

# skills for life strategy

## National SFL Strategy

Seven million people have poor literacy and numeracy skills, including around half a million or more who struggle with English because it is not their first language. This has disastrous consequences for the individuals concerned, weakens the country's ability to compete in the global economy and places a huge burden on society. People with poor literacy, numeracy and language skills tend to be on lower incomes or unemployed, and they are more prone to ill health and social exclusion.

Source: DFES National SFL Strategy

This means that 7 million adults are unable to read and write very well and have difficulty doing some of the simplest tasks such as writing a letter, reading a piece of text or calculating change – tasks that most of us take for granted.

Source: DFES Core Curriculum

These are the findings from the *A Fresh Start – Improving Literacy and Numeracy* produced by Sir Claus Moser. This report has helped shape the government's strategy to improve the literacy, numeracy and language skills of adults.

## Leitch Report

The report produced by Lord Leitch in December 2006, called 'Prosperity for all in the Global Economy: World Class Skills', sets some ambitious goals which impact on Skills for Life. Some of the objectives include:

- 95 per cent of adults to achieve the basic skills of functional literacy and numeracy, an increase from levels of 85 per cent literacy and 79 per cent numeracy in 2005;
- exceeding 90 per cent of adults qualified to at least Level 2, an increase from 69 per cent in 2005; and a commitment to go further and achieve 95 per cent as soon as possible;
- shifting the balance of intermediate skills from Level 2 to Level 3. Improving the esteem, quantity and quality of intermediate skills. This means 1.9 million additional Level 3 attainments over the period and boosting the number of Apprentices to 500,000 a year;
- exceeding 40 per cent of adults qualified to Level 4 and above, up from 29 per cent in 2005, with a commitment to continue progression.

Source: DFES/readwriteplus

## Qube Learning

Qube Learning's vision is to raise the literacy, numeracy and language skills of adults in the workforce. We aim to achieve this through the delivery of high quality training and support in-line with the government's Skills for Life (SfL) strategy. Targets will be reviewed annually and included in the self assessment report and development plan. This strategy sits alongside other Qube Learning strategies.

## Approach to Learning

### Train to Gain

As part of the LSC Train to Gain programme, Qube Learning supports learners with their literacy and numeracy needs to help them achieve their first level 2 qualification. Some learners are also working towards a City & Guilds Adult Literacy or Numeracy qualification; these learners are targeted to achieve one level higher than their initial assessment indicates that they are at.

### Apprenticeships

Learners completing an apprenticeship receive support in order to gain their key skills qualification from the NVQ Learning Advisor. Support required is identified from the initial assessment and learning activities are related to the working environment. NVQ Learning Advisors can access support and guidance from the SfL team.

Qube Learning undertakes an in-depth initial assessment in order to identify the support needs of individuals. This assessment comprises of:

- Occupational initial assessment
- Basic Skills Agency Assessment
- Diagnostic assessment for literacy and numeracy (for those learners working towards a SfL or key skill qualification)
- Learning styles assessment

## Skills for Life Delivery

The delivery of the skills for life qualification will be professional and relevant to the individual learners needs. The skills for life qualifications will be delivered as part of Train to Gain our main aim is to either embed the skills for life qualification into the learners NVQ or contextualise it in relation to their job role, this is assisted further as all learning is delivered in the workplace. This approach ensures that the learner sees the relevance of the qualification and they will gain the skills to function effectively at work. Learning includes preparation for the national test.

All learning is planned on an individual basis to address differentiated needs of the learner. Progress is reviewed against the Individual Learning Plan (ILP) at each visit and formal reviews are carried out.

## Allocation of Learners

Learners working towards a skills for life qualification are allocated a specialist SfL Learning Advisor. All SfL Learning Advisors come from a vocational background which further helps the embedding of literacy and numeracy.

Learners who have decided not to work towards a skills for life qualification but have a learning need are supported by their NVQ Learning Advisor. Literacy and numeracy support is given to learners when they are required in the learners job role. Support and advice is available to the NVQ Learning Advisors from the SfL team.

## Staff Training & Qualifications

All members of the Skills for Life team at Qube Learning have/or are working towards the following qualifications:

- Certificate in Adult Literacy or Numeracy Subject Support Level 3
- Adult Literacy or Numeracy Specialists Certificate Level 4

From September 2007, this will be reviewed to reflect the new teaching qualifications.

Skills for Life Learning Advisors are expected to provide support and guidance to learners to help them achieve their skills for life qualification. Skills for Life Learning Advisors also have a vocational background and assess some NVQ's. This approach benefits the learner as they can relate learning to the working environment and NVQ.

Qube Learning aims for all NVQ Learning Advisors to have/or be working towards literacy and numeracy qualification (or equivalent) at level 2 or above. Qube Learning recognises existing qualifications of staff.

As part of ongoing development Qube Learning works with a number of external bodies/agencies including: LSC, Awarding Bodies, Ofsted, QIA. Staff awareness is raised by working with other training providers/ Colleges.

## Language Needs

Qube Learning currently has a large volume of learners with language/ESOL needs. Learning Advisors have a good working relationships with the learners managers who provide support with the language skills. They also ensure that learners have the necessary skills to complete their job role effectively and safely.

Qube Learning is currently looking to develop relationships with colleges, who offer ESOL courses, to support learners further.

## Quality Assurance

Qube Learning has a quality cycle to ensure that all aspects of learning and teaching are quality assured and high standards are met.

The quality assurance process within Skills for Life includes:

- Observation of learning sessions
- Quality assurance of learning materials, also ensuring they meet the needs of the learner
- Learner interviews
- Learner and employer questionnaires.

The quality of provision is also monitored through awarding bodies and Ofsted inspections.

The quality assurance process informs the self assessment report and quality improvement plan.

## Procedure for Initial Assessment

Outlined below is the initial assessment process undertaken with learners and how Qube Learning currently supports learners with a skills for life need.

### Occupational Initial Assessment (OIA)

This document is completed with the learner and looks at their job role. This helps to identify which NVQ would be most appropriate to the learner and what training will be required. The learner is encouraged to complete this form so that we can assess their written skills and capabilities. It also addresses additional social needs; this information is gathered through discussion with the Qualifications Advisor. The information is used to produce the learners individual learning plan (ILP).

### Basic Skills Agency Assessment (BSAA)

Learners complete a numeracy and literacy initial assessment which helps identify the level in which the learner is currently at. This information is then used to discuss the benefits to the learner in completing a skills for life qualification. The information helps formulate the learners individual learning plan and the planning of learning.

We have identified some weaknesses with this assessment and have addressed this in our action plan at the end of this document.

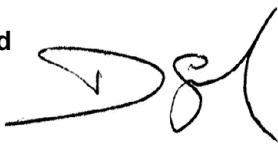
### Diagnostic Assessment

All learners who have been signed up to complete a skills for life qualification complete a diagnostic assessment at the level they will be working towards. This helps the SFL Learning Advisor formulate the learners action plan which identifies individual learning aims and is referenced to the core curriculum.

### Learning Styles Assessment

Qube Learning recognises that all learners learn in different ways, so as part of the induction learners complete a learning styles questionnaire. The results are discussed with the learner to ensure they are a true reflection. This is then recorded on the ILP and assists the learning advisor in planning learning activities.

Signed



Date 31<sup>st</sup> August 2007

**Debbie Gardiner**  
Managing Director