

TEST THE COMPANY

Test the Company offers a campaign approach to promoting the improvement of English and maths.

How much waste does inaccurate paperwork cause?

How many incorrect orders are due to administrative errors?

Do you know how much this is costing each year?

EVERY EMPLOYEE COUNTS!

Could improved skills reduce the costs of these mistakes?

What hidden talents lie in your workforce?

Are your staff working to the best of their potential?

How much time do you have to spend troubleshooting avoidable problems?

Can you afford *not* to develop your employees' skills?

To find out about this dynamic approach to challenging and improving your company's functional English and maths, read on!

This manual is intended to support you in the successful promotion and implementation of Test the Company, and links to the *Employer Toolkit* and *Move On with a National Qualification*.



department for
education and skills



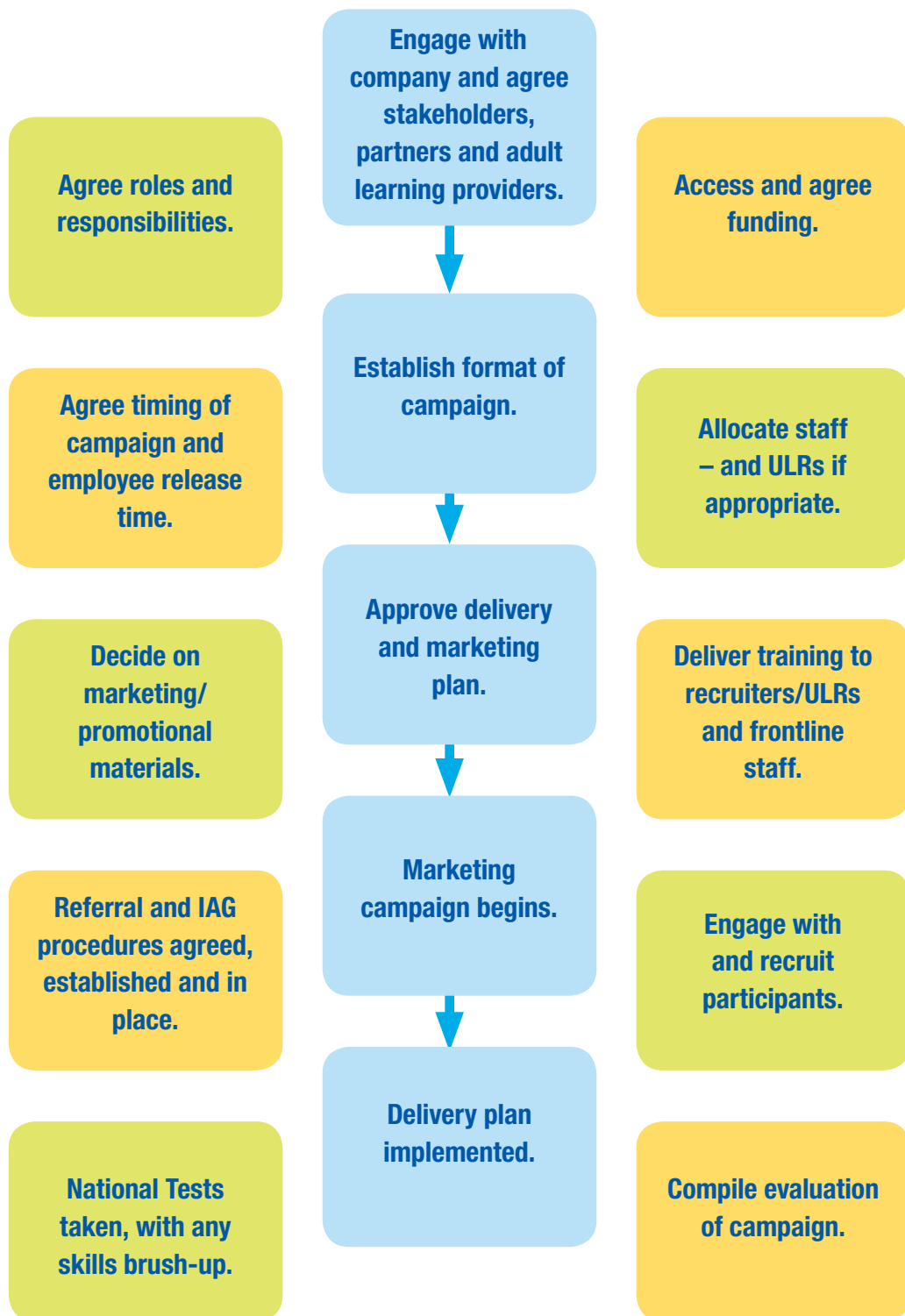
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How to get started:

Step-by-step project guide



Step-by-step guide

Learner	Recruiter
Engage with campaign via marketing promotion.	Engage and liaise with company and partners.
Engage with recruiter.	Attend recruiter training.
Agree convenient time and place for initial interview/assessment.	Take part in company marketing campaign.
Take part in interview/assessment.	Engage with participants.
Take brush-up programme if appropriate.	Identify Test the Company participants.
Take practice tests to get 'test ready'.	Refer to adult learning providers for interview/assessment.
Take test.	Follow up on non-attendance; re-engage learners.
Access IAG session.	Capture and collate data for campaign evaluation.

About this manual

This manual has been drawn from lessons learnt during earlier campaigns and the pilot phase, which ran from October 2005 to February 2006. These campaigns were run in different parts of the country by different organisations. We are grateful to them for their feedback and the case studies that are included in this manual.




All the templates for promotional materials and the funding application are set up so that they can be customised by pilot organisations. The templates are included on the accompanying CD-ROM in Quark XPress and Word format.

We would like to express our thanks to Sunderland College for allowing us to base the promotional materials on their successful model.

Throughout this document, suggested evaluation criteria have been noted in **blue**. You should also identify the evaluation criteria that you must meet to fulfill the requirements of your funding body. Evaluation has both short-term and long-term benefits. Evaluation questionnaires and case study headings are included in the Test the Company and can be adapted to capture the feedback you need.

How to use this manual

This manual is designed to support both businesses and adult learning providers and offers an insight and overview to Test the Company. It is hoped that all the information is of use to all parties. However, for ease of use, the following areas have been highlighted as being of particular relevance to:

-  a company or business
-  adult learning providers
-  both of the above.

1 Test the Company: Introduction

Get On at work has proved to be a successful model for engaging employees and for the achievement of National Certificates.

Favourable outcomes are being achieved in companies where a concentrated approach to Get On at work and the National Tests is being adopted. The awareness-raising activities that have taken place have brought in adults who definitely do not see themselves as *Skills for Life* learners, but who do want a Level 2 qualification.

The focus of Get On at work initiatives is the recruitment of learners at Level 1 and Level 2 to brush up skills in functional English and maths for the workplace and pass the National Tests in a focused way. Some people, particularly those at Entry level, may benefit from longer programmes of learning with their local college or adult education service.

Clarks established a learning centre at Street, Somerset, in 2003. To support the opening of this learning centre the company offered every employee an hour of company time to visit the centre. During this time, informal discussions were held between the adult learning provider (Strode College) and the employees, and most employees expressed an interest in the opportunity to gain a qualification.

There are currently just over 50 students on programme and more than 25 have already achieved qualifications.

Move On is aimed at identifying any gaps employees may have in functional English and maths and allowing them to undertake work-based learning which will improve the skills they already possess and help their personal development.

'You have to remember that many of our employees may not have had any Skills for Life tuition since leaving school. The tests will act as a refresher and allow them to get back to a level they find acceptable.'

Larry Guy, training officer
LG Philips, Durham

2 Testing the Company: The big picture

Initiatives involving a whole company can have a great impact, but are not for the faint-hearted! Support from a range of individuals and other bodies, good planning and organisation are all critical for success. The case studies (see appendix 6) provide an insight into the 'process' that is required. It is important to remember that this initiative will stimulate consideration of other training needs too, so providers need to anticipate support needs and to ensure that the infrastructure is in place to be able to cope with additional training requirements.

Allow plenty of time for planning. The experience of those who have already tried is that everything takes longer than expected. Not being ready can be very detrimental to the project! The pilot feedback confirms and highlights this as one of the fundamental issues to consider. The lead-in time needs to be almost twice as long as you would expect to ensure that you have established sufficient funding and a robust marketing campaign. Partnership working means developing working relationships which will not happen quickly: regular developmental and planning meetings will need to be held, and this needs to be built in to the campaign planning.

3 Applying for funding

The scale of Test the Company initiatives will vary considerably and funding will obviously be scaled accordingly. You could find out if your local LSC will accept an application for funding, or there may be other sources that are appropriate such as the union within the company or the company itself. It would also be advisable to check out the opportunities available under 'Train to Gain'.

A possible outline model for an application for funding can be found in appendix 1. It will need to be adjusted and amended as appropriate.

Estimated costings for producing quantities of materials are given in appendix 2. The artwork, commissioned by Move On, can be individualised for the company.

You are likely to need funding to cover:

- management and planning of campaign
- release time for training
- administrative support
- printing promotional material
- training recruiters/ULRs
- funding for staffing recruitment events
- technical support, equipment and resources for testing
- IAG
- funding for presentation events.

Staffing will be the major item in your budget, but promotional materials will also account for a significant amount. Consider numbers carefully – materials left undistributed will not help recruitment!

The cost to the company for release time for training is another major item in the budget and must be taken into account when compiling a funding bid.

4 Build your core team

All parties will need to build and develop a team to implement the project successfully.

You should brief your senior management to gain their support. See section 8 for manager briefing. Aim to inform other staff in your organisation, perhaps through an internal newsletter or on your intranet, so that they are aware of your initiative.

Ideally, include someone in your team with marketing experience because the initiative relies heavily on good promotional activity.

Include administrative support for collating data but also to liaise with the ULRs to follow up any potential learners who express interest initially but don't make it to a skills check. The ideal appointee will have good administrative skills plus excellent interpersonal skills.

Check whether your Move On regional adviser is available to advise and support at all stages.

All strands of management within the company should be briefed and lobbied to ensure that they are fully supportive of the initiative.

Everyone within the company will need to understand the relevance of the initiative to enable their full support and to promote 'ownership'.

Union learning reps (ULRs) will need to have had appropriate training so that they can liaise with both adult learning providers and employees effectively.

Evaluation: Did the composition of your teams meet your needs?

5 Partnership

Successful partnership working will be crucial to the success and sustainability of the project.

As with all partnerships, there is a need for a particularly clear line of management if partners are to maximise their contribution. All partners must be aware of their responsibilities within the partnership and the mechanisms for reporting and support.

It is particularly important to engage the understanding and support of union(s) at the outset. Sometimes there can be a natural suspicion amongst employees about training initiatives ('What's management up to?'), so the unions/ULRs need to be sufficiently informed to be able to allay any fears.

ULRs can be fundamental to the success of a training initiative and will often take the lead. They can also be extremely helpful in identifying and providing workplace materials to support the delivery of the course.

You will need to establish partnership working with representatives of the company. Employers need to see benefits to the company before they are prepared to take it on board.

Invite the company to track the impact of the *Skills for Life* delivery on business performance: this will prove the case for what you are doing –as long as you are doing it right! If you prove the business case, it will automatically become sustainable.

'The project has been successful for the company. It has given all employees an opportunity in work time to improve their literacy and numeracy.'

Crystal Martin, training executive (textiles)

Tameside College, Greater Manchester

Evaluation: Effectiveness of union assistance, and partnership/mechanisms for reporting and support.

6 Timing

The timing of your initiative may well be determined by external factors that are beyond your control.

Be aware of local initiatives – avoid clashing with any large-scale community/family events.

If possible, avoid peak holiday times (release time for a depleted workforce could be tricky), seasonal commitments and times of change in the company, e.g. when there are revised working practices, new equipment or processes.

Evaluation: Impact of timing/timescale.

7 Marketing

A friendly face is the best promotional material of all!

Face-to-face contact is critical to engage learners – don't rely exclusively on posters and other publicity materials. Ensure that people talking to learners are trained and adequately briefed. (See section 8, Staff development, for briefing papers.)

You may consider having a launch to get things off to a good start. There may be a local celebrity who would help to raise the profile. Aim to involve the managing director or human resources department and other senior managers, and get them to add value to your campaign by taking the mini-test. Have a bank of laptops available with the mini test ready for people to try. Aim to get a photo and editorial in your local newspaper(s).

Test the Company providers advise that the marketing materials are effective but if the costs are outside your already allocated budget you should investigate support. Local LSCs are already engaged with Move On/Get On at work and may be prepared to offer financial help, either as part of your overall bid or as a specific item, or this may be an area in which union(s) in the company will help.

Post details of the initiative on the company's web site or intranet.

You could utilise the existing Get On at work marketing materials see the RFDC Get On at work example briefing sheet in appendix 6.

Evaluation: Impact of launch and resulting internal/external coverage.

The pilot evaluation emphasised the need for a ‘robust’ marketing campaign – adequate lead-in time must be allocated to ensure that this happens.

The Test the Company package includes a CD-ROM with a selection of templates and artwork ready for you to add local details. You will need to select those materials best suited to your situation in order to make the most effective use of your budget.

You may be able to share some promotional costs. This is something that could be investigated early in the initiative. For example, **Wiltshire and Swindon LSC** developed joint bookmarks with Get On on one side and a local company advertising on the other.

You could raise awareness through:

- poster/fliers
- credit-card-size fliers
- scratchcards
- drinks coasters
- leaflets to give information and details of taster sessions (see accompanying CD-ROM for artwork for the leaflet cover – inside information etc. is your decision)
- balloons, banners, T-shirts (artwork on accompanying CD-ROM)
- interviews on local radio/TV
- editorial for local press or company’s newsletter (examples are given below).

The accompanying CD-ROM and www.move-on.org.uk contain artwork, templates and promotional materials. Appendix 7 includes examples of drinks coasters and posters.

Evaluation: Responses to various types of promotional materials. Which were most effective? Were there materials you would have liked but which weren’t available?

You will need to keep the initiative alive after your initial promotion. Change the colour of your posters if they are going to be around for a while.

Evaluation: Did you change the marketing slant during the course of the initiative? How and why? Was it effective? Impact of launch and resulting internal/ external coverage.

Pilot Evaluation: One LSC gave permission for employees who did not already have a Level 2 qualification in numeracy literacy to access appropriate Skills for Life sessions during work time. The provider set up four sessions and offered on-line testing. All the employees had to do was click on 'Yes' on the voting button (which was set up on the e-mail) to put their names down.

Local papers are pleased to have good news stories, preferably with a photograph. You could organise a presentation ceremony and invite the local press.

Comment from **Runshaw College** delivering at **BNFL/ Westinghouse:**

'Celebration of success is vital to entice other learners and recognise achievement.'

Examples of editorial

Test the Company

Staff at Anyco are used to counting things as they prepare orders for dispatch, but recently they've been doing a bit more counting than usual as part of the Test the Company initiative that's taking place on site. With support from Anyco's management and xxx union, ACC has been supporting learners to brush up their English and maths and go on to achieve a National Certificate in Adult Literacy or Numeracy.

Union learning representatives have had a key role in encouraging colleagues to take up the Test the Company Challenge. 'It's been a brilliant experience,' said supervisor Jenny Wren. 'I liked the multiple-choice test – it was a bit like choosing the answer on *Who wants to be a Millionaire?* I've passed Level 1 literacy and now I'm working towards Level 2.'

Anyco Operations Manager Fred Bloggs said: 'The National Tests in Adult Literacy and Numeracy cover the skills needed for work and life generally.'

Teacher xxx, who has been helping learners at Anyco's Learning Centre says: '. . .'

These editorials have been set in the Test the Company livery and are included in the template set and can be adapted and individualised with your company name and contact details. Find more examples of promotional materials on www.move-on.org.uk, or see File 1, Part 5 of *Move On with a National Qualification* (the updated National Test Toolkit).

Testing Times!

Anyco's staff canteen looked distinctly blue last Thursday when, surrounded by bright blue Get On at work banners and balloons, the managing director, xxx, launched Test the Company. Led by xxx, this initiative aims to encourage employees to brush up their English and maths and 'Get On' at work with an up-to-date qualification

The human resources manager, xxx, was the first to try the multiple-choice National Tests in numeracy on the computers that had been brought in for the occasion. 'I enjoyed it', she said. 'I was never very fond of maths at school as a lot of it didn't seem to be relevant to me, but this test focused on the skills needed for everyday life. I shall certainly encourage colleagues to go along to get a skills check and go for a qualification.'

Others present at the reception tried the test in literacy and commented that 'it really made you think' and 'it was challenging', but 'the multiple-choice format was clear and easy to follow.'

'We've had fantastic support from Anyco management and xxx union,' said Test the Company coordinator, xxx. 'Staff have really risen to the challenge and are enthusiastic about the National Tests. For some of them, it will be the first qualification they've gained and lots of them are keen to go on and do more.'

The last word goes to xxx, who is working towards Level 2 literacy: '...'

8 Staff development

Senior managers within the company and within the partner organisations need to be aware of the Test the Company initiative – their understanding is essential. A general Get On at work briefing sheet for managers is available to download from the free resources section of the Move On web site. You will need to present this briefing in the context of Test the Company, using a concentrated approach to generate interest. Test the Company should be presented as an opportunity for employers to raise the concept and potential benefits of *Skills for Life* training across their organisations.

Manager briefing

Further presentation material can be found in *Move On with a National Qualification*, File 1, Part 3. This is also available on www.move-on.org.uk.

Evaluation: Effectiveness of briefing/support achieved.

Teachers

All staff, including support and administration staff, will need to understand their role in the context of the whole initiative. Briefing materials are listed below.

Ideally, use experienced teachers for programme delivery. Teachers new to the Move On approach and/or working in the workplace will need to become familiar with the approach and will need to be clear about the focus on Level 1 and Level 2 qualifications as outcomes and be able to make the learning relevant to the workplace.

They will benefit from being trained on delivering the Move On approach and support materials for this training. The Teacher Support Modules and Maths Methods modules are available in *Move On with a National Qualification* and from www.move-on.org.uk.

Evaluation: How many trained? Effectiveness of training?

Recruiter briefing

The following briefing sheets are in *Move On with a National Qualification* File 1 (order free of charge from www.move-on.org.uk), or they can be downloaded from the free resources section of the Move On web site:

- Briefing paper 1: The National Tests (File 1, Part 2, pp. 48–50)
- Briefing paper 2: Learner voices (File 1, Part 2, pp. 51–52)
- Briefing paper 3: Supporting learners (File 1, Part 2, pp. 53–54)
- Briefing paper 4: Useful language to use with learners (File 1, Part 2, p. 55)

A Move On Guide for intermediaries has been developed to support the briefing of recruiters. It is available to order on www.move-on.org.uk. If you wish to arrange for the guide to be customised for your needs, please see estimated costings in appendix 4.

Evaluation: How many recruiters trained? Were they ULRs? Other employees? Effectiveness of training? Feedback from those trained/briefed?

9 Staffing provision

Where possible, use experienced staff who are familiar with workplace learners and learning. They are most likely to be working in an outreach location and you need to be sure that they can work effectively and independently.

For most adult learning providers, a dream team of staff who can work flexibly, taking on additional classes and changing times and venues at the drop of a hat, remains a dream. Be aware of the availability of your team and, if possible, have the facility to call in additional staff to cope with peaks in demand.

The Move On web site includes an independent learner route that could be a valuable resource, especially where demand peaks and additional staffing is not immediately available. See www.move-on.org.uk, home page: Prepare yourself for the test. Consider how you will respond to external candidates who have used the learner route and who are test-ready.

Evaluation: Deployment of teachers – how they were used, e.g. flexibility/coping with surges of demand. Did you have a bank of reserves to call on, and did you use them? Did teachers recommend the independent learner route to cope with high levels of demand? If so, how was it received?

Pilot Evaluation: The use of the learner route as an option has been received well. Where used within a workplace it is clear that there needs to be a ‘motivator’ from within the organisation to help maintain the momentum of self-directed study.

10 Recruiters and recruiting

The first contact of a potential Test the Company learner is most likely to be a recruiter. Recruiters therefore have a critical role, and time should be invested in briefing them, not only on the *Skills for Life* agenda, relevance of the National Tests, appropriate language to use to potential learners etc., but also about the aims of Test the Company. (See section 8, Staff development for details of briefing materials.)

Ensure that recruiters are prepared to deliver the right message and that they can cope with both positive and negative responses. Be prepared to give them ongoing support.

Stanmore College comments on their initiative with **Harrow Council**:

'So far, internal recruiters have not been used in an "official capacity" but many learners come to courses after hearing about colleagues' positive experiences. This could be developed further through the development of learner champions within the council.'

By maintaining a general approach that does not particularly distinguish between literacy and numeracy, adult learning providers have found that learners often expect to work towards, and gain, both qualifications.

Evaluation: Deployment of recruiters – what worked best? Evaluate the effectiveness of recruiting regularly and be prepared to change tactics if appropriate. Keep a check on numbers engaged and referred for initial assessment.

Pilot Evaluation has confirmed that identifying a Learning Champion from within the organisation encourages provider/recruiter/organisation communication.

11 Initial interviews, including taster sessions

Once recruiters have done their job and identified interested colleagues, you will need to decide how to allocate initial interviews. Not everyone who expresses interest will turn up, but having an immediate facility increases take-up.

A successful model used in other companies has been to provide negotiated release time, on a specific day or choice of days for employees, timetabled and organised with an adult learning provider. This is an ideal opportunity for a 'skills check'.

See appendix 6.

The Move On mini taster, which lasts 45 minutes, could be used here instead of the full three-hour taster session, which could sound a bit too long: 45 minutes is a reasonable time for a potential learner and can be included in the overall course hours. If possible, the session could be linked to a prize or voucher to encourage take-up. Deliverers of mini tasters need not be teachers but would need recruiter training first. (See section 8, Staff development.)

Evaluation: Numbers presenting for interviews/initial assessment. Number of 'no shows' and action taken to recall. Outcomes of assessment: how many at Level 1 and Level 2? And at Entry Level? Adjustments made to improve process and data capture, if any. Which taster did you use?

12 Programmes

A flexible delivery is advised. Take account of the fact that people may want to attend at various times of day, including evenings, particularly if they work shifts.

You may wish to consider delivery over a few lunch hours. Alternatively, if employees use a PC at work, you could negotiate for them to use the independent learner route ('Prepare yourself for the test') on the Move On web site for, say, six hours over two or three weeks and then have release time to take their test.

The pilots have identified the need for a provider to 'know' and understand the company/organisation that they are working with to enable them to anticipate and plan for the organisation's business support needs.

An employee of **Basingstoke College of Technology**, North Hampshire, comments:

'All training is organised to meet the company schedule, which usually means teaching small groups or one-to-one at odd hours of the day or evening so as not to disrupt the company's work. All materials are specially prepared.'

'During the programme, learners are advised of other resources or training available to help them and arrangements are made for this to take place. Each course consists of a taster session for small groups of employees and is followed by a 24-hour course of integrated Skills for Life and IT.'

Computer Gym (UK) Ltd has arranged programmes for City Guards, a London-based security company:

*'At the start of the training, all learners are given a diagnostic test and future work is planned on the results. Computer Gym uses **learnirect** e-learning software augmented with teacher-based materials as required. The diagnostic test can*

be used as a check during the learning programme and once the teacher is satisfied that learners are ready, they sit several practice tests before taking National Tests on screen.'

At **Communis bbf**, Midsomer Norton, near Bath, John Mitchell (GPMU Union Learning Rep) commented:

'The programme is delivered flexibly by the [Norton Radstock] College through our on-site learning resource centre and I have found that the offer of a free CLAIT qualification has certainly increased the number of people willing to take the National Tests.'

Evaluation: Take-up of daytime/evening provision. Ability to match teacher capacity to shift-work provision? Suitability of location(s) used? Numbers attending and pattern of attendance – hours per week for how many weeks? How many took National Tests, at what level and with what achievement?

This initiative should not just teach learners to pass the National Tests. Teachers should also provide support for underpinning skills to address individual learning needs. *Move On with a National Qualification*, File 2, Teaching and Learning, provides detailed guidance for all aspects of this. Order through www.move-on.org.uk (free of charge).

Provision should focus on a short, focused, structured delivery, for learners to brush up existing skills and address any gaps. Learners can extend and reinforce their study by going to Prepare yourself for the test on the Move On web site for further learning and practice tests.

Evaluation: Use made/impact of independent learner route.

Refer learners needing more support to further sessions as appropriate. Have a mechanism in place for those who will have come forward because they want a qualification but who might not be ready to take Level 1 tests. This needs to be managed effectively if the enthusiasm and aspirations of these potential learners is not to be diminished.

Evaluation: Process for referral of Entry level learners. How many referred? To whom and with what outcome?

13 Resources

Learners can allay their fear of tests by practising in non-exam conditions. There are now 44 practice tests on the Move On web site, plus mini-tests. Practice tests are also available in CD-ROM or paper versions – see the Move On web site for details of how to order.

There are numerous Move On quizzes on the web site, some of which are contextualised, e.g. for health, sport and horticulture. There are also many teaching and learning resources.

In addition to your own tried-and-tested favourites, see the Move On web site for details of a variety of resources to support literacy and numeracy.

Working as a partnership with all partners involved should provide an opportunity for the company to contribute towards the development of specific ‘work-related’ contextualised learning.

Evaluation: Resources used, including Move On web site. Which worked well? Were you unable to find resources to meet some specific needs? If so, which?

14 Information, advice and guidance (IAG)

Learners should not see achieving the National Tests as the end of a process – indeed they should be encouraged to regard it as the chance to move on. For many learners, the growth in confidence they have as a result of achieving a qualification readily motivates them to move on to further learning. Others may need encouragement. Throughout your initiative, work closely with **nextstep** to incorporate advice and guidance information that can lead to progression to vocationally relevant qualifications.

Wirral Met College worked with **Wirral Borough Council Social Services** to encourage employees to take the National Tests:

'Approximately 75% of the learners have now progressed into college to continue their learning and are working towards the next level in both literacy and numeracy.'

Evaluation: Numbers referred to nextstep. What did learners move on to?

Pilot evaluation confirms the 'value added' benefits to learners after achieving the National Test. Motivation to carry on with the learning process will need to be captured and converted speedily to ensure that momentum is maintained.

15 Quality assurance

Experienced staff should be allocated the quality assurance role. Procedures should follow those in place at the provider's institution and should be fed into the annual self-assessment process.

16 Evaluation

Throughout this document, suggested evaluation criteria have been noted in **blue**. You should also identify the evaluation criteria that you must meet to fulfill the requirements of your funding body.

Evaluation questionnaires and case study headings are included in the Test the Company pack for reflection and can be adapted to capture the feedback you need.

It is important that the company is involved in agreeing the evaluation criteria to enable the collection of valuable HR information for the future company development.

Evaluation has both short-term and long-term benefits. Your funding body will have its own evaluation requirements. Work backwards – clarify what feedback you'll need for evaluation and set up systems to collect it from outset.

If you find that you are not achieving as well as you had anticipated, be prepared to make changes to retrieve the situation.

Ensure that relevant aspects of the evaluation are shared with the company to encourage and foster working relationships.

Ensure that procedures are in place for the collection of Test the Company initiative feedback and evaluation data to support the development of a sustainable HR strategy.

Pilot evaluation:

- The pre-planning and developmental time requires a much longer lead-time than had been anticipated.
- Employer engagement and Test the Company can become merged with the resulting pressure on a provider's infrastructure. Offering Test the Company will open the door to other requests. Research will need to have been undertaken to 'know' their business and to anticipate support needs, such as NVQs.
- There needs to be a clear understanding of where Test the Company fits in with and can complement the Train to Gain programme.
- Test the Company is an initiative which is self-financed by the organisation. Possible funding streams to support this should be one of the first things investigated by the team.

17 Technical

Ensure that on-screen testing works effectively or face severe frustration! Basic requirements are likely to be as follows:

On-screen tests

These tests are generally carried out using a local webserver to render an interactive screen on a number of client PCs where the test is taken. The results of the test are stored on the server for further processing.

When the tests are carried out on a fixed (wired) network, this does not present too many problems. For example, in the system of one of the awarding bodies, the test material is downloaded from a secure central server on to a local server. The local server, running Microsoft IIS webserver and the .NET framework, is then used to distribute and collect the test details from client PCs. The completed tests are uploaded from the local server to a central server for automatic marking. The results are then available in minutes.

Problems can arise when the test is taken at an outreach location, especially if it does not have a broadband connection to the Internet. The most convenient approach to outreach tests is to use a network of laptops connected wirelessly. Since the local webserver demands are quite modest when fewer than around 20 students sit the tests, a modern laptop computer is adequate. To run an outreach test, the test material is downloaded to the local laptop server. This is transported to an outreach location along with an appropriate number of client laptops. The test is taken and the completed tests stored on the laptop for subsequent uploading to the main test server to be marked.

The fixed-location test system is easy to administer, but outreach tests generally require good technical support. Don't underestimate the level of technical support that will be needed!

Evaluation: Effectiveness of IT kit and technical support. Using on screen tests – straightforward? problems? learner feedback?

Appendix 1

Example of an outline model for an application for funding Test the Company

Key

..... insert company name

..... insert adult learning provider name

..... insert town/city

1 Introduction

Test the Company will use a concentrated approach to engage employees of who do not have a qualification in English and/or maths, using the successful Get On at work model, comprising a short brush-up of skills followed by achievement of the National Test(s) in Literacy and Numeracy. There will be strong links between promotion, recruitment and achievement. The campaign will be guided by the Move On project's Test the Company manual and feedback from other campaigns.

2 Method

Test the Company will be undertaken by
next**step** will be involved as appropriate.

..... will:

- liaise with management
- train union learning reps in as recruiters and promote the initiative
- carry out skills assessment and arrange on-screen testing

- offer learning support as appropriate, e.g. taster and drop-in sessions facilities, workshops, and short courses.

All provision will be structured to meet individuals' needs.

..... will collect and monitor data, including learner and financial information, and will produce interim and final reports. Regular updates will be produced to support tracking of the initiative.

3 Capability

3.1 Experience

..... has successfully delivered outcome-based contracts for a number of funding bodies including ESF and LSC. has well-established systems in place to monitor activity and expenditure, and can offer a wealth of experience from within the organisation to support this project.

3.2 Management

..... will appoint a project coordinator to manage Test the Company. Reference will be made to other Test the Company initiatives to ensure that all elements are covered.

3.3 Staffing

The project coordinator will ensure that project requirements are met. This coordinator will be experienced in project management and will have knowledge and understanding to deliver the *Skills for Life* agenda.

Union learning reps (*and/or others e.g. supervisors*) will be engaged to identify and engage learners. Their training will be overseen by the project coordinator.

An administrator (0.4 FTE) will be appointed by to give general administrative support and to liaise with the union learning reps to contact learners who have not followed through the initial assessment process and embarked upon a learning programme. This administrator will also participate in recruiter

training to ensure that he or she has a good understanding of the project.

Move On has produced Test the Company template promotional posters, leaflets etc. which can be individualised for 's marketing officer will be engaged in adapting the materials as appropriate to ensure that quality is maintained.

3.4 Technical support

..... will allocate support from its technical team for the duration of Test the Company to help guarantee maximum availability of IT resources.

or possibly

..... will liaise with 's learning centre manager regarding use of IT equipment, including requirements for taking the National Tests.

4 Quality assurance

Programme deliverers will complete a short course review immediately after the completion of the programme. This will be forwarded to 's quality assurance team for inclusion in the annual self-assessment process, and to the Move On regional adviser (if applicable).

A student sample will be required to complete a questionnaire on the quality of their learning experience which will be shared with 's external contracts manager and (if applicable) the Move On regional adviser.

..... 's quality assurance team will ensure that all those involved have an opportunity to comment and agree on the most appropriate quality assurance procedures.

5 Management

5.1 Structure

..... has formally appointed **(tbc)** as contract manager. His/her extensive skills and experience are considered to be invaluable in ensuring the successful completion of the tender. The project coordinator will report to the contract manager.

Teachers and recruiters will feed back details of progress on a regular basis to the project coordinator, who will collate the information and circulate it as appropriate to those working on the initiative.

5.2 Staffing levels

Staffing levels are considered the minimum possible to ensure the successful completion of the contract.

The coordinator's salary reflects the need for an experienced, proactive person with a wide range of skills and expertise.

Recruiters will be drawn from union learning reps (*and/or other staff*) within and will be trained by

Considering the work already carried out by Test the Company/ Get On at work in the preparation of promotional materials, the use of 's marketing officer is considered the most appropriate and cost-effective way to ensure that publicity is of the required standard.

5.3 Recruitment of staff

Given the short timescale and the need to recruit quickly, intends to approach suitably qualified and experienced individuals already known to them.

Monitoring work will be carried out by an experienced monitoring assistant from

6 Working relationships

The appointed coordinator will set up close working links with the Move On regional adviser (if applicable), **(tbc)**, management and human resources personnel, union(s) active in and next**step**, to enable maximum benefit and support for Test the Company.

7 Developing a plan

The coordinator and other key partners will work together to ensure that a systematic and effective approach is developed to facilitate the contact and recording of required details of the **(tbc)** adults to be recruited.

This *will/may* include:

- support needs, e.g. mobile testing units
- teacher support and training
- outline plans for teacher support, keeping flexibility to meet individual learners' needs
- timetabling stages of the initiative
- identification of locations for learning support and events, e.g. award presentations.

8 Delivering Test the Company

..... will provide a base for the coordinator and administrator. These costs will be offered as a partner contribution. If necessary, will involve additional existing *Skills for Life* personnel without cost to the project.

..... has agreed that Test the Company may use the IT facilities on site in the union learning centre. will provide any technical support needed to prepare systems for taking the National Tests.

or possibly

..... will provide venues for learning and taking the tests at its existing sites/at **(tbc)**. This partner contribution will be free of charge.

9 Timescales

Action	Key date
Appointment of coordinator	
Identification and training of recruiters	
Delivery plan completed	
Marketing plan completed	
Marketing begins	
Teacher training	
Delivery of initial identification stage	
Completion of tests	
Evaluation report completed	

(See appendix 5 for example checklist of activities.)

10 Funding

(This section will be individual, but is likely to include costings for many of the following:

- project coordinator
- teachers – to include time off for training
- recruiters – release time to include training
- administrator
- marketing officer
- technical support
- marketing and printing of promotional materials – for estimated costs, see appendix 2
- project launch
- awards presentation ceremony
- travel.)

Appendix 2

Estimated costings for printing marketing materials

Test the Town and Test the Company

(Templates and artwork are included in this pack. See the next page for larger quantities.)

Materials	Quantity	Cost (£)	Quantity	Cost (£)	Quantity	Cost (£)
Poster (A3)	10	70	50	82	100	87
Poster (A4)	10	65	50	80	100	88
Flier (A5, 2pp)	10	65	50	75	100	80
Credit card reminder	10	70	50	75	100	85
Credit card holder	1	180	10	198	50	750
Quiz (A4, 4pp)	10	80	50	109	100	128
Leaflet to give information and details of tasters (A5, 4pp)	10	75	50	95	100	108
Campaign identity badge (to be added)	100	260	250	494	500	852
Printing logo on T-shirt	25	180	50	224	100	316
Banner	5	189	50	433	100	714
Barracuda-style pull-up exhibition stand	1	195	5	975	10	1,850
Postcard for prize draw	50	75	100	83	500	143
Postcard box	1	181	10	393	50	1,074

Materials	Quantity	Cost (£)	Quantity	Cost (£)	Quantity	Cost (£)
Poster (A3)	500	337	3,000	445	10,000	754
Poster (A4)	500	336	3,000	377	10,000	532
Flier (A5, 2pp)	500	351	3,000	369	10,000	450
Scratchcard (A5, 2pp)	5,000 (minimum)	1,069	7,500	1,495	10,000	1,925
Credit card reminder	500	419	3,000	460	10,000	490
Credit card reminder holder label	1,000 (minimum)	560	3,000	566	10,000	592
Credit card holder	100	775	500	925		
Drinks coaster	5,000 (minimum)	1,310	7,500	1,892	10,000	1,992
Quiz (A4, 4pp)	500	360	3,000	570	10,000	798
Leaflet to give information and details of tasters (A5, 4pp)	500	354	3,000	387	10,000	582
Campaign identity badge (to be added)	1,000	1,567	3,000	4,360		
Printing logo on balloon	100 (minimum)	131	500	165	1,000	175
Printing logo on T-shirt	500	1,134	1,000	2,057		
Printing logo on pen	500 (minimum)	295	1,000	395	3,000	1,070
Banner	250	1,305	500	1,430	1,000	1,585
Barracuda-style pull-up exhibition stand	50	8,775				
Postcard for prize draw	1,000	361	3,000	380	10,000	477
Postcard box	100	1,201	500	2,029		

Appendix 3

Print specifications

Item	Size	Page extent	Diecut	CMYK	Spot colour
Flier (a)	A5	2pp	✗	✓ plus latex	✗
Flier (b)	A5	2pp	✗	✓	✗
Leaflet (a)	A5	4pp	✗	✓ plus latex	✗
Leaflet (b)	A5	4pp	✗	✓	✗
Poster × 3	A3	1pp	✗	✓	✗
Poster × 3	A4	1pp	✗	✓	✗
Badge	60 × 86 mm	–	✓	✗	✓
Banner	1000 × 250 mm	1pp	✗	✓	✗
Barracuda	2145 × 800 mm	1pp	✗	✓	✗
Card holder label	83 × 60 mm	1pp	✗	✓	✗
Card reminder	85 × 55 mm	2pp	✓	✓	✗
Coasters × 4	95 × 95 mm	2pp	✓	✗	✓
Postcard	140 × 100 mm	2pp	✗	✓	✗
Postcard box	Size as die	1pp	✓	✓	✗
Postcard dispenser label	120 × 50 mm	1pp	Prediecut labels	✓	✗
Press advertisement	T.B.A.	–	✗	Magenta and black	✗
Press release number to be confirmed	A4	1pp	✗	✓	✗

Appendix 4

Estimated costs for printing and customising recruiter training guide

Options for customisation of guide:

- Option 1
Change the text, look and feel of the front page.
Cost = £1,256
- Option 2
Branding of the whole product including the colours.
Cost = £1,400
- Option 3
Change the text of the internal pages.
Cost = £2,134
- Option 4
Change the text, look and feel of the front page, the branding of the whole product, including colours, and the text of the internal pages.
Cost = £2,890

The costs include editorial (i.e. editing text and proofreading) and design work (i.e. redesign of product to incorporate client requirements, proofs and amendments). Design concepts will be provided for sign-off by client.

Print costs

The print costs are:

3,000 copies – £3,200

5,000 copies – £3,600

10,000 copies – £5,000.

Appendix 5

Checklist of actions

The following are **examples** of actions that you are likely to take. You will need to modify the list as appropriate for your initiative.

Action	By (date)	Completed	Comments
Establish working relationships and liaise to plan initiative outline			
Engage support from SMT			
Submit application for funding			
Appoint project coordinator			
Complete delivery plan			
Appoint and train recruiters			
Appoint and train teachers			
Appoint and train administrator			
Engage marketing officer – liaise about marketing materials			
Complete marketing plan			
Begin marketing			
Engage technical support – discuss support needs and how to effect them			
Liaise with quality assurance/external contracts manager			
Identify venues for recruitment/initial assessment/learning support/testing			
Plan launch			
Commence delivery			
Completion of tests			
Completion of evaluation report			

Appendix 6

Case studies

Clarks Distribution Centre (2004/05)

Background

The learning centre inside Clarks Distribution Centre at Street in Somerset is one of a number of pioneers, close to the shop floor. It is a large room which is able to hold two classes simultaneously. With its comfortable surroundings and large open windows, it is popular with the workforce and conducive to learning. The centre also boasts state-of-the-art IT equipment, including a sophisticated smart board to help the learners.

Partner organisation/target group

The centre was established in 2003 as a partnership between the union, Strode College, the TUC and Clarks. Clarks offered the space, finance and time off for all employees to attend a short 'taster' session; the college donated the IT and qualified teachers; the union (community) donated some funding.

Roger Forsey, the union learning representative (ULR) who coordinates the work at the centre, and Margy Cockburn, Strode College's workforce development worker, have been involved since the outset.

Context

Every employee was offered an hour of company time to visit the centre. They were asked what educational opportunities they would like. Some 180 staff attended this introductory session, where they were both asked if there was any particular subject they wanted to explore and given examples of what could be offered. Courses with embedded *Skills for Life* were offered on health, IT and garden design, as were opportunities

to work with the materials in *Move On with a National Qualification*. These were free; other courses, such as digital photography and languages, were not.

The majority of employees were interested in the opportunity to gain a qualification: four IT courses with embedded literacy, two numeracy groups and one literacy group were established. Courses in French and Spanish conversation were also delivered by the college language department.

Programme design/delivery

The sessions are run on a roll-on/roll-off basis, with employees taking the test when they are ready. This flexibility is key to attendance to accommodate people's shift patterns.

All employees now attend in their own time – mainly at the beginning or end of shifts, and most attend for between two and four hours a week. New learners are recruited through ULRs, through word-of-mouth from other learners, or self-refer after seeing the Move On publicity around the distribution centre.

At the time of writing the achievements were: 16 Level 1 literacy; seven Level 1 numeracy; one Entry 3 numeracy; and one Level 2 numeracy. And there were just over 50 students on programme. A big promotion went out during Adult Learners' Week to attract even more learners.

Some employees chose to start their course at the college site, but changed to the centre because it offered more flexibility. One learner who had no previous qualifications now has Level 2 numeracy.

Amy Marsh, logistics HR manager, comments: 'As a company, Clarks International recognises that its largest asset is its people. The involvement of Clarks in the working partnership of the learning centre fully supports this.'

Thirty certificates were presented by the principal of the college and the PR manager of the company.

Future development/other information

At the time of writing, the tests were only offered on paper, but there were plans to get the Internet and offer on-screen testing. This will enable a range of embedded courses, including Buying and Selling on Ebay. Employees have the offer of going to the local college campus if they wish to take their tests on screen, where they are offered twice a week.

Roger Forsey is also concentrating on the relocation of the centre because the distribution centre is moving to Clarks' new distribution centre at Westway in Street.

Coventry Adult Education (2005)

Coventry Adult Education Service (part of Coventry City Council) in the West Midlands, provides a wide range of vocational and non-vocational courses for adults in 50 locations in the city.

As part of Adult Learners' Week in 2005, the service decided to hold a National Test Week, seeing it as an ideal opportunity to offer Skills for Life opportunities for staff and students to gain qualifications in English and maths.

The Adult Education Service has since had a Move On half-day training session for programme managers and teaching staff from across the organisation, which included an update on the pilot. They have also received the draft manual and templates of the resources to support their activities.

Target – workplace

Actual – 43% from workplace, 23% current learners, 34% others

184 learners

233 papers sat

180 passes (77% success rate)

Centres citywide

Timing 9am – 9pm Mon – Fri

Practice/advice session and test sessions

Positive factors

- focused activity
- one marketing campaign – one style city-wide through corporate e-mail system and positive posters everywhere.
- linked to Adult Learners' Week
- opportunity to promote other learning opportunities
- people who would not normally access education opportunities took part
- Unison actively took part.

Factors to remember

- Don't underestimate the number of staff required to support activity.
- Be flexible – learners may arrive to sit tests at practice sessions and may not want to wait.
- If possible have two rooms available at each venue.
- Consider taking bookings in advance.
- Market widely.
- Encourage other curriculum areas to support.

'We are trying to develop the idea further. Teaching assistants have taken up the offer, but there has been a low take-up from other staff so far. I will be meeting with the workforce development team to discuss. We would be happy to further explore with the LSC options for supporting them in a Test the Company approach.'

'The DfES have given us the artwork for the scratch cards, so we aim to send these out through 15,000 payslips. The biggest issue is marketing. There are also a limited number of ULRs in the city council. (Unison is the biggest union.) Unfortunately the week of the big promotion, a strike action took place– so we would hope that more people will be able to access through future events.'

Royal Forest of Dean College – Business Park (2006): ongoing pilot

RFDC is a small college with a history of successful work with local employers. There has always been a strong ethos of working in partnership with these employers to provide education and training to meet their needs, and for the past 15 years this has included *Skills for Life* (or equivalent) provision. In fact, the college won a Beacon Award for its Skills for Life Centre on the Xerox site in Mitcheldean several years ago.

Since the demise of Xerox as the major employer in the Forest of Dean, the Vantage Business Park has steadily evolved on the site, and it seemed a logical progression for the college to engage with the companies moving into the vicinity. The learning centre established by the college on the Xerox premises has continued to offer education and training to employees and its own trainees, and has a fully equipped on-screen test centre.

The *Skills for Life* team had been working with the Move On regional adviser in developing a whole organisation approach to SfL, and when alerted to the pilot, they said they would like to take part. It seemed logical to start with a group of businesses where the facilities were readily available, and Test the Business Park was conceived, as part of a wider employer engagement project.

The launch of the project was at a Golf Club where 18 employers from the Forest of Dean area were invited. A further launch is scheduled for 29 March which will be held at a joint work/skills Fair with the Jobcentre.

Additional work is also planned during March with Business Link and an electronics Company.

RFDC compiled a Test the Company Get On at work brochure which has been sent electronically to 400 businesses in the Forest of Dean Newsletter. This has been done by the Forest of Dean District Council.

The Get On at work pack which was produced by RFDC has proved very effective. This pack includes the briefing sheet and sections on the employer engagement process, the *Skills for Life* strategy, embedding Get On at work in an organisation, HR strategy, a list of pilot projects, 'What we can offer', and a response form. An example is given below.

Recruitment has begun with:

- hoteliers
- Business Link Gloucestershire
- Smart Learning Services
- Stoneridge Pollock
- Nu Staff
- Park Life Learning Zone.

Taster sessions have been delivered at the Golf Club and further taster sessions have been planned. The team coordinating this project all hold a 'Breaking Down The Barriers' Basic Skills Workplace qualification.

RFDC are currently collating feedback and responses from the newsletter campaign.

Go to www.move-on.org.uk to get an update on this project.

The Get On at work pack



Briefing sheet

Welcome to Get On at work

Skills for Life is the national strategy for improving adult literacy and numeracy skills. Get On at work is the strand within *Skills for Life* that focuses on employees improving their literacy and numeracy skills to Level 2 (GCSE A*–C) and gaining a national qualification.

Get On at work offers a direct approach to promotion, recruitment and training.

Promotion: A positive sell, offering the new qualifications in English and maths: ‘Do you need English or maths qualifications to get on at work?’ rather than a deficit ‘Have you got problems with your reading, writing and maths?’

Recruitment: Engages and trains referrers, e.g. supervisors, managers, HR, union learning reps, Business Link, who have frequent contact with employees who could benefit from brushing up their skills.

Training: A focused opportunity offers a chance to sample the National Tests and take a brush-up course, which includes a tailor-made programme.

Why get involved?

Get On at work is a practical approach that offers an effective solution to meeting organisational improvements and business objectives, e.g:

- meet health and safety requirements
- increase productivity
- reduce absenteeism
- reduce errors/wastage
- improve customer relations
- contribute to an Investors in People award
- be seen as a learning organisation.

Who is it for?

- Supervisors and junior managers, especially those promoted internally who may want to brush up on some aspects of literacy or numeracy.
- Non-qualified employees who want to have their skills recognised.
- Qualified employees who have secured higher level qualifications while still having some gaps in the English or maths they need at work, perhaps because their qualifications were achieved some time ago.

The result

- A confident, flexible and skilled workforce responsive to change leading to effectiveness and efficiency.
- An opportunity for employees to modernise, consolidate and maintain skills and acquire new qualifications.
- Employee confidence to access other training and progression opportunities within the workplace.

Embedding Get On at work in the whole organisation

What is the Get On at work approach?

- An opportunity for employees to have a skills brush-up and gain the National Certificates in Adult Numeracy and Literacy.
- A practical approach offering an effective solution to meeting the organisation's improvements and business objectives.
- A focused approach, aimed at recruiting employers and employees who may not initially see the need for this type of training.
- A positive sell, offering an opportunity to modernise skills and the chance of gaining a new qualification.
- An opportunity for key members of the workforce, supervisors, trainers, personnel staff and union representatives to train in identifying and recruiting potential candidates.

What are the employer benefits of Get On at work?

It can help employers to:

- meet health and safety requirements
- achieve an Investors In People award
- be seen as a learning organisation
- increase their productivity
- reduce absenteeism
- reduce errors/wastage
- improve customer relations.

This results in:

- a confident, flexible and skilled workforce responsive to change leading to effectiveness and efficiency.

Who is it for?

- Supervisors and junior managers, especially those promoted internally who may need to brush up on some aspects of literacy or numeracy.
- Non-qualified employees who have not yet recognised or do not have confidence in their own ability.
- Qualified employees who have secured higher-level qualifications while still experiencing problems with the English or maths they need at work, perhaps because these qualifications were achieved some time ago.

How can it be embedded within the HR strategy?

- Recruitment adverts
- Job descriptions
- Interviews
- Induction and training
- Skills/qualification analysis of current staff
- Condition of employment
- Appraisal/review and development
- Ongoing staff development and training

Get On at work offers a direct approach to promotion, recruitment and delivery, which highlights the benefits that learning and qualifications can bring, and challenges both the tendency to focus on problems and difficulties, and the idea that widening participation in learning is necessarily best achieved by 'hiding' basic skills provision in other activities.

Skills for Life: the national strategy for improving adult literacy and numeracy skills

The extent of the Basic Skills problem

- Around 16% (5.2 million) of adults in England have difficulties with literacy (Entry level 3 or below) and 47%

(15 million) have difficulties with numeracy (Entry level 3 or below)

or, alternatively

- Around 16% of adults in England have literacy skills and 47% numeracy skills below that of a lower level GCSE (below grade C).

Impact on individuals' labour market outcomes

- Research suggests significant returns for higher basic skills in the labour market in the form of higher earnings and an associated higher likelihood of being in employment.
- The wage premium from Level 1 literacy skills over Entry 3 is substantial at around 12%. The premium is particularly large for women (estimated at over 20%).
- There are large earnings premiums to all levels of numeracy: individuals with Entry 3 skills earn around 13% more than comparable individuals with numeracy below Entry 3, there is a further 6% premium when moving to Level 1; and an additional 11% premium from moving to Level 2 or beyond.
- It is estimated that an individual with good literacy and numeracy skills could earn £50,000 more over a working life than someone with poorer skills.
- 49 out of 50 jobs are closed to people without Entry level basic skills, whilst 50% of jobs are closed to those with only Entry level basic skills.

Impact on the national economy

- The cost to individual firms of poor basic skills among the workforce has been estimated to be between £108,000 and £626,000 per year, for medium-sized and large employers. The cost of poor basic skills to the UK industry as a whole is estimated to be as high as £6 billion a year, arising from lost orders and inefficiencies. (*Literature Review on the Benefits to Employers of Raising Workforce Basic Skills Levels*, Institute of Education, 2003)

- In the longer term, through anticipated enhancements to GDP, the economic impact of improvements to basic skills levels has been estimated to be in the region of £4,500 per person helped through Skills for Life. (Improving Adult Basic Skills: Benefits to the individual and society, DfEE research report no. 251, 2001)
- Combining the effect of reduced productivity, lower incomes, poorer health and the cost of consequential benefits and welfare services, the cost to the country of poor literacy and numeracy skills has been estimated to be well in excess of £10 billion a year.

Response form

I would like you to contact me about training:

Name:

Company:

Telephone number:

How many employees do you have?

Please return this form to:

Projects coordinator for Essential Skills in the workplace,
Royal Forest of Dean College, Five Acres, Coleford, Glos,
GL16 7JT.

Or e-mail for information:

Or telephone:

Bridgwater College – Gerber Foods (2006): ongoing pilot

Bridgwater College already has a strong working relationship with Gerber Foods as part of its thriving 'Employer Engagement' work. The college has now instigated a Test the Company approach with the organisation to extend this work.

A new employer engagement coordinator has recently been appointed and has been given responsibility for overseeing this pilot.

Meetings and briefings held in 2005 identified a learning champion from within the workforce who agreed to work with the provider on Test the Company.

Initial taster sessions have been held on the premises and these have resulted in a swift take-up of National Test sessions. Employer/provider meetings have since been held to extend and plan the next phase of the campaign.

The college has decided to adopt the Test the Company approach with other organisations that they are currently working with.

Go to www.move-on.org.uk to get an update on the case studies in this manual and to see other case studies.

Appendix 7

Promotional materials

Friedmann Engineering Limited

**TEST THE
COMPANY**

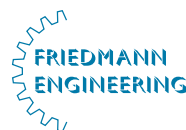
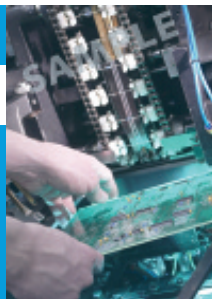
**Test your knowledge and skills
in everyday English and maths**

- Get the national qualification for adults
- Improve your promotion prospects
- Update your skills
- Boost your confidence

Try some test questions first to see how you get on.

The free National Test takes only an hour or so and we help you to prepare for it with practice tests and friendly advice from our teachers.

**Turn over to take up
the challenge!**





Friedmann Engineering Limited

Talk to Angela Robinson to take up the challenge!

The tests in English and maths can be taken at two different levels: Level 1 and Level 2. Level 1 is the equivalent level to a D–G grade in GCSE or NVQ Level 1. Level 2 is the equivalent level to an A*–C grade in GCSE or NVQ Level 2.

If you can answer these questions you could gain a recognised qualification in English or maths.

1 English Level 1

Choose the correct spelling of this word:

Disappeared (a) Disappeared (b) Disappered (c) Dissappeared (d)

2 English Level 2

A letter begins Dear Mrs Brown. How should it end?

Yours faithfully (a) Yours Faithfully (b)

Yours sincerely (c) Yours Sincerely (d)

3 Maths Level 1

A cleaner earns £6.15 an hour. He works 39 hours a week.

Which of these is closest to what he earns in a week?

6x30 (a) 7x30 (b) 6x40 (c) 7x40 (d)

4 Maths Level 2

A storekeeper works 8 hours a day. She spends 3 hours each day checking stock levels. What is 3 hours as a percentage of her day's work?

25% (a) 30% (b) 37.5% (c) 40% (d)

Answers: 1. b 2. c 3. c 4. c

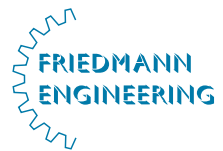
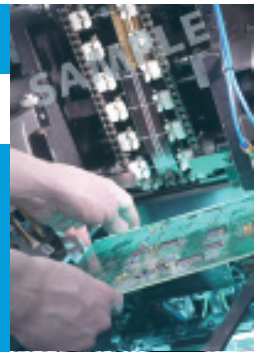
Friedmann Engineering Limited

TEST THE COMPANY

- Boost your confidence
- Get a qualification
- Improve your promotion prospects

The national qualifications in English and maths are equivalent to the level of a GCSE. Join up with your workmates and take up the challenge!

Talk to Angela Robertson to find out more

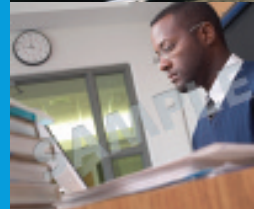


TEST THE COMPANY

Maximise the potential of the staff you have!

- Are your staff working to the best of their potential?
- What hidden talents lie in your workforce?
- How much time do you spend troubleshooting avoidable problems?
- Do you know how much this is costing each year?

**Take up the challenge to
test your Company!**



get on at work



TEST THE COMPANY

**Are you ready for
the challenge?**

Talk to Angela Robertson to take up the challenge.



It's nearly here!

TEST THE COMPANY

**Are your English and
maths up to scratch?**

Talk to Angela Robertson to find out more.

Test the Company

Take part in



and get on at work

Find out more about the National Test by picking up a postcard [HERE](#). Fill in your details and pop it in this box for a National Test adviser to call you and for your chance to win an iPod Mini or iPod Shuffle.

Test the Company logo

The colour for Test the Company is Pantone 299C and is used as the main background colour. The CMYK breakdown is 85% Cyan and 19% Magenta.



File name: TtC logo CMYK.eps

File details: This is a vector based CMYK.



File name: TtC logo CMYK.tif

File details: This is a bitmapped TIFF.



File name: TtC logo.jpg

File details: This is an RGB bitmapped file.



File name: TtC logo.tif

File details: This is a mono bitmapped file.



File name: TtC logo cyan.eps

File details: This is a mono bitmapped file for use when cyan is the only colour option.



File name: TtC logo PMS 299.eps

File details: This is a vector-based spot colour file using Pantone 299C. For use in a single colour/line applications.