

# Skills for Life Support Programme



## A Case study overview

Title: Funding Embedded LLN Delivery

## B Introduction

Exchange Group is a national skills and employability training provider.

At the beginning of 2009, Exchange Group won a Train to Gain and Train to Gain ESF contract to deliver Literacy and Numeracy qualifications in the workplace. Both qualifications are fully funded and each level is eligible for the full funding amount.

The main challenge was to find a way to fully embed Numeracy and Literacy into our existing Customer Service NVQ delivery.

## C Visual

<http://www.exchangegroup.co.uk/>



European Union  
European Social Fund  
Investing in jobs and skills

## D Context

### Context/ rationale

In order to establish a successful embedded programme, several points had to be taken into account:

**Structure:** How many delivery models would be necessary? How many new employees would be needed? Would vocational assessors be able to deliver embedded LLN? Who would ensure that the programme complied with quality and contract requirements?

**Resources:** Could our existing resources be somehow adapted? What type of new resources would be needed? Where could they be found? How would we make resources relevant to learners' interests and needs?

**Staff development:** What training would staff need? How often? Who would deliver the training?

**Standardisation:** How would we make sure that standard procedures were followed throughout the network?

**Cost:** How would we cover the cost of hiring new staff and buying new resources?

## Skills for Life Support Programme

### E How they worked/ what they did

#### **Structure:**

Everyone (management, employer engagement team, tutors and assessors) to understand the importance of SfL within TTG, being aware of levels, qualifications and needs.

Two delivery models: Level 1 delivered by SfL tutors to provide more support and Level 2 delivered by assessors, encouraging learners' independent learning.

Staff needed: 1 full time Literacy tutor, 1 part time Numeracy tutor and existing vocational assessors.

Work Based Learning Manager closely working with SfL Co-ordinator. Paperwork and quality issues managed by the admin and audit teams.

#### **Resources:**

BKSB initial assessment and diagnostic to thoroughly identify level and areas for improvement.

Existing materials used: Move on and BBC Skillswise

New materials: Customer Service Literacy Revision Packs created by the SfL Co-ordinator according to the learners' needs.

#### **Training:**

Free training provided by the SfL Support Programme, attended by the SfL Co-ordinator and cascaded throughout the WBL department depending on relevancy.

#### **Staff development:**

Monthly SfL updates to discuss learning materials and delivery.

#### **Standardisation:**

Standardisation meetings with SfL tutors, assessors and sales to discuss performance and issues to be resolved and to provide feedback.

#### **Cost:**

Free websites were used and in-house resources created to avoid high costs. Grants from the SfL Support Programme helped fund additional costs.

#### **What learners said:**

"I never realised how much Numeracy and Literacy are involved in my everyday customer service role."

"I left school long time ago. It feels good to brush up on my English and maths."

"I don't have time to go to College so, having the option to study at work, really helps."

#### **H Challenges and learning**

The main challenges were:

**Employers and employees engagement:** The employer engagement team was fully trained on how the embedded LLN works and encouraged to complete the programme themselves to make sure they could see the benefits and, as a consequence, be positive and confident when selling the programme to employers and employees.

**Staff involvement:** Vocational assessors and SfL tutors were provided with all the necessary training and made part of the decision making process.

## Skills for Life Support Programme

### I Benefits/ impact

- 75 % achievement rate
- Programme completed within 3 months
- Employer and employee satisfaction, progressing to higher levels and other subjects once the rapport was built.
- Better NVQ performance



### J Quotations to capture provider /staff/ learner voice

What assessors said:

“Delivering embedded LLN will help develop my own skills.”

“Developing Literacy and Numeracy skills will help candidates successfully complete the NVQ assignments.”

“Being a trained SfL tutor as well as an assessor, will improve my career prospects.”

### L Links

Move on engagement materials  
<http://www.move-on.org.uk/goaw.php?scid=192&pid=185>

Move on e-learning and practice tests  
<http://www.move-on.org.uk/>

Key Skills How to Guides  
<http://www.excellencegateway.org.uk/page.aspx?o=216215>

[http://www.excellencegateway.org.uk/media/KSSP/c02\\_notes\\_hosp\(1\).pdf](http://www.excellencegateway.org.uk/media/KSSP/c02_notes_hosp(1).pdf)

### K Lessons learnt

**Clear structure needed:** clear roles, responsibilities, procedures, paperwork and programme stages.

**Tutor and assessor involvement:** feedback from those who deliver the programme is key.

**Adapting what already works:** Training centres have been delivering SfL for years. Resources used by them can be adapted to be used in the workplace.

**Keeping it simple:** focus on a couple of strong resources and stick to them. Additional materials can be provided on demand.

### M Next steps

- Ongoing training and standardisation meetings to keep improving resources and delivery.
- Ongoing quality checks to ensure paperwork and procedures comply with quality and contract requirements.