

Trainer pack

Does it add up?

Employers: effective approaches for maths engagement

Module 4

Course information **Length of session:** 3 hours, depending on size of group and prior knowledge and experience of participants. Trainers can customise, shorten and lengthen the session to suit the audiences and settings. The session as it stands is intended to be 3.5 hours long, inclusive of 30 minutes for registration and breaks.

Audience **Job roles:** Appropriate staff from employer organisations, such as Learning and Development Officers, Skills Leads, HR leads (personnel responsible for managing and developing internal staff development provision with local authority contexts.) Organisations will get most from this course if they attend with their functional skills / English and maths learning provider partner.

Sector / setting: Employers, including public sector organisations. Note that the materials in this module can be adapted for all sectors / settings.

Notes to trainer

Purpose of this module

The broad purpose of this and the other two modules in this suite (Module 2: Identifying skills gaps and Module 3: Blended learning approaches) is to help employers (as intermediaries) promote English and maths in the workplace and engage their employees in learning. This learning might include a general focus on improving English and maths but also might include functional skills (e.g. within apprenticeships), or GCSE.

Audience

This module has been designed for delivery to organisations that have a commitment to learning and developing the skills of employees / workers. The particular individuals attending may vary in role from organisation to organisation. It will be helpful if participants coming from employer organisations are accompanied by their learning provider, in order to make best use of planning activities.

Handouts and resources

All resources are included at the end of this document, for ease of printing. Handouts are also shown, for your information. A separate participant pack is also available containing handouts and PowerPoint notes.

Terminology

Whilst this CPD focuses on functional skills (English, mathematics and ICT), participants will come from a range of backgrounds and with varying experience. You may need to spend a little time ensuring you have a shared vocabulary. In particular, several terms are in current use for describing adult literacy, language and numeracy. These include basic skills (a term still used in some settings); adult

literacy, language and numeracy – variously abbreviated to LLN, ALN, ALAN; and Skills for Life. The term ‘English, maths and ESOL’ will replace these, but expect participants to use terms with which they are familiar. Note that some sources of information used in this training employ previously current terminology.

Part of this training looks at defining terms – getting too deep into this discussion risks becoming a little esoteric for most audiences but it is important that participants understand that the workplace may well require application of skills and knowledge and a problem-solving approach. Lead participants to the use of ‘maths’ as a term and to an understanding of functional maths in apprenticeships and as the accreditation of choice post-16.

Aim

To explore effective approaches to maths engagement in the workplace

Outcomes

By the end of the session participants will have:

- Explored maths-specific barriers to engagement in the workplace;
- Evaluated effective approaches to maths engagement;
- Found existing sources of maths engagement material and how these can be adapted to maximise relevance and engagement potential; and
- Worked in partnership with their learning provider to identify a range of engagement approaches.

Module overview

Activity		Content
1	Ice-breaker: Percentage quiz	Card matching activity: participants match the numeracy-related statistics to the correct percentage.
2	Introduction: Aims and objectives and defining our terms	Clarify aims and objectives of the day. Participants work towards a consensus of a definition of maths and its importance in the workplace.
3	Identifying and addressing the barriers	Participants work in pairs to identify common barriers to workplace maths learning delivery. Participants work in groups to explore strategies for overcoming the challenges to the individual,

		management / operational and organisational challenges.
4	Engaging the learners: resources and approaches	Carousel activity where participants examine a range of numeracy engagement resources and realia from the perspective of their specific role and consider engagement approaches for different audiences.
5	'Horses for courses': tailoring the provision	Using an example of a job description and other workplace information, participants design a delivery model to maximise engagement into the programme/s.
6	Planning the approach	Participants work with their learning providers to plan an engagement and delivery approach for an identified target audience.
7	Summary and reflection	Participants share key actions and next steps.

Trainers

Trainer experience or qualifications required

English / maths specialist with extensive and current experience of whole organisation approaches to English, maths and ESOL skills development within employer and public sector organisations.

Reference material for trainers

Trainer notes

- *Making staff count* (2011) NIACE at http://maths4us.files.wordpress.com/2010/06/making_staff_count_final.pdf
- *Numeracy in Train to Gain* https://www.ncetm.org.uk/files/381064/NumeracyinT2G_v4.pdf,
- *Catching Confidence in Maths* <http://maths4us.files.wordpress.com/2010/06/maths-4-us-catching-confidence-v5-2.pdf>,
- *New Challenges, New Chances: Further Education and Skills System Reform Plan* (2011) BIS <http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/f/11-1380-further-education-skills-system-reform-plan.pdf>
- Whole organisation approach starter kit <http://www.excellencegateway.org.uk/node/1151>
- Numeracy starter kit <http://www.excellencegateway.org.uk/node/1158>
- Functional skills starter kit <http://www.excellencegateway.org.uk/node/20280>

Resources

Resources for reference during the session

Trainer notes

Pre-course activity for participants

None

Useful websites

Numeracy / maths menu page on the Excellence Gateway (includes links to the numeracy curriculum, learning materials, CPD and other aspects)

<http://www.excellencegateway.org.uk/node/21296>

Move On: www.move-on.org.uk

General resources on the Excellence Gateway:

www.excellencegateway.org.uk

National Centre for Excellence in the teaching of Mathematics: www.ncetm.org.uk

Before the session the trainer needs to:

Print copies of participant packs.

Prepare **R 1** Percentage Quiz matching cards and place sets on tables for **TN 1** (one set per 3 people).

Prepare 3 sheets of flipchart paper and label them 'Individual', 'Management / Operational' and 'Organisational'. Stick these to the wall for **TN 3**. Sticky notes will also be needed.

Put sticky notes on tables for **TN 2**, and coloured marker pens to use to design and feedback **TN 5**.

Select and download / print off relevant resources for the **carousel TN 4**. See Trainer notes for **TN 4** and **R 2: Carousel resources** for details. Note that **Appendix 1** and online resources are included and a PowerPoint presentation is one of the resources. Note that this PowerPoint also includes additional notes, which help to provide context and further information.

Register and / or log on to the relevant websites chosen to showcase financial capability and numeracy resource websites and interactive resources in **TN 4**.

Prepare curriculum sort cards (**R 3**) for **TN 5** (one set per 3 delegates).

Session plan

Aim

To explore effective approaches to maths engagement in the workplace

Outcomes

By the end of the session participants will have:

- Explored maths-specific barriers to engagement in the workplace;
- Evaluated effective approaches to maths engagement;
- Found existing sources of maths engagement material and how these can be adapted to maximise relevance and engagement potential; and
- Worked in partnership with their learning provider to identify a range of engagement approaches.

Suggested timings are for guidance purposes only. Trainers should adapt content to meet the needs and experience levels of the participants.

TN – trainer notes HO – handout R – resource PPT – slides

Time	Content	Resources		
		No.	Style	Title
15m <i>(Total 15m)</i>	TN 1. Starter: Ice breaker and introduction Show PPT 2 . Participants start to work on matching the statistics to the statements (in R 1) as they arrive. Take feedback and talk through the implications of the scale of need for employers. HO 1 can be used to remind participants about levels.	PPT 1-2 R 1 HO 1	Slides Resource Handout	Introduction, activity instructions Percentage quiz – matching cards Numeracy levels
15m <i>(Total 30m)</i>	TN 2. Aims and objectives and defining terms Introduce aims and objectives (PPT 3-4) Introduce reflective log (HO 2) and explain purpose.	PPT 3-6 HO 2	Slides Handout	Aim and outcomes; what is numeracy? Reflective log

Time	Content	Resources		
		No.	Style	Title
	<p>Ask participants to work in small groups to discuss what they understand by 'numeracy'.</p> <p>Take feedback and discuss answers in context of definitions on PPT 5-6.</p>			
25m	<p>TN 3. Identifying and</p> <p>Participants work in pairs to identify the particular barriers or challenges of engaging people in numeracy programmes.</p> <p>People summarise each barrier on sticky notes and stick them on the prepared flipcharts.</p> <p>Now split the group into 3 smaller groups and allocate each group one of the headings from the flipcharts. Ask them to share their success stories or ideas for overcoming them.</p> <p>Draw out key points of participants' experiences and compare with points on PPT 7-9.</p> <p>Remind participants to add any thoughts or actions to their reflective logs (HO 2).</p>	PPT 7-9	Slides	Barriers: individual, management, organisational
(Total 55m)		HO 2	Handout	Reflective log
50m	<p>TN 4. Engaging the learners: resources and approaches</p> <p>Set up carousel activity (using R 2 as a source of ideas).</p> <p>Instructions for participants are on PPT 10.</p> <p>Participants move around 3 different resource tables in groups of 4/5.</p> <p>Groups of participants evaluate the resources, selecting one or two (where appropriate) and make a note on HO 3:</p> <ol style="list-style-type: none"> 1. The target audience for whom these resources would be appropriate. 	PPT 10	Slide	Carousel instructions
(Total 1h 45m)		R 2	Resource	A range of numeracy engagement materials, websites and realia
		HO 3	Handout	Resourcing the engagement approach

Time	Content	Resources		
		No.	Style	Title
	<p>2. The context or opportunity (e.g. induction, Learning at Work Day).</p> <p>3. Any adaptations or contextualisation that would be required.</p> <p>Take feedback from each group on key resources for different audiences and contexts.</p> <p>Reflective log (HO 2).</p>	HO 2	Handout	Reflective log
40m (Total 2hr 25m)	<p>TN 5. 'Horses for courses': tailoring the provision</p> <p>Lead discussion on challenges to workplace numeracy provision using PPT 11 and 12 to support.</p> <p>Talk through Burnley Council and Cheshire East's successful approaches to engagement via creative delivery options, using PPT 13 and 14.</p> <p>Participants work in threes or fours and each get a set of curriculum cards (made from R 3) and flipchart paper. Set task, using PPT 15.</p> <p>In plenary, each group presents their approach.</p> <p>Invite participants to add any thoughts or actions to their Reflective logs (HO 2).</p>	<p>PPT 11-12</p> <p>PPT 13-14</p> <p>PPT 15</p> <p>HO 4</p> <p>HO 5</p> <p>HO 6</p> <p>R 3</p> <p>HO 2</p>	<p>Slides</p> <p>Slides</p> <p>Slide</p> <p>Handout</p> <p>Handout</p> <p>Handout</p> <p>Resource</p> <p>Handout</p>	<p>Challenges for maths provision</p> <p>Successful approaches to engagement</p> <p>Horses for courses</p> <p>Administrative assistant job description</p> <p>'Finance for non-financial managers' training</p> <p>Budgeting for life and work – short course</p> <p>Curriculum cards</p> <p>Reflective log</p>
25m	<p>TN 6. Planning the approach</p> <p>In pairs (with their learning provider), ask participants to choose a target audience within their organisation whom they would like to engage in maths learning.</p>	HO 7	Handout	Planning the approach

Time	Content	Resources		
		No.	Style	Title
(Total 2h 50m)	<p>Using HO 7, ask participants to select an approach to use for engaging employees in maths learning, think of topics and skills to include and sketch out delivery options likely to maximise uptake.</p> <p>Take feedback and share any success stories,</p> <p>Remind participants to complete their reflective logs (HO 2).</p>	HO 2	Handout	Reflective log
10m (Total 3h)	<p>TN 7. Summary and reflection</p> <p>Ask people to make final contributions to their reflective logs (HO 2).</p> <p>Ask for people to volunteer one of their priority actions:</p> <ul style="list-style-type: none"> • self • organisation <p>or any 'light bulb' moments experienced during the session which they would like to share.</p> <p>Complete an evaluation form if used.</p>	HO 2	Handout	Reflective log

Trainer notes

These notes are to support trainers to facilitate the different activities in the module. They are not meant to be prescriptive, and trainers can adapt the activities as needed to suit the participants. Some activities can be omitted, and others extended, according to the group.

Suggestions for **alternatives**, or for **differentiation** strategies (according to the background and experiences of participants) are given in boxes in the notes for each activity, where provided.

PowerPoint slides, resources and handouts can be adapted or omitted as needed. The instructions for the some of the activities are given on the PowerPoint slides. Trainers can decide to show the instructions on PowerPoint or to print off the 'instructions' slides and lay copies on tables instead or in addition.

The total running time for the session delivery as it stands is 3 hours. To accommodate a 15-minute registration time and a 15-minute break, the total running time would be 3.5 hours. However, these times can be changed to accommodate the particular needs of the audience.

TN 1

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	TN 1. Starter: Ice breaker and introduction	PPT 1-2	Slides	Introduction, activity instructions
(Total 15m)	Show PPT 2 . Participants start to work on matching the statistics to the statements (in R 1) as they arrive. Take feedback and talk through the implications of the scale of need for employers.	R 1	Resource	Percentage quiz – matching cards
	HO 1 can be used to remind participants about levels.	HO 1	Handout	Numeracy levels

Purpose of this activity: to engage participants in maths-related activity and provide an opportunity to consider why maths is so important in the workplace.

As people arrive, draw their attention to the instructions for the starter activity on **PPT 2**. Ask them to find and introduce themselves to one or two people from their table who they have not met before, and work in pairs or small groups to match the percentages on the cards to the statements (cards made from **R 1**). If they are not familiar with the curriculum levels, they may find it helpful to refer to **HO 1: Numeracy levels**.

Once everyone has completed the task, invite comments and questions regarding the particular statements and link to context of training, drawing out the following points:

- The scale of need is great, with a considerable gap between the people who have skills in place at Entry 3 and above (76%) and the percentage needed in order for the UK to compete economically (95%).
- People are not good at self-assessment of their numerical competence, and this has an implication for engagement and demand for numeracy training.
- A high number of people with low numeracy skills are employed. (You may want to refer to unemployment statistics current at the time of training – from this you can work out the percentage of adults in work.)
- Only around one in 5 of us has the numeracy skills required to gain a grade C or above at GCSE or Level 2 equivalent qualification, such as Functional Skills.

- There is a strong correlation between an individual's earning power and their maths skills, and this correlation is stronger than that for literacy / English skill levels (DfES, 2003).
- Only one in ten of us have maths skills that are higher than our English skills (explain that the reasons for this will be explored later).

This is a good opportunity to ask participants, if appropriate, to consider the level of maths skill required for a range of work in their workplace. Aside from generic skills such as managing time and checking payslips, there may be some very specific calculations required in certain areas of work. Note that the adult core curriculum Employability section has examples of job task analysis, showing maths requirements: <http://www.excellencegateway.org.uk/node/2750>

Note that the layout of **R 1** indicates the 'correct' responses to the quiz.

Alternative

You may wish to do the introductions, aims and objectives first, before this activity.

TN 2

Trainer notes

Time	Content	Resources		
		No.	Style	Title
15m	TN 2. Aims and objectives and defining terms	PPT 3-6	Slides	Aim and outcomes; what is numeracy?
(Total 30m)	Introduce aims and objectives (PPT 3-4)	HO 2	Handout	Reflective log
	Introduce reflective Log (HO 2) and explain purpose.			
	Ask participants to work in small groups to discuss what they understand by 'numeracy'.			
	Take feedback and discuss answers in context of definitions on PPT 5-6.			

The purpose of this activity is to confirm aim and intended outcomes; to ensure that there is a shared vocabulary and to introduce the reflective log.

Using **PPT 3 and 4**, introduce aims and intended outcomes. Ask whether these cover what people would like to get out of the session. If there are other or broader issues that people would like to see addressed, take note of these on flipchart to revisit in plenary session, if appropriate.

Introduce **HO 2: Reflective log**. Explain that this is to allow people to record any thoughts or action points as they arise during the session. Explain that you will be drawing their attention to the log at points during the session, but that they should record any thoughts as they arise.

Explain that as we are going to spend the session discussing numeracy / maths, we should first define terms. Ask participants to work in twos or threes and try to summarise their understanding of 'numeracy', or 'being numerate'. Take feedback, and then show **PPT 5 and PPT 6**. Draw out the key points of both definitions, and include:

- the relevance of application of mathematical skills;
- problem solving and critical analysis;
- confidence as well as competence in using number skills; and

- the importance of context as opposed to abstract mathematical concepts.

Conclude that the term 'numeracy' includes mathematics, but is more and broader than this, in that it is the ability to reason with numbers using mathematical concepts; a numerically literate person is able to manage and respond to the mathematical demands of life (Statistics Canada, 2003).

Draw links with functional skills elements and design concepts, including problem solving and transferability. Confirm, if needs be, that functional skills maths and GCSE maths are the preferred accreditation routes (see *New Challenges, New Chances*, BIS, Dec 2011).

TN 3

Trainer notes

Time	Content	Resources		
		No.	Style	Title
25m	<p>TN 3. Identifying and addressing the barriers</p> <p>Participants work in pairs to identify the particular barriers or challenges of engaging people in numeracy programmes.</p> <p>People summarise each barrier on sticky notes and stick them on the prepared flipcharts.</p> <p>Now split the group into 3 smaller groups and allocate each group one of the headings from the flipcharts. Ask them to share their success stories or ideas for overcoming them.</p> <p>Draw out key points of participants' experiences and compare with points on PPT 7-9.</p>	PPT 7-9	Slides	Barriers: individual, management, organisational
(Total 55m)	<p>Remind participants to add any thoughts or actions to their reflective logs (HO 2).</p>	HO 2	Handout	Reflective log

Purpose of this activity: to encourage participants to think about and address barriers to engaging learners in developing maths skills in the workplace.

Prepare three pieces of flipchart paper by adding the titles 'Individual', 'Management / Operational' and 'Organisational'. Ask people to work in pairs and discuss any barriers that they have experienced, or are aware of, to the engagement of employees in numeracy / maths training opportunities. They should write these on the sticky notes on the tables and can identify as many as they choose. Encourage them to consider challenges that extend beyond the individual employee, such as organisational and management barriers.

Take two suggestions from each pair, circulating until there are no 'new' ones emerging. Ask people to take their 'barriers' and stick them onto the relevant pieces of flipchart paper under the appropriate heading.

Show **PPT 7-9**, and compare with the participants' experiences.

Now split the group into 3 smaller groups and allocate each group one of the headings from the flipcharts. Ask them to share their success stories or ideas for overcoming the barriers. In the plenary session, take feedback from each group, and invite the other groups to add to the suggestions offered by the 'lead' group.

Confirm that engaging learners in the first place (i.e. acknowledgement of need, understanding that learning options are available and might be useful and enjoyable) is the biggest hurdle. This is why there needs to be significant input and consideration of approaches to engagement.

Invite the participants to add any thoughts or actions to their reflective logs, **HO 2**.

TN 4

Trainer notes

Time	Content	Resources		
		No.	Style	Title
50m	<p>TN 4. Engaging the learners: resources and approaches</p> <p>Set up carousel activity (using R 2 as a source of ideas).</p> <p>Instructions for participants are on PPT 10.</p> <p>Participants move around 3 different resource tables in groups of 4/5.</p> <p>Groups of participants evaluate the resources, selecting one or two (where appropriate) and make a note on HO 3:</p> <ol style="list-style-type: none"> 1. The target audience for whom these resources would be appropriate. 2. The context or opportunity (e.g. induction, Learning at Work Day). 3. Any adaptations or contextualisation that would be required. <p>Take feedback from each group on key resources for different audiences and contexts.</p> <p>Reflective log (HO 2).</p>	PPT 10	Slide	Carousel instructions
(Total 1h 45m)		R 2	Resource	A range of numeracy engagement materials, websites and realia
		HO 3	Handout	Resourcing the engagement approach
		HO 2	Handout	Reflective log

Purpose of this activity: to allow participants to become familiar with materials designed to engage potential learners into maths learning.

Note: you will need to register and log in to Move On on the laptops in order to access the interactive resources.

Split participants into three groups (of 4 or 5). Three tables need to be set up in the room with resources as follows:

- Table 1 showcasing downloadable / paper-based materials;
- Table 2 showing online resources and realia on laptops / PCs; and
- Table 3 showing the Cheshire East campaign approach.

and participants asked to locate **HO 3: Resourcing the engagement approach** in their packs. Where possible, arrange for employers to work with their learning providers.

Explain that the Cheshire East Skills for Life campaign (described in a PowerPoint presentation, with notes) reflects terminology, resources and strategies that are no longer current. However the general approach remains useful and has worked very successfully in recent years. It is probably better to display this with the notes showing at the bottom of each slide, as these give important further information.

Show **PPT 10** and explain the task:

Groups of participants spend 15 minutes at each table reviewing and discussing the resources/approaches. Before they move on, they need to evaluate the resources, select one or two (where appropriate) and make a note, using **HO 3**, of:

1. the target audience for whom these engagement resources would be appropriate;
2. the context or opportunity (e.g. induction, Learning at Work Day); and
3. any adaptations or contextualisation that would be required.

When the carousel is finished, select some of these ideas and feed back (briefly) to the full group. Elicit the different approaches appropriate for different audiences and contexts.

Other case studies are included in 'Making staff count' (2011) NIACE at http://maths4us.files.wordpress.com/2010/06/making_staff_count_final.pdf

Again, encourage participants to add any thoughts or actions to their reflective logs – **HO 2**.

TN 5

Trainer notes

Time	Content	Resources		
		No.	Style	Title
40m (Total 2hr 25m)	<p>TN 5. ‘Horses for courses’: tailoring the provision</p> <p>Lead discussion on challenges to workplace numeracy provision using PPT 11 and 12 to support.</p> <p>Talk through Burnley Council and Cheshire East’s successful approaches to engagement via creative delivery options, using PPT 13 and 14.</p> <p>Participants work in threes or fours and each get a set of curriculum cards (made from R 3) and flipchart paper. Draw attention to HO 4, HO 5 and HO 6. Set task, using PPT 15.</p> <p>In plenary, each group presents their approach.</p> <p>Invite participants to add any thoughts or actions to their reflective logs (HO 2).</p>	PPT 11-12	Slides	Challenges for maths provision
		PPT 13-14	Slides	Successful approaches to engagement
		PPT 15	Slide	Horses for courses
		HO 4	Handout	Administrative assistant job description
		HO 5	Handout	‘Finance for non-financial managers’ training
		HO 6	Handout	Budgeting for life and work – short course
		R 3	Resource	Curriculum cards
HO 2	Handout	Reflective log		

Purpose of this activity: to consider the challenges to workplace maths provision and examine exemplars of good practice.

Lead discussion on challenges to workplace maths provision using **PPT 11 and 12** to support.

Feedback from large employers is that when learners are signposted to generic numeracy courses, the content is not always seen to be relevant to their job roles, and that staff release is difficult due to the length of the courses. **PPT 12** attempts to illustrate why this may be: the range of skills covered by a particular theme or context (such as very focused role-specific numeracy training or a theme such as ‘Credit Crunching’) may be successful in engaging employees but will not contain the curriculum range required to achieve a qualification. As not all employees will want

the broader skills development, or a qualification, a more flexible approach to numeracy engagement and provision may be more successful.

Also, people may be more willing to attend a taster, then a short course, and get 'hooked' into the longer, accredited route when they would not have elected that option at the outset. Similarly, managers may agree to release more staff for the shorter course, and then be happy to release the reduced numbers for the longer accredited course: both will result in higher engagement all round.

Talk through Burnley Council and Cheshire East's successful approaches to engagement via creative delivery options, using **PPT 13 and 14**. The campaign approach referred to (Cheshire East) is the one showcased on Table 3 of TN 4 (see **Appendix 1**). Note that this PowerPoint reflects the situation at the time of its development (2011) and some of the figures used will be out of date. However it is useful to demonstrate an approach to engaging staff such as union learning representatives, skills champions, and others in considering the need for development of English and maths skills. Note that the PowerPoint contains an interactive quiz.

Alternative

You could replace these examples from the North West region with examples of workplace maths campaigns from the area local to participants.

Participants work in threes or fours and each get a full set of curriculum cards and flipchart paper. Set task, using **PPT 15**.

In groups of 3 or 4, participants:

- Choose one of the numeracy contexts from **HO 4, HO 5 or HO 6**.
- Using the curriculum cards, identify (roughly!) the numeracy skills that need to be developed for the context or theme. As you support the activity, do not let people get 'stuck' in the detail. Reassure them that without further information and analysis of, for example, the job role and specific tasks, no one could map exactly the numeracy curriculum skills to the job or training context.

You may need to explain that the curriculum statements come from the adult numeracy curriculum but that this informs the content of functional skills teaching.

Differentiation

If the audience does not include learning partners, you may wish to run the activity without the curriculum cards if you feel they would present a barrier to the audience.

- Distribute flipchart paper to each group and ask them to design an engagement and delivery model that fits the range of needs of the potential target audience in their workplace.

Each group presents their design and explains why it meets the needs of their organisation and intended target audience.

Again, encourage participants to add any thoughts or actions to their reflective logs – **HO 2.**

TN 6

Trainer notes

Time	Content	Resources		
		No.	Style	Title
25m	<p>TN 6. Planning the approach</p> <p>In pairs (with their learning provider), ask participants to choose a target audience within their organisation whom they would like to engage in maths learning.</p> <p>Using HO 7, ask participants to select an approach to use for engaging employees in maths learning, think of topics and skills to include and sketch out delivery options likely to maximise uptake.</p> <p>Take feedback and share any success stories,</p> <p>Remind participants to complete their reflective logs (HO 2).</p>	HO 7	Handout	Planning the approach
(Total 2h 50m)		HO 2	Handout	Reflective log

Purpose of this activity: to give participants the opportunity to plan an engagement approach that will meet needs in their own organisation.

Ask participants to work in pairs (ideally with their learning provider), and choose a target audience within their organisation whom they would like to engage in maths learning.

Using **HO 7: Planning the approach** to record their thoughts, they should:

- decide on an engagement approach to get learners ‘hooked’;
- think of the skills or topics they would like to include in the programme of learning; and
- sketch out the delivery model(s) which they think would be appropriate, and attract most people into learning.

Take feedback from each group, and invite anyone to share any success stories.

Extension

If there is time, ask participants to prioritise actions and set a timetable. If the plan is to be taken to senior management, it would also be useful to give a rationale for why choices have been made – this could form part of a formal proposal.

Allow some time to complete **HO 2**.

Resources

R 1: Percentage quiz – cards

R 2: Carousel resource list

R 3: Curriculum skills cards

Appendix 1

Cheshire East Skills for Life Campaign Approach

Handouts

HO 1: Numeracy levels

HO 2: Reflective log

HO 3: Resourcing the engagement approach

HO 4: Job description for administrative assistant

HO 5: Finance for non-financial managers

HO 6: Budgeting for Life and Work short course

HO 7: Planning the approach

R 1: Percentage quiz

Print on card and cut out each separate card. Note that the layout of R 1 provides the correct responses.

95%	% of adults with numeracy skills at E3 or above that the UK needs in order to have a skills base in the world's top 8 (Leitch, 2006).
85%	% of people whose numeracy skills are at E3 or below who believe that their maths skills are 'good' or 'very good' (DfES, 2003).
76%	% of people who demonstrated numeracy skills at E3 or above in the 2011 Skills for Life Survey (BIS, 2011).
40%	% of local authority workers whose numeracy skills are below Level 1.
34%	The difference in average earnings of someone with numeracy skills of Level 2 or above and someone with skills at E3 or below (DfES, 2003).
22%	% of the adult working age population (16 – 65yrs) with numeracy skills at Level 2 or above (BIS, 2011).

10%

% of the population whose numeracy skills are at a higher level than their literacy skills.

R 2 Carousel resource list

Note, it may work better if you copy and paste the urls below into your browser, rather than clicking on them directly.

The resources described here are suggestions only, and will date with a changing political and economic climate. Use any appropriate resources within these categories but try to find current and, where possible, local examples of realia.

Table 1 – Downloadable engagement material and resources

A selection of the following engagement material (or other similar materials) should be downloaded and printed out:

1. Workplace English and maths checklists

Skills checklists and guidance on how to use them can be found on the Move On web site, at www.move-on.org.uk/downloadsresults.asp?id=100

Workplace English and maths checklists are a simple way to promote the relevance of developing English and maths skills and to identify the specific numeracy / maths skills required in a vocational sector, NVQ, specific workplace or job role.

The checklists can be used:

- to show the range, scope and relevance of numeracy – what numeracy / maths includes
- by brokers and business development teams when talking to an employer about numeracy and linking this to business needs
- directly with employers to show the relevance of numeracy to their workplace
- to show employers, employees, vocational learners and NVQ candidates the vocational relevance and benefits of developing numeracy skills, e.g. at an induction or taster session

2. Quizzes

Available at www.move-on.org.uk/downloadsresults.asp?id=12

Quizzes are a quick and effective way to get people interested in numeracy / maths, and for them to have a go at some numeracy test questions in a fun format. There are nine questions on each Move On or Get On at Work quiz, giving individuals a bite-size taster.

3. Maths takeaways

Available at www.move-on.org.uk/downloadsresults.asp?id=161 There are currently 13 maths takeaways available to download from the Move On website. The link takes you to guidance notes on how the Takeaways can be used, and a template to create so that organisations can create their own. You may wish to print out the template and guidance notes to leave on the table.

There is a numeracy engagement dedicated section of the Move On website at <http://www.move-on.org.uk/numres.php?scid=166>, which has links to the above resources and others.

Other resources you may wish to use include the maths4us 'Get Maths Active' resources at <http://maths4us.org/get-maths-active/> These will need adaptations to be used as engagement materials (contact details, etc) but are fun and adult appropriate.

Table 2 – online resources and realia

A selection (2-3) of the following websites (or other similar examples) loaded onto laptops / PCs

- 'Money Matters to Me, on <http://www.moneymatterstome.co.uk/> Developed by NIACE
- Skills for Families financial capability website at http://skillsforfamilies.excellencegateway.org.uk/index.php?option=com_content&view=article&id=87&Itemid=99 Teaching and learning resources
- A selection of ideas for promotion through to teaching and learning activities based on the theme of financial capability, at <http://www.pfeg.org/> Although the website is for school children, much of the material is adaptable for a campaign, themed approach to engagement in numeracy, maybe as a focus for Adult Learners' Week.
- The money management section of the Move On website, at <http://www.move-on.org.uk/mm.asp> has a range of resources and approaches for different audiences.
- Skilled to Go – resources for adult learners <http://www.ofsteds.gov.uk/about-the-ofsteds-partnership-working/partnership-working-info/consumer-education/resources/sthome/publicadulthoodeducationresources>

Note: to access the free resources above from the Move On website, a registration is required. It is advisable to register prior to the start of the session to save time, and for the trainer to create specific log-ins for this activity (one for each laptop used). Similarly, you will need to register and log on to the Excellence Gateway in order to access the interactive resources.

In addition to the websites showing financial capability resources, include a range of realia including work and life numeracy-related tasks, such as spreadsheets, timesheets, instructions of how to dilute cleaning chemicals, timetables, gas and electricity tariffs, communication 'bundles' (telephone, TV and broadband), etc. How could these be used to engage learners into maths learning?

Table 3 – Campaign approaches, including Cheshire East example

The resources for this campaign approach, included in full in **Appendix 1**, and as a separate PowerPoint presentation, were developed as part of the LSIS Skills for Life Support Programme. They could be used as they are, as a model of good practice, or adapted for other local authorities and other employers. The Context quiz (Resource 6) could be updated following the publication of the new Skills for Life Survey of Needs (BIS, 2011).

Resource 1: The approach

Resource 2: Skills challenge briefing guidance

Resource 3: PowerPoint presentation – briefing **Available as a separate file.**

Resource 4: Promotional information for fliers and website

Resource 5: Invitation letter

Resource 6: Context quiz

Resource 7: Maths quiz (to be selected and downloaded)

R 3: Curriculum skills cards

Print the cards and cut out for use in TN 5.

Note that the colours used for the fonts below denote the following:

Purple – Number

Blue – Measures, shape and space

Green – Handling data.

It is not essential to use colour to print the cards, but it might be helpful for participants who are less familiar with the curriculum

Read, write, order and compare numbers in words and figures, including large numbers	Recognise negative numbers in practical contexts (e.g. temperatures)	Add, subtract, multiply and divide using efficient written and mental methods	Multiply and divide whole numbers by 10, 100 and 1000
Recall multiplication facts up to 10 x 10 and make connections with division facts	Recognise numerical relationships, e.g. identify multiples and square numbers	Work out simple ratio and direct proportion	Approximate by rounding
Use estimation to find appropriate solutions to problems	Solve problems with and without a calculator involving positive numbers	Solve problems involving algebra	Read, write, order and compare in words and figures common fractions and mixed numbers
Find parts of whole number quantities or measurements (e.g. $\frac{2}{3}$ or $\frac{3}{4}$)	Recognise equivalencies between common fractions, % and decimals (e.g. $50\% = \frac{1}{2}$) and use these to find part or whole-number quantities	Read, write, order and compare decimals up to three decimal places	Add, subtract, multiply and divide decimals up to two places

Multiply and divide whole numbers and decimals by 10, 100 and 1000	Approximate decimals by rounding to a whole number and to one or two decimal places	Read, write, order and compare simple percentages, and understand simple percentage increase and decrease	Find simple percentage parts of quantities and measurements
Find simple percentage increases and decreases	Solve problems with and without a calculator using whole numbers, fractions, decimals and percentages	Express one number as a fraction of another number	Add, subtract, multiply and divide sums of money and record
Read and measure time accurately and use timetables effectively	Calculate using time	Read, estimate, measure and compare length, weight, capacity and temperature using common units and instruments	Read, estimate, measure and compare distance
Add and subtract common units of measure within the same system	Convert units of measure in the same system	Work out the perimeter of simple shapes, e.g. rectangle, equilateral triangle	Work out the area of rectangles
Work out simple volume e.g. cuboids	Work with scale drawings	Solve problems using the mathematical properties of regular 2-D shapes e.g. tessellation or symmetry	Draw 2-D shapes in different orientations using grids e.g. in diagrams or plans

<p>Follow directions using appropriate positional vocabulary</p>	<p>Extract and interpret information e.g. in tables, diagrams, charts and simple line graphs</p>	<p>Collect, organise and represent discrete data e.g. in tables, charts, diagrams and line graphs</p>	<p>Find the arithmetical average (mean) for a set of data</p>
<p>Find the range for a set of data</p>	<p>Use the vocabulary of probability to discuss the likelihood of events</p>	<p>Express the likelihood of an event using fractions, decimals and percentages with the probability scale of 0 to 1</p>	

Appendix 1

Cheshire East Skills for Life Campaign Approach

Resource 1: The approach

Cheshire East County Council is a Skills Pledge organisation, and a commitment has been made to encourage all staff to develop their literacy and numeracy skills up to Level 2. This campaign approach supports Cheshire East's Strategic Workforce Development Plan, specifically Workforce Priority 3: Developing workforce skills and capacity.

This paper outlines a possible approach to Skills for Life awareness-raising and engagement for Cheshire East County Council staff. It reflects elements of several 'tried and tested' successful campaign approaches that have been rolled out across local authorities, Health Trusts and public sector organisations, including the North West Learning and Skills Council, over recent years.

Aims

- To provide a practical understanding of the scale of need for literacy and numeracy skills development across the council, and set the context within the national picture; and
- To provide a taster of the national qualifications in literacy and numeracy and offer staff the opportunity to brush up and develop their skills and update their qualifications.

It encourages staff to compete in a 'team challenge', where the winning team is the one with the greatest level of participation, in percentage terms. Participation is measured by completion of a skills test – the Move On mini-test. Previous similar campaigns have resulted in high levels of engagement, with participants not just accessing the mini-test to explore their current skill levels, but with a majority going on to take a full practice test and enquire about learning opportunities.

The Skills Challenge: a campaign approach

Prior to the campaign:

- Nominate a lead officer.
- Gain the agreement of the chief executive and senior management.
- Decide on a framework for the competition: geographically distinct teams within a directorate, for example. This is pilot activity from which other Skills for Life engagement will develop, so consider willingness to participate and their profile within the council. Teams with a strong identity are more likely to 'get competitive' and therefore participate. Teams with a high presence and high profile are more likely to communicate a positive message and position Skills for Life as an 'agenda for all'.
- Decide on the incentive for rewarding the team with the highest level of participation, making arrangements internally to do this. Prior examples have included a day's team-building activity.
- The lead officer should use the briefing materials provided to set the agenda and explain the challenge. Alternatively, he or she could run a briefing session for team

leaders, by modelling the briefing session and asking them to cascade it to their teams. The former approach would ensure consistency in message, however.

- Arrange the timings and attendance for the briefing sessions.
- Ensure clear signposting is in place for those staff members who would like to progress to literacy or numeracy learning and development opportunities.

The briefing session: throwing down the gauntlet

The session is fun and interactive, and includes a showcasing and offer of the opportunity to brush up skills through the use of the Move On Learner Route combined with hands on activities to encourage a practical understanding of the range and scope of Skills for Life, especially in the workplace.

Prior to the session, arrange for each participant to have a username which allows each cohort to be traced whilst maintaining confidentiality. For example, with a finance team of 20 people, user names could be FIN1 – FIN20. Order learner route fliers from the Move On website and put a sticker with each user name on each flier, and include in each participant pack (see session notes).

Tracking participation and working out participation levels for each team is then an administrative task. At the agreed cut-off date, log into the learner route using the list of agreed user names, and click on 'learner history' on the bottom right hand side of the screen. All activity will appear, including which mini-test the individual took, their level and any subsequent activity, such as practice tests, and engagement with interactive Hot Topics or downloadable teaching and learning activities. You will not be able to identify the individual, but you will be able to see who engaged with the minimum requirement of the challenge – to take a mini-test in English or maths – and whether they went any further on the route.

Session resources

- Presentation (see extensive notes on each slide).
- Context quiz hand out – to record quiz answers.
- Level 2 Get On At Work quiz (use the one provided, or print off one contextualised to a leisure interest or specific work context at <http://www.move-on.org.uk/downloadsresults.asp?id=246> (Note: accessing the free resources section requires a short, one-off registration process).
- Learner route flier with user name stickers (order these from <http://www.move-on.org.uk/downloadsresults.asp?id=136>) *Note that these are no longer available for ordering (June 2012).*
- To conduct the quiz as a team activity, an accompanying jigsaw (with the answers on the back of each piece!) can be ordered from <http://www.move-on.org.uk/downloadsResults.asp> *Note that these are no longer available for ordering (June 2012).*

Cheshire East Skills for Life Campaign Approach

Resource 2: Skills Challenge Briefing guidance

This PowerPoint presentation and briefing session have been prepared for you to use as part of the Cheshire East Skills Challenge – a campaign approach to increase awareness of and engagement in literacy and numeracy skills development.

Hints and tips for successful engagement from tried and tested approaches are included in the notes pages of the presentation, along with explanation of the statistics and facts included. Further resources include the iRoute – a free, online training resource for anyone who needs to be further informed about the agenda and rehearse how to talk to potential learners – and the Learner Route – a self-assessment and learning resource for independent learners.

Overview of the slides in the Cheshire East Skills Challenge Briefing PowerPoint presentation

Slides	Topic overview	Resources and guidance
Slides 1 - 5	Skills for Life	Explain the challenge and the aims of the campaign. Set context
Slides 6 - 18	Skills for Life Quiz	Context Quiz for LAs: for participants to record answers
Slides 19 and 20	Overview of statistics and qualifications	Use Level 2 quiz to give people a feel for the skills and level – useful if the audience is at risk of believing that SfL is for those with Entry level skills, or dispelling the myth that the skills are set at a very low level. You can conduct this in teams, or individually, but it is important that people do not feel exposed.
Slides 21 and 22	The importance of a 'positive sell' and resources to support	These slides introduce the concept of a 'positive sell' and how to access further information about SfL for your own or your team's CPD.
Slides 23 and 24	What form will the learning development take?	Use these slides to introduce the learner route and the mini-test. Demonstrate the learner route via Internet access if possible. Draw attention to the learner route fliers and user names for participation in the challenge.
Slides 25 and 26	The business case	Appropriate for middle and senior managers
Slide 27	The 'take home' message	SfL is not about intelligence – it's about skills!

SfL = Skills for Life, now termed 'English, maths and ESOL'.

Cheshire East Skills for Life Campaign Approach

Resource 3: Cheshire East Skills Challenge Briefing

((See attached PowerPoint presentation with slide notes))

Cheshire East Skills for Life Campaign Approach

Resource 4: Cheshire East Team Challenge! Promotional information for fliers and website

Cheshire East County Council is a Skills Pledge organisation, and a commitment has been made to encourage all staff to develop their literacy and numeracy skills up to Level 2. To celebrate Adult Learners' Week, you and your team are invited to participate in Cheshire East's Skills Challenge.

Nationally, more than half of us (56%) do not have the literacy skills required to successfully demonstrate Level 2 competence (grade C or above in GCSE English, for example). For numeracy, that figure would go up to 3 out of 4 of us, and that includes 48% who are qualified to degree level or above. Skills fade! Have you still got all the tools you need in your skills toolkit?

This campaign approach supports the council's Strategic Development Workforce Plan, specifically Workforce Priority 1: Developing the organisation by building a culture of continuous improvement and Workforce Priority 3: Developing workforce skills and capacity.

Key objective 3.1 Skills for Life – to raise awareness of and skills in numeracy, literacy and IT as the foundation for learning.

But what does this mean in practice and in the context of our own jobs?

In challenging times (if you'll pardon the pun!) skills matter. We all need to be 'match fit' so that we have the skills and confidence to be responsive to change and opportunities. Cheshire East's Skills Challenge is a two-strand project that aims to improve our knowledge and understanding of literacy and numeracy and the skill levels involved, and also aims to provide support to allow us to update our own numeracy and literacy skills, should we wish to do so.

The Challenge will be launched during Adult Learner's Week (16th to 20th May) at (enter venue/s) on (enter DATE/s) where you will:

- * have interactive opportunities to learn more about numeracy and literacy skills, skill level and qualifications
- * receive a taster of the National Tests
- * be introduced to the competition element of the 'Cheshire East Team Challenge'

The 'Challenge' is for you to form a team and go on line and take the Move On Mini Test in either literacy or numeracy! This is an interactive 'skills check' which takes about 10 minutes to complete, and will give you an indication of your current skill levels. It's like a skills MOT, and is private. You will each be issued a user name, known only by you, so that your contribution to your team's participation can be tracked, but remain anonymous. The winning team is the one with the highest percentage participation. There will be a prize for the winning group.

The rules!

1. You need to form a team with some of your work colleagues. Teams must have at least 4 members and no more than 20.
2. Give yourself a team name.
3. Nominate a team leader. Team leaders will be the point of contact for the challenge and will be invited to attend a briefing session where the details and access to the challenge will be explained in full.
4. Complete the Team Challenge entry form and return to xxxxxx
5. Each of your team has to register on the Move On Learner Route using the user names you have been issued with at the briefing session by the cut-off date of xxxx
6. The winning team will be measured by how many of your team (in percentage terms) take the Move On mini-test.
7. If there is a tie, the winning team will be the team with the biggest membership.
8. The winning team gets a prize! (you may want to say what?)

Frequently asked questions

Q: Will anyone else know how I did in the mini-test?

A: No! Your skills are your business (and your asset). No one should be more interested in your skills' current health than you are!

Q: So how will anyone know that I took part in the Team Challenge then?

A: Your team leader will be issued a registration code for each member of the team. You will each use this code to register on the Move On Learner Route where you will find the mini-test. The Team Challenge admin team will use these codes to track who has completed the mini-test and work out percentage participation. Remember, codes are anonymous, so how many of your team took part can be tracked, but codes can't be linked to individuals.

Q: What makes a team?

A: The only requirement is that teams have a minimum of 4 and a maximum of 20 members, and they are all Council staff. They could be the people from your work base, people who work in the same department or on the same project, or just people who share the coffee fund.

Q: So do I need to get some clever people together in order to have a chance of winning the challenge?

A: No! The only measure of success is how many of you participated. Like the Olympics, it's about taking part.

Q: The mini-test is taken online. Do I need to have good computer skills, then?

A: No – the skills check is really easy to use, and if you can 'point and click', you have all the IT skills you need. If any of your team struggle to access a computer, or want to be taken through how to access the mini-test, learning champions will be able to help you with this. Make sure your team leader comes to a briefing session to find out how, or contact xxxxxxxx to arrange this.

Q: I'm interested in being a team leader and know colleagues who are probably up for the challenge. Will it take up a lot of time?

A: No. Just complete the entry form, attend a briefing session if you can and spend ten minutes or so on the mini-test.

Cheshire East Skills for Life Campaign Approach

Resource 6: Cheshire East Team Challenge!

Invitation letter

Dear xxx

Cheshire East County Council is a Skills Pledge organisation, and a commitment has been made to encourage all staff to develop their literacy and numeracy skills up to Level 2. In preparation for Learning at Work Day, you and your team are invited to participate in Cheshire East's Skills Challenge. This campaign approach supports the council's Strategic Development Workforce Plan, specifically Workforce Priority 1: Developing the organisation by building a culture of continuous improvement and Workforce Priority 3: Developing workforce skills and capacity.

Key objective 3.1 Skills for Life – to raise awareness of and skills in numeracy, literacy and IT as the foundation for learning.

But what does this mean in practice and in context to our own jobs?

'Cheshire East's Skills Challenge' is a two-strand project that aims to improve our knowledge and understanding of literacy and numeracy and the skill levels involved, and also aims to provide support to allow us to update our own numeracy and literacy skills, should we wish to do so.

The Challenge for (enter DIRECTORATE/TEAM) will be launched at a Cheshire East Skills Challenge Briefing session on (enter DATE) where you will:

- * have interactive opportunities to learn more about numeracy and literacy skills, skill level and qualifications
- * receive a taster of the National Tests
- * be introduced to the competition element of the 'World Class Skills Challenge'

The 'Challenge' is for (the team) to encourage as many colleagues as possible to go on line and take the Mini Test! You will be issued a user name, known only by you, so that your contribution to your team's participation can be tracked, but remain anonymous. The winning team is the one with the highest percentage participation. There will be a prize for the winning group.

Salutation to be added.....

Cheshire East Skills for Life Campaign Approach

Resource 7: Cheshire East Team Challenge! Context quiz*

Skills for Life – the context

- 1 If support were to be made available to anyone aged 16–65 who does not meet Level 2 standards in either literacy or numeracy, how many people would qualify?
 - a) 26 million
 - b) 5 million
 - c) 13 million
 - d) 1.5 million

- 2 11 % of local authority workers have no qualifications at all.
 - a) True
 - b) False

- 3 What percentage of people educated to degree level or above do not have literacy skills at Level 2 or above?
 - a) 4%
 - b) 18%
 - c) 30%
 - d) 20%

- 4 40% of local authority workers have numeracy skills below Level 1.
 - a) True
 - b) False

- 5 People with Level 2 skills, or above, in numeracy earn an average of £24,000 per annum. How much less, on average, would someone earn whose numeracy skills were below Level 1?
 - a) £8,200
 - b) £5,100
 - c) £6,200
 - d) £7,100

- 6 56% of people with below Level 1 skills are employed. Of those, how many are working in managerial or professional occupations?
 - a) 1 in 5
 - b) 1 in 10
 - c) 1 in 20
 - d) 1 in 3

*to be used to support quiz within the briefing presentation

Cheshire East Skills for Life Campaign Approach

Resource 8: Cheshire East Team Challenge! Maths quiz*

Download and print out one of the quizzes from the Move On website at <http://www.move-on.org.uk/numres.php?scid=174>

*this is an activity from the briefing – see briefing notes and presentation.

HO 1: Numeracy levels

The descriptions of skills and examples in this table are from *Adult numeracy – a review of research and related literature*, National Research and Development Centre for Adult Literacy and Numeracy, 2010
www.nrdc.org.uk/uploads/documents/doc_2802.pdf.

Functional maths has similar levels but with different skills and examples (e.g. more applied). Both adult numeracy and functional maths are based on the adult numeracy curriculum.

Level	Skills	Example
Entry 1	Understands information given by numbers and symbols in simple graphical, numerical and written material.	Recognising and selecting coins, or ordering and comparing numbers up to 10.
Entry 2	Understands information given by numbers, symbols, simple diagrams and charts in graphical, numerical and written material.	Calculating costs and change, or adding and subtracting two-digit whole numbers.
Entry 3	Understands information given by numbers, symbols, diagrams and charts for different purposes and in different ways in graphical, numerical and written material.	Dividing two digits by one digit and interpreting remainders, or comparing weights using standard units.
Level 1	Understands straightforward mathematical information used for different purposes and can independently select relevant information from given graphical, numerical and written material.	Doing simple percentages, or converting units of measure.
Level 2	Understands mathematical information used for different purposes and can independently select and compare relevant information from a variety of graphical, numerical and written material.	Calculating ratios and proportions, or determining median, mean and mode.

HO 2: Reflective log

This log is a working document to record your thoughts, ideas and actions as you go through the session.

Reflections and observations:

Personal action points

Actions for the organisation

HO 3: Resourcing the engagement approach

Job role (ULR, L & D Officer etc):			
Resource(s)	Target audience (who is it for?)	Context/opportunity? (When would you use it?)	Adaptations for context and audience?

HO 4: Job description for Administrative Assistant

Northern Council

Job Outline

Post Title:	Administration Assistant		
Department:	Children Adults & Family Service		
Section:	Social Work & Safeguarding Service		
Reports to:	Admin Officer		
Terms & Conditions:	18.5 hours: Tues 10.00a.m. – 2.30 p.m. Wed 10.00 a.m. – 2.30 p.m. Thurs 9.30 a.m. – 2.30 p.m. Fri 10.00 a.m. – 2.30 p.m.		
Post No:	1428	Grade:	C
Car User Status:	Casual		

Key purpose(s) of this job:

To deliver administrative and office services for the North Locality Social Work Teams. This will include reception duties, minute taking, as well as administrative and clerical office work.

Main Responsibilities and Key Performance Indicators	
1	To carry out reception and public counter duties, including face-to-face and telephone contact with clients. The provision of customer service to high standards.
2	To ensure accurate and complete records are maintained, including data entry, checking for accuracy and flagging of potential errors.
3	Represent the service to provide basic information and advice to internal and external clients. This will include interrogation of systems to provide information; filing; the locating of documents and files; with complex issues referred appropriately.
4	Creating and formatting documents, and the use of Microsoft office packages
5	Taking minutes at meetings, and the provision of timely and accurate records of meetings with agreed actions.
6	The protection of confidentiality, ensuring all information and data for service users is maintained to required standards
7	Assistance with financial transactions for the teams, including the accurate issuing and recording of petty cash.
8	The checking of stock levels and supplies and the ordering of materials and equipment.
9	The organisation of your own workload to complete given tasks on time, meeting required deadlines.
10	Contributing and sharing ideas as a member of the team, to take part in ensuring effective service delivery.

Please note: The post-holder will be expected to work in the interest of the organisation. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee. It is the responsibility of the post holder to comply with Health and Safety and Equal Opportunities at all times.

Equality of opportunity

We do our utmost to ensure that there is no unjustified discrimination in the recruitment, retention, training and development of staff on the basis of their age, sexuality, religion or belief, race, gender or disabilities.

HO 5: Finance for non-financial managers

(Email from Learning and Development Officer to colleague)

Hi Angela

I had a word with Roger today about the 'Finance for non-financial managers' training we discussed. These are the skills and tasks which most of the people we have in mind for the training need to use regularly, and which we know people sometimes struggle with:

- **Service unit / department budgets**
- **Time sheets**
- **Annual leave / Bank holidays / Time owing calculations**
- **Mileage / expenses**
- **Balance scorecard linked measures; percentages / statistics / days per employee calculations / part-time working hours**
- **On-costs / salaries / pension calculations, etc**
- **Rotas / shifts / timetabling**

Do you think that you could talk to Mohammed at the college about whether they could cater for this group?

Many thanks

Rickie

HO 6: Budgeting for Life and Work short course

The ULR team at the local council has been surveying employees to see what sort of learning programmes would interest them. The council has a strategy to engage more staff into numeracy / maths training, as it recognises the scale of need, but has been promoting generic 'Improve your numeracy' courses with little uptake to date.

The surveys have revealed that people would be interested in courses that would help them to understand and take control of their finances better. The most frequently occurring themes include:

- Understanding your mortgage payments, and the long-term real cost
- Understanding the difference between repayment and interest-only mortgages
- Different credit options and their comparative costs
- Household budgeting, including different gas, electricity and phone tariffs
- Understanding pensions, both company and state

The ULR team are tasked to liaise with their training provider to create a numeracy / maths package, including an approach to engagement as well as training, which will successfully attract employees into numeracy / maths skills development opportunities.

HO 7: Planning the approach

In pairs (with your learning provider), choose a target audience within your organisation whom you would like to engage in maths learning.

- Decide on an engagement approach to get learners 'hooked'.
- Think of the skills or topics they would like to include in the programme of learning.
- Sketch out the delivery model(s) which they think would be appropriate, and attract most people into learning.

Engagement approach (include any resources or materials you have seen which you may use or adapt.	
Skills or topics	
Delivery model	