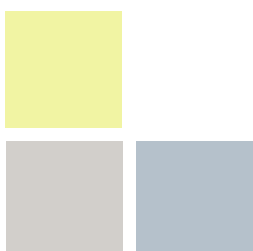




Learning centre resource pack – school-age learners



Acknowledgements

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Introduction

The information in this resource pack is aimed at providers giving learning support to the school-age learner. It will highlight some of the barriers for this group and offers help and advice on supporting the learners in this hard-to-reach group.

Who is the resource pack for?

This resource pack has been developed for learning centre staff who are actively engaged in supporting the school-age learner, such as a teacher, tutor, mentor or facilitator.

This pack will introduce you to the concept of providing support for learners through the effective use of information and communication technology and activity-based exercises. The web-based training using learning bytes is broken down into clusters that may be suitable for group or individual training.

Different paths can be taken through this pack depending on the experience of the learning centre staff and if particular areas of interest are being looked for.

Using the resource pack

Everybody has their own method of delivery and it is up to the individual to decide how to use the learning materials that support the learning bytes.

It is a good idea to start by quickly getting an overview of the training by looking through the paper-based and online materials. This will allow you to know what is where and the content of each learning byte. It will also highlight any likely areas that may be a little more difficult for the learner.

This will also be useful in highlighting any resources that are needed and any activities that have to take place.

You will then be able to draw up a learning plan that will suit the learners, giving you rough timescales for each learning byte and activity.

Remember, you can take different paths of this pack and use the parts that are of importance to you as a learning centre.

This pack can be used to help learning centre staff identify the following factors:

- challenges and barriers faced by learners
- recognising and working with different learning styles
- methods of support
- developing a learning plan
- planning activities.

learning bytes can be used as standalone learning for a specific topic. This pack includes suggested groups of learning bytes that have been collated to create a cluster of learning covering a wider range of skills and knowledge that may be particularly relevant to school-age learners.

Working with typical school-age learners

Do's and don'ts

Do...

- provide a different learning environment from the usual school classrooms
- treat school-age learners as you would adult learners
- allow the learners to use your first name rather than Miss or Sir. This emphasises that they are being treated as equals, that they are in a more relaxed environment and are being treated with respect
- treat all learners as individuals and be prepared to alter any course/cluster/activity to suit their individual learning needs
- find out as much as you can about each individual learner in order to tailor the learning specifically for them so they can achieve
- use group activities such as life maps or have one-to-one discussions with the learners to discover what their career aspirations are, what their interests are and what help they will require
- generally use beginner learning bytes as the starting point for most learners
- use short learning bytes where possible. Because of short attention spans it is easier to do two short courses or give them small sessions of different things, such as online learning, practical activity and group discussion
- keep checking the learner's progress and give them praise and encouragement. Be ready to offer further learning bytes when required
- check that the learning bytes being used can be related to the school-age learners you are working with
- tell the learner that there will be some certification available for participation and successful completion of a cluster.

Don't...

- speak to the school-age learner in an authoritarian voice, speak as you would like to be spoken to
- single out individuals
- belittle them in front of their peers
- ignore any ideas they may give.

Any specific problems that arise with the school-age learner should be referred to the relevant responsible person within the school.

Specific knowledge and skills required by learning centre staff

It is particularly important that staff working with this group of learners have skills and understanding in the following areas:

- showing respect, understanding and acknowledgement of each learner's individuality and culture
- concern for all aspects of learning – educational, career, personal, emotional, spiritual and social
- confidentiality, when necessary
- an innovative approach to learning
- impartiality and fairness
- accessibility
- strong commitment to young people and an understanding of the factors affecting their lives
- good organisational skills
- an accepting and non-authoritarian approach
- excellent communication and interpersonal skills, with the ability to establish good relationships with young people
- patience, tolerance and flexibility
- a great deal of resilience.

All staff working with school-age learners must go through the 'Disclosure Scotland' procedure. The process for this will vary from centre to centre and the learning centre manager will be able to advise.

It is recommended to undertake training in working with young people and child protection. You should also be familiar with your local council's policy on the code of conduct for the protection of staff, children and vulnerable adults.

Learning centre academy

The learndirect scotland learning centre academy (vc.skillnetonline.com/learningbytes) provides advice for learning centre staff and offers a range of short courses for staff who work in learndirect scotland centres. For more information on accessing the learning centre academy please contact your learning development officer. The following courses may be beneficial for staff working with learners in this group:

- Best support for learners with numeracy and literacy issues
- Best support for young learners
- Encouraging independent learning.

Familiarity with the structure of the learning bytes courses would be recommended. Completion and an understanding of the learning bytes that make up each cluster would be an advantage as would the completion of the practical hands-on exercises.

Learning styles

It is recommended that learning centre staff are aware of the different learning styles. These can have an effect on the way school-age learners participate in their learning and are important in helping the learner cope with learning and understanding how they learn.

There are three main types of learning style:

- visual learners, who learn through seeing
- auditory learners, who learn through listening
- kinaesthetic learners, who learn through moving, doing and touching.

Visual learners like to learn using written information, notes, diagrams and pictures. They prefer to take detailed notes during presentations. Sometimes a visual learner cannot learn material unless it has been seen in a written format. They are most effective when communicating in writing.

Auditory learners relate best to the spoken word. They listen to a lesson and may write notes later. They are happy to rely on printed notes. Often auditory learners will not understand written information until they have heard it. Auditory learners are often quite sophisticated speakers.

Kinaesthetic learners acquire skills by imitation and practice. They learn effectively through touch and movement and space. Because knowledge and skills are not taught in a style that suits their learning methods, kinaesthetic learners can appear slow.

To teach visual learners:

- ensure that they can easily see your body language and facial expressions
- use visual displays, diagrams, illustrated textbooks, overhead transparencies, videos, flipcharts and handouts
- give them time to take detailed notes so they can absorb information.

To teach auditory learners:

- read information aloud
- discuss topics, talk things through and listen to what others have to say
- try to incorporate group and discussion work
- consider how you use speech, as auditory learners interpret the underlying meanings through listening to tone of voice, pitch and speed.

To teach kinaesthetic learners:

- incorporate a hands-on approach
- use practical activities or demonstrations
- choose kinaesthetic learners to carry out demonstrations.

The clusters for school-age learners suggested in this pack use a combination of styles to suit all three types of learners. The clusters are therefore ideally suited to learners who are capable of learning using all three styles.

For more information about learning styles you can obtain a learning principles toolkit from www.lds4partners.com

Blended learning approach

For this group of learners it is important to make learning as relevant to the real world as possible. Blended learning uses a variety of delivery methods to engage with learners, and these approaches can be integrated into the learner's activity in a number of ways. For example:

- If you have a learner interested in a job in administration or in an office environment or going out on work placement, you could discuss the purpose of a cover letter as part of the application process (facilitator-led)
- Use part of the MS Word learning byte, introducing the MS Word window, the toolbars, input and formatting of text and the spell check feature (web-based training).

This could be followed up by getting the learner to type up their own version of a draft cover letter to an employer (practical exercise).

- The learner or group could have a discussion about the letters they have produced and different types of letters that they may have to write when looking for work or in the workplace (group or one-to-one discussion with feedback on possible improvements).

The next step could be using the Letters learning byte to demonstrate the letters that may be used and use the interactive activities and templates to produce a letter typed correctly (web-based training).

A follow on from this could be to use the learner's own letters and get them to format the text, layout and check spelling and grammar using paper-based examples or an overhead as a guide (visual and practical).

The facilitator could remind learners that MS Office spell check sometimes gives American spelling of words and should encourage learners to check spelling mistakes in a dictionary. When words with American spellings are spotted they could be written on a flip chart to highlight the differences between English and American spellings (visual and practical).

The facilitator can check completed letters which if appropriate can then be saved for use when the learner applies for a job (evidence of work).

The following learning centre academy courses may be beneficial to centres who wish to create their own additional material and/or online learning resources:

- Learning and teaching online
- Online course design
- Online learning for practitioners – an introduction
- PDA online learning – consolidating theory and practice
- PDA online learning – integration of online and conventional delivery.

Supporting learners

There are various methods which can be used to support learners while they are working with your learning centre. Some learners prefer a tutor-led approach where they are guided through tasks step-by-step.

Another method is to demonstrate a task and then allow the learner to try it out for themselves. Learners should be encouraged to experiment for themselves, with the knowledge that a tutor is there to help if anything goes wrong.

The facilitator should also be available to answer questions relating to the completion of any practical exercises in the clusters. Learners can be encouraged to ask their peers for help in group working or buddying context.

Learners can also be encouraged to use the downloadable MS Word resource manual and exercise as a help guide to carrying out the MS Word tasks. They can also be encouraged to revisit the MS Word learning byte for help (web-based training support).

learndirect scotland certificate

Learners can gain a learndirect scotland certificate for the learning bytes they have completed. For some learners this may be the first time they have received recognition of achievements. The achievement can then be listed on the learner's CV which motivates learners who may have few or no qualifications.

learning bytes can be used as standalone learning for a specific topic. This pack includes suggested groups of learning bytes that have been collated to create a cluster of learning covering a wider range of skills needed for a type of job that may be particularly relevant to the NEET (not in education, employment or training) group, including work in administration, care, retail and construction.

General resources

The following files are available for download by visiting www.lds4centres.com Sample Training Needs Analysis, Sample Learning Plan, ILA Scotland Cluster Approval Process, Sample Record of Learning, Sample Cluster Certificate, Sample Cluster Evaluation.

learndirect scotland toolkits	www.lds4partners.com
ILA Scotland	www.ilascotland.org.uk
PROMT	www.lds4partners.com/Learning+providers/PROM+Tool
Skillnet	vlc.skillnetonline.com/learningbytes
Helpline 0808 100 8091	email: support@skillnetonline.com
Jobsearch websites	www.jobcentreplus.gov.uk , www.careers-scotland.org.uk , www.monster.co.uk , www.totaljobs.com , www.jobs.co.uk , www.jobs.scotsman.com , www.fish4.co.uk/iad/jobs
AbilityNet	www.abilitynet.org.uk/raps/assessment
Real Centres	www.intoreal.com
National Learning Network	www.nln.ac.uk/materials
NLN Practical Guide	www.nln.ac.uk/materials
BBC	www.bbc.co.uk/learning
Ferl	www.ferl.org.uk
Focus on VLEs	www.ferl.org.uk/display.cfm?page=76
What the research says about VLEs in teaching and learning	http://partners.becta.org.uk/index.php
VLEs Making the Web easy to use for teachers and learners	www.ltss.bris.ac.uk
E-learning strategy unit	www.dfes.gov.uk/elearningstrategy
The e-learning zone	www.trainingzone.co.uk/zones/elearningzone
eLearn magazine	www.elearnmag.org
Tips for online learning	www.wlv.ac.uk/celt

Activities

An activity that can work well with school-age learners is to ask them to draw a picture or describe in some way where they are and how they live at the moment and where they would like to be in five years time. Quizzes can be used to consolidate the knowledge gained from the learning bytes in the form of questions, multiple choice, crosswords or filling in the missing word. For the school-age learner who is perhaps nearing the end of their school education, a good idea is to encourage them to complete mock job/college application forms and go through a mock interview.

Understanding levels

Some of the learning bytes that make up the clusters that have been developed for this group are placed at a particular level in the Scottish Credit and Qualifications Framework (SCQF). This may be a helpful indication of the appropriateness of the material for a particular learner and also as a means of showing progression. There is a full explanation of the SCQF framework at www.scqf.org.uk Here is a brief guide to the proficiency levels and qualifications in the framework.

Level	Description	Awards (SQA and colleges/universities)
SCQF 2	Work with simple facts and ideas, use simple skills	Access 2
SCQF 3	Work with basic knowledge, relate to everyday situations	Access 3/Foundation
SCQF 4	Guidance needed, routine tasks	SVQ 1/Intermediate 1
SCQF 5	Minimal supervision, responsible for some basic tasks	SVQ 2/Intermediate 2
SCQF 6	Minimal supervision, responsible for activities and some supervision	SVQ 3/Higher
SCQF 7	Use own initiative, some management responsibility	HNC
SCQF 8	Use own initiative, management responsibility	SVQ 4/HND
SCQF 9	Exercise own initiative, varied professional activity, management responsibility	Ordinary degree
SCQF 10	Exercise own initiative, wide professional activity, significant management responsibility	Honours degree
SCQF 11	Exercise own initiative, implement professional activity, major management responsibility	SVQ 5/Masters

More information on SQA, SVQs and the SCQF is available in the learning principles toolkit from [learnirect scotland](http://learnirect.scotland) at www.lids4partners.com

For a full explanation of the SCQF framework visit www.scqf.org.uk Other useful resources are available from www.sqa.org.uk and www.scotland.gov.uk

Clusters

These clusters have been specifically developed for school-age learners:

1. Study skills – techniques and tips for those about to sit exams at school or college
2. Getting into work – CV, job seeking and career development skills for those looking for full or part-time employment
3. Hospitality – for people looking to gain employment in the hospitality and catering industry, particularly those wishing to progress into chef training
4. Office administration – for those with business career aspirations, who would like to work in an office environment or in an administration role
5. Childcare – for those who would like to work with children and work or study towards a career in childcare, social work or infant education
6. Construction – for anyone who would like to aim for a career in the construction, architecture, or building industry or start a construction or craft apprenticeship
7. Customer care – for those looking to work in the retail industry, in an office environment or as a customer service representative.

Cluster

1

Study skills

Target groups

This cluster course is suitable for anyone about to sit prelims or final exams at school.

Related SQA

N/A

Essential knowledge and skills

No prior knowledge is required.

Aims

On completion of this cluster, learners will be able to identify what kind of learning environment suits them best, be equipped with tricks and techniques to help them remember information that is difficult to remember, and also understand how to plan their studying to get the best from it.

Suggested learning bytes

Study tips

(10 - 20 minutes)

- Understanding
 - Recall
 - The time approach
-

Memory skills

(10 - 15 minutes)

- Mnemonics
 - Techniques
 - Spelling aids
-

Time and place

(10 - 15 minutes)

- The learning environment
-

Help with learning

(5 - 10 minutes)

- Involving others in your learning
-



Activities

Put together a study timetable.

Progression

Self-development: improving your memory

(1 - 2 hours)

- Understanding your memory
 - Enhancing your memory
 - Organising to improve your memory
-

Additional resources

www.bbc.co.uk/schools/revision

www.careers-scotland.org.uk/education



Cluster

2

Getting into work

Target groups

This cluster is suitable for anyone looking to gain employment, either full-time or part-time.

Related SQA

N/A

Essential knowledge and skills

No prior knowledge or skills are required however basic computing skills would be an advantage.

Aims

On completion of this cluster, learners will be able to produce their own CV. They will have gained knowledge of where to get further information and assistance in order to achieve their goals, and will be better equipped to make decisions in their life.

Suggested learning bytes

CV clinic

(15 - 30 minutes)

- Key parts of a CV
 - How to build up your CV
-

Getting a job

(20 - 40 minutes)

- Finding a job
 - Choosing the right job
 - Where to look for a job
 - Job applications
 - Getting a job
 - Preparing for an interview
-

Be choosy (make decisions)

(10 - 20 minutes)

- Decision times in life
 - Creating decision times
 - Making the right choice
-



Activities

- Completing application forms
- CV production
- Mock interviews and feedback

Register yourself on www.careers-scotland.org.uk

Progression

Career development: developing a career strategy

(1 - 2 hours)

- Defining career aspirations
- Developing career goals
- Creating career strategies

Research on the internet

- Careers Scotland website
 - Research a career
 - Use the online CV builder
 - Research interview skills

Additional resources

www.careers-scotland.org.uk



Cluster

3

Hospitality

Target groups

This course is suitable for anyone looking to gain employment in the hospitality and catering industry, particularly those wishing to progress onto chef training.

Related SQA

- **Catering** – NQ Intermediate 1
- **Catering** – NQ Intermediate 2
- **Introduction to Catering** – National Qualification
- **Hospitality** – Higher National Certificate
- **Hospitality** – Higher National Diploma
- **Professional Cookery** – SVQ Level 2
- **Professional Cookery** – SVQ Level 3
- **Professional Cookery** – NQ Higher
- **Professional Cookery** – Higher National Certificate
- **Multi-Skilled Hospitality Services** – SVQ Level 2

Essential knowledge and skills

No prior knowledge is required in order to start this cluster however basic computer skills and a keen interest in the subject area would be an advantage.

Aims

On completion of this course, learners will have gained knowledge of the jargon and techniques used by a hospitality professional, along with an understanding of the health and safety issues when working in a catering environment.

Suggested learning bytes

Food hygiene essentials

(20 - 40 minutes)

- Food poisoning
 - Personal hygiene
 - Food handling
 - Cleaning
-

Boil or poach

(40 - 60 minutes)

- Cooking process
 - Wet methods
 - Dry methods
-

Slice or dice

(40 - 60 minutes)

- Preparation defined
 - Techniques – Knife skills
 - Techniques – Non-knife skills
-

Safely safely

(40 - 60 minutes)

- Safe working
 - Safe lifting
 - Legislation
-

Activities

- Quiz to consolidate knowledge
 - Complete an accident report form
-

Progression

The cutting edge (40 - 60 minutes)

- Introducing knives
 - Keeping the edge
 - Cutting edge skills
-

The finishing touches (40 - 60 minutes)

- Finishing dishes
 - Finishing methods
-

The proof is in the eating (40 - 60 minutes)

- Quality indicators
 - Food safety
 - Customer expectations
-

Additional resources

Local learning centre resources – sample accident report form
www.connexions-direct.com



Cluster

4

Office administration

Target groups

This cluster is suitable for anyone who has business career aspirations and would like to work in an office environment or in an administration role.

Related SQA

- **Administration and Information Technology** – Higher National Certificate
- **Information Technology** – Higher National Certificate
- **Information Technology Applications 1 & 2** – Higher National Units
- **IT in Business** – Higher National Units
- **Using Information Technology in Business** – Higher National Unit
- **Business** – Higher National Diploma
- **Business** – Higher National Certificate
- **Business and Administration** – SVQ Level 2
- **Business and Administration** – SVQ Level 3
- **Business and Administration** – SVQ Level 4
- **Customer Service** – SVQ Level 2
- **Customer Service** – SVQ Level 3

Essential knowledge and skills

No prior knowledge of the subject is required in order to start this cluster course, although basic computing skills would be an advantage.

Aims

On completion of this cluster, learners will have an understanding of various communication tools used in an office environment and be aware of which method is appropriate to each situation. Learners will also gain an insight into working in administration and an awareness of basic office tasks.

Suggested learning bytes

Faxes

(15 - 30 minutes)

- What is a fax
 - How to send a fax
 - When to use a fax
-

Meetings

(30 minutes)

- Learn how to run a meeting successfully, whether you are leading it or participating
-

Memos

(10 - 20 minutes)

- What is a memo and when to use one
 - The format of a memo
 - Using templates to create memos
-

Effective call handling

(2.5 hours)

- Provides you with the skills needed to work efficiently and effectively with telephones in a customer service role
-

Activities

- Use a template in Microsoft Word to create a memo
 - Taking meeting minutes at a short mock meeting
 - Print out memo produced in memos learning byte
 - Practical telephone activities – taking messages
-

Progression

Typing master

(8 hours)

- Customised exercises and helpful feedback to guide you step by step to professional keyboarding
-

Effective telephone techniques

(5 hours)

- Provides the learner with critical information about making a good impression when communicating over the telephone
-

Effective writing

(2 hours)

- Structure documents clearly and effectively
-

Additional resources

www.connexions-direct.com



Cluster

5

Childcare

Target groups

This cluster is suitable for anyone who would like to work with children and would like to work or study towards a career in childcare, social work or infant education.

Related SQA

- **Early Education & Childcare** – Higher National Certificate
- **Early Education & Childcare** – National Certificate
- **Early Education & Childcare** – NQ Intermediate 2
- **Access to Early Education & Childcare** – Access Programme
- **Children’s Care, Learning and Development** – SVQ Level 2
- **Children’s Care, Learning and Development** – SVQ Level 3
- **Playwork** – SVQ Level 2
- **Playwork** – SVQ Level 3

Essential knowledge and skills

No prior knowledge is required in order to start this cluster however basic computer skills and a keen interest in the subject area would be an advantage.

Aims

On completion of this cluster, learners will have improved their awareness of what is involved when working within the childcare sector. Learners will gain knowledge of sensory and physical development in young children, knowledge of the curriculum framework for 3 to 5 year olds, and understand how to observe, assess and record the behaviour of young children.

Suggested learning bytes

Baby play

(15 - 30 minutes)

- Sensory development
 - Visual development
 - Taste and smell development
 - Auditory development
 - Heuristic play
-

Physically fun

(20 - 40 minutes)

- Individuality
 - Nature and nurture
 - Healthy body/healthy lifestyle/opportunities
 - Gross and fine motor skills
-

First steps to learn

(20 - 40 minutes)

- Children as learners
 - Key aspects of the curriculum
 - Themes
 - Children as individuals
-



Watching

(20 - 40 minutes)

- Observation issues
 - Uses of observation
 - Observation methods
-

Activities

- Knowledge consolidation quiz
 - A placement or a visit to a nursery
-

Progression

Childcare healthy eating

(40 - 60 minutes)

- Help children when eating and drinking
 - Support children's physical needs
-

Additional resources

www.ltscotland.org.uk/earlyyears



Cluster

6

Construction

Target groups

This cluster is suitable for anyone who would like to aim for a career in the construction, architecture, or building industry or start any construction or craft apprenticeship.

Related SQA

- **Construction** – Higher National Certificate
- **CAD for Construction** – Higher National Unit
- **Construction** – SVQ Level 2
- **Construction** – SVQ Level 3
- **Bricklaying** – SVQ Level 2
- **Bricklaying** – SVQ Level 3
- **Carpentry and Joinery** – SVQ Level 2
- **Carpentry and Joinery** – SVQ Level 3
- **Painting and Decorating** – SVQ Level 2
- **Painting and Decorating** – SVQ Level 3

Essential knowledge and skills

No prior knowledge is required in order to start this cluster however basic computer knowledge would be an advantage.

Aims

On completion of this cluster, learners will be aware of some of the key architectural features of stone buildings. They will also have gained knowledge of various building materials and building methods that can be used and the affect these have.

Suggested learning bytes

Architectural features (20 - 40 minutes)

Healthy houses (10 - 15 minutes)

- Healthy building
 - Unhealthy building
-



Activities

- Knowledge consolidation quiz
-

Progression

Construction site health and safety

(2 - 3 hours)

- Accidents
 - Signage
 - Site inspection
 - Hazardous materials
 - Personal protective equipment
 - Lifting and handling
-

Concepts of construction

(2 - 3 hours)

- Moisture content
 - Efflorescence
 - Damp proofing
 - Corrosion
 - Capillary action
 - Density
 - Solid density
 - Surface tension
 - Water absorption
-

Additional resources

www.citb-constructionskills.co.uk/curriculumcareers/workinginconstruction



Cluster 7

Customer care

Target groups

This course is suitable for anyone looking to work in the retail industry, in an office environment or as a customer service representative. However, the knowledge gained from this course can be applied to most employment sectors.

Related SQA

- **Customer Service** – SVQ Level 2
- **Customer Service** – SVQ Level 3
- **Retail Operations** – SVQ Level 2

Essential knowledge and skills

No prior knowledge is required, but a basic knowledge of computers would be an advantage.

Aims

On completion of this cluster, learners will have a sound understanding of why good customer care is so important in all businesses, understand how to create a good first impression and learn how to exceed customer expectations.

Suggested learning bytes

Understanding your customers (3.5 hours)

- The better you know your customer, the higher your chance for success
-

Putting customers first (90 minutes)

- Ensure your customers have positive feelings about you and your organisation and so build customer loyalty
-

Fundamentals of exceptional customer service (2.5 hours)

- Explore the value of building relationships with customers
-

Activities

- Role-play – good and bad customer care
 - Knowledge consolidation activities – crossword, quiz, fill in the blanks
-

Progression

Making telephone calls count (3.5 hours)

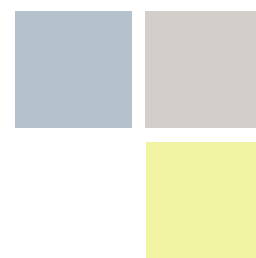
- Ensure that you deliver the human touch every time you pick up the telephone
-

Customers, conflict and confrontation (3.5 hours)

- This module will give you the perspective to effectively cope with customer conflict
-

Additional resources

www.instituteofcustomerservice.com



For more information on learning bytes please contact your learning development officer or visit our website www.learndirectscotland.com

