evidence of research should be referenced in an acceptable format.

Outcome 2

Explain the impact of labour market and business trends on the role of literacies learning in the workplace

Knowledge and/or Skills

- ◆ Sources of labour market intelligence
- ◆ Skills profile of Scottish labour force
- ◆ Scottish business and employment profile
- ◆ Embedded and discrete literacies learning in the workplace

Higher National Unit specification: statement of standards (cont)

Unit title: Developing Literacies Learning for the Workplace: Policy and Practice

Evidence Requirements

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

- ◆ discuss two possible sources of current labour market intelligence which give information on Scottish business and employment skills needs
- ◆ explain how Scottish business and employment skills needs should impact on literacies learning in the workplace
- ◆ using an example for each, explain where (i) embedded and (ii) discrete literacies learning may occur in literacies learning in the workplace
- ◆ discuss two possible sources of current labour market intelligence which give information on Scottish business and employment skills needs
- ◆ explain how Scottish business and employment skills needs should impact on literacies learning in the workplace
- ◆ using an example for each, explain where (i) embedded and (ii) discrete literacies learning may occur in literacies learning in the workplace

All evidence of research should be referenced in an acceptable format.

Outcome 3

Explain the factors which influence participation in and the delivery of literacies learning in the workplace

Knowledge and/or Skills

- ◆ Organisational and economic performance
- ◆ Organisational structures and culture
- ◆ Models of work related learning
- ◆ Stakeholder needs and expectations
- ◆ Barriers to developing literacies learning in the workplace
- ◆ Approaches to overcome barriers

Evidence Requirements

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

- ◆ explain how organisational structure and culture, workplace infrastructure, working patterns, environment and resources may be potential barriers and may impact on the adoption of a proactive approach to the development of an adult literacies strategy within the workplace

Higher National Unit specification: statement of standards (cont)

Unit title: Developing Literacies Learning for the Workplace: Policy and Practice

- ◆ describe an approach to removing perceived barriers (1) from the organisational perspective and (2) from the employee's perspective

All evidence of research should be referenced in an acceptable format.

Assessment Guidelines

Each Outcome may be assessed by individual open-book tasks or assessment for all Outcomes may be integrated into one open-book task to be completed after the delivery of the Unit has been completed. If this were the case, candidates could answer a series of restricted and extended response questions.

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: F2H8 34

Unit title: Developing Literacies Learning for the Workplace:
Policy and Practice

Superclass category: GE

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Higher National Unit specification: support notes

Unit title: Developing Literacies Learning for the Workplace: Policy and Practice

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 20 hours.

Guidance on the content and context for this Unit

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 undertaken independently of the PDA Group Award qualification.

The *PDA: Developing Literacies Learning for the Workplace* at SCQF level 7 has been developed in response to a training need identified by key stakeholders within the adult literacies and business sectors and 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 first in a series of three Units that comprise *the PDA: Developing Literacies Learning for the Workplace* and provides underpinning knowledge and understanding for the PDA award.

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. 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

In this Unit, candidates are asked to draw on their prior experience and knowledge of literacies and to examine how this relates to the delivery and development of literacies learning in a workplace environment. In particular, candidates will be introduced to sources of information about the labour market and consider how this impacts on literacies learning in the workplace, such as identifying recruitment trends, skills gaps and potential organisations which might benefit from engaging in literacies learning programmes. In examining the potential benefits and barriers to participation in literacies learning, there will be opportunities for candidates to begin to develop skills to engage with employers. This will be further developed in the Unit F2H9 34 *Developing Literacies Learning for the Workplace: Raising Awareness*.

Higher National Unit specification: support notes (cont)

Unit title: Developing Literacies Learning for the Workplace: Policy and Practice

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

Context of Adult Literacies in Scotland: Policy, Principles and Practice

- ◆ Secondary research techniques and referencing (web based research, desk research, Harvard or other referencing systems)
- ◆ Review existing knowledge of adult literacies policy and practice in Scotland
- ◆ Related Government policies such as employability and economic development
- ◆ Examples of current practice in delivering literacies learning in the workplace

Outcome 2

The Scottish Labour Market

- ◆ National and local sources of Labour Market Information and skills profiles of the Scottish Labour Force, such as Futureskills Scotland, Scottish Enterprise, Scottish Government, Government statistics

Outcome 3

Understanding the Workplace

- ◆ Organisational culture, environment and structures (workplace infrastructures, working patterns, environments and resources)
- ◆ Key stakeholders in literacies learning in the workplace –managers, employees and other stakeholders such as trade unions
- ◆ Similarities and differences between literacies learning in the workplace and in other contexts

The Case for Literacies Learning in the Workplace

- ◆ Links to organisational and economic performance
- ◆ Perceived and actual benefits (such as responding to new requirement; reduced staff turnover and recruitment costs; compliance with compulsory health and safety or other regulations; improved attitudes, motivation and team work; achieving quality standards and reduced wastage; competence for career progression) and barriers for different stakeholders (such as operational working patterns; conflicting demands between production and releasing staff for learning; stigma; no recognition of the need for improved or additional skills; attitudes to workplace learning or training; lack of understanding about literacies; costs; commitment)
- ◆ Approaches to overcome barriers (such as arranging learning delivery at times to fit with shift patterns; observing work practice to target literacies learning curriculum to impact on performance; evidence of benefits from recorded case practice examples; taster courses)
- ◆ Integrating literacies learning into workforce development training programmes
- ◆ Initial contact with stakeholders

Higher National Unit specification: support notes (cont)

Unit title: Developing Literacies Learning for the Workplace: Policy and Practice

Guidance on the delivery and assessment of this Unit

This Unit is the first in a series of three Units that comprise the *PDA: Developing Literacies Learning for the Workplace* at SCQF level 7. It is recommended that this Unit is completed by candidates prior to undertaking the other Units in the award which are *Developing Literacies Learning for the Workplace: Raising Awareness* and *Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programmes*. Although it can be delivered as a discrete Unit, it is recommended that candidates complete all three Units in the award.

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. They should have access to reference materials and should become familiar with the use of an approved referencing system.

The Outcomes of the Unit require candidates to review and reflect on their own practice and professional principles of literacies learning as well as developing the knowledge, understanding and skills required for the development and delivery of literacies learning in the workplace.

During discussion forums, candidates should introduce evidence from relevant reading and discussions with peer group as part of the tutor-facilitated component of the Unit delivery and, where possible, refer to examples from work-based practices from their own experience or secondary research to support the evidence gathering tasks. Knowledge and skills for the Outcomes of this Unit are also relevant to the Outcomes in the other Units in the *PDA: Developing Literacies Learning for the Workplace*.

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.

In this Unit, candidates should evidence their knowledge and understanding of Government policies and professional developments that have relevance for literacies learning in a workplace context. They should also show an understanding of the labour market and workplace practices.

There must be arrangements in place to ensure authenticity of the work produced by candidates.

Higher National Unit specification: support notes (cont)

Unit title: Developing Literacies Learning for the Workplace: Policy and Practice

Opportunities for developing Core Skills

The content, delivery and assessment of this Unit may contribute to the development of Core Skills. Group discussions contribute to the development of skills in Communication and Working with Others. Assessments require independent research and evaluation of results can contribute to the development of skills in Problem Solving, and Information Technology. There is an opportunity to develop Information Technology skills through the presentation of assessments.

In particular, the delivery and assessment of this Unit may contribute towards the following components of the Core Skills:

- ◆ ‘Written Communication’ and ‘Oral Communication’ of the Core Skills Communication at SCQF level 5 and the Core Skill of Working with Others at SCQF level 5 through the requirement for assessment for this Unit and participation in peer group discussions that are part of the delivery
- ◆ ‘Using Information Technology’ of the Core Skill of Information Technology at SCQF level 5 through the use of internet sources of further information required for research for all three Outcomes and the production of the response required for assessment
- ◆ ‘Critical Thinking’, ‘Planning and Organising’ and ‘Reviewing and Evaluating’ of the Core Skill of Problem Solving at SCQF level 6 through an analysis of the recommended reading, planning strategies for the complexities of engaging stakeholders in Outcome 3 and research to produce the assessment in response to questions related to all Outcomes of the Unit

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: Policy and Practice

What is this Unit about?

In this Unit, you are asked to draw on your prior experience and knowledge of adult literacies and to examine how this relates to the delivery and development of literacies learning in a workplace environment. You will reflect on the operation of workplace literacies within current Scottish adult literacies policy and practice.

This Unit is the first in a series of three Units that comprise the *PDA: Developing Literacies Learning for the Workplace*. The other Units in the award are *Developing Literacies Learning for the Workplace: Raising Awareness* and *Developing Literacies Learning for the Workplace: Planning for the Delivery of Learning Programmes*. Although this Unit can be delivered on its own, it is recommended that candidates complete all three Units in the award.

On completion of this Unit you will be able to:

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

You will also have the opportunity to develop the Core Skills of Communication, Working with Others, Information Technology and Problem Solving.

What you will learn

In this Unit, you will be introduced to sources of information about the labour market and will consider how this impacts on literacies learning in the workplace, such as identifying recruitment trends, skills gaps and potential organisations which might benefit from engaging in literacies learning programmes. In examining the potential benefits and barriers to participation in literacies learning, there will be opportunities for candidates to begin to develop skills to engage with employers. This will be further developed in the Unit F2H9 34 *Developing Literacies Learning for the Workplace: Raising Awareness*.

In **Outcome 1** you will consider how literacies learning in the workplace relates to the current Scottish policy, principles and practice of adult literacies. In particular, there will be opportunities to develop secondary research techniques in examining reports on Government policies that are related to adult literacies in the workplace such as employability and economic development.

In **Outcome 2** there is an opportunity to look in more detail at trends in the labour market to identify growth industries and identify the skills required of current and future employees. You will examine what this means for literacies practitioners in identifying potential opportunities to develop and deliver literacies learning in the workplace.

General information for candidates (cont)

Unit title: Developing Literacies Learning for the Workplace: Policy and Practice

In **Outcome 3** you will look in more detail at how businesses work and how you can engage employers. In particular, you will examine organisational structures, working patterns, environment and resources and consider approaches to deliver literacies learning. You will also consider who the key stakeholders are and how to present the case for engaging in literacies learning in the workplace.

How you will be assessed

You will be assessed by answering a series of questions. Each Outcome can be assessed by individual open-book tasks or assessment for all Outcomes can be integrated into one open-book task to be completed after the delivery of the Unit has been completed.