

SUPPORT FOR DISABLED PEOPLE TO LEARN

# Portfolio of services and learning opportunities 2016



[www.lead.org.uk](http://www.lead.org.uk)

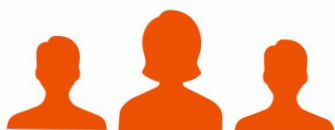
# ABOUT LEAD SCOTLAND



## 2016 at a glance

### 73% of learners

tracked at 3 months sustained positive destinations of further learning, volunteering or employment



**100 attendees**  
at our national  
conference

**1700**

quarterly  
ebulletin  
subscribers



**Over 1600**

social media followers



**267** 

disabled people  
and carers engaged  
in learning

**202** 

specialised  
helpline calls

**1 in 3** learners supported  
by a volunteer



**224**  
learning  
opportunities  
undertaken

**73% of  
learners**  
tracked at 6  
months said they  
were still using the  
skills they learned  
whilst with Lead

# ABOUT LEAD SCOTLAND



## Widening access to opportunities for learning

Lead Scotland supports disabled and disadvantaged people and carers by widening their access to opportunities for learning.

This portfolio is intended to introduce local authorities, agencies and potential funders to the range of services and learning opportunities we can provide. Our team are always developing more courses and exploring new approaches to learning.

We support people on their learning journey, from the first time we meet them through to the day they are ready to move on to the next steps on that journey.

Lead Scotland's locally delivered services embody the principles of lifelong and life-wide learning. They are always learner-centred, professionally delivered and rigorously evaluated.

Most of these services are delivered locally by our network of trained Learning Co-ordinators. Learners may be supported by one of our carefully selected and trained volunteers. All the courses and learning opportunities are flexible in their delivery and can be adapted to suit the needs of particular individuals or groups of learners. Some of the courses are aimed at practitioners in the field of learning, and will inform them and build their capacity to support learners.



Emma Whitelock

**If you want to find out how Lead Scotland's training courses and learning opportunities can work for you or the people you work**

**with, please get in touch.**

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# CORE SKILLS AND LITERACIES

**Lead Scotland supports disabled and disadvantaged adults and carers to access learning opportunities and develop their literacy and other core skills as identified by SQA: Communication, Numeracy, Information and Communication Technology, Problem Solving and Working with Others. The support we offer is learner-centred and uniquely tailored to the needs of each learner.**

Our service offers person-centred one-to-one support to those individuals wishing to develop skills and engage more confidently in learning, with progression into group work or further education.

The support we offer is entirely dependent on the needs of the individual learner. It is always learner-centred, professionally delivered and rigorously evaluated.

After meeting a new learner for the first time – usually in the learner's home – the Learning Co-ordinator and learner will develop an individual action plan for a service tailored to the learner's needs, including regular reviews of their progress towards achieving their goals.

Learners will often be supported by one of our carefully selected and trained volunteers.

Learners may also be able to get a loan of a computer or other digital device for use in their home.

Lead Scotland can also offer:

- Support in the pre-engagement period prior to attending college and through the transition period
- Home based assessment with adaptive/assistive technology needs to ensure additional support needs are in place
- Outreach support to those who want to register on a course

Learners may move from one-to-one support to group work and to participation in some of the other learning opportunities described in this prospectus.

## **Who is this for?**

Disabled and disadvantaged people and carers who may be experiencing barriers to learning.

## **How long will it take?**

The amount of time spent as a Lead learner varies according to the needs of particular learners, but it is normally from three to six months.

## **How is this assessed?**

Learners' progress is recorded against their individual action plan and certificates of achievement may be awarded.

# CORE SKILLS AND LITERACIES



## CASE STUDY: Darlene from Dundee's story

**Darlene is a learner from Dundee. These are her words:**

**“A lot of services don't come to the house but that's what I need because I have panic attacks and agoraphobia. I need someone with me all the time. I wanted to build up my confidence.**

**“Amy the Learning Co-ordinator, introduced me to a Lead volunteer, Mandy. Mandy comes to the house and she is teaching me maths and English. She is brilliant! She understands what I'm going through as she has had anxiety and agoraphobia too. I always thought I couldn't do it, but I am doing it.**

**“She's building me up more and more. She shows me easy ways to do things like dividing. I can remember them and I know how to do it now. I can count in my head and I'm good at that but when it comes to writing things down or reading I was always put off. I didn't like school, not even primary school. I refused to read out loud, I bunked off and I left without sitting any exams.**

**“The English is helping me too. I understand what people are saying now. Before it went over my head. It's helping me when I**

# COMMUNITY ACTION & LEADERSHIP AWARD

**SCQF level 3 and 5 Community Action and Leadership is an SQA accredited programme with four units and 16 credits which builds the confidence and skills of learners as they become active citizens who influence change and make a difference in their communities. It is designed for learners who want to gain transferable skills and experience for the workplace and their community, such as communication, digital skills, active citizenship, personal development and strengthening the local community via volunteer placements.**

The Community Action and Leadership course is made up of the following units:

## **UNIT ONE: Self Awareness and Identity**

In this part learners will find out more about themselves and their skills. They will be supported to carry out a short project of their own choosing. For example they might want to learn to speak up in a group or something else which is important to them. They will share what they have learned with others and find out about their projects too.

## **UNIT TWO: Active Citizenship**

The best way to learn about active citizenship is to be an active citizen. In this part of the course learners will be doing just that! In this part of the course we will support them to put their skills into action. For example they might want to work with others to campaign about something they are passionate about, or join a committee or get involved in something else which is important to them.

## **UNIT THREE: Promoting Inclusion**

In this part we will support learners to promote inclusion and challenge discrimination. They will work as a team to produce a piece of accessible information. For example they might choose to make a flyer for someone who is visually impaired and test it out. In the group, learners will share ideas about ways to challenge discrimination. They will work with others and share what has worked well in this part.

## **UNIT FOUR: Influencing Change**

This part is about learning to work together with others to influence change and improve services. Learners will think about what needs to change and plan to make it happen. They will build their leadership skills as they try to influence change.

### **How long will it take?**

Normally, the course will take 20 weeks (two sessions lasting two hours every week). Learners will work as part of a group of around six people.

### **How will the course be assessed?**

The course tutor will support learners to keep all your work and this work will be assessed all through the course. We will tell learners how they are doing as they work through the course. Learners will be supported to keep their work in an eportfolio on a computer. There is no exam.

# COMMUNITY ACTION & LEADERSHIP AWARD



## CASE STUDY: CALA at Cantraybridge

**Lead Scotland's SCQF Level 3 Community Action and Leadership Award has been undertaken by an extremely enthusiastic group of learners from Cantraybridge College, near Inverness.**

**The group of seven have worked together to build their confidence and skills and make a difference in their communities.**

**One learner said: “Normally in a group I’d be shy and not speak. Now I can because being in the leadership group has boosted my confidence.”**

**Another learner said that she is the College Committee Chairperson but that she is “learning how to delegate to give other people control which is good”.**

**Another learner said she believes in herself more and “it’s really helped with my confidence, more than anything else has.”**

**As well as learning about good and active citizenship as they become active citizens in their communities, the group were involved in organising an open day at the College.**

**The group are also developing a video on the topic of barriers to**

# GETTING DIGITAL

**The Getting Digital Project provides a basic context-free digital skills learning programme which supports learners to develop the five basic digital skills they need to get online confidently, safely and sustainably, to improve digital skills, inclusion, and enhance their connectedness. It is particularly relevant for learners who experience barriers to digital inclusion and participation, and is tailored to match the needs and aspirations of the individual learners in the group.**

The Getting Digital course is delivered flexibly and tailored to the needs of individual learners, often with volunteer and peer support.

Outcomes will include:

- Learners can use technology, widening access to digital and learning technologies.
- Learners have increased awareness of the range of free digital tools and social media which can support participation (reducing isolation and loneliness) and can use these effectively in a variety of contexts.
- Learners are empowered to take up further informal and formal digital learning opportunities matched to skills, motivations, aspirations enhancing ICT capabilities and skills.
- Learners can utilise their new digital skills within different contexts including shopping, communication, social media.
- Learners can use enabling technology in innovative and creative ways for digital participation, and use a variety of online platforms to connect people who are geographically disparate.
- Improved access to resources, equipment, and learning.
- Participants have the opportunity to peer mentor other learners.
- Improved self-esteem, confidence and motivation levels

## **Who is this course for?**

Anyone who wishes to improve their digital skills and increase their digital connectedness and inclusion.

## **How long will it take?**

The course lasts 10-12 weeks with weekly two hour sessions and involves group learning and one-to-one support.

## **How is the course assessed?**

There is no formal assessment but a certificate of completion will be awarded.



# GETTING DIGITAL



## CASE STUDY: Digital Skills in Perth & Kinross

**Lead Scotland's Learning Co-ordinator in Perth & Kinross teaches digital skills to disabled people and carers throughout the area. Five week Tablet for Beginners classes are run in local libraries, community centres and using the facilities of local partner organisations.**

**Classes are so popular, they are often fully booked. Depending on the individual needs of learners, digital skills training sessions are also delivered on a one-to-one basis.**

**Learners devise their own learning plans and are supported to meet their individual goals, including getting online, using apps and doing online shopping.**

**Last year, an impressive 462 hours of study were facilitated by the Learning Co-ordinator and volunteers.**

**Learner Freda, who was supported to use an iPad to send and receive pictures of her family, commented:**

**"I love getting pictures of my grandchildren and it is so easy to take a photo and send it to my daughter, just finding out how to attach a photo to an email has transformed the way we communicate with**

# THINKING DIGITALLY

**This project is suitable for learners who are already familiar with the use of digital technology and are interested in developing their digital skills to plan and produce a digital artefact, eg blog, wiki, etc, about a subject of their own choosing. The learner will be expected to communicate and collaborate, demonstrate knowledge of usability and accessibility, and evaluate on their own process.**

The course can be delivered remotely, face to face or by a combination of these. Learners are encouraged to embrace thinking digitally by keeping their evidence in an eportfolio which Lead provides.

## **Course Learning Outcomes:**

- Plan a project to develop own digital skills through creating a digital artefact
- Demonstrate effective use of online tools and environments for communication and collaboration
- Select and use appropriate digital tools and resources to create a digital artefact
- Evaluate own development of digital skills and knowledge



## **CASE STUDY: North Alliance**

**Six Community Learning & Development practitioners from the North Alliance undertook the course. Comments included:**

**Really practical course, giving you opportunities and time to try out different online tools. I also like meeting as a group regularly to discuss everyone's progress.**

**It is pushing me to try things I have always steered away from. It is supportive and fairly informal.**

**Has introduced me to wide range of digital tool & platforms and given instruction on how they might be used.**

### **Who is this course for?**

Community Learning and Development practitioners, tutors and volunteers.

### **How long will it take?**

The course lasts around 14 weeks, with a time commitment that involves an initial one to one session with the tutor/ assessor, remotely via GotoMeeting or equivalent, followed by 13 one hour group sessions online, as well as time to connect with peers in between sessions, and for self study – at least 3 to 5 hours per week.

### **How is the course assessed?**

You will build evidence throughout the course, such as short assignments, production of a digital artefact, reflective work and so on. This is a paperless course and you will be expected to organise your work within an online eportfolio, provided by Lead Scotland.

# LITERACIES WITH CARE

Literacies with Care is a short course is primarily designed for delivery to practitioners but which could also be tailored for delivery to carers. Its aim is to provide them with the skills they need to support learners to sustain their literacies skills through everyday activities. Its aims are to increase understanding of how literacy is part of everyday life, to explore the policy context, to recognise the importance of access to literacy support, to explore common threads between Social Care and Learning, and to

The learning outcomes for the course will include:

## **Recognise the policy context for literacies in Scotland**

- Recognise Scottish policies, strategy and recommendations related to literacies in Scotland and the background to these
- Recognise the Scottish Government's definition of literacies
- Identify opportunities for disabled people who attend the centre within the 2013 context

## **Interpret language used by the social care and learning sector**

- Recognise what language/jargon/terms currently used within social care and learning sector
- Establish the meaning behind the terms for each sector

## **Recognise how literacy skills are part of everyday life**

- Recognise the meaning of the term 'Complex Capabilities'
- Break down a basic task, eg form filling, into different elements and identify the range of skills needed to complete the task
- Recognise that many (complex) literacy skills (are needed for what seem to be simple tasks
- Identify ways that everyday items can be used to develop and sustain complex capabilities

## **Identify opportunities to support literacies in the goal setting process**

- Recognise different areas of life in which we set goals
- Recognise how action planning meets learner needs
- Recognise opportunities for supporting literacies development within the current person centred goal planning process used

## **Recognise a range of learning preferences**

### **Who is this for?**

The course is recommended for Day Care Organisers, care assistants, managers, literacies staff partner(s), SDS staff partners, college staff partners.

### **How long will it take?**

This short course can be delivered in half a day.

### **How will the course be assessed?**

There is no assessment. Participants will each receive a certificate confirming that they have completed the course.



# Lead Scotland

SUPPORT FOR DISABLED PEOPLE TO LEARN



Six learners from Fraserburgh receive their Certificates of Achievement from Lead Scotland after attending a ten week literacy group to develop their basic literacy and numeracy skills