



Test the Town

Promotion with achievement built in

Why do it?

Who can help?

How to get started?

Who pays?

How does it work?

This manual aims to answer all of these questions and will help you in the successful promotion and implementation of Test the Town. It provides guidance and models of good practice, and can be adapted to suit your town/county/club etc.

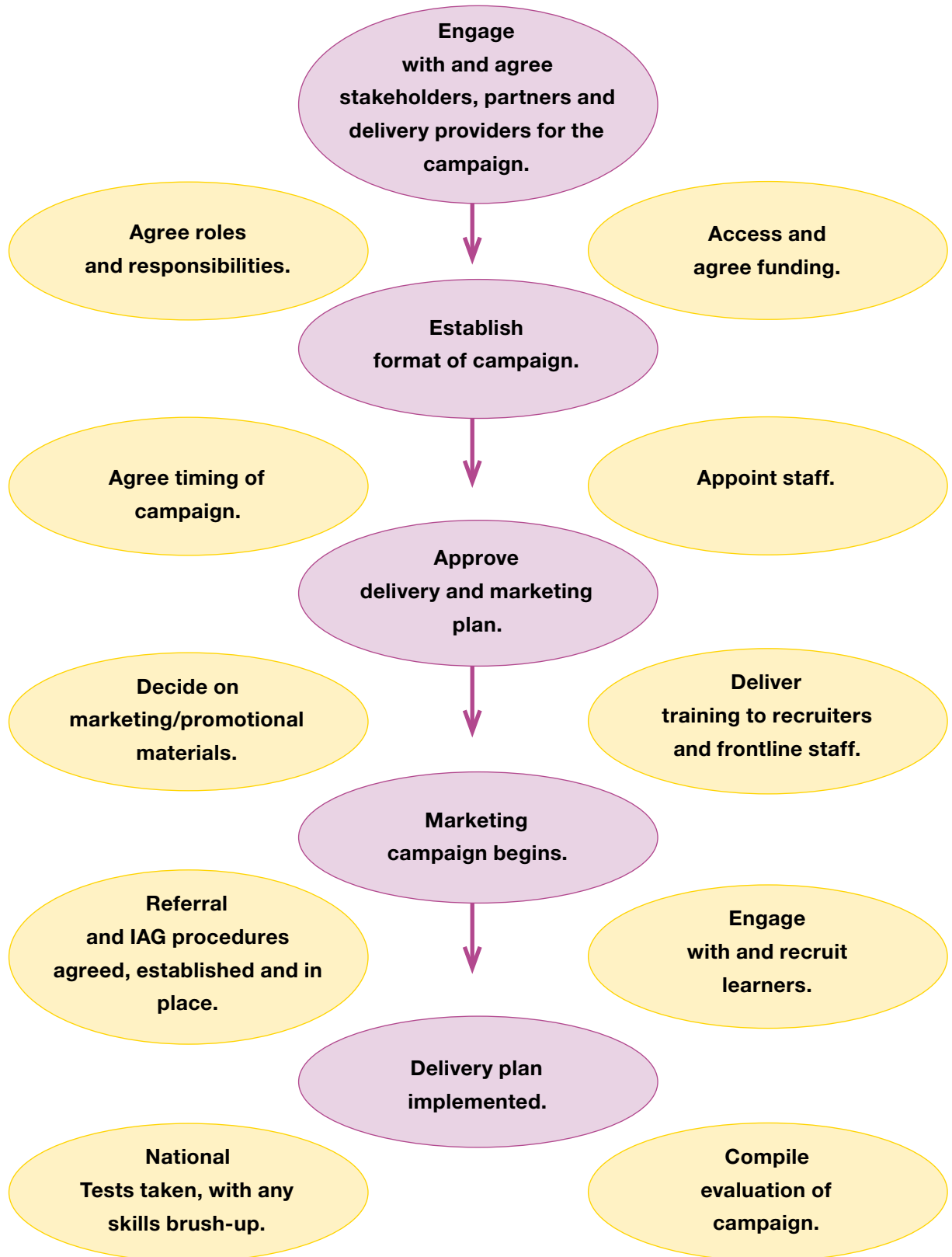


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How to get started: step-by-step project guide



Step-by-step guide

Learner



Engage with campaign via marketing promotion.

Engage with recruiter.

Agree convenient time and place for initial interview/assessment.

Attend interview/assessment.

Take brush-up programme if appropriate.

Take practice tests to get 'test ready'.

Take test.

Access IAG.

Recruiter



Engage and liaise with Test the Town campaign partners.

Attend recruiter training.

Take part in Test the Town marketing campaign.

Engage with learners.

Identify Test the Town participants.

Refer to adult learning providers for interview/assessment.

Follow up on non-attendance and re-engage learners.

Capture and collate data for campaign evaluation.

About this manual

This manual has been drawn from lessons learnt during earlier campaigns and from 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 for 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 available 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 will need to identify the evaluation criteria that best suited to fulfil your requirements and those 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 Town pack and can be adapted to capture the feedback you require.

1 Test the Town: introduction

Move On has proved to be a successful model for engaging learners and for the achievement of the National Certificates. Favourable outcomes are being achieved in whole towns and cities where a saturation approach to Move On with the national qualifications is being adopted. The awareness-raising activities that have happened are bringing in adults who would definitely not see themselves as *Skills for Life* learners, but who do want a Level 2 qualification.

Examples of Test the Town initiatives

The **City of Sunderland College** aimed to Test the City, and by the end of July 2004, 880 active learners had been engaged, there were 1,061 enrolments and 901 test entries. Of these, 857 achieved a certificate (95% pass rate). In January 2005 the campaign was repeated and achieved an immediate 500 new enrolments. The repeat of the activity gave those who heard about or saw information during the initial Test the City the opportunity to take part.

Wiltshire and Swindon LSC launched a focused Move On campaign in the Salisbury area in 2004. In the following year, Salisbury College reported a significant increase in learners – increases of 15% in enrolments for essential skills courses, 291% in entries for literacy, and 331% in entries for numeracy.

Following recruiter training, **Knowsley College, Merseyside**, saturated the local community with Move On promotion in March 2005. In just under three weeks, 724 new learners had come forward.

Test the County – **Durham** engaged with 465 learners, and carried out 112 initial assessments in numeracy and 105 in literacy. By the beginning of December 2005, 41 learners had achieved the National Certificate in Adult Numeracy and 51 in Adult Literacy.

Humberside and West Yorkshire has run similar initiatives. In **Hull**, a city-wide campaign, coordinated through the Learning Partnership and involving a coordinated publicity and shopping-centre blitz, resulted in Hull surpassing its LSC-set targets, with 470 learners achieving their National Certificates in Literacy or Numeracy between April and September 2005. The project resulted in an increased embedding of the Move On approach across Hull City Council adult education provision. Additionally, a test centre was established adjoining Hull Skills for Life Resource Centre and the city library to make flexible access to on-screen testing facilities available. This has enabled Hull Skills Initiative to offer the Move On approach to learners on its employment services contracts in liaison with the adult education service.

In the **Barnsley** district, learning network community-based coordinators targeted learners with test questions in pub quizzes, linking them to community-based Move On offers.



A successful learner, Kelly, and her teacher, Steve, from the Test the County initiative in **County Durham**, are pictured below. She has just got her Level 1 numeracy (she has already taken her literacy) and is now going to work towards Level 2.

Sandwell Learning Partnership has six towns who have all nominated a learning coordinator to work on its Test the Town project. They have just completed some very successful 'Challenge Days'. This is an ongoing pilot and updated information will be posted on www.move-on.org.uk.

The focus of all these initiatives is the recruitment of learners at Level 1 and Level 2 to brush up skills and pass the National Tests in a focused way. The campaigns have been successful in attracting Entry level learners too (showing that they are also keen to test out their skills and gain qualifications). People involved in the campaigns should be ready to refer those who would benefit from a longer course of study to local provision.

2 Testing the Town: the big picture

Initiatives on this scale can have a great impact, but are not for the faint-hearted! Support from a range of individuals and other bodies, as well as good planning and organisation, are critical for success.

Note these comments from the City of Sunderland College:

'Do recognise that this approach is educationally sound, but don't assume National Tests are appropriate for everyone and that the initiative is just about achieving targets. Don't see it as a way of making money – it is a very labour-intensive activity.'

Allow plenty of time for planning. The experience of those who have already tried it is that everything takes longer than expected. Not being ready can be very detrimental!

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

It is important to remember that Test the Town is an initiative that needs financing and you may need to apply for local funding to support it. You could find out if your local LSC will accept an application for funding, or there may be other local or national sources that are appropriate, e.g. District Council Community project funding, Regional Development Agency (RDA), National Institute of Adult Continuing Education (NIACE), National Research and Development Centre (NRDC). Funding does need to be investigated and secured before you plan your initial marketing campaign as the amount of funding available will dictate the size of your campaign.

A possible outline model for your application can be found in appendix 1. You will need to expand and amend it as appropriate.

Staffing will be the major item in your budget, but promotional materials will also account for a significant amount. Consider numbers carefully – materials left in cupboards will not help recruitment, so you need to distribute everything you budget for! The Move On project has commissioned artwork and produced templates which can be individualised for your own use. Estimated costings for producing quantities of materials are given in appendix 2.

4 Build your core team

The commitment of senior management is vital if your large-scale initiative is to achieve priority status. Ensure that ownership is given and taken by relevant staff. See section 8 for manager briefing.

Ideally, include someone in your team with marketing experience because the initiative relies heavily on good promotional activity, and you need to be sure that this considerable chunk of your budget is targeted effectively.

Include administrative support for collating data and follow-up of 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.

Tell all staff in your own organisation about the initiative. They need to know what's happening so that they can give their support.

Evaluation: Did you receive support from colleagues in the wider context (not directly involved in Test the Town)? Did they also refer learners? How did you capture this information? Was the Move On regional adviser available to support you? Was this helpful?

The pilot evaluation identifies the need for a 'robust' marketing campaign which targets a wide audience. You will need to make good use of your local knowledge and any market research to maximise impact; to achieve this you will need to work closely with your marketing department.

5 Partnerships

The considerable demands of adopting a town- or city-wide approach can be shared through partnerships.

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

Devon and Cornwall Probation Service and adult learning providers are a good example of partnership working on a Move On approach. 84 recruiters were trained through a series of joint probation/provider events. Devon and Cornwall LSC reported that referrals from the Probation Service rose 50% within three months of receiving the Move On training.

Barnsley District worked through members of its district learning partnership, linking the neighbourhood network learning managers across the community with the skills for life adult and community learning team. Members of the network team were trained as recruiters and progress was managed by a coordinator linked to the district *Skills for Life* consortium.

In **Hull** the city-wide initiative was supported by the *Skills for Life* resource centre manager and pulled together partners from the college, adult and community education and community and voluntary sector organisations via the learning partnership *Skills for Life* strategic group.

Evaluation: Effectiveness of partnership working and mechanisms for reporting and support.

6 Timing

The timing of your initiative may well be determined by external factors that are beyond your control, but whenever you embark, bear in mind the following:

- Think of the weather – recruiters (who could be working outdoors, e.g. in shopping precincts) can't write down information if their fingers are frozen.
- Avoid main holiday periods or major exam times.
- If using a local outdoor space for recruiting, check that you don't clash with another event and that the cooperation of major supermarkets or other public/nearby venues is engaged.

Evaluation: Impact of timing/timescale. Deployment of recruiters – what worked best?

7 Marketing

Test the Town providers advise that marketing materials can be very effective but if the costs are outside your already allocated budget you should investigate support. Local LSCs are already engaged with Move On and may be prepared to offer financial help, either as part of your overall bid or as a specific item.

You may consider having a high-profile launch to get things off to a good start. You could engage a civic representative such as the mayor, or a local celebrity. Get them to add value to your campaign by taking the mini-test. Invite other interested parties – representatives from community groups, local agencies, local press/TV, etc. 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).

You may also consider linking with other national initiatives like Test the Nation and RaW pub quizzes.

Evaluation: Impact of launch and resulting press/TV coverage. What worked well?

Some local authorities have electronic message boards or large plasma screens on which you could arrange to have a continuous Test the Town loop.

You will need to select those materials that are best suited to your situation in order to make the most effective use of your budget. The Test the Town package includes a CD-ROM with a selection of templates and artwork for your initiative. The templates can't be changed but you can add your own contact details and town, city or county. You may be able to share some promotional costs.

Wiltshire and Swindon LSC developed joint bookmarks, with Move 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
- ads in free press (example below)
- flier inserts in local press
- leaflets to give information and details of tasters (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 (examples on page 17)
- targeted advertising, e.g. in local football club's programme or community group's newsletter.

Post details of the initiative on the local council's web site or intranet and on any others that would be relevant.

Wiltshire and Swindon LSC used a 2.5m Move On cube, first outside the Guildhall, and then strategically placed at a roundabout near the college.

East of England LSC's promotional staff handed out a prize draw card for an iPod. The card had a test question to answer and the opportunity to be contacted by a nextstep adviser. This draw has now been extended to Jobcentres where a posting box sits alongside to receive completed cards.

Test Derbyshire has a web site with information about venues, events, partners etc. It can be found at www.testderbyshire.co.uk.

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 promotional materials. Ensure that the people who are talking to learners are trained and adequately briefed (see section 8, Staff development, for briefing papers).

See the accompanying CD-ROM and www.move-on.org.uk for artwork and promotional materials.

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

Consider how you will distribute your promotional materials and draw up a distribution plan. Think ahead to make effective use of reliable contacts who can not only drop off leaflets, scratchcards etc., but can also speak to the appropriate person or people at the chosen venues to ensure that they understand what it's about. Promotional material can be quite heavy – if someone is delivering on foot, think about their carrying capacity!

Evaluation: How did your distribution plan work? Who/what did you use? What was most effective?

You will need to keep the initiative alive after your initial promotion. Aim to keep it in the public eye. Change the colour of your posters if they are going to be around for a while. Bright pink has proved to be more engaging than blue.

Evaluation: Did you change the marketing slant during the course of the initiative? How and why? Was it effective?

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

Examples of editorial

Score with Test the Town

Do you tend to score own goals with your English? Maybe you feel like you're at the bottom of the league when it comes to a quick bit of mental maths? The Test the Town project that's just started in (town) could help you to score in both these areas!

If you left school without a qualification in English or maths, or if you have become a bit rusty with spelling, punctuation, decimals, areas, etc., Test the Town is offering you the chance to get an up-to-date qualification, free of charge. The National Tests in literacy and numeracy are like the driving theory test – they are multiple-choice and you can take them on computer or on paper.

Boost your chances of moving up to the first division with English and maths by calling (organiser) for more information, or pick up a leaflet in the shops, the sports centre or you local pub.

Got a gap in your English or maths?

Would you like to gain an up-to-date qualification?

Come and try a taster and find out how you can **Move On** with the National Tests in literacy and numeracy. It's FREE!

Taster sessions at:

St John's Hall, 26 January, 10 a.m. to 3 p.m.

Berties, Wilson Way, 27 January, 6 p.m. to 9 p.m.



Call Joe Soap

on 01234 123123

for more information.

These editorial examples have also been included in the marketing template materials for you to amend and adapt as required. See the accompanying CD-ROM and www.move-on.org.uk for artwork, templates and promotional materials, and appendix 7 for examples.

8 Staff development

Senior managers in your institution need to be aware of your Move On/Test the Town initiative – their understanding is essential. A general Move On briefing sheet for managers is available to download from the free resources section of the Move On web site.

Manager briefing

See the Move On briefing sheet in *Move On with a National Qualification* (the National Test Toolkit update), File 1, Part 3, pp. 5–8.

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.

You will need to put this briefing in the context of Test the Town, using a scatter approach to generate widespread interest.

Evaluation: Effectiveness of briefing/support achieved.

Ideally, use experienced teachers for programme delivery. Teachers new to Move On will need to become familiar with the approach, and all staff, including support and administration staff, will also need to understand their role in the context of the whole initiative. Briefing materials are detailed below.

Recruiter briefing

The following briefing sheets for recruiters are in *Move On with a National Qualification* (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 at 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? From which organisations? How effective was the training? Feedback from those trained/briefed?

Teachers

You will need to consider how you cope with the surge in demand that will result from Test the Town. Capacity to deliver may be enhanced by recruiting those currently working towards *Skills for Life* specialist qualifications. They, too, will need briefing and will need to be clear about the focus on Level 1 and Level 2 qualifications as outcomes. They will benefit from being trained on delivering the Move On approach and support materials for this training. The teacher support modules and the maths methods module are available in *Move On with a National Qualification* (File 2), and from www.move-on.org.uk.

Evaluation: How many were trained? From which organisations? How effective was the training?

9 Staffing provision

Where possible, use experienced staff. Many will be working in outreach locations and you need to be sure that they can work effectively and independently. Staff will need to be clear that they won't be dealing with 'traditional' *Skills for Life* learners, so reinforcement of the Move On approach is vital to ensure that participants get what they've come for. With such a high-profile campaign, negative feedback could be particularly damaging.

For most adult learning providers, a 'dream team' of staff who can work flexibly, taking on additional classes, changing times and venues at the drop of a hat, remains just that – 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 a Learner Route that could be a valuable resource, especially where demand peaks and additional staffing is not immediately available. See 'Prepare yourself for the test' on www.move-on.org.uk. Ensure that arrangements are in place to respond to external test-ready candidates.

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 learner route to cope with high levels of demand? If so, how was it received?

Pilot evaluation identifies that many learners taking part in the project like the fact that they could arrange their appointments to suit them rather than having a prescribed session that they must attend; they also liked the fact that the programme was tailored to meet their individual needs rather than being set for a group to follow.

10 Recruiters and recruiting

The first contact of a potential Test the Town 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 with potential learners etc., but also about the aims of Test the Town. (See section 8, Staff development, for details of briefing materials.)

Recruiters could be, for example, learning support staff, frontline administrative staff, learning champions, and teachers themselves.

The **City of Sunderland College** used recruiters from the college's bank of invigilators (mainly from professional backgrounds).

Ensure that recruiters are prepared to stop and engage the public in conversation. To deliver the right message, they will need to have an outgoing personality and be able to cope with both positive and negative responses.

Feedback from existing providers of Test the Town suggests that face-to-face recruiting achieves the best results

Test the Town will need a highly visible cohort of recruiters on the street. Allocate them positions, days and times that will ensure maximum contacts. The busiest period in town centres tends to be from around 11 a.m. to 2.30 p.m. and your local knowledge will enable you to identify the prime spots to cover. Don't confine recruitment to shopping centres, but try leisure centres, libraries, play groups, community centres, etc. Always liaise with the staff at these locations to ensure that they know who you are and what you are aiming to do – and leave them leaflets or other promotional materials as a back-up to your activities!



An ongoing pilot, Test St Neots, used 'Move On Fairies' to launch the campaign. More than 70 individuals have so far signed up to go along to the taster sessions that have been organised.

Ensure that recruiters have support. A roving manager in the locality with a mobile phone can give an immediate response to queries that recruiters can't answer and can provide back up should issues of safety arise. A daily feedback session with recruiters will also pick up on any issues that need resolving before going back out.

When recruiting, **Knowsley College** likened mini-tests, with four multiple-choices, to the questions on *Who wants to be a millionaire?* This encouraged the general public to have a go!

By maintaining a general approach that does not particularly distinguish between literacy and numeracy, institutions that have already delivered Test the Town have found that learners often expect to work towards, and gain, both qualifications.

Evaluate the effectiveness of recruiting regularly and be prepared to change tactics if appropriate. Are some locations more useful than others? Some times of day better than others? Keep a daily check on numbers engaged and referred for initial assessment.

Pilot evaluation – Test the County – Durham

‘The deployment of recruiters was problematic, due to the fact that we had such a large geographic area to cover in such a limited time, and we could not spend as much time as we would have liked in those areas with a larger footfall. At times we felt that recruiter time had been wasted in areas that would have needed a different approach simply due to the fact that we were committed to covering the whole of Easington District.

‘We changed tactics throughout the four-week period. A huge amount of success in the recruitment was found to be down to those who were tasked with the role. It is imperative that the right people undertake this role as it is critical to the success of the programme.’

11 Initial Interviews, including taster sessions

Once recruiters have done their job and identified interested people, you will need to decide who will allocate initial interviews. Not everyone who expresses interest will turn up, but having an immediately available facility increases take-up. This is likely to be a task for your administrative staff and will require first-rate organisational skills and comprehensive data capture procedures.

The **City of Sunderland College** increased attendance at initial interview by over 10% by telephoning no-shows and encouraging them to make a further appointment.

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 they would need recruiter training first. (See section 8, Staff development, above.)

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

Pilot evaluation indicates that once learners have engaged and taken an initial assessment, the majority continue with provision. Test the County – Durham followed up any non-returners from initial engagement with a Christmas card wishing them a Merry Christmas and gave them contact numbers to make contact in the New Year. This proved very successful.

12 Programmes

Flexible delivery is needed at many different locations – learners are more likely to access provision at a nearby venue. Take account of the fact that people will want to attend at various times of day, including evenings.

You may wish to consider delivery over a few lunch hours for people at work. Alternatively, if they use a PC at work, you could negotiate for them to use the Learner Route on the Move On web site for, say, six hours over two or three weeks, and then have release time to take their test.

Evaluation: Take-up of daytime/evening provision. Were some locations better than others? 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 via www.move-on.org.uk (free of charge).

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

Evaluation: Use made and the impact/success of learner route. What was the average length of course?

Refer learners who need more support to further sessions as appropriate. The experience of institutions already delivering Test the Town is that the number of learners accessing general *Skills for Life* provision increases, which should allay any fears amongst staff that Test the Town could lead to ‘teaching to the tests’.

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 or lost completely.

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

13 Resources

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

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

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 IAG

Learners should not see achieving the National Certificates 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 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.

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

Pilot evaluation confirms the ‘value added’ benefits to learners after achieving the National Certificate. 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 key delivering institution and should be fed into the annual self-assessment process.

16 Evaluation

Evaluation needs to be both short term and long term. 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 you had anticipated, be prepared to make changes to retrieve the situation.

Throughout this document, suggested evaluation criteria are noted in blue. You will also need to identify the evaluation criteria you need to meet the requirements of your funding body, and liaise with your other partners to ensure that the evaluation criteria satisfy their requirements.

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

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 about 20 learners 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 level of technical support that will be needed!

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

18 Case studies

Examples of Test the Town case studies can be found in appendix 6.

Appendix 1

Example of an outline model for an application for funding

Test the Town in Anytown

Key:

..... insert adult learning provider name

..... insert town/city

1 Introduction

Test the Town will use a saturation approach to engage residents of who do not have a qualification in English and/or maths, using the successful Move On model comprising a short brush-up of skills followed by taking the National Test(s) in Adult 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 Town manual and feedback from other campaigns.

2 Method

Test the Town will be jointly undertaken by and These key partners will have clearly defined roles and will work with other agencies involved in the *Skills for Life* agenda in

..... will engage and recruit learners in will carry out skills assessment and on- screen testing. and other partners will offer learning support as appropriate, e.g. taster and drop-in sessions, 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 and shared with partners to support tracking of the initiative.

3 Capability

3.1 Experience

..... has successfully delivered outcome-based contracts for a number of funding bodies including the 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.

..... has managed and facilitated basic skills provision for ten years and provides a link between mainstream adult learning providers and the community. In the past year has brought 500 people into learning.

3.2 Management

..... and will manage Test the Town; each having clearly defined roles. Reference will be made to other Test the Town initiatives to ensure that all elements are covered.

..... will oversee the engagement of **(tbc)** individuals and signpost them to and other partners for initial skills assessment, delivery of teaching and learning and testing.

3.3 Staffing

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

..... will nominate a suitably-experienced member of staff as Test the Town manager to coordinate those areas of the project for which it is responsible.

Recruiters (three FTE) will be engaged on a session basis. They will work exclusively for Test the Town to identify and engage learners. They will have had experience with adult community learners and will be overseen by the project coordinator.

Other existing members of staff will also be trained as recruiters to cover absence or to engage learners directly through their current roles, e.g. frontline administrative and reception staff.

An administrator (0.5 FTE) will be appointed by to give general administrative support and to follow up learners who have not followed through the initial assessment process and signed up with an adult learning provider. The administrator will also participate in recruiter training.

Marketing and promotional materials will be produced by [.....]'s marketing officer. Test the Town/Move On has produced promotional posters, leaflets etc., which can be individualised for [.....] and are included in the marketing templates.

3.4 Technical support

All partners recognise the technical demands made by provision in outreach locations, particularly in taking on-screen tests. [.....] will allocate support from their technical team for the duration of Test the Town to help guarantee maximum availability of IT resources.

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).

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

[.....]'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. [.....]'s head of learning development, **(tbc)**, will also play a key role in this partnership.

[.....] will oversee other partners and appointed recruiters to identify and recruit learners from the community and then signpost them to [.....] or other partners for skills assessment, learning programmes and testing.

The project coordinator will report to the contract manager, who will maintain regular contact with the named [.....] contact to discuss progress against targets.

Recruiters and adult learning providers will feed back details of progress on a twice-weekly basis to the project coordinator, who will collate the information and circulate it to all partners.

5.2 Staffing levels

Staffing levels have been agreed by the two key partners and 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.

Three FTE recruiters are considered the minimum required to achieve the targeted number of learners. To secure people of the right calibre, a good hourly rate is being offered.

Considering the preparation already carried out by Test the Town/Move On in the preparation of promotional materials. The use of [REDACTED]'s marketing officer is considered the most appropriate and cost-effective way to ensure that publicity is of the required standard.

5.3 Recruitment and retention of staff

Recruitment will be undertaken by both [REDACTED] and [REDACTED]. Given the short timescale and the need to recruit quickly, it is intended to approach suitably qualified and experienced individuals who are already known to the key partners.

Recruiters may be already involved in *Skills for Life*, or may be known to the partners in other capacities, e.g. as invigilators or learning support assistants. Reserve recruiters will be trained as cover.

Monitoring work will be carried out by an experienced monitoring assistant from [REDACTED].

5.4 Designated contract managers

[REDACTED] has identified **(tbc)** as contract manager. She will work with [REDACTED] **(tbc)** to ensure successful delivery of the contract. Their combined skills and experience are considered to be invaluable in ensuring the successful completion of the tender.

6 Working relationships

[REDACTED] will ensure that the appointed coordinator sets up close working links with the Move On regional adviser (if applicable) **(tbc)**, and other local organisation and institutions, e.g. **(tbc, tbc)**, to enable maximum benefit and support for Test the Town.

7 Developing a plan

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

This will include:

- support needs, e.g. mobile testing units
- teacher support and staff training
- outline plans for teacher support, keeping flexibility to meet individual learners' needs
- timetable for participating partners
- identification of community-based 'recruitment' centres.

8 Delivering Test the Town

Key partners have agreed to find a base for the coordinator and administrator. These costs will be offered as a partner contribution.

Partners have agreed that, if necessary, [.] will involve existing *Skills for Life* personnel without cost to the project.

Where possible, [.] will share the use of mobile IT equipment with partners such as the libraries. This will optimise the usage of equipment and help partner organisations to participate in the project.

9 Timescales

Action	Key date
Appointment of coordinator	
Appointment of recruiters	
Delivery plan completed	
Marketing plan completed	
Marketing begins	
Recruiter 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 highly individual, but is likely to include costings for many of the following:

- project coordinator – to plan campaign, to include checking facilities,
- Test the Town manager – arrangements for referral, capacity of provision
- teachers – to include time off for training
- recruiters – release time, delivery of training, mobile phones
- administrator
- marketing officer
- technical support – to include equipment and resources for testing
- marketing
 - 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.)

Materials	Quantity		Cost (£)		Quantity		Cost (£)		Quantity		Cost (£)		
Poster (A3)	10		70	50	82	100	87	500	337	3,000	445	10,000	754
Poster (A4)	10		65	50	80	100	88	500	336	3,000	377	10,000	532
Filer (A5, 2pp)	10		65	50	75	100	80	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	10		70	50	75	100	85	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	1		180	10	198	50	750	100	775	500	925		
Drinks coaster	5,000 (minimum)		1,310	7,500	1,892	10,000	1,992						
Quiz (A4, 4pp)	10		80	50	109	100	128	500	360	3,000	570	10,000	798

Materials	Quantity		Cost (£)		Quantity		Cost (£)		Quantity		Cost (£)	
	Quantity	Cost (£)	Quantity	Cost (£)	Quantity	Cost (£)	Quantity	Cost (£)	Quantity	Cost (£)	Quantity	Cost (£)
Leaflet to give information and details of tasters (A5, 4pp)	10	75	50	95	100	108	500	354	3,000	387	10,000	582
Campaign identity badge	100	260	250	494	500	852	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	25	180	50	224	100	316	500	1,134	1,000	2,057		
Printing logo on pen	500 (minimum)	295	1,000	395	3,000	1,070						
Banner	5	189	50	433	100	714	250	1,305	500	1,430	1,000	1,585
Barracuda-style pull-up exhibition stand	1	195	5	975	10	1,850	50	8,775				
Postcard for prize draw	50	75	100	83	500	143	1,000	361	3,000	380	10,000	477
Postcard box	1	181	10	393	50	1,074	100	1,201	500	2,029		

Appendix 3

Print specifications

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

Appendix 4

Estimated costs for printing and customising recruiter training guide

Customised Move On Guide for intermediaries

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 you are likely to take. You will need to modify the list as appropriate for your initiative.

Action	By (date)	Completed	Comments
Identify partners and liaise to plan initiative outline			
Engage support from SMT			
Submit application for funding			
Appoint project coordinator			
Appoint Test the Town manager			
Complete delivery plan			
Appoint and train recruiters – include frontline staff as appropriate			
Appoint and train teachers			
Appoint and train administrator			
Engage marketing officer – liaise regarding marketing materials			
Complete marketing plan			
Begin marketing			
Engage technical support – discuss support needs and how to implement them			
Liaise with quality assurance/external contracts manager/team			
Plan timetable for all partners			
Identify local centres/venues for recruitment/initial assessment/learning support/testing			
Plan launch			
Commence delivery			
Completion of tests			
Evaluation report completed			

Appendix 6

Case studies

The following case studies encompass the 'spirit' of Test the Town and include information about the Move On approach from engagement to achievement as well as the successful adoption of the Test the Town model.

Salisbury College and Wiltshire and Swindon LSC (2004)

Wiltshire and Swindon LSC launched a Move On campaign in the Salisbury area. Salisbury College has since experienced a 15% rise in enrolments for Essential Skills, a 291% rise in entries to National Tests in literacy, and a 331% rise in entries for numeracy.

At the end of January 2004, Wiltshire and Swindon LSC launched a focused Move On campaign across the Salisbury area. The campaign aimed to attract and engage more adults into Level 1 and Level 2 provision and supported achievement of the National Certificates in Adult Literacy and Numeracy. The campaign used the Move On approach to attracting potential learners by promoting the benefits of Moving On and gaining a qualification, rather than promoting a deficit (have you got a problem with . . . ?) model.

The campaign

The campaign included Move On posters, credit-card-style fliers for shop counters, a bookmark and an 8ft Move On cube. An official launch was held at the Guildhall in Salisbury on 28 January 2004, with guest speakers who included the local mayor and Professor Heinz Wolf, and the cube was placed in the market square outside of the Guildhall. The posters were then displayed across the city, the fliers were circulated to shops in the town centre, and the cube was placed on the roundabout outside the college.



Impact of the campaign

Since the Move On campaign has been running, Salisbury College has reported a significant increase in the number of learners coming forward into provision. Janet Beauchamp, head of academic support services at Salisbury College, said: 'Move On has really worked for us in Salisbury. We have had a substantial increase in enrolments onto *Skills for Life* provision since the campaign was launched in January. Potential learners have really responded to a positive offer, rather than the traditional 'have you got a problem with . . .?' type of offering. Not all learners who have come forward have been 'brush-up' learners and some have been signposted into Entry level provision. However, the impact that the Move On offer has generated has been excellent – it's just what we needed here in Salisbury.'

Janet continued: 'We used to struggle to run one numeracy group a year – we now have three groups of up to 20 learners currently attending numeracy classes.'

Janet also reported that the campaign and Move On has helped increase enrolments and achievements:

Enrolments for Essential Skills classes have risen by approximately **15%** (particularly evident in the numeracy area). Entries to the National Certificates have increased by **291%** in literacy (from 23 in 2002/03 to 90 in 2003/04) and **331%** in numeracy (from 16 in 2002/03 to 69 in 2003/04). Other learners achieved Entry level qualifications and are progressing to other qualifications this year.

Achievements have increased by **15%** in literacy (on the previous year) and **5%** in numeracy and the college is currently on **80%** achievement in literacy and **75%** in numeracy.

Janet concluded: 'This year we are aiming to hit 90% achievement in both literacy and numeracy.'

City of Sunderland College (2004/05)

City of Sunderland College aimed to Test the City. A strong recruitment strategy was developed and the number of learners has risen significantly. The initial proposal was to recruit 1,000 learners to gain a qualification. By the end of July 2004, 880 active learners had been engaged, and there were 1,061 enrolments and 901 test entries. Of these, 857 achieved a National Certificate (95% pass rate). In January 2005 the campaign was repeated and immediately achieved 500 new enrolments. The repeat of the activity gave those who heard about it or saw information during the initial Test the City the opportunity to take part.

The immense commitment of resources was only possible because of a very clear directive from the principal that this was recognised as a college priority.

Teachers' views:

'Very positive; appreciate the move to a qualification driven agenda – and challenge the concept that “we don't teach, we just test” that some staff initially felt, given the increased numbers coming into provision.'

'It has attracted large numbers of learners who would not come into Skills for Life provision – even those with Entry Level skills – but who want a qualification.'

A numeracy specialist was quoted as saying:

'I love what I do now. I'm now able to follow through learners and enable them to achieve at Level 1 or Level 2, rather than pass them over to others to possibly fail at this level.'

Recruitment

The college placed great emphasis on recruitment. Senior management committed a significant marketing budget to the Test the City initiative. The initial proposal was to recruit 1,000 to gain a qualification. City of Sunderland's successful marketing materials have been used as the basis for the templates in this manual.

Initially 30 recruiters were appointed to sign up members of the public in Sunderland to up-skill and gain a qualification. These recruiters were not necessarily from a marketing background, but taken from the college's bank of invigilators, etc. (e.g. ex-teachers, retired HMs, retired policemen), mainly from a professional background. There was a mix of men and women, and a *Skills for Life* background was not seen as crucial.

They were given half a day of training on the *Skills for Life* agenda and the relevance of the National Certificates. The recruiters were split into teams, supported by senior managers from college who also had half a day of training on issues around the qualifications. Each senior manager committed to at least half a day more (in many cases a full day was used) to be out with a team to monitor activity, 'guard the college's reputation' and 'resolve all problems' on the spot. Each manager took responsibility for collating the information that the recruiters gained.

Recruiters approached individuals in public places, such as shopping centres and libraries, and talked to them about the benefits of gaining a qualification in English or maths. Supporting leaflets were also used.

Those who expressed an interest were booked in for an initial interview at a time to suit them. (The head of faculty took the decision to manage this, rather than try to fit people into a pre-arranged appointment system.)

Initially 50% of those who expressed interest actually attended an interview. This has now increased to over 60% as recruiters gain more experience; and increases again if the recruiters telephone to encourage them to make a further appointment.

Model of delivery

Shortened model: average nine guided learning hours. Learners are encouraged to take the test when ready. Those who require more support are referred on to further sessions where appropriate.

Some staff were concerned that the initiative would lead to teaching to the tests, but there has been an increase in general *Skills for Life* provision, both in terms of numbers attending sessions and in further sessions being offered during the week.

Challenges

The college is investigating other strands of funding to cover the recruitment costs in order to support this successful initiative in the future.

A further 94 learners have been assessed at Entry level. They have entered provision to gain a qualification, but do not particularly want to build a portfolio for an Entry level qualification. A test at Entry level would be very much welcomed.

Capacity to deliver was achieved by recruiting graduates who are working towards relevant *Skills for Life* specialist qualifications while delivering. Induction training gave a clear focus on Level 1 or Level 2 qualifications as an important outcome for learners. This team is closely supported by very experienced *Skills for Life* coordinators in literacy and numeracy, and they are using materials developed by the coordinators and processes that are quality assured by them.

Resources

The mini-test and practice tests were very useful in engaging and supporting learners.

The team would welcome more promotional materials that can be easily lifted with minimum of adaptation to prevent proofreading errors.

The Test the Town package now includes a CD-ROM with a selection of templates and artwork.

Coordinators produced an in-house 'revision guide' that focuses on key areas and the underpinning skills needed for these.

CTAD resources were also useful, although the licence to use these was over and above the marketing budget, so further investment was necessary. Various online resources were identified, including Skillswise.

Some of the additional outcomes of the Test the City initiative were its extension to the college, through Test the College's approach to embedding Move On into the staff development and appraisal process, and the use of Move On throughout the area strategic partnership membership. There were also other effects, not predictable at the outset, such as:

- the National Certificates being accepted as sufficient for teaching assistants and workers in the care sector

- one local authority including Level 2 English and maths in its specification for mentors
- Sunderland University recognising the National Certificates for all courses except those for teaching qualifications and higher-level maths courses.

Downstream from Move On, learners were now pioneering new progression opportunities and presenting new challenges to providers at all levels.

Cheshire County Council Adult and Community Learning Service (2004)

Cheshire County Council ACLS was awarded an ESF-funded project to explore innovative ways to deliver Skills for Life at Levels 1 and 2. Delivery started October 2004 and is based on the Move On approach. Taster sessions are used to screen, assess and signpost learners to courses lasting between six and 32 hours.

Target groups include people who live in areas of high deprivation and rural areas, those currently in low-level, low-skilled employment, unemployed people and offenders.

Partners include the community and voluntary sector via Cheshire and Warrington Voluntary Sector Learning Forum, Cheshire County Council, Cheshire and the Wirral Probation Service, Cheshire PCT, CABs, all Cheshire FE providers, Connexions and **nextstep** and various ICT Learning Centres, all of whom act as referrers.

This ESF-funded project is intended to fill a gap in existing *Skills for Life* provision in Cheshire 'by focusing on first steps and new provision, through delivery by a team of dedicated, creative teachers, who are able to offer small groups of new learners a flexible, accessible and local experience, wherever it is needed'. (ESF Evaluation Report)

Project aims

- To offer new learners small, manageable goals which will bring confidence as they advance.
- To use the national campaigns, Get On at work and Move On, and local strategies and promotions such as Festival of Skills, Adult Learners' Week, Science Festival, Bite Size, Family Learning Week and similar community events to promote the programme to learners.
- To develop progression through high-quality IAG and individual learning plans.

Staffing

2.5 FTE *Skills for Life* practitioners were appointed in the first instance, rising to 3.5 by May 2005 to match anticipated demand.

Promotion and marketing

The ESF bid included money for promotion and marketing, and the services of Creative Change were engaged to work with the Move On regional adviser to develop promotional messages and marketing material that would appeal to our target groups and screen out lower Entry level learners.

During the development of the strategy, the name 'Ladder for Learning' was retained as a contractual title only. Move On Cheshire is now the public name for the project with the strap line of 'I'm ready, are you?'

The positive messages which are evident in the national Move On campaign made this very positive, overt message the project's image. With unemployment in Cheshire at only 2.8% we try to appeal, through images commissioned, to people in employment. This resulted in a suite of three-fold leaflets and A5 fliers. These feature four people representing a range of age, sex and ethnicity, all in a workplace setting, which have proved very successful.

Rather than blanket marketing, there were targeted mail-outs and e-mails to distinct groups. For example, Cheshire County Council publicity department arranged for a photograph to be taken of the teachers, and included this in all payslips, together with a free phone referral number. This resulted in 166 enquiries with 90 immediate enrolments, resulting in 95 passes in the National Certificates in English and maths (or both). The pass rate was 97% and retention was 98%. People who have not yet enrolled are kept on a database and included in mail-shots, and most are expected to join courses when appropriate.

An e-mail was sent out to all schools in Cheshire, resulting in 80 enrolments in the first wave. It was found that there's a huge demand from parents and governors, HLTAs and Family Education staff and learners and people engaged with Surestart programmes.

The Move On recruiter briefing was used to deliver awareness raising sessions to key partners, including all internal staff who may answer the referral line, Connexions Adult team, **nextstep**, Cheshire County Council managers, Cheshire and Warrington Voluntary and Community networks and TUC Learning Services and ULRs. About 130 people have been trained so far.

During Adult Learners' Week access to a broadband mobile facility was arranged on several days across a variety of venues, including a retail outlet and a hospital. Move On quizzes were used to raise interest and awareness of the National Certificates and people were asked to fill in a competition entry form to win an iPod. The entry forms were used to follow up interest. One teacher will be using the same approach within Cheshire NHS organisations.

Recruitment and referral

Teachers visited NACRO in March 2005 to offer tasters for service users. Despite difficulties in ensuring that the learners attended regularly, a small number of young

people were keen to gain a qualification and one person gained her English certificate in July 2005. The staff at NACRO are now working towards the Level 2 adult learner support qualifications, with a view to taking Level 3 when a suitable course appears locally.

Family learning teachers refer groups to the project to brush up their English and maths skills to Level 1 or 2. A course run at Parklands Primary School, Ellesmere Port, enabled ten out of twelve learners to gain a Level 2 English qualification. Many have now progressed to develop those skills further by attending other courses, with several going on to develop skills leading to learning champion status.

A reciprocal referral process between agencies ensures that the learners are signposted to the best provision for them. Unusually, in Cheshire this means that Entry 1 or 2 learners are referred to FE adult provision and Entry 3 plus learners are referred to Cheshire ACL by the colleges. Although this process is sometimes less than perfect, the project remains committed to establishing good practice in this vital area.

Delivery

Courses are teacher-led and learner focused, designed around the needs of the group. Because of the way that courses are funded, there are no constraints on class size and small groups can be engaged in their own environment. Resources are contextualised to the interests and focus of the group.

Wireless technology provides a completely peripatetic service to learners at the point of need, including on-demand, on-screen testing with instant feedback. Tests are taken when the learner is ready.

A partnership with Chester Aid for the Homeless (CATH) has enabled clients to receive tuition in *Skills for Life* from the CATH teacher, with the tests administered by Cheshire ACL. Three qualifications have been gained by homeless people so far.

Courses and tests are delivered at a wide variety of local centres, including libraries, primary schools, community centres, UK Online centres, county council premises, including offices and depots, NACRO, and a shelter for the homeless.

Evaluation

The flexibility, positive marketing messages, and learner-centred approach are all contributing to the overall success of this project. Cheshire County Council ACLS listened to the learners, enabled them to learn when and where they prefer (within limits, naturally), and developed the 'product' (i.e. the delivery package) to suit requirements. For example, offering blended learning packages to enable learners to learn from home with teacher support by e-mail and phone.

The positive messages work: people want a qualification in English and maths, and if they want it they will get it! People in employment will make time for it. Employers seem less convinced (maybe a lesson for employer trials).

Courses can take longer than 30 hours for less confident learners. Many of these have taken Level 1 as a stepping-stone to Level 2, which was not built into the project budget!

The availability of on-screen testing is vital to the performance of the project.

Salford Move On campaign (2005)

Salford is a city within Greater Manchester with one of the lowest levels of achievement in literacy and numeracy, and one of the highest levels of need.

In order to counter this, the Salford LLP planned a Move On campaign.

Its **aims** were:

- to train key personnel within – partner organisations with the Move On recruiter message, including knowledge of the national qualifications and experience of the National Tests
- to promote partnership working within Salford
- to build capacity of *Skills for Life* teachers equipped to deliver focused, intensive learning opportunities leading to the national qualifications within Salford
- to recruit *Skills for Life* learners at Level 1 and Level 2 to provision which reflects the Move On approach.

Approach and marketing

Sixty-seven recruiters were trained across 29 organisations. These included key services within Salford Council such as youth inclusion project teams, etc., libraries, Jobcentre Plus, the voluntary and community sector and frontline staff from all of the providers. Thirty-two taster sessions were arranged across the city for the recruiters to recruit to.

These taster sessions were advertised in Salford Life – a free paper delivered to every home in Salford and on a huge plasma-screen on a permanent loop at the Civic Centre. They were also posted on the Skills for Life network web site (a regional resource for Skills for Life practitioners) and Salford City Council's web site. BBC Greater Manchester Radio put out bulletins throughout the two week campaign, and interviewed learners in a magazine slot. The taster sessions were featured in the programme for the Salford Reds, the local rugby team. One private training provider had some Move On balloons printed and arranged for their recruiters to staff stalls outside the key libraries in Salford and talk to people using the library about the national qualifications.

Feedback

The campaign ran in the last two weeks of January 2005, and the Salford LLP basic skills coordinator is still gathering figures on uptake from most adult learning providers. However, the following picture is emerging:

- Move On teacher briefings effective at attracting *Skills for Life* teachers for training opportunities and thus building capacity for adult learning providers to increase delivery at Level 1 or 2. Evaluations were very positive.
- The Salford-wide Move On campaign provided the motivation for collaborative working between partners, where previously that had proved difficult
- Recruiters, equipped with a clear message through personal experience of the skills required and the test format, have been trained from 29 organisations across a focused geographical area.
- The Move On brand is now established and being used across providers, learners and intermediaries. 'Now, if someone says 'Move On', everyone knows what we're talking about.'
- The biggest response in terms of recruitment onto taster sessions has been where recruiters have actively engaged with potential learners, i.e. the recruiters with Move On balloons outside libraries. From one session alone, 21 people were referred to taster sessions, from which 16 (over 76%) have already enrolled on brush up courses and passed the test (within four weeks). Although the feedback is incomplete, it appears that despite extensive media coverage, the effective recruitment method was word of mouth, peer recruitment.

Test the County – Durham (2005)

Background

LSC County Durham invited bids to operate an initiative to engage individuals into literacy and numeracy learning with the potential of achieving a literacy or numeracy qualification that would count towards LSC targets.

The model was based on the 'Test the City' model which had been successfully operated by Sunderland College.

Target outcomes

- Identify 500 people aged 16+.
- Engagement of 250 of the above individuals with a skills check.
- From those 250 people, 125 numeracy or literacy qualifications to be achieved at Entry 3, Level 1 and Level 2.

Method

- Partnership working with Acumen Trust.
- Recruiters engaged.
- A base centre established.
- Community involvement.
- Initial assessments and testing on demand.
- Interactive online support materials.
- Self-learning materials for independent study time.

- Learner incentives.
- Learner tracking and follow-up.

All those who took part in the initial assessment were entered into a draw for an iPod, and all those who gained a certificate were given a £15 token.

The tracking process was helped by sending out a Christmas card to ‘no-shows’ with contact details – this proved successful in re-engaging these learners.

Results

(As of 5 December 2005)

Initial contact	465
Eligible	445
Initial assessment (numeracy)	112
Initial assessment (literacy)	105
National Test (numeracy)	41
National Test (literacy)	51

Feedback

The campaign resulted in increased awareness and enthusiasm for *Skills for Life* within the organisation and there was clear evidence of learners’ self-esteem and confidence growing as a result of the experience.

Bespoke programmes were provided to meet individual needs rather than a ‘one size fits all’ approach. There was a good conversion from initial assessment to taking the National Test, which also led to progression onto IT programmes. The online testing and learning materials proved successful and popular with the learners.

Recruitment was much more successful in densely populated areas – strategies for rural communities will need a re-think.

The importance of the recruitment role was underestimated. The deadline was tight, which did not give enough lead-in time, and there were some issues in encompassing the geographic area.

Test the County has resulted in planned next steps of ‘Test the Community’ and ‘Test the Company’.

A spin-off from Test the County was ‘Test the Trust’. The workforce development team from the college has been working with County Durham and Darlington Priority Services NHS to hold roadshows where staff can learn more about free courses. The project will encourage NHS staff to brush up their English and maths skills and achieve a nationally accredited qualification by taking the National Tests in Adult Literacy and Numeracy at Levels 1 and 2.

More than 100 members of the trust's staff have already signed up for skills assessments, which could lead to them sitting a National Test. The initial aims of Test the Trust is to get 100 people skills tested and for 70 to pass National Tests.

Test the Town – Cam and Dursley (2006 – ongoing pilot)

Context

The Move On regional adviser for the South West, Kris Ventris-Field, had been working extensively with 'The Learning Community' (TLC) in Cam and Dursley for some time, following an initial enquiry made by the project manager, Jane Manning. Following a visit, Jane was enthused by the positive promotion, and Kris then ran a recruiter training session for the learning champions, who are employed by TLC to engage people from their local communities back into learning.

A train the trainers session was also delivered to key partners and members of the TLC (next**step**, voluntary organisations, Stroud College staff) so the training could be cascaded within those organisations. Kris also worked very closely with the local provider, Stroud College, to ensure that they would be able to respond in terms of delivery.

The project was in an ideal position to pilot the Test the Town ideas: project staff, learning champions and other partners, including the local provider, were all trained in the use of positive language and were familiar with the Move On approach to promotion, recruitment and delivery.

A presentation was made to the Cam and Dursley Consortium, made up of key local partners and stakeholders. It was at this meeting that the notion of piloting the Test the Town was discussed and enthusiastically received. This was followed by a specific session for those who would be involved in the pilot, including a key publicity and marketing consultant.

A specific launch is not planned, but posters, drinks coasters and fliers have been distributed around the town, and specific events include:

- Challenge the MP
- Challenge the Teachers
- Challenge the Lions
- Challenge the Farmers.

TLC staff and learning champions are the recruiters at various taster (mini-test) events and these are being held in the Town Hall, libraries, playgroups and schools.

Individual learning and test preparation will be delivered by the college in four community venues, and courses are being offered in the mornings, afternoons and evenings, and at weekends.

MP's vote goes to improving skills

Stroud MP David Drew and dozens of adult learners went back to school to test their maths and English skills.

Mr Drew was at the new Dursley library to launch Test the Town, a challenge for people to brush up their numeracy and literacy skills. Cam and Dursley have been chosen to pilot the national scheme which allows adults to take part in free tests, equivalent to GCSEs.

Adults taking part will be advised on which areas they need to improve and offered a free short brush-up course and advice.

Mr Drew said: 'I have been struggling with the maths test. I did fine in the literacy but my maths is a bit rusty. What's a median? It has been going very well and makes you realise that you need to practise these skills.'

Jane Manning, project manager at the Learning Community in Cam and Dursley, said teachers at Rednock School are to be tested this week. And on Saturday, everyone in the area can take part. People can visit the Town Hall and drop in for a free tea or coffee. Anyone taking part in the tests will get a free piece of cake or chocolate bar.

'It is really promoting the use of English and maths,' she said. 'I have an O level in maths, but when it came to helping my daughter with her Key Stage Two SATs, I was really struggling. I've just completed a short course and am due to take my National Test.'

The scheme is being piloted in several communities across the country, but Cam and Dursley was chosen because of the work that The Learning Community has already done in developing skills in the area. The two towns, which were once economically prosperous, have been in decline for some years.

To take part in the tests, or to find out more about the short courses which run mornings, afternoons, evenings and weekends, visit www.thelearningcommunity.org.uk or call Jane Manning.

This is an ongoing pilot. Visit www.move-on.org.uk to get an update on progress.

Exemplar document

The Learning Community: Cam and Dursley Test the Town pilot for Move On

Work plan

Action	By whom	By when	Measure of success
Get quotes for printing.	LA	Mid-December 2005	Quotes obtained and order placed with printer.
Speak to JK about funding for posters.	LA	Mid-December 2005	Funding secured.
Get beer mats printed and distributed to pubs in Cam and Dursley.	LA/JM/ML	Christmas 2005	Beer mats in pubs over Christmas.
Posters and fliers around town as follows: January – week 1: 1st set January – week 2: 2nd set January – week 3: 3rd set January – week 4: 4th set.	LA/JM/ML and learning champions	January 2006	Successful publicity campaign.
Contact Tesco and Somerfield about vouchers for people taking practice tests and a hamper for the prize draw.	LA	January/ February 2006	Vouchers and hampers donated.
Contact to be made with pubs, schools, playgroups and other groups of people to run practice and real test sessions. Ideas: cafes, pubs, Tesco, churches, Lions, jumble sales, schools, playgroups, WI etc., tea and biscuits, mini-test.	LA/JM	January 2006	Four group test sessions set up.

Action	By whom	By when	Measure of success
Local challenges to be set up: possibly head of Rednock, local councillors, landlords, Challenge the Teacher etc.	BW/LA/JM	January/ February 2006	Three challenges undertaken.
Series of practice test sessions to be set up in various venues for February; to be advertised last week in January.	LA/JM/MW	January 06	Ten practice test sessions set up.
Short Move On courses leading to National Tests to be set up (linked with NLDC work plan).	JM/MW	January 2006	30 people to take the National Test from Test the Town publicity.
Evaluation to be completed by end of February.	All	February 2006	Comprehensive and useful evaluation produced.

Test the Parish – Yeovil (2006 – ongoing pilot)

Context

Yeovil College in Somerset was part of the initial Move On pilot and is also currently piloting Move Up for Entry 3 learners.

As part of a whole organisation approach to *Skills for Life*, the Move On regional adviser was invited to give a presentation to the Corporation (governors and senior managers), prior to a launch of twelve Town Centre Learning Centres that would be offering the National Tests. The principal opened these centres by visiting them all on a bike.

Being already well-rehearsed in running pilots and in offering a positive promotion of the qualifications as an entitlement and opportunity for all, the college offered to participate in the pilot, as part of their bid to widen participation to the local community, using a Test the Parish approach.

Joint initiative: Skills development and outreach

Proposal

To promote Move On and the National Tests within St Michael's Parish, i.e. Birchfield/Sunningdale estates.

Aims

- To engage 50 potential Skills for Life learners.
- To enrol 40 learners on Skills for Life classes with 75% achievement at Entry 3, Level 1 and Level 2.
- Twenty learners to achieve National Tests at Level 1 and Level 2.
- To encourage learners to also enrol on IT courses at Middle Street Learning Centre.
- To promote all Yeovil College courses through IAG worker.

Actions

- Develop action plan, including staff responsibilities.
- Establish partnerships with: the local vicar; schools; pre-schools; community groups; local shops, e.g. Spar, Tesco; sports clubs; pubs; local dignitaries, e.g. Bill Chapman.
- Intensive promotion: marketing saturation – fliers, displays, face-to-face, tasters (e.g. stalls at Friday market, parents evenings, pub quizzes, local events).
- Re-visit contacts already established: local clergy; Birchfield; Reckleford School; new children’s centre at Reckleford; housing groups; women’s refuge; and parent talk group.

Outline costs

- Marketing materials – £1,000.
- Staffing – development and teaching in post; additional admin may be required.
- IT laptop delivery, new printer, etc.

A strategy group was set up with the development worker as the key focal point and partnerships with local bodies and community groups established. Full support was gained from the senior management team within the college.

The Parent Talk organiser, tutors and local ‘dignitaries’ were the recruiters for this campaign and the locations used for recruitment were local schools and community halls. More venues are planned.

The Move Up quiz sheets and Liverpool Community College packs were found to be the most useful resources, and the Test the Town manual was very useful in providing examples of how to start.

This is an ongoing pilot. Visit www.move-on.org.uk to get an update on progress.

Exemplar document

Test the Parish – Yeovil

Action plan

Action	Staff	External Contact	Promotion	Date	Progress
Deliver four week numeracy course at Parent Talk, Birchfield Hall.	S	WH		13 Jan 06	Completed 03/02/06.
Deliver follow-up numeracy course at Parent Talk.	S	WH	Fliers	13 Feb 06	Taster day 10 Feb 06 at Parent Talk with learners from above course and others.
Promote literacy and numeracy courses with Somerset Homes. Article in magazine, taster, 30-hour course.	J	KD	Magazine article	Feb 06	KD very keen and offered free use of venues if needed.
Meet with Rev ME. Article in parish magazine.	S & J	ME	Magazine article		Information letter sent. Meeting to be arranged after planning meeting on 06 Feb.
Meet with BC.	S & P	BC		23 Jan 06	Meeting held. BC willing to act as a 'learning champion'.
Promotion of National Test to refuge learners.	D				
Promotion at Reckleford School (including new children's centre).	D & J	Head	Fliers		Governors' meeting informed of promotion and keen to support. Meeting with head to be arranged after 06/02/06.
Meeting with head of maths at Birchfield School.	S & J	Head of Maths			S

Action	Staff	External Contact	Promotion	Date	Progress
Meeting with JS – playgroup.	P				
Check Birchfield Hall and Monmouth Hall availability.	P				Booked: Mondays a.m. in readiness for Parent Talk numeracy course. No firm commencement date yet.
Contact DK, Children's Services.	J				Talk to D's group on Tuesday 6 March 06.
Find out about Birchfield Parish newsletter.	P				Newsletter received from DH ('Newtown Newsround').
Meet with marketing/VP.	AC			20 Jan 06	Banner for new numeracy group.
Identify local groups with meet at Birchfield Hall, Monmouth Hall, Library, Church, St Michael's Church Hall.	P				Spreadsheets received.
Use current local learners as learning champions.	S			19 Jan 06	Potential LCs spoken to by S.

Possible promotional activities:

- attend parent's evenings
- network in playground/ playgroup
- posters in shops, pubs, hall, café
- presence in Friday market once groups set up and there is a concrete offer
- visit local groups – darts team, slimming club, etc.

The Challenge Project (future project)

The Challenge Project is a two-and-a-half-year engagement project in Tyne and Wear using aspects of the Move On approach. The project is taking a very up-front approach, offering opportunities to take qualifications in English and maths. Using a team of two managers (one for the employed market and one for the mass market) and an engagement team, the project will try a variety of locations and approaches to talking to people. The activity uses very positive language using terms such as 'second opportunity', 'entitlement', 'accessibility' and 'convenience'. The engagement team will stop people in the street, knock on doors, visit groups, attend events and use other innovative methods in an attempt to find out which is the best method of approaching people.

Because it covers five local authorities, the project will work with a number of providers across the area. This brings both benefits and difficulties as the project has to accommodate and work with the systems in colleges, local authority adult basic education departments and independent providers. members of the team are not traditional *Skills for Life* staff: their backgrounds are predominantly recruitment and sales, although the overall project manager is a curriculum specialist.

This is an ambitious project with a budget of £1.5m, which includes some capacity-building and CPD for *Skills for Life* tutors; however, the bulk of the funding is for engagement. There is no budget for delivery: we will work in partnership for our delivery. The project is funded by One North East the Tyne and Wear Partnership via the LSC. The overall engagement target is 18,000 with the aim of 6,000 of these embarking on National Test activity.

Activity in the first two weeks focused on shopping centres and supermarkets; 280 people were recruited, but it is expected we will only get better at this as time progresses. The manager focusing on the employed market is using a novel approach, based on employers allowing us the opportunity to speak to staff in work time, for example in staff canteens, factory entrances or rest rooms. The intention is that on the whole the staff will take the National Tests out of work time through a local provider.

This is an ongoing pilot. Visit www.move-on.org.uk to get an update on progress.

Exemplar document

Test The Town Challenge Route Map Take the Challenge for your town!

* Ashington * Berwick * Blyth

9 Get your results and
Move Up and On



8 Take the
challenge –
English 1 hour
Maths 1 hour
15 minutes

7 Attend teaching sessions
to update your skills

6 Plan out your learning and
record it

5 Agree with your tutor what
you aim to complete

1 Leave your contact details with
us and say when you can be
contacted

2 You will be contacted by telephone

3 Choose a place and time that's
good for you

4 Meet your tutor and have a quick
skills check

Appendix 7

Promotional materials

Thamesmead



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

- Get the national qualification for adults
- Improve your career prospects
- 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!**





Thamesmead

If you're over 16, call FREE 0800 123456 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:

necessary (a) nessesary (b) necassary (c) necessary (d)

2 English Level 2

Which of these should **not** have an apostrophe?

It's wet today. (a) The river broke it's banks. (b)
The tree's leaves are wilting. (c) Who's feeling cold? (d)

3 Maths Level 1

A brick layer needs 14 650 bricks for a job.

How would you round this number to the nearest thousand?

14 000 (a) 14 600 (b) 14 700 (c) 15 000 (d)

4 Maths Level 2

In a game, the golfer walks 3.5 miles round the golf course.

1 mile = 1.6 kilometres. How far does the golfer walk in kilometres?

1.9km (a) 2.2km (b) 5.3km (c) 5.6km (d)

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



Coming to Thamesmead soon!

TEST THE TOWN

Are you ready for the challenge?

If you're over 16, call free on 0800 123456 to find out more.

Thamesmead

TEST THE TOWN

Check out your skills in everyday English and maths

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Know your English and maths



Brush up your skills and gain a **FREE** national qualification in English or maths.



Please take one



Brush up your skills –



gain a national qualification in English or maths

Take part in



and move on

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 Town logo

The colour for Test the Town is Pantone 233C and is used as the main background colour. The CMYK breakdown is 11% cyan and 100% magenta.



File name: TtT logo CMYK.eps
File details: This is a vector-based CMYK.



File name: TtT logo CMYK.tif
File details: This is a bitmapped tif.



File name: TtT logo.jpg
File details: This is an RGB bitmapped file.



File name: TtT logo.tif
File details: This is a mono bitmapped file.



File name: TtT logo magenta.eps
File details: This is a mono bitmapped file for use when magenta is the only colour option.



File name: TtT logo PMS 233.eps
File details: This is a vector-based spot colour file using Pantone 233C. For use in a single colour/line applications.