

# WCS

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Developing Responsive Provision

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# Case study of tailoring a learning programme for call centre employees

Providers can find it difficult to develop customised programmes for companies, and yet employers increasingly require non-standard interventions. They look for cost-effective methods of meeting their needs in a flexible, responsive way.

Therefore a case study has been included to show how a provider tailored a programme for a department of a company using the initial findings from a company-wide training needs analysis (TNA).

The process:

- outcomes from the TNA identified a range of literacy skills gaps in the company's call centre
- actions taken were Level 2 diagnostic assessments to prioritise individuals' development needs
- call centre staff were observed and their current work practices were reviewed
- skills gaps were mapped to Level 2 Literacy specification
- learners' work was mapped to Level 2 Customer Service national vocational qualification (NVQ)
- results informed the design of the intervention.

Case study documentation provided:

- scheme of work, designed to meet the employer's needs and also the Level 2 Literacy specifications
- a lesson plan, written in conjunction with advisers and managers
- guidelines to effective lesson plan writing.

Some or all of this example can be used in practice, as it outlines an effective process in what to do to develop customised courses, meeting specific needs. This can then be adapted using your own scheme of work and lesson plan templates. It can also be an effective training tool for developing your own staff in how to customise provision.

## **Case study: East Durham and Houghall Community College**

In this case study, staff from East Durham and Houghall Community College describe in their own words how they worked with a call centre. Using existing customer correspondence the Skills for Life (SfL) team worked with the company to upskill its customer service team to the required level of competence to gain a literacy qualification and provide evidence towards their national vocational qualification (NVQ) Customer Service Level 2 portfolio.

By using the company's organisational documents, the employer and employees were able instantly to see the benefits of the training and the immediate impact of the improved service to clients.

## Call centre case study

Our client approached the college's Workforce Development department following a training needs analysis conducted by the company. This showed a range of skills gaps specifically in relation to literacy skills in one department.

Following initial discussions, it was agreed that the staff would complete Level 2 diagnostic assessments to prioritise individual development needs. The results indicated that punctuation, grammar, sentence structure and comprehension were key areas to be addressed.

The scheme of work (page 4) developed incorporated each of the necessary skills in a business writing context. The scheme of work was established to meet the requirements of the employer and the specifications of the Literacy Level 2 qualification.

The lesson plans (page 10) were designed following consultation with advisers and managers and the review of incoming and outgoing correspondence by letter and email.

The benefits to the company included:

- onsite delivery (cost and time-effective)
- group and one-to-one activities to ensure all learning styles were addressed
- advisers encouraged to discuss and share best practice
- team managers included in the programme to ensure embedding of the knowledge
- instant application of knowledge and skills
- improved quality of customer correspondence
- improved customer satisfaction
- greater staff productivity
- learners encouraged to improve skills in other areas, for example numeracy
- positive changes in the staff's attitude towards personal development
- a similar development programme to be offered to all staff.

A mapping exercise was then conducted to use the learners' work to address evidence gathering for their NVQ Customer Service.

The performance criteria met included:

- responding appropriately to customers
- communicating information to customers
- delivering reliable customer service
- resolving customer problems
- supporting customer service improvements
- processing customer service information.

<b>Scheme of work</b>				
<p><b>Rationale: include a paragraph to explain/summarise anything that may not be obvious in the scheme of work, for example equal opportunities, health and safety. Where Key skills are not highlighted within the following scheme of work, please note that they are taught separately. Opportunities for this will be evidenced.</b></p>	<b>Mapping notations</b>			
<p><b>The group are all employees of a call centre, working in the correspondence department.</b></p>	<p><b>SF</b> = Student Feedback (for part-time courses only)</p>	<p><b>AL</b> = Assignment Launch</p>	<p><b>AF</b> = Assignment Feedback</p>	<p><b>H&amp;S</b> = Health and Safety</p>
	<p><b>SR</b> = Student Review, for example Individual Learning Plan (ILP)</p>	<p><b>ILT<sub>T</sub></b> = Information and Learning Technology (ILT) used by tutor</p>	<p><b>ILT<sub>L</sub></b> = ILT used by learner</p>	<p><b>EO</b> = Equal Opportunities</p>
	<p><b>KS<sub>AoN</sub></b> = Key skills – Application of number</p>	<p><b>KS<sub>COMM</sub></b> = KS Communications</p>	<p><b>KS<sub>IT</sub></b> = KS IT</p>	<p><b>KS ...</b> = KS other (specify)</p>

Scheme of work						
Date/ Session number	Content outline and reference (if applicable)	Learning outcomes - the student will be able to:	Mapping notation	How is learning going to be checked?	Key resources	Key improvement issue – proposed improvements for next time session delivered
1 04/04/06 – 13/04/06	Induction and initial assessments	Learner inducted into college. Completion of college paperwork. Completion of initial assessment.	H&S EO	Completion of initial assessment	Laptop College induction paperwork	
2 18/04/06 – 27/04/06	Diagnostic assessment	Understanding the areas of strengths and weaknesses. See documentation process, ILPs.	H&S EO		Laptop	
3 02/05/06 – 04/05/06	One-to-one feedback	Discuss with learner the ILP and how it relates to the diagnostic assessment. Understand individual targets.	H&S EO		Laptop	
4 09/05/06 – 10/05/06	Discussions with team managers	Inform team managers of learning journey.	H&S EO		Laptop	
5 16/05/06 –	Assist learners to develop techniques to	Apply memory techniques to their learning and daily working activities. Understand the terminology used in	H&S EO	Listen and respond	Folders Writing pads	Have more basic grammar, subject/verb, questions in order to

Scheme of work						
24/05/06	memorise and apply information. Introduce learners to the language of spelling. Introduce correct grammar.	spelling. Know that singular subjects equal singular verbs. Know that plural subjects equal plural verbs.		Discussion Participation Practice test	PowerPoint Handout Whiteboard	build up to higher level.
6 30/05/06 – 07/06/06	Punctuate sentences correctly.  Use punctuation to help interpret the meaning and purpose of the text.	Use commas and apostrophes for possession.  Understand how incorrect punctuation can alter meaning of text.	H&S EO	Observation Discussion Individual work	Handouts IT	More comma activities to enable learning (for example use 'no, please').  Re-work apostrophe worksheet as too many apostrophe roles involved, that is, make it simpler.
7 13/06/06 – 21/06/06	Understand main events of text.  Identify purpose, main points, specific details and points of view.	Understand that sometimes they need to infer meaning.  Understand that different texts have different purposes.  Distinguish between main points and detail.	H&S EO	Active participation Group discussion Listen and respond	Handouts Various text types PowerPoint	

Scheme of work						
8 27/06/06 – 05/07/06	Plan and draft writing Format and structure Formal/Informal language Proofread	Apply learned techniques to their own correspondence work. Plan and draft a standardised letter.	H&S EO	Discussion Observation	Company correspondence Example letter Formats PowerPoint	
9 11/07/06 – 19/07/06	National test L2 Literacy practice	Discuss ideas for exam preparation. Complete a practice test and discuss results.		Exam results	Practice tests loaded onto laptops.	
10 25/07/06	L2 adult literacy national test (NT)	To pass national test.		Outcomes of exam	NT loaded onto laptops.	
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Scheme of work						
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Scheme of work						
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## Lesson Planning Document

<b>Date / Week:</b>	30/05/06 – 07/06/06	<b>Subject:</b>	punctuation
<b>Name of Support Teacher(s):</b>	n/a	<b>Type of Support:</b>	n/a

Aim of session:		The learner will:	Group description
<ul style="list-style-type: none"> <li>to consolidate learners' understanding of using apostrophes</li> <li>to consolidate learners' understanding of using commas.</li> </ul>		<ul style="list-style-type: none"> <li>have a better understanding of when and where to use commas as well as what a comma splice is</li> <li>understand how to use apostrophes for singular and plural possession.</li> </ul>	Group of Level 2 learners all working in the correspondence department of a call centre.
Timing	Teaching activities	Student activity in order to achieve above	Resources
0-10	Recap last session. Identify impact learning has had on daily work.	Discussion/listen and respond.	Whiteboard
10-15	Introduction to punctuation.	Learners to read copy of two letters to see how punctuation can impact on the meaning of text.	Handout 1
15-55	Introduction to commas. Break.	Listen/respond/note-taking and answering questions.	Powerpoint presentation and handouts. 2
55-65	Tutor to introduce learners to newspaper handout. Learners to highlight all the apostrophes and to discuss with group the reasons why they are where they are.	Break.	Newspaper handout. 3
65-75	Write up Exercise 1 on whiteboard. Apostrophe questions.	Learners to highlight all apostrophes noting why they believe they are where they are.	Handout 4
75-90	Discussion of apostrophe rules including plurals and dangling apostrophes.	Discussion/listen and respond.	Whiteboard
90-100	Exercise 1 on whiteboard (could use apostrophe catastrophe questions as well if time allows).	Learners to complete questions.	Handout 5
100-110		Completing exam questions.	
110-120	Introduction to practice exam questions.	Discussion/note-taking.	Spelling homework
	Review answers plenary and introduction to homework.	Listen and respond.	
	EXTRA: Apostrophe catastrophe worksheet.		

Teaching strategies	Notes on homework set	Differentiation
<b>Presentation</b> <b>Discussion</b> <b>Individual work</b> <b>Listen/respond</b> <b>Active participation</b> <b>Group work</b>	Learners to complete the spelling activities Confusing pairs: exercises 1 and 2, as well as writing a description of the nouns/verbs on page one and putting each into a sentence.	By outcome and by EXTRA task.
<b>Assessment methods</b>		
Question and answering Observation Written work		
<b>Reflection on achievement and learning outcomes</b>		

**Guidelines**

**General:** The lesson plan should be transparent – readily understood by anyone visiting the class or having to take it on.

- Any modification to the template must be approved by Head of faculty/Line manager.
- Lesson plans for the beginning of the programme will be sampled by the Head of faculty/Line manager. Additional Learning Support (ALS) tutor needs to be involved in lesson planning.

**Date/week:** You can sequence your plans either by dates or by week numbers, but there should be a clear link with the scheme of work.

**Subject:** This should match your timetable and identify the syllabus or module being taught in the particular session. Identification by unit/module number alone is not sufficient.

**Name of support teacher(s):** Identify anyone routinely present who supports the learner or learner activities.

**Type of support:** Personal, classroom assistant, or additional learning support. You must be clear about the type of support as it will affect the role taken by that person in the session. Learning support needs to be explicitly addressed throughout the session and indicated clearly in the learning activities section on the lesson plan.

**Aims:** Your overall goal – where you intend the learner to reach at the end of the course, or at the end of a number of sessions.

**Objectives:** The stepping stones on the way to the goal – what the learner will be able to do at the end of each session.

**Timing:** It is essential that each session is sequenced appropriately. This will depend on the subject, the activities and the learners. Carefully considered timing indicates accurate judgement on the time needed to complete the required activities in a way that will bring about achievement.

**Teaching activities:** Detail here what you plan to do, for example what you intend to lecture on or demonstrate. In the delivery of the course you should ensure a variety of teaching activities are used, and in individual lessons you should give consideration to attention span, maintaining maximum concentration, individual learning styles and so on.

**Learning activities:** Detail here those activities that help the learner to learn, for example question and answer.

Note: in both these sections you should give attention to variety, inclusive learning/differentiation, embedding equal opportunities and Information and Learning Technologies (ILTs).

**Resources:** List what you will need to make the lesson work. This must relate to the activities. Check that the students are offered an appropriate variety and range of activities.

**Assessments/work set:** Students' progress must be regularly and frequently monitored to ensure they progress at a rate that leads to achievement and attainment. Indicate here those activities that will enable progress to be monitored. Over the course these should reflect increased knowledge and/or skills, ability, and so on, and should show a variety of methods, for example essay, notes, oral questions, participation in discussion, presentations.

**Teaching strategies:** Record here the strategies used. Over the course these should show variety, attention to preferred learning styles and so on.

**Notes:** Include any issues regarding individual students. This might include references to equal opportunities, Key skills, learning styles, evidence that learners have understood, any difficulties the learners had, whether objectives were achieved, whether the lesson was successful, how effective it was and whether it could be improved. Indicate here the impact of late arrivals and how they were dealt with. Other issues of discipline and classroom management should be mentioned. Where the planned content as indicated on the scheme of work was not covered this must be made clear, and the scheme of work modified by indicating changes in the order.