



Arrangements for:
PDA in Developing Literacies Learning
Programmes for the Workplace at
SCQF level 7

Group Award Codes: G8VV 47

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1 Introduction

This is the Arrangements Document for the new Professional Development Award (PDA) in Developing Literacies Learning Programmes for the Workplace at SCQF level 7 which was validated in February 2008. This document includes: background information on the development of the Group Award, its aims, guidance on access, details of the PDA structure, and guidance on delivery.

The *PDA: Developing Literacies Learning Programmes for the Workplace* qualification has been developed in response to training needs identified by key stakeholders within the adult literacies and business sectors. This PDA offers an accredited qualification which is focused on the particular knowledge, skills and understanding required for adult literacies learning in a workplace context. No other similar qualification is currently available in Scotland.

2 Rationale for the development of the Group Award

This is a new Professional Development Award (PDA). In May 2006, Learning Connections, Lifelong Learning Directorate, Scottish Government commissioned the development of a *Professional Development Award (PDA): Developing Literacies Learning Programmes for the Workplace* in response to training needs identified by key stakeholders within the Adult Literacy and Numeracy Partnerships (ALN) and the business sector.

The PDA has been designed at SCQF level 7 to match the requirements of adult literacies practitioners who would perform the functions of developing and delivering literacies learning within the workplace. These functions involve practitioners in understanding how principles and practice can be applied within particular environments, establishing and maintaining effective communication and working relationships with a range of stakeholders, making decisions and using initiative.

A range of consultative activities were undertaken with different stakeholders. This included:

- ◆ Review and analysis of the evaluation of specialised training courses delivered by the Glasgow ALN Partnership
- ◆ Discussion with the national Workplace Literacies Network (coordinated by Learning Connections)
- ◆ Discussion with representatives of eight pilot workplace literacies projects funded by the Scottish Government
- ◆ Feedback from a national advisory group established by the Scottish Government to advise on workplace literacies as part of the 'refresh' of the Adult Literacy and Numeracy Strategy
- ◆ Letters of support from stakeholders
- ◆ Focus group with the Workers' Educational Association Scotland (WEA) workplace literacies practitioners (based on the consultation survey)
- ◆ Consultation survey circulated to ALN Partnerships, Further Education, Higher Education, Sector Skills Councils and other stakeholders
- ◆ Additional consultation survey which asked two specific questions on the demand for and potential uptake of the qualification itself

The objectives of the consultation were to:

- ◆ verify the need to develop a qualification in workplace literacies
- ◆ identify the future level of demand for a qualification
- ◆ confirm the entry requirements for candidates
- ◆ provide feedback on the proposed content of the PDA
- ◆ identify preferred methods of delivery
- ◆ identify potential demand for the pilot course which was delivered February to June 2007 as a component of developing the qualification
- ◆ identify potential demand for uptake of the validated qualification

It should be noted that the survey responses came from a broad cross-section of partners including: 24 ALN Partnerships, voluntary organisations, the WEA, Lifelong learning UK (Skills Sector), employers, FEs, HEs and the STUC (on behalf of Union Learning Representatives).

Recent developments within the Scottish Government's agenda for skills and workforce development indicate there will be a growing demand for development of literacies within the workplace. In particular the National Indicators and Targets that are included in the National Performance Framework of the Scottish Government specify the following Outcome: 'Reduce number of working age people with severe literacy and numeracy problems.'

Learning Connections of the Scottish Government Lifelong Learning Directorate has been developing a framework of qualifications for adult literacies practitioners across Scotland.

Qualification	SCQF level
Teaching Qualification: Adult Literacies	8/9
PDA in ESOL Literacies: Teaching Adults Reading, Writing and Numeracy	8
PDA: Supporting Individuals with Dyslexia in Learning and Workplace Settings	7
PDA: Introduction to Tutoring in Adult Literacies Learning	6
PDA: Developing Literacies Learning Programmes for the Workplace	7

- ◆ Launched in 2003, the PDA: *Introduction to Tutoring in Adult Literacies Learning* (PDA: ITALL) is primarily aimed at tutor assistants (volunteers) and people who are new to the field of adult literacies teaching and learning.
- ◆ Launched in 2005, the PDA in ESOL *Literacies: Teaching Adults Reading, Writing and Numeracy* sets standards for experienced practitioners who are already ESOL qualified and who wish to continue their professional development.
- ◆ *Teaching Qualification: Adult Literacies* (TQAL) — currently being developed and piloted by a Scottish consortium which is led by Strathclyde University and includes ALN practitioners, and higher education and further education institutions.

- ◆ Launched in November 2007, the *PDA: Supporting Individuals with Dyslexia in Learning and Workplace Settings* is designed to give practitioners the knowledge and understanding and the practical experience necessary to support adults with dyslexia in learning and workplace settings.
- ◆ The *PDA: Developing Literacies Learning for the Workplace* provides progression/transferability into a specialty field for practitioners. There are components of this PDA which have relevance to a more general learning, training and development qualifications.

3 Aims of the Group Award

3.1 General aims of the Group Award

The PDA content and assessment tasks allow candidates to develop knowledge and understanding of the role business structures, the labour market and economic development play in developing workplace literacies learning programmes. Candidates will also develop their competence in areas such as marketing and promotion, negotiation, learning programme design and evaluation. In particular, candidates will gain appropriate skills, knowledge and understanding which will progress their own career development in relation to a role in developing literacies learning programmes for the workplace. Where appropriate, candidates will also be able to transfer the skills and knowledge gained into other contexts, such as the broader field of work-based learning, workforce development and lifelong learning.

3.2 Specific aims of the Group Award

The award is designed to develop candidates' skills, knowledge, confidence and understanding of the principles, process and practice of developing and planning for the delivery of literacies learning within a workplace context. In particular, candidates will:

- ◆ develop their knowledge and understanding of the role of literacies learning in a workplace context
- ◆ understand approaches to identifying the need for adult literacies learning delivery in a workplace
- ◆ know how to develop effective marketing and promotional strategies to engage all workplace stakeholders in literacies learning
- ◆ know how to plan for the delivery of literacies learning programmes in the workplace which meet the needs of employers and employees
- ◆ know how to negotiate with employers, employees, and other workplace stakeholders such as trade unions, human resources staff, and supervisors

3.3 Target groups

It is intended that candidates for this award will have previous knowledge and experience of working with adult literacies learners. The PDA focuses on preparing practitioners to operate in a development role. It is appropriate for experienced practitioners who are currently operating in a workplace literacies context and for those who are planning to begin working in a workplace context. It will provide opportunities for candidates to extend their skills, knowledge and understanding of the principles, process and practice of developing and delivering literacies learning in a workplace context.

This qualification could also be appropriate for staff within private and public sector organisations whose main remit is staff development and training.

3.4 Employment opportunities

Adult literacies practitioners are employed mainly by organisations in the public, voluntary and further education sectors. These sectors are represented on the 32 ALN Partnerships across Scotland. A representative sample of employers of practitioners responded positively when consulted about the relevance of developing this PDA and the employability of candidates who achieve the qualification.

3.5 Progression and transferability

This PDA provides progression for adult literacies practitioners into literacies in the workplace; a specialty field within adult literacies. There is potential transferability to other areas of training and professional development within a workplace as a result of obtaining this qualification.

4 Access to Group Award

As with all SQA qualifications, access will be at the discretion of the Centre and the following recommendations are for guidance only.

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

Candidates should be working in an adult literacies context in either a paid or voluntary capacity. Candidates should be able to evidence that they have knowledge, skills and understanding in relation to the following topics:

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

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

It is assumed that candidates undertaking this PDA will already be operating at the equivalent of level 5 or above, particularly in the areas of *Communication, Numeracy, Problem Solving* and *Working with Others*. There is no requirement for candidates to have formal accreditation of this.

Although not essential, it would be an advantage if candidates have the opportunity to secure an agreement to work with a workplace. This would provide the opportunity to apply their learning and gather evidence for assessment purposes. If this is not possible, candidates will apply the learning from the award through simulation or scenarios that represent a realistic workplace environment.

5 Group Award structure

5.1 Framework

The award comprises three mandatory Units. The first, Unit F2H8 34, *Developing Literacies Learning Programmes for the Workplace: Policy and Practice* includes information on the policy and practice that underpins the content of the other Units in the award. The other two Units relate to the sequence of activities involved in the development, delivery and evaluation of literacies learning in the workplace. It is therefore recommended that candidates complete the Units in the sequence outlined below.

Unit title	Code	SCQF level	SCQF credit points	SQA credit value
Developing Literacies Learning Programmes for the Workplace: Policy and Practice	F2H8 34	7	4	0.5
Developing Literacies Learning Programmes for the Workplace: Raising Awareness	F2H9 34	7	4	0.5
Developing Literacies Learning Programmes for the Workplace: Planning for the Delivery of Learning Programmes	F2H1 34	7	8	1

Unit F2H8 34: Policy and Practice

This Unit has a strong focus on research and reflective analysis so it could be undertaken with limited experience of operating as an adult literacies practitioner in a workplace setting. It examines policies and principles related to adult literacies and economic development. The knowledge and understanding gained in this Unit is relevant to the content of the other Units in the award.

Unit F2H9 34: Raising Awareness

This Unit has a particular focus on the practical application of the knowledge and skills required when assessing the need for literacies learning in different workplaces and on devising and implementing strategies to engage all workplace stakeholders, including employers and employees, by raising awareness of the benefits of literacies learning.

Unit F2H1 34: Planning for the Delivery of Learning Programmes

This Unit has a particular focus on the practical application of the knowledge and skills required when: reviewing models of delivery; selecting and negotiating an appropriate model for a specific workplace; planning and delivering a literacies learning programme in a particular workplace; and developing and implementing an evaluation process.

In addition to the Outcomes detailed in the Unit Specifications for the PDA, there are opportunities for candidates to develop Core Skills in *Communication, Working with Others, Numeracy, Problem Solving* and *Information Technology*. There is automatic certification of particular Core Skills or Core Skills components as part of the award as follows:

Policy and Practice: F2H8 34

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.

Raising Awareness: F2H9 34

The achievement of this Unit gives automatic certification of Critical Thinking, and Planning and Organising 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.

Planning for the Delivery of Learning Programmes: F2H1 34

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

5.2 Mapping information

Summary of aims and Outcomes

Unit	Aims	Outcomes
Policy and Practice F2H8 34	<ul style="list-style-type: none">◆ 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	<ul style="list-style-type: none">◆ 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
Raising Awareness F2H9 34	<ul style="list-style-type: none">◆ 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	<ul style="list-style-type: none">◆ 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

Unit	Aims	Outcomes
Planning for the Delivery of Learning Programmes F2H1 34	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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.

Lifelong Learning UK (LLUK) is the Sector Skills Council (SSC) responsible for the professional development of all those working in community learning and development; further education; higher education; libraries, archives and information services and work-based learning. Since January 2005, LLUK has taken over the work of three former national training organisations, FENTO¹, PAULO², together with the NTO³ responsibilities of HESDA⁴.

LLUK is working on drawing together a suite of National Occupational Standards (NOS) that reflect the work of those employed within the work-based learning sector in Scotland, England Wales and Northern Ireland. (<http://www.lluk.org/>)

The aims and Outcomes of this PDA would fall within the NOS for work-based learning.

5.3 Articulation, professional recognition and credit transfer

See next page.

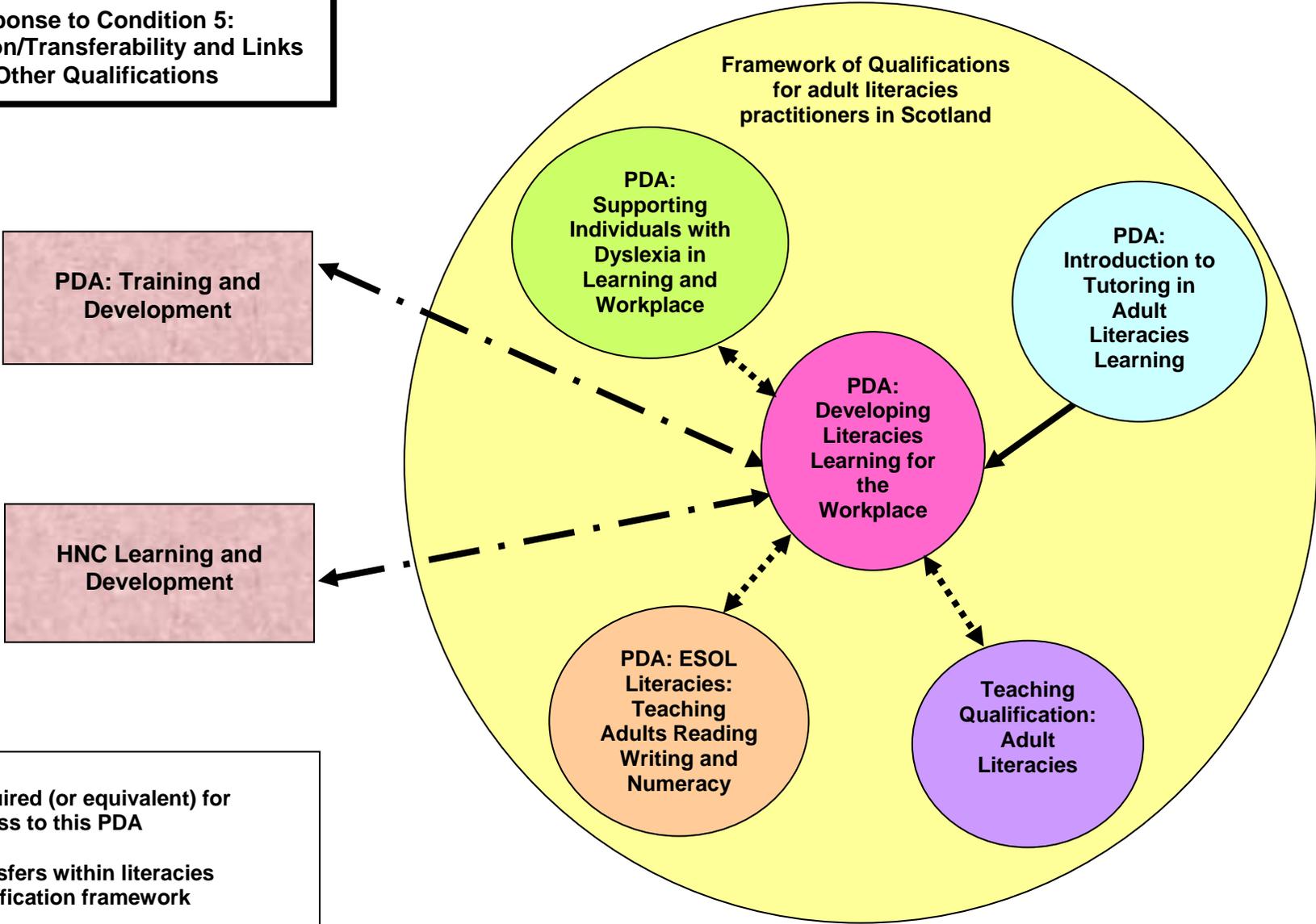
¹ Further Education National Training Organisation

² PAULO, the National Training Organisation (NTO for community-based learning and development. PAULO covers the occupational sector which includes Community Education, Community Based Adult Education, Community Work and Youth Work.

³ National Training Organisation

⁴ Higher Education Staff Development Agency

**Response to Condition 5:
Progression/Transferability and Links
to Other Qualifications**



Legend

- Required (or equivalent) for access to this PDA
- Transfers within literacies qualification framework
- Examples of potential correlation with other qualifications

6 Approaches to delivery and assessment

Delivery

It is recommended that the Units are delivered in the order outlined. While the exact time allocated to the PDA is at the discretion of the Centre, the notional design length is 80 hours of structured learning.

Unit code	Unit title	Hours
F2H8 34	Policy and Practice	20
F2H9 34	Raising Awareness	20
F2H1 34	Planning for the Delivery of Learning Programmes	40

A programme for a tutor-facilitated course delivery was developed during the pilot course delivery phase. A Training Pack has been produced to support trainers and centres to deliver the award. Use of this Training Pack will be optional. The Training Pack will be available through Scottish Government: Learning Connections.

The materials in the Training Pack have been organised in sections that are consistent with the three Units of the PDA. The materials are presented in an order that reflects the suggested sequence for the PDA. The programme and sequence of delivery can be amended to suit preferred delivery approaches. The content of the Units is organised in separate sessions which can be used individually, although it is recommended that participants would benefit from completing all sessions in the Units. 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
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 hours 40 minutes 2 hours
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

Tutor-facilitated sessions may include direct delivery of content, video/DVD material, facilitator-led discussion, small group and paired discussion and activities. The pilot course was co-delivered by two facilitators, but it would also be appropriate for the course to be delivered by one facilitator. It is also possible to include presentations on specific topics to share knowledge and good practice examples.

Facilitators should have knowledge, understanding and experience of the current policy and practice in respect of adult literacies learning in Scotland. They should also have knowledge and experience of learning, training and staff development within the workplace context. While not essential, facilitators should have a grasp of how businesses operate and the impact of economic and labour market developments on the workforce.

A suggested delivery programme includes blocks of tutor-facilitated workshop sessions and self-study/practice opportunities. This model of delivery enables candidates who are working directly with a workplace to gain experience related to the content and assessments of the PDA. If this is not possible, candidates will apply the learning from the award through simulation or scenarios that represent a realistic workplace environment.

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 to encourage peer discussion, debate and the exchange of ideas.

Candidates are encouraged to explore the application of theory into practice and examine examples of good practice. Candidates should also undertake self-directed learning to research reference sources to extend their knowledge and understanding of the topics related to the learning Outcomes of each Unit. Sufficient time should be allocated to allow candidates to participate in these reflective activities.

Assessment strategy

It is intended that candidates will be currently working in an adult literacies setting, either in a paid or voluntary capacity. Although not essential, it would be an advantage if candidates 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 Programmes for the Workplace*. To ensure that the PDA is accessible to candidates who are not currently working within a workplace literacies role, assessments can be undertaken using work simulation scenario exemplars which illustrate a realistic workplace environment where appropriate.

The award will be assessed by independent assessments for each Unit as outlined in the Unit Specifications and summarised in the following table. It is intended to review this approach to assessment after two years of the award's validation.

Unit	Assessment method	Evidence Requirements
Policy and Practice: F2H8 34	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.
Raising Awareness: F2H9 34	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.
Planning for the Delivery of Learning Programmes: F2H1 34	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.

Assessments should be produced by candidates independently in their own time. 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.
Assessment Exemplars are available on the SQA website.

The Outcomes of the award enable candidates to develop knowledge, understanding and skills required for the development and delivery of literacies learning in the workplace. There is also automatic certification for the Core Skills of Critical Thinking and Planning and Organising at SCQF level 6. There are also opportunities to develop Core Skills in *Communication, Working with Others, Numeracy* and *Information Technology* at SCQF level 5.

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

7 General information for centres

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).

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment and Quality Assurance for Colleges of Further Education* (www.sqa.org.uk).

8 General information for candidates

The PDA provides opportunities for you to extend your skills, knowledge and understanding of the principles, process and practice of planning for the development and delivery literacies learning within a workplace context. The PDA consists of three Units:

Unit code	Unit title	Knowledge and competence gained	Outcomes
F2H8 34	Policy and Practice	<ul style="list-style-type: none"> ◆ Knowledge and understanding of the role of adult literacies learning in a workplace context ◆ Ability to reflect on the operation of workplace literacies within the current Scottish approach to adult literacies 	<ul style="list-style-type: none"> ◆ 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
F2H9 34	Raising Awareness	<ul style="list-style-type: none"> ◆ Ability to develop effective marketing and promotional strategies to engage all workplace stakeholders in literacies learning and development ◆ Ability to identify the literacies learning needs of employees and organisations 	<ul style="list-style-type: none"> ◆ Establish and maintain effective communication, and negotiate 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
F2H1 34	Planning for the Delivery of Learning Programmes	<ul style="list-style-type: none"> ◆ Ability to plan for the delivery of literacies learning programmes in the workplace to meet the needs of employers and employees ◆ Ability to evaluate literacies learning programmes 	<ul style="list-style-type: none"> ◆ Explain different models and methods of delivering literacies learning in a workplace context ◆ Plan for the delivery of literacies learning in the workplace and developing resources to meet the needs of employers and employees ◆ Evaluate methods of recording, monitoring and reviewing literacies learning programmes in the workplace

This award will provide opportunities for you to develop skills, knowledge and understanding to support your professional development within adult literacies learning in the workplace. You will gain knowledge and understanding of the role business structures, the labour market and economic development play in developing adult literacies learning programmes in a workplace setting. You will also develop competence in areas such as effective communication, employer engagement and awareness raising, learning programme design, and evaluation that can be applied in the broader fields of workplace learning, workforce development and lifelong learning.

There is also automatic certification for the Core Skills of Critical Thinking and Planning and Organising at SCQF level 6. There are also opportunities to develop Core Skills in *Communication, Working with Others, Numeracy and Information Technology* at SCQF level 5.

The PDA can be delivered in a range of ways including tutor-facilitated workshops, self-study, e-learning and distance learning. There will be opportunities for you to participate in discussion and group activities with peers, either face-to-face or as part of an electronic forum. You will be encouraged to exchange ideas, consider examples of good practice and examine how theory can be applied to practice. You will also undertake self-study and practice to extend your knowledge and understanding of the topics covered in the PDA.

It is intended that candidates will be currently working in an adult literacies setting, either in a paid or voluntary capacity. Although not essential, it would be an advantage if candidates 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 in the Workplace*. To ensure that the PDA is accessible to candidates who are not currently working within a workplace literacies role, assessments can be undertaken using work simulation scenario exemplars which illustrate a realistic workplace environment where appropriate.

The award will be assessed by independent assessments for each Unit.

Unit	Assessment method	Evidence Requirements
Policy and Practice: F2H8 34	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.
Raising Awareness: F2H9 34	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.
Planning for the Delivery of Learning Programmes: F2H1 34	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.

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

You should be working in an adult literacies context in either a paid or voluntary capacity. You should be able to evidence that you have knowledge, skills and understanding in relation to the following topics:

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

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

9 Glossary of terms

Commonly used terms in Literacies Learning for the Workplace

ALNIS	The Adult Literacy and Numeracy in Scotland Report, published by the Scottish Executive in 2001.
Employability	The combination of factors and process which enable people to progress towards or get into employment, to stay in employment and to move on in the workplace. ⁵
Human Resources (HR)	This refers to the department within an organisation that deals with issues relating to people and staffing, such as recruitment, performance management and training.
Individual and Group Learning Plans:	An essential part of the learning and teaching process which is negotiated by the learner(s) and tutor. It is a written record of a learner's immediate and longer-term goals, and helps reflection and evaluation of learning.
Labour Market Intelligence (LMI)	Explores how the various sectors of industry are performing and whether they are expanding or declining and the effect on demand for workers.
Adult Literacy and Numeracy	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. ⁶
Literacies	A term which highlights the dynamic and diverse ways in which adults encounter and use words and numbers in their written form. Examples of literacies in the workplace include report writing, completing forms (such as timesheets, job sheets and absence forms), measuring materials, weighing produce, health and safety materials, reading and understanding instruction manuals and participating in staff meetings.
Organisational Needs Analysis (ONA)	Finding out about the work of the organisation, how different departments operate, what activities staff perform in their work and what literacies learning would be most useful.
Production targets	Many industries, particularly manufacturing and service sectors set targets which employees need to meet. These are often linked to bonus schemes or rewards.

⁵ Workforce Plus, an Employability Framework for Scotland

⁶ *Adult Literacy and Numeracy in Scotland Report, 2001*

Productivity levels	In a business or industrial context, this is 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).
Return on Investment (ROI)	The ratio of money gained or lost on an investment to the amount of money invested.
Scottish Curriculum Framework	<i>An Adult Literacy and Numeracy Curriculum Framework for Scotland</i> published in 2005 to: <ul style="list-style-type: none"> ◆ promote discussion about how adult literacies are learned and taught, and what is learned and taught ◆ promote the Scottish philosophy and approach to adult literacies ◆ illustrate the learner centred process and ◆ improve the quality of literacies learning provision.
Sectors or Industries	The main types of activities that employing organisations are involved in. For example, financial services, construction, agriculture, health, education and hospitality.
Skill deficiency	Collective term used to describe both skill shortages and gaps.
Skills' gaps	When the employer judges the skill of an existing employee or employees 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.
Small and Medium Enterprises (SMEs)	Small and medium-sized enterprises <ul style="list-style-type: none"> ◆ Small — up to 50 employees ◆ Medium — up to 250 employees.
Social Practice Approach	An approach to learning which builds on the skills, knowledge and understanding which a learner has already successfully acquired. It: <ul style="list-style-type: none"> ◆ values the learner's learning preferences and practices, recognising their relevance to the learner's unique circumstances, and ◆ is focused on the learner's expressed goals which derive from his/her real life situation and aspirations.

Staff Development and Review	Staff are given the opportunity to discuss their jobs and their careers, usually once a year, to identify appropriate training, development and support.
Stakeholders	People who have an interest in a particular area of work such as literacies learning in the workplace. For example, employers, managers, employees, HR staff, supervisors, and Union Learning Representatives.
Training Needs Analysis (TNA)	An assessment of the training requirements of an organisation's workforce, usually carried out by interviews and/or questionnaires.
Union Learning Representative (ULR)	Appointed by recognised trade unions with certain rights concerning learning in the workplace, as outlined in the Employment Act 2002.

Glossary of SQA terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

Dedicated Core Skill Unit: This is a Unit that is written to cover one or more particular Core Skills, eg HN Units in Information Technology or Communications.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/D from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised HNCs and HNDs are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised HNCs and HNDs, these developments or revisions will also be supported by SQA.