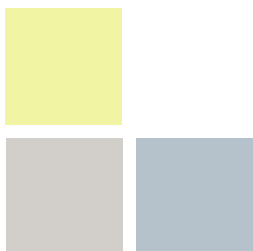


Learning centre resource pack – employability



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Contents

Introduction	3
Who is the resource pack for?	3
Using the resource pack	3
Stage 1 – Engaging new learners	3
Stage 2 – Cluster selection	3
Stage 3 – Cluster approval	4
Stage 4 – Delivery	4
Stage 5 – Completion	4
Working with typical learners seeking to return to employment	5
Dealing with barriers and challenges	5
Engaging with learners	5
Challenges faced by unemployed learners	6
Do's and don'ts	6
External agencies	6
Specific knowledge and skills required by learning centre staff	7
Learning centre academy	7
Learning styles	8
Blended learning approach	9
Supporting learners within the centre	9
Supporting learners outwith the centre	10
General resources	10
Activities	11
Job-specific activities	11
Workplace skills	12
Understanding levels	12
Cluster 1 – Administration	14
Cluster 2 – Basic mouse & keyboard skills	16
Cluster 3 – Basic office IT skills	18
Cluster 4 – Hospitality	20
Cluster 5 – Getting into work	22
Cluster 6 – Reception	24
Cluster 7 – Finance	26
Cluster 8 – Sales	28
Cluster 9 – Construction	30
Cluster 10 – Proficient office IT skills	32



Introduction

This resource pack is aimed at learning centre staff who provide support to learners seeking to return to employment.

Who is the resource pack for?

The pack is for education and training practitioners who are actively engaged in supporting learners as a teacher, a tutor, a workplace trainer, a mentor or facilitator.

The guide includes some general background information and guidance on working with learners who are interested in returning to employment, and provides information and suggestions for staff of the various routes learners can take to achieve their goals.

It aims to introduce you to the concept of providing support for learners through a blended approach of effective use of information and communication technology and activity or paper-based exercise.

Using the resource pack

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.

Stage 1 – Engaging new learners

The majority of employability learners may be referred directly from Jobcentre Plus (an initial meeting could be arranged with local Jobcentre Plus staff to discuss and promote employability clusters). Some learners may not be claiming benefits and may hear of learning opportunities by word-of-mouth, or may just walk-in off the street.

An initial discussion with potential learners can be used to determine existing skills and ability. A basic training needs analysis should be completed (see sample training needs analysis).

Stage 2 – Cluster selection

Ten clusters have been developed for this group. Further clusters may be customised to create a unique course specific to the learner's training requirements (it is possible to 'mix and match' various topics from each cluster).

Once the various clusters and/or topics have been identified, a learning plan should be produced, which will identify learning objectives and approximate timescales for completion (see sample learning plan). The learning plan should be discussed and agreed with the learner before learning commences.

Stage 3 – Cluster approval

Subject to eligibility, funding is available to pay for some or most of the training costs by approving the cluster with ILA Scotland. The approval process may take about a week (see ILA Scotland Cluster Approval Process). Learners wishing to use funding from ILA Scotland will be required to open an Individual Learning Account before training can commence. Once the learner's account has been opened with ILA Scotland the learner can then confirm the booking and training may commence subject to availability.

Stage 4 – Delivery

Learners are guided through each cluster with the support of a facilitator or facilitators. A facilitator can be any member of staff with tutoring experience, preferably related to the cluster content.

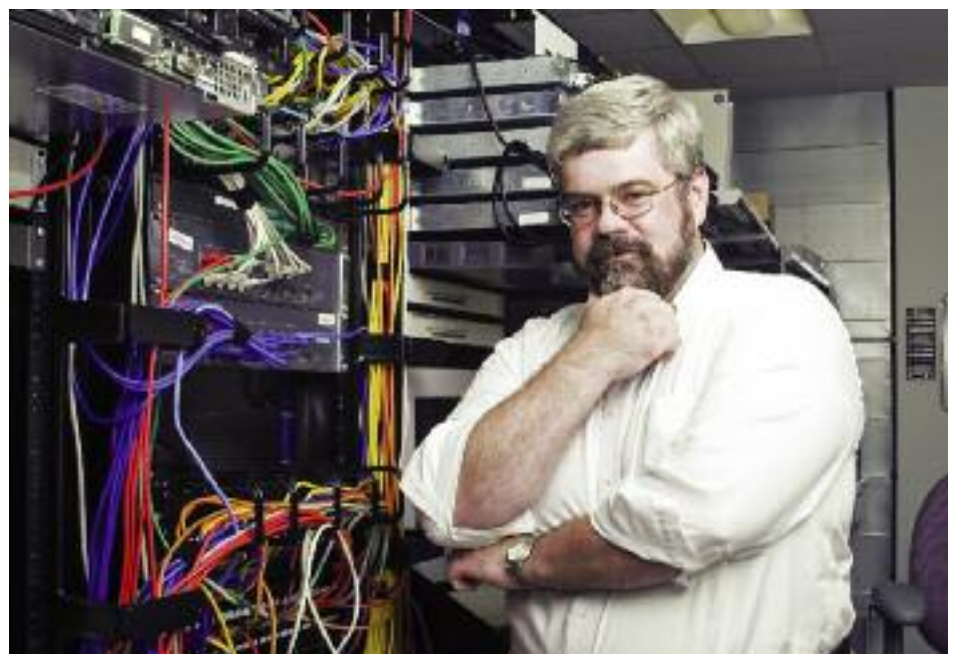
Learners can attend the cluster on a flexible basis by booking learning sessions with the centre. The recommended duration of a learning session is one to two hours.

During each learning session learners should be encouraged to track their progress by completing a record of learning. The learning plan and record of learning should be made available to the learner during each learning session.

Some learners may not have the confidence to ask questions, so regular supervision may be beneficial initially. At the end of a learning session the facilitator should briefly discuss progress with the learner before arranging the next session.

Stage 5 – Completion

On completion of a cluster learners should be presented with a certificate of participation. Learners should also be asked to complete a cluster evaluation.



Working with typical learners seeking to return to employment

Dealing with barriers and challenges

Learners within this group may be from mixed social backgrounds. Some will be paying for training costs using their own income. Many of them may be receiving State Benefits and will require ILA Scotland funding to help pay for training costs. ILA Scotland rules state that the learner must pay a minimum of £10 (plus VAT if applicable). This requirement may be an issue with some learners with limited funds.

Some of the barriers often facing this group of learners can include one or more of the following:

- few or no qualifications
- lack of skills/training
- benefit-dependent family background
- workless household
- lone parents
- childcare problems
- young carers
- ex-offenders
- mental health issues
- substance misuse
- young people leaving care
- literacy and numeracy issues
- lack of social skills
- lack of IT skills
- bad experience at school
- homelessness
- low self-esteem
- redundancy
- disability.

If a learner is faced with any of the above issues then there may be a need for an earlier intervention before he/she embarks on a course of learning. This should be acknowledged by way of a one-on-one discussion or a needs analysis questionnaire.

Engaging with learners

In order to engage with learners the initial meeting is critical. The training needs analysis should be informal and friendly. Open questions should be used (questions that do not involve “yes” or “no” answers) where possible. Some learners may lack confidence to phone ILA Scotland to apply for funding. In such cases centre staff could assist learners to make the initial phone call. Some learners may be put off by form filling – centre staff could also offer to help the learner complete the required forms if necessary.

As a method of engagement, centres could offer a short informal taster session (lasting about an hour) for learners who are new to computing. This session could involve using some of the online resources from the basic mouse & keyboard skills cluster. The session would hopefully give the learner a taste of the learning process and give them the motivation to engage with the centre.

Challenges faced by unemployed learners

Unemployed learners often face particular challenges. An adult learner, entering a centre for the first time, will probably have many doubts about the new area into which they are entering. For example, a person who may never have experienced a learning environment outwith their original schooling will be very unsure of what is expected from them and of the goals they may be expected to achieve.

It is important that some time is spent with your learner explaining the “operation” of the learning centre itself. You should explain to the learner what expectations there are in terms of compliance with health and safety regulations, signing in and out procedures and the Data Protection Act. These are all factors which are not obvious to those returning to a learning environment after a long period of time and may be quite daunting at first.

Do's and don'ts

Do...

- try to find out as much about the client as you can (what their background is, how suitable is the training going to be for them and so on)
- offer suggestions and encourage clients, but remember that the client will only progress when they are ready
- give full information on course or external referrals to ensure they know the full information
- if necessary, try to get the client to find out about the course as well and to ascertain whether or not this is the right course for them
- consider their feelings and try to understand their circumstances
- work on an action plan to achieve end goals.

Don't...

- make assumptions about the learner's previous experience
- judge on first impressions.

External agencies

Learning centres are not expected to have all the answers to the challenges that many learners face. There are a number of external agencies to which learners can be referred to if required. Some useful links are:

Healthy Working Lives

www.healthscotland.com

Up for It

www.upforitclub.org.uk

Jobcentre Plus Progress2Work

www.jobcentreplus.gov.uk/jcp/partners/progress2work

Citizens Advice Scotland

www.cas.org.uk

Specific knowledge and skills required by learning centre staff

It is particularly important that staff working with this group of learners have:

- respect, understanding and acknowledgement of each learner's individuality and culture
- concern for all aspects of learning – educational, career, personal, emotional, spiritual and social
- a strong commitment to people and an understanding of the factors affecting their lives
- impartiality and fairness
- good organisational skills
- excellent communication and interpersonal skills
- the ability to establish good relationships with learners
- patience, tolerance and flexibility
- confidentiality, when necessary
- accessibility
- relevant ICT qualification(s)/experience, such as ECDL or PC Passport
- a professional manner in dealing with clients and co-workers.

In addition to the above skills, facilitators should also have a good knowledge of the software used within each cluster i.e. be proficient in the use of Microsoft Office programs used in the workplace.

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.

It may be necessary to go through the 'Disclosure Scotland' procedure before working with learners. This will depend on the client group you are working with. Procedures will vary from centre to centre and the learning centre manager will be able to advise.

Learning centre academy

The learndirect scotland learning centre academy (vlc.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:

- Frontline guidance – client contact
- Frontline guidance – referral
- Learning and teaching online
- Best support for:
 - homeless learners
 - asylum seekers and refugees
 - engaging difficult clients
 - respecting cultural diversity
 - mental health issues
 - physical disabilities
 - substance misuse issues
 - unemployed and NEET learners
 - older learners
 - young learners
 - literacy and numeracy issues.

Learning styles

There are three main types of learners:

- 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 in written communication.

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 tend to be 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 employability clusters 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

Blended learning uses a variety of delivery methods to engage with learners. The employability clusters have been designed using the blended learning approach and use a combination of some or all of the following methods of delivery:

- personal instruction by the facilitator
- completion of learndirect scotland's online courses (learning bytes)
- completion of online tutorials
- completion of practical hands-on exercises.

Practical hands-on exercises have been produced for some of the clusters and are available for download. 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
- PDA online learning – materials selection and use.

Supporting learners within the centre

There are various methods which can be used to support learners while they are working with your learning centre.

Some learners prefer to work at their own pace and therefore are more suited to the self-study approach. The learner can work through the various manuals you have available, backed up with tutor support when necessary.

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 employability clusters.

Learners should be encouraged to mix with other learners and where possible exercises could be customised to work in a group situation.

If possible, learners should be allocated a computer within the same training room as other learners who are completing similar courses. Learners may then be able to offer each other a basic level of support.

If a learner does not have much confidence in their ability, they may at some point ask for a demonstration of a particular task. It is important to let the learner know that this type of one-to-one support is available if required.

Supporting learners outwith the centre

Learners who have their own home computer may have the option of completing clusters outwith the centre.

In order to run learning bytes courses on a home computer a broadband internet connection is required. Additionally there may be a requirement to download and install additional software. Technical support relating to the setup of learning bytes courses is available from the skillnet helpline (see general resources).

It would be beneficial for the learner's home computer to be installed with software relating to the cluster (e.g. Microsoft Office). As an alternative delivery option it could be possible for the learner to complete the learning bytes courses at home and attend the learning centre to complete the practical hands-on exercises and/or receive additional facilitator instruction.

There is a vast range of learning bytes courses which can be used to support learners in various areas. These courses allow the user to work at their own pace, choose the length of time spent on the course and repeat sections where appropriate.

The following learning centre academy courses may be beneficial to centres who wish to support learners outwith the centre:

- PDA online learning – online communication theory
- PDA online learning – online communication: discussion
- PDA online learning – online communication: review of practice
- PDA online learning – online learning theory
- PDA online learning – online learning: induction.

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/index.php
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	www.becta.org.uk/research/reports/docs/wtrs_vles.pdf
VLEs Making the Web easy to use for teachers and learners	www.ltss.bris.ac.uk/VLEintro_1.htm

E-learning strategy unit	www.dfes.gov.uk/elearningstrategy/index.cfm
The e-learning zone	www.trainingzone.co.uk/zones/elearningzone
eLearn magazine	www.elearnmag.org
Tips for online learning	www.wlv.ac.uk/celt/oltips/2why.html

Activities

Each cluster contains activities related to the content in the learning bytes. Centres may also want to create their own additional activities which could involve any of the following:

- creating a CV
- letter writing skills
- interview skills
- creation of web-based e-mail account e.g. www.hotmail.co.uk
- using job search websites.

For many learners coming from the unemployed sector, returning to learning can be a daunting experience. The learner does not know what to expect. Learning itself can be a new experience. It is important to capture the imagination of the learner by introducing as many different types of learning as possible such as:

- web-based training
- practical exercises.

Job-specific activities

There are various routes into learning and activities that can be useful for this group of learners, including those which build on the following:

- motivational skills
- confidence building skills
- study preparation skills
- work ready skills.

Theatre nemo

Theatre group workshops aim to promote social inclusion, self-esteem and confidence.

Steps (steps to excellence for personal development)

Steps is a powerful tool for helping unemployed people develop the motivation and self-belief to complete other training and successfully find employment.

Options and choices

This is an excellent course for people facing new circumstances or wishing to make a fresh start. It gives clients the opportunity to identify interests and work goals and create a solid base from which to decide their next steps.

Goals

“Goals” is about breaking down the barriers that stop people working and improving personal confidence.

Workplace skills

This is a work preparation course that develops the core skills employers are looking for – teamwork, problem solving, communication and customer care. It may include a work placement.

Here is an example of a path which could be taken by a learner wanting a job in administration:

Microsoft Word 2003 fundamentals can be used to introduce the word processing application (web-based training). The learner could type up a memo of the type which would be distributed within an organisation (practical exercise). Microsoft Excel 2003 fundamentals could then be carried out (web-based training) which would allow the learner to then perhaps create an incoming and outgoing mail-log for the organisation. Microsoft Access 2003 fundamentals could then be approached (web-based training) allowing the learner to create a database of customers/suppliers for the fictitious organisation.

There are a number of other tasks and blended learning approaches which could be carried out in support of gaining employment in administration, depending on the resources available at individual learning centres, such as:

- using a photocopier
- typing tutor – KAZ
- effective call handling
- using a fax machine.

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. 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 learndirect scotland at www.lds4partners.com

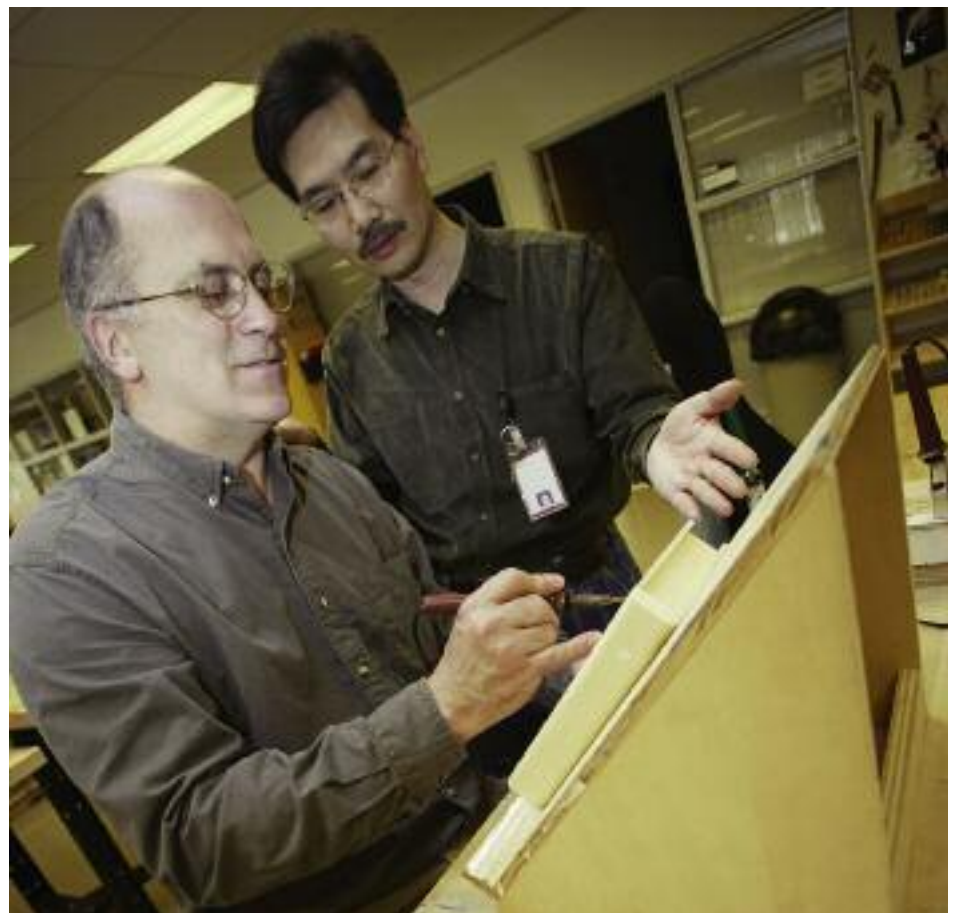
For a full explanation of the SCQF framework visit www.scqf.org.uk

Other useful resources are available from www.sqa.org.uk and www.scotland.gov.uk

Clusters

These clusters have been specifically developed for this group of learners:

1. Administration – for learners wishing to enter work in the area of administration or who wish to refresh or update their current skills
2. Basic mouse & keyboard skills – a basic introduction to using the mouse and keyboard
3. Basic office IT skills – introduction to the basic IT skills required to work in an office environment e.g. confidence in the use of Microsoft Word and Excel
4. Hospitality – prepares the learner for entering work in the hospitality field, including basic hygiene procedures and cooking methods
5. Getting into work – for learners who are interested in gaining employment, but need to learn some basic skills, both computer and non-computer related
6. Reception – for learners wishing to gain employment in the reception field of work, or receptionists wishing to update their skills
7. Finance – for learners wishing to gain employment in finance, including preparing a budget and working with balance sheets
8. Sales – introduces the learner to working in sales
9. Construction – for learners who are interested in gaining employment in the construction industry, but need to learn some basic skills, including the basics of construction and health & safety
10. Proficient office IT skills – proficient IT skills required to work in an office environment e.g. be proficient in the use of Microsoft Word and Excel.



Cluster

1

Administration

Target groups

This course is suitable for learners wishing to enter the administration field of work or for those who already work in administration but wish to refresh their current skills.

Essential knowledge and skills

To get the most out of this cluster, the learner should have already completed the Getting into work cluster, where they will have covered the IT basics such as using the mouse, typing and basic word processing.

Aims

To provide adult learners with fundamental administration skills including communication, customer care, basic health & safety and the use of office equipment on a daily basis in the modern office workplace.

Suggested learning bytes

Effective call handling (2.5 hours)

Provides learners with the skills they need to work efficiently and effectively with telephones in a customer service role or call centre environment.

Fire safety (1 hour)

Looks at the causes of fires and how they can be prevented. It also looks at examples of fire fighting equipment, how they are used and what for.

Using IT: health & safety (1 hour)

After you have completed this course you will understand what you know about your company's safety, first aid and fire policies.

Equal Opportunities Act (1.5 hours)

This course provides an overview of the law covered by the Equal Opportunities Act with sample scenarios to illustrate how the law is interpreted and applied. The content will enable you to be more aware of legislative requirements.

Health & safety at work (1.5 hours)

Provides an overview of the law covered by health and safety at work, with sample scenario's to illustrate how the law is interpreted and applied. The content will enable you to be more aware of legislative requirements.

Memory skills (20 minutes)

In this byte you will learn tricks and techniques that help you to remember odd facts or things that are difficult to remember.

Assertiveness from the inside out

(3 hours)

You'll learn about methods that can help you build and strengthen your assertive style.

Activities

In addition to the learning bytes, the learner would have access to the introductory booklets (such as word processing, spreadsheets etc.) for any additional practice, if required. The learner would also be able to work through the Introduction to Administration booklet, which covers various topics such as using the photocopier, creating memos & faxes, data input and job-specific practical exercises.

Progression

On successful completion of this course, the learner will hopefully be more confident in entering the administration field of work, so would be encouraged to look for such vacancies.

Additional resources

S1Jobs

www.s1jobs.com

Jobcentre Plus

www.jobcentreplus.gov.uk

Scot Careers

www.scotcareers.co.uk



Cluster

2

Basic mouse & keyboard skills

Target groups

Learners with limited or no IT experience.

Essential knowledge and skills

Learners should have basic literacy skills.

Aims

On completion of this cluster learners should:

- have confidence in the use of a mouse and keyboard
- be able to perform basic data input tasks within the workplace.

Suggested learning bytes

Create a character

(20 minutes)

Learners can use this learning byte to create their own cartoon character.

Music mixer

(45 minutes)

Learners can use this learning byte to build their own electronic music track.

Typing master

(8 hours)

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

Welcome to computers

(15 minutes)

The aim of this introductory course is to help guide learners through the basics of using a computer – how the mouse works, using the scroll bar to move around the screen and opening and closing files.



Activities

- Online resources

Mousercise (mouse practise)

www.pbclibrary.org/mousing/mousercise.htm

Muserobics (mouse practise)

www.ckls.org/~crippel/computerlab/tutorials/mouse/page1.html

Jigzone (mouse practise)

www.jigzone.com

Nimblefingers (mouse practise)

www.nimblefingers.com

Typeonline (typing practise)

www.typeonline.co.uk/lesson1.html

AbilityNet (usability assessment)

www.abilitynet.org.uk/raps/assessment

The assessment guides the learner through a series of questions on computer use. At the end of the assessment learners are given the option to contact AbilityNet and/or print off useful information relating to:

- working with a monitor
- using a keyboard and mouse
- reading and writing.

Hands-on practical exercises

The following exercises make use of a Microsoft Access database and give the learner the practical data entry skills to use a simple database system. The database file and exercise files are available for download by visiting www.lds4centres.com

- Canna Type Ltd (Microsoft Access file)
- Using a company database – part 1 (exercise file)
- Using a company database – part 2 (exercise file)
- Using a company database – part 3 (exercise file).

Progression

Learners who complete this cluster may progress to any of the below clusters:

- Getting into work cluster
- Reception cluster
- Sales cluster
- Administration cluster
- Finance cluster
- Basic office IT skills cluster
- Proficient office IT skills cluster.

Additional resources

The facilitator may use the following Windows applications to introduce learners to the basic operation of the mouse using solitaire, calculator and paint.

Cluster

3

Basic office IT skills

Target groups

Learners who are new to computing, as well as learners who are looking to update and refresh their IT skills.

Essential knowledge and skills

Learners should have basic mouse and keyboard skills.

Aims

On completion of this cluster learners should:

- have gained confidence in the use of Microsoft Word and Excel
- be able to perform basic IT related tasks required in the workplace.

Suggested learning bytes

ErgoWize

(35 minutes)

An introduction to the essentials of using your computer workstation safely.

Typing master

(8 hours)

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

Getting started with Word 2003

(1.5 hours)

A basic introduction to Word 2003 and the features and tools used for creating and navigating documents in Word.

Basic features of Excel 2003

(3 hours)

An overview of the basic features of Excel 2003.



Activities

- Online resources

AbilityNet (online assessment)

www.abilitynet.org.uk/raps/assessment

The assessment guides the learner through a series of questions on computer use. At the end of the assessment learners are given the option to contact AbilityNet or print out useful information relating to working with a monitor, using a keyboard and mouse and reading and writing.

Hands-on practical exercises

The following exercises are available for download from www.lds4centres.com

- Microsoft Word 2003 – fundamental exercises
- Microsoft Excel 2003 – fundamental exercises.

Progression

Learners who complete this cluster may progress to any of the below clusters:

- Getting into work cluster
- Reception cluster
- Sales cluster
- Administration cluster
- Finance cluster
- Proficient office IT skills cluster.

Additional resources

Microsoft Word – introductory booklet

Learners who have never used Microsoft Word before would find it useful to work through this booklet before starting the Microsoft Word 2003 – fundamentals learning byte. The booklet is available for download by visiting www.lds4centres.com

Microsoft Excel – introductory booklet

Learners who have never used Microsoft Excel before would find it useful to work through this booklet before starting the Microsoft Excel 2003 – fundamentals learning byte. The booklet is available for download by visiting www.lds4centres.com

Microsoft Outlook 2003 – fundamentals

This learning byte is an optional extra for learners who are required to know the basic features of a work-based e-mail system (e.g. to open and reply to e-mail messages, insert attachments and schedule appointments). Centres wishing to offer this learning byte would find it beneficial if Outlook was installed and configured with sample learner e-mail accounts to enable learners to practise course topics.

Cluster

4

Hospitality

Target groups

This cluster is suitable for learners who are interested in gaining employment in the hospitality industry, but need to learn some basic skills – computer and non-computer related.

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

The learner should have previously completed the Getting into work cluster, or have the skill set contained in that cluster.

Aims

The main aim of this cluster is to prepare the learner for entering work in the hospitality field. This covers a range of topics including basic hygiene procedures and cooking methods.

Suggested learning bytes

Boil or poach (1 hour)

Cooking methods is a term used to describe how particular dishes are cooked. This short course will explain what the term actually means to a hospitality professional.

Food hygiene essentials (30 minutes)

This course introduces you to the essentials of basic food hygiene practices.

Food legislation (1 hour)

This course will introduce you to the main pieces of legislation which affect a food business such as a hotel or restaurant.

Learning hospitality (4-5 hours)

Covers the basics of working in the hospitality industry. The course aims to provide users with knowledge in the areas of customer services, health and safety, team work and food & drink.

Preventing cross contamination

(1 hour)

Employers are required to implement hygienic working practices and to train staff to ensure they are followed. This short course will explain the simple rules that will stop cross contamination from happening.

Safely safely

(1 hour)

At work, safety is everybody's responsibility. Under the terms of the Health and Safety at Work Act 1974 each one of us has a legal duty to work safely. This course introduces the learner to safe working practices which should be employed when working in a kitchen.

Activities

In addition to the learning bytes, the learner can also work through an Introduction to the Internet and E-mail booklet, where they can cover topics such as attaching a CV to an e-mail. The learner could also access the Careers Scotland website to look through the career match. Finally, the learner would be encouraged to register with various recruitment sites.

Progression

On completion of this course, depending on the progress of the learner, they may be ready to look actively for employment in the hospitality field.



Cluster

5

Getting into work

Target groups

This cluster is suitable for learners who are interested in gaining employment, but need to learn some basic skills – computer and non-computer related.

Essential knowledge and skills

The learner does not need any skills prior to starting this course.

Aims

The main aim of this cluster is to prepare the learner for entering the work field. This covers the basics from learning how to work a computer, to gaining a brief knowledge of health & safety and equal opportunities.

Suggested learning bytes

Create a character (20 minutes)

Gain experience in using a mouse by making your own cartoon character. Choose how it looks and what its interests are.

Typing master (8 hours)

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

Welcome to computers (15 minutes)

An introductory course to help guide you through the basics of using a computer. You will learn to use a mouse, use scroll bars, open and close files and other common features. This course is designed for someone who has never used a computer before.

Getting started with Word 2003 (1.5 hours)

A basic introduction to Word 2003 and the features and tools used for creating and navigating documents in Word.

E-mail (20 minutes)

In this byte you will learn the advantages and disadvantages of using e-mail and therefore when e-mail is the most appropriate communication tool for certain situations.

E-mail etiquette: Writing effective e-mail messages

Learn to write effective e-mail messages. The program includes, amongst other features, the differences between writing online and traditional paper-based writing.



Welcome to the internet

(2 hours)

Introduces you to the internet and how to get the most of it. Learn about the buttons used to move around on the internet and how to search for websites.

Activities

In addition to the learning bytes, the learner would use the “Mousercise” mouse tutorial on the internet (www.pbclibrary.org/mousing/mousercise.htm) as well as a session playing solitaire to make them feel more comfortable using the mouse. The learner will also work through the Introduction to Word Processing booklet and the Setting Up an E-mail Account booklet, which covers attaching a CV to an e-mail. The learner would access the Careers Scotland website to look through the Career Match, as well as working through the Using the Internet for Job Search booklet. Finally, the learner would be encouraged to register with various recruitment sites as demonstrated in the Job Search booklet.

Progression

On completion of this course, depending on the progress of the learner, they may be ready to look actively for employment. Otherwise, the learner would look into the particular field of work that they are interested in and move on to a more specific work-related cluster.

Additional resources

Careers Scotland

www.careers-scotland.org.uk

BBC Learning

www.bbc.co.uk/learning



Cluster

6

Reception

Target groups

This course is suitable for learners wishing to gain employment in the reception field of work or receptionists wishing to update their skills.

Essential knowledge and skills

To get the most out of this cluster, the learner should have already completed the Getting into work cluster where they will have covered the IT basics such as using the mouse, typing and basic word processing.

Aims

The aim of this course is to introduce the learner to reception related topics, in order to prepare them for working in this field of work.

Suggested learning bytes

Overcoming challenging service situations (3.5 hours)

Learn to accept responsibility for mistakes. You'll explore the steps to guiding customers toward a solution to a problem.

Effective call handling (2.5 hours)

Provides learners with the skills they need to work efficiently and effectively with telephones in a customer service role or call centre environment.

Putting customers first (90 minutes)

Help ensure your customers have positive feelings about you and your organisation and so build customer loyalty.

Customers, conflict and confrontation (3.5 hours)

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

Effective call handling (2.5 hours)

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

Fire safety (1 hour)

This course looks at the causes of fires and how they can be prevented. It also looks at examples of fire fighting equipment, how they are used and what for.



Using IT health & safety

(1 hour)

After you have completed this course you will understand more about your company's safety, first aid and fire policies.

Equal Opportunities Act

(90 minutes)

This course provides an overview of the law covered by the Equal Opportunities Act with sample scenarios to illustrate how the law is interpreted and applied. The content will enable you to be more aware of legislative requirements.

Health & safety at work

(90 minutes)

Provides an overview of the law covered by the Health and Safety at Work Act with sample scenarios to illustrate how the law is interpreted and applied. The content will enable you to be more aware of legislative requirements.

Memory skills

(20 minutes)

In this byte you will learn tricks and techniques that help you to remember odd facts or things that are difficult to remember.

Assertiveness from the inside out

(3 hours)

You'll learn about methods that can help you build and strengthen your assertive style.

Activities

In addition to the learning bytes, the learner would have access to the introductory booklets (such as word processing, spreadsheets etc.) for any additional practice, if required. The learner would also be able to work through the Intro to Admin booklet, which covers various topics such as using the photocopier, creating memos & faxes and data input.

Progression

On successful completion of this course, the learner will hopefully be more confident in entering the receptionist field of work, so would be encouraged to look for such vacancies.

Additional resources

S1Jobs

www.s1jobs.com

Jobcentre Plus

www.jobcentreplus.gov.uk

Scot Careers

www.scotcareers.co.uk

Cluster

7

Finance

Target groups

This course is suitable for learners wishing to gain employment in finance.

Essential knowledge and skills

To get the most out of this cluster, the learner should have already completed the Getting into work cluster, where they will have covered the IT basics such as using the mouse, typing and basic word processing.

Aims

The aim of this course is to introduce the learner to the finance field of work.

Suggested learning bytes

Preparing your budget

(2 hours)

Learn how to work out monthly figures for each budget item, justify the budget to your boss, and limit the impact of budget cuts on your plans.

Balance sheet

(30 minutes)

This byte deals with a special form of performance measurement – balance sheets. A balance sheet is a snapshot of the business at one moment in time, as opposed to forecasting and setting targets for achievement. It tests the health of the business and you will look at a number of ratios that can be used to check different aspects.

Managing working capital

(4 hours)

Learn the process of financial planning, the importance of managing cash inflows and outflows.

Principles of financial management

(4 hours)

This learning byte introduces non-financial managers to the principles of financial management.

Fire safety

(1 hour)

This course looks at the causes of fires and how they can be prevented. It also looks at examples of fire fighting equipment, how they are used and what for.

Using IT health & safety

(1 hour)

After you have completed this course you will understand what you know about your company's safety, first aid and fire policies.

Equal Opportunities Act

(90 minutes)

This course provides an overview of the law covered by the Equal Opportunities Act with sample scenarios to illustrate how the law is interpreted and applied. The content will enable you to be more aware of legislative requirements.

Health & safety at work

(90 minutes)

Provides an overview of the law covered by the Health and Safety at Work Act with sample scenarios to illustrate how the law is interpreted and applied. The content will enable you to be more aware of legislative requirements.

Memory skills

(20 minutes)

In this byte you will learn tricks and techniques that help you to remember odd facts or things that are difficult to remember.

Assertiveness from the inside out

(3 hours)

You'll learn about methods that can help you build and strengthen your assertive style.

Activities

In addition to the learning bytes, the learner can access the Introduction to Spreadsheets booklet to assist them in entering calculations.

Progression

On successful completion of this course, the learner will hopefully be more confident in entering the finance field of work, so would be encouraged to look for such vacancies.

Additional resources

S1Jobs

www.s1jobs.com

Jobcentre Plus

www.jobcentreplus.gov.uk

Scot Careers

www.scotcareers.co.uk

Cluster

8

Sales

Target groups

This course is suitable for learners wishing to gain employment in sales.

Related SQA

Retail operations – SVQ level 2

Retail operations – SVQ level 3

Essential knowledge and skills

To get the most out of this cluster, the learner should have already completed the Getting into work cluster, where they will have covered the IT basics such as using the mouse, typing and basic word processing.

Aims

The aim of this course is to introduce the learner to the sales field of work.

Suggested learning bytes

Effective call handling (2.5 hours)

Provides learners with the skills they need to work efficiently and effectively with telephones in a customer service role or call centre environment.

Fire safety (1 hour)

This course looks at the causes of fires and how they can be prevented. It also looks at examples of fire fighting equipment, how they are used and what for.

Using IT health & safety (1 hour)

After you have completed this course you will understand what you know about your company's safety, first aid and fire policies.

Equal Opportunities Act (90 minutes)

This course provides an overview of the law covered by the Equal Opportunities Act with sample scenarios to illustrate how the law is interpreted and applied. The content will enable you to be more aware of legislative requirements.

Health & safety at work (90 minutes)

Provides an overview of the law covered by the Health and Safety at Work Act with sample scenarios to illustrate how the law is interpreted and applied. The content will enable you to be more aware of legislative requirements.



Completing outbound sales calls

(5 hours)

Learn the seven characteristics of effective sales presentations.

Memory skills

(20 minutes)

In this byte you will learn tricks and techniques that help you to remember odd facts or things that are difficult to remember.

Assertiveness from the inside out

(3 hours)

You'll learn about methods that can help you build and strengthen your assertive style.

Activities

In addition to the learning bytes, the learner can access the Introduction to Spreadsheets booklet to assist them in managing sales figures and stock control.

Progression

On successful completion of this course, the learner will hopefully be more confident in entering the sales field of work, so would be encouraged to look for such vacancies.

Additional resources

S1Jobs

www.s1jobs.com

Jobcentre Plus

www.jobcentreplus.gov.uk

Scot Careers

www.scotcareers.co.uk



Cluster

9

Construction

Target groups

This cluster is suitable for learners who are interested in gaining employment in the construction industry, but need to learn some basic skills – computer and non-computer related.

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
- **Architecture** – SVQ Level 2
- **Architecture** – SVQ Level 3

Essential knowledge and skills

The learner should have previously completed the Getting into work cluster, or have the skill set contained in that cluster.

Aims

The main aim of this cluster is to prepare the learner for entering work in the construction field. This covers the basics of construction and health and safety in the construction field of work.

Suggested learning bytes

Concepts of construction

(3 hours)

Learners can interactively experiment online by selecting different techniques to solve construction problems. Topic areas include:

- moisture content
 - efflorescence
 - damp proof course
 - corrosion.
-

Construction site health and safety

(2 hours)

Virtual construction site set in a 3 dimensional environment, featuring a series of interactive activities to develop understanding of health and safety issues within the construction industry.

Healthy houses

(15 minutes)

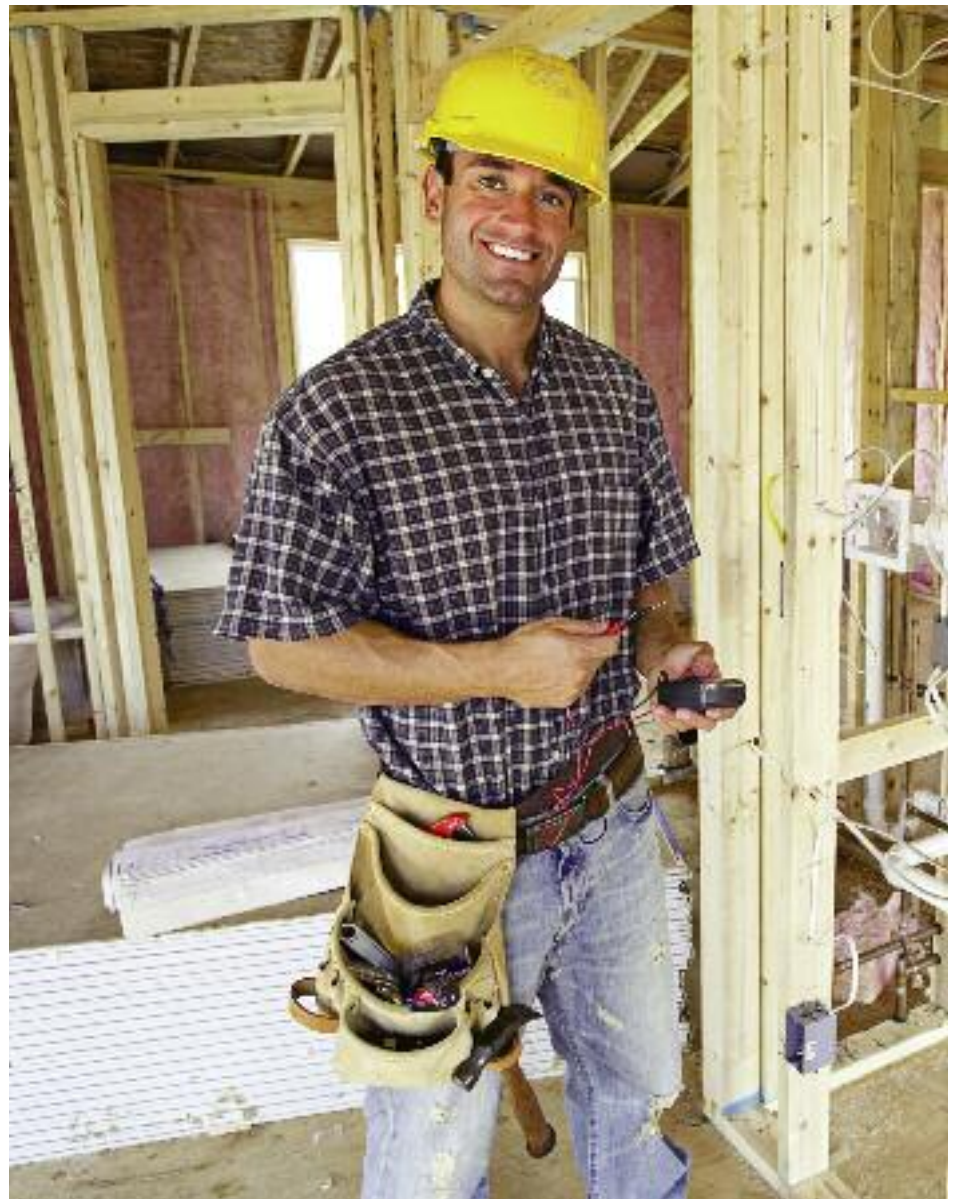
Animated look at how building materials and methods can impact on the health of buildings by affecting their ability to breathe and get rid of excess.

Activities

In addition to the learning bytes, the learner would use the health & safety (CITB) training disk, which allows the learner to practice for the CITB assessment (CSCS card). The learner can also work through an introductory booklet for the internet and e-mail, which covers attaching a CV to an e-mail. The learner would access the Careers Scotland website to look through the Career Match. Finally, the learner would be encouraged to register with various recruitment sites.

Progression

On completion of this course, depending on the progress of the learner, they may be ready to look actively for employment in the construction field.



Cluster 10

Proficient office IT skills

Target groups

Learners who are looking to update and refresh their existing IT skills.

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

Essential knowledge and skills

The cluster is aimed at learners who have previously used Microsoft Word and Microsoft Excel. Learners should be familiar with the majority of the topics covered in the learning bytes fundamental courses for Word and Excel.

Aims

On completion of this cluster learners should:

- be proficient in the intermediate topics of Microsoft Word and Excel
- be proficient in the management of files.

Suggested learning bytes

ErgoWize (35 minutes)

An introduction to the essentials of using your computer workstation safely.

Typing master (8 hours)

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

Working with text and paragraphs in Word 2003 (2 hours)

This byte shows you how to format documents in Word 2003.

Formatting Data in Excel 2003 (2 hours)

In this learning byte you will be able to apply and adapt a range of Excel cell formats.



Activities

- Online resources

AbilityNet (online assessment)

www.abilitynet.org.uk/raps/assessment

The assessment guides the learner through a series of questions on computer use. At the end of the assessment learners are given the option to contact AbilityNet and/or print off useful information relating to:

- working with a monitor
- using a keyboard and mouse
- reading and writing.

Hands-on practical exercises

The following exercises are available for download from www.lds4centres.com

- Microsoft Word 2003 – proficient user exercises
- Microsoft Excel 2003 – proficient user exercises
- File management exercises.

Progression

Learners who complete this cluster may progress to any of the below clusters:

- Getting into work cluster
- Reception cluster
- Sales cluster
- Administration cluster
- Finance cluster.

Additional resources

Microsoft Outlook 2003 – fundamentals

(6-8 hours)

This learning byte is an optional extra for learners who require to know the basic features of a work-based e-mail system (e.g. to open and reply to e-mail messages, insert attachments and schedule appointments). Centres wishing to offer this learning byte would find it beneficial if Outlook was installed and configured with sample learner e-mail accounts to enable learners to practise course topics.

Microsoft PowerPoint 2003 – fundamentals

(2-3 hours)

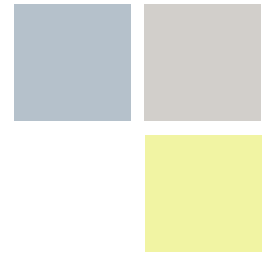
This learning byte is an optional extra for learners who require to know how to create and manipulate a PowerPoint presentation. Centres wishing to offer this learning byte would find it beneficial if PowerPoint was installed to enable learners to practise course topics.

Microsoft Access 2003 – fundamentals

(6-8 hours)

This learning byte is an optional extra for learners who require to know how to create and manipulate an Access database. Centres wishing to offer this learning byte would find it beneficial if Access was installed to enable learners to practise course topics.

Notes



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

