

# Pre-redundancy Employability Toolkit

Supporting providers to plan and deliver employability  
and Skills for Life training in the workplace

Skills for Life Support for World Class Skills



# Introduction

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Welcome to the Pre-redundancy Employability Toolkit. This comprehensive toolkit is an online and paper-based resource for providers working with employers who have staff at risk of redundancy.

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**Businesses facing the challenge of making their workers redundant need a range of specialised support. They may need information, advice, training and job opportunities for their staff. There will be a need for employability skills such as job search and team working and those related to sector-specific skills. The training required may also include English, maths and ICT skills – Skills for Life. Employees at risk of redundancy or redeployment may need to refresh their skills, adapt their skills to new job roles or learn new skills.**

## Who the toolkit is for

The toolkit is primarily for managers and practitioners who will be working with employers and their staff, to support them during the redundancy process.

You will also find this toolkit useful if you:

- offer information, advice and guidance services
- are an employer and want to provide in-house redundancy support
- work in partnership with a training provider
- are a Union Learning Representative.

## Aims

This toolkit aims to help you customise pre-redundancy programmes for particular businesses and circumstances. It also supports you to develop the right degree of sensitivity required in meeting employers' and workers' needs at a time of stress and challenge. The information, resources, Move On materials and case studies guide you through the entire process and show you how to:

- plan your strategy
- consider your delivery of pre-redundancy programmes
- brief and train your teams
- market and promote your pre-redundancy offer to businesses and employees
- find the right resources to customise training programmes
- apply ideas and approaches
- help clients access the services of other information, advice and employability agencies
- plan progression opportunities for learners
- use and adapt Move On posters, leaflets, quizzes, session plans, presentations and a wide range of other materials.

**Move On** offers a direct approach to promotion, engagement and delivery that highlights opportunity for all rather than need for some. It describes the benefits that learning and qualifications can bring, and encourages people to believe that they can progress. The Move On website at [www.move-on.org.uk](http://www.move-on.org.uk) supports the development of the Move On approach. This approach is particularly important when working with adults at risk of redundancy, and their employers, who may need support to see the benefits and relevance of improving their English and maths skills at an especially challenging time.

## How the toolkit is organised

The toolkit is arranged as three steps for employers to follow:

**Step 1: Toolkit Checklist**, which will help you find the right sections and resources.

**Step 2: Toolkit Sections** that are set out in question and answer format. These six sections guide you through the planning and delivery process and link you to a wide range of Move On and other resources. The paper-based version of the toolkit also comes with a CD-ROM that contains a selection of the Move On resources signposted in the toolkit.

**Step 3: Case Studies** show how Move On approaches and resources have helped companies and their staff through redundancy.

### A note about changes within the Learning and Skills Sector

During the development of this toolkit in early 2010 there were a number of significant changes under way within the learning and skills sector that relate to the content of the toolkit. These include:

1. The launch of the Skills Funding Agency. The Skills Funding Agency is one of two successor organisations that will emerge from the closure of the Learning and Skills Council. The Skills Funding Agency will work alongside the Young People's Learning Agency (YPLA) and Regional Development Agencies (RDAs). The Skills Funding Agency will be responsible for the allocation of funding to all post-19 educational institutions and employers (excluding universities). The Skills Funding Agency formally starts work in April 2010. For more information go to: [www.bis.gov.uk/policies/further-education-skills/sfa](http://www.bis.gov.uk/policies/further-education-skills/sfa)
2. The introduction of Functional Skills qualifications. Functional Skills qualifications in English, mathematics and ICT will be available nationally from September 2010. Functional Skills will feature in each of the qualification routes for 14–19 year olds. Please refer to the Functional Skills Support Programme website for emerging information about Functional Skills for adults, at [www.fssupport.org/](http://www.fssupport.org/)

# Contents

	page
<b>Step 1: Toolkit Checklist</b>	<b>4</b>
<b>Step 2: Toolkit Sections</b>	<b>5</b>
<b>1.0 Getting Started</b>	<b>5</b>
1.1 How can we develop our pre-redundancy provision in the context of wider services?	5
1.2 How can we include pre-redundancy provision in our strategies, policies and plans?	7
1.3 Who should be involved with pre-redundancy provision?	9
1.4 What training can we offer our staff?	9
<b>2.0 Engaging Employers</b>	<b>11</b>
2.1 How can we engage employers making redundancies?	11
2.2 What do we need to take into account when talking to employers?	14
2.3 How can we help employers to recognise the importance of English and maths training?	16
<b>3.0 Engaging Learners through their Employers</b>	<b>18</b>
3.1 How can we engage learners facing redundancy?	18
3.2 What should we consider when talking to learners facing redundancy?	20
<b>4.0 Planning Provision</b>	<b>22</b>
4.1 How do we decide on course themes and content?	22
4.2 Which qualifications can we use for our courses?	23
4.3 How can we offer flexible and responsive provision?	25
<b>5.0 Delivering Provision</b>	<b>27</b>
5.1 How can we support learners to achieve their goals?	27
5.2 Where can we find employability and Skills for Life teaching and learning resources?	28
5.3 Where can we find sector-specific resources for teaching and learning?	30
5.4 What resources can we signpost for independent learning?	31
<b>6.0 Progression</b>	<b>33</b>
6.1 What employment progression opportunities can we signpost learners to?	33
6.2 What educational progression opportunities can we signpost learners to?	34
<b>Step 3: Case Studies</b>	<b>36</b>
<b>Case Study A</b>	<b>36</b>
Bury Adult Learning Service and Bury Metropolitan Council	36
<b>Case Study B</b>	<b>40</b>
City & Islington College and Greenwich Distribution Centre, Boots UK Limited	40

## Step 1: Toolkit Checklist

Find out which sections of the toolkit are of most interest to you.

### Toolkit Checklist

Use this checklist to help you:

- reflect on your pre-redundancy provision
- identify the sections of the toolkit of most interest to you
- see at a glance which CD-ROM Move On resources appear in each section.

What do you want to do?	Read Toolkit Section	CD-ROM Move On Resource ref.
Use information from wider services such as Jobcentre Plus and information and advice services to develop pre-redundancy provision	1.1	
Include pre-redundancy provision in strategies, policies and plans	1.2	1-4
Decide which staff to include in pre-redundancy provision planning and delivery	1.3	
Include training for pre-redundancy provision in staff development planning	1.4	5-7
Develop a clear marketing plan and strategies for engaging employers dealing with redundancy	2.1, 2.2	6-12
Use information about Skills for Life when working with employers	2.3	3, 13-16
Develop a clear marketing plan, strategies and resources for engaging employees facing redundancy	3.1, 3.2	7, 17, 18
Determine course themes and qualifications	4.1, 4.2	6, 19
Develop a flexible and responsive programme offer for employers	4.3	20, 21
Develop strategies to support employees to achieve their goals	5.1	22
Source a comprehensive bank of resources for Skills for Life, employability and sector specific learning	5.2, 5.3	19, 23-26
Identify resources to support independent learning	5.4	21
Establish clear educational progression opportunities for learners	6.1	27
Identify clear links to employment progression opportunities	6.2	

## Step 2: Toolkit Sections

Read the sections that interest you most.

Find resources and tools to help you.

### 1.0 Getting Started

#### 1.1 How can we develop our pre-redundancy provision in the context of wider services?

The primary goal for many people facing redundancy will be to re-enter sustained employment. As a provider of pre-redundancy provision, you play an important part in this journey. Employees will need your help not only to achieve goals prior to redundancy, but also to take next steps.

#### Work in partnership

Some people will be ready to gain employment straight away. Others might choose to take qualifications, to up-skill or re-skill before applying for jobs. Some adults have a range of other support needs that may impact on whether they can take up training or employment straight away. These could include issues such as housing, health problems, childcare, financial difficulties or family situations. Help learners to access the support services they may need by establishing links, communications and referral systems with other organisations, such as:

- information and advice services
- Jobcentre Plus (JCP)
- employers
- health care providers
- housing services
- children and family services
- voluntary and community organisations
- the Citizens Advice Bureau

*“The bringing together of these services in order to help people gain and sustain skills and employment is often termed ‘Integrated Employment and Skills’ (IES).”* [www.peptoolkit.co.uk](http://www.peptoolkit.co.uk)

#### Keep well informed

Try to:

- use local Labour Market Information (LMI) to inform your planning (*see 2.1 for sources*). This is information which relates to the labour market such as data on employment, wages, standards and qualifications, job openings and working conditions. Using LMI can inform which types of employers to target for training and which types of courses to offer, and give valuable background information on particular sectors
- find out about local Skills for Life profiles. The regional information on the Excellence Gateway can help with this. See [www.excellencegateway.org.uk/page.aspx?o=129639](http://www.excellencegateway.org.uk/page.aspx?o=129639)
- get involved in partnerships and consortia (e.g. Local Economic Partnerships) or source information that will help you to understand the context in which you are working. Local Economic Partnership websites usually contain useful information such as Local Area Agreements (LAAs), which highlight priorities for your area. Find your **Local Economic Partnership** ([www.seeps.net/](http://www.seeps.net/))
- use **Sector Skills Council websites** ([www.sscalliance.org/SSCs/LinkstoSSCs.aspx](http://www.sscalliance.org/SSCs/LinkstoSSCs.aspx)). Gain a specific understanding of the industries you wish to engage. This includes identifying skills needed for the employment opportunities identified in the LMI.

### **Make use of national databases to record and share information**

Encourage learners to register for their **Skills Account**. This is an online service designed to help adults plan and control their learning. It aims to bring together all the information and services adults need to make decisions about their education and career paths. This includes access to:

- secure online Record of Learning which can be verified by providers through their unique learner number (ULN)
- skills and interest assessment tool
- qualification calculator
- careers advice job profiles
- funding assessment tool
- course finder.

Help your learners register for a Skills Account or direct them to:

- [www.direct.gov.uk/skillsaccounts](http://www.direct.gov.uk/skillsaccounts)
- a nextstep Adviser. Call 0800 1954 700 for an appointment or to find the nearest nextstep centre
- Careers Advice Service 0800 100 900.

The Skills Account 'course finder' searches provision through the Careers Advice Service database. See: [www.advice-resources.co.uk/learningproviders](http://www.advice-resources.co.uk/learningproviders)

Use the online 'Course Manager' to upload information about your provision. Courses should appear on the Careers Advice Services database in three working days. For further information follow the link above or telephone 0208 600 5308.

#### **Extract from Case Study B: City and Islington College and Greenwich Distribution Centre, Boots UK Limited**

The Greenwich re-skilling programme was developed through a sustained, dynamic partnership. The steering group comprised:

- Boots London Conurbation Manager (Chair)
- Boots Retail London Divisional Human Resource Manager (for redeployment)
- City & Islington College
- Move On
- nextstep
- Learning and Skills Council (LSC)
- Train to Gain broker
- Jobcentre Plus (JCP)
- Unionlearn and Union Learning Representatives (ULRs)

Together, the partners were responsible for provider selection, course content and colleague engagement.

### **Resources to help you**

**Pre-employment provision (PEP) toolkit** ([www.peptoolkit.co.uk](http://www.peptoolkit.co.uk)). This is an online resource developed 'by providers, for providers'. It includes information, resources, links and case studies related to integrated employment and skills and pre-employment provision (PEP). The PEP toolkit guides you through the logical stages to develop your provision, such as strategy, planning, delivery and progression. The diagrams showing learner journeys and film footage of people talking about their experiences may be of particular interest. It shows examples of how different organisations have worked together to support people on their journey towards sustained employment.

### **1.2 How can we include pre-redundancy provision in our strategies, policies and plans?**

To get started, think about how pre-redundancy provision fits into your overall strategy related to employability or pre-employment provision (PEP). Consider development from both a strategic and operational perspective.

#### **Think strategically**

Organisational strategies, business plans and policies (including your Self-Assessment Report) should include pre-redundancy provision. Usually this is in the wider context of targets for employability or PEP. Base your plans on local labour market information (LMI) to support the employment needs of business communities in your area.

Nationally, there is an increased emphasis on improving numeracy skills in particular as part of the Skills for Life targets set by the Department for Business Innovation and Skills (BIS). These targets will also inform your strategic planning.

Documents describing general standards and approaches across the organisation should equally apply to pre-redundancy provision, for example, those related to equality and diversity, health and safety, quality and staff development (see 1.3).

You may also wish to reference your pre-redundancy provision as part of any quality standards you may be working towards, e.g. the Training Quality Standard (TQS) ([www.trainingqualitystandard.co.uk](http://www.trainingqualitystandard.co.uk)). TQS is promoted as a standard that 'recognises and celebrates the best organisations delivering training to employers'.

#### **Plan your operations**

Embed pre-redundancy provision in relevant operational and curriculum area plans. Curriculum areas involved might include Skills for Life, employability and specific vocational subjects.

### **Resources to help you**

The **Move On** website ([www.move-on.org.uk](http://www.move-on.org.uk)) shows how to make Skills for Life central to your training offer where promotion, engagement and delivery of provision must be developed both strategically and operationally. The aspects of this site related most closely to strategy and planning are:

- **Route to Quality Improvement (RQI)** ([www.move-on.org.uk/rqi/index.htm](http://www.move-on.org.uk/rqi/index.htm)).

This facility has interactive tools to help you:

- locate the Move On resources that you need (click on 'Promote', 'Engage' or 'Deliver' and then use the drop down menus to select resources by organisation, job role and strategic and operational focus)
- track the choices you have made (personalised management tool)
- assess the extent to which your provision has adopted, established or embedded Move On approaches (self-assessment tool, five multi-choice questions).

The RQI is referenced to the Skills for Life health check 'Improving quality through a whole organisation approach to Skills for Life'. An updated version of the health check will be available from April 2010 through the **Skills for Life section of the Excellence Gateway** ([www.excellencegateway.org.uk/page.aspx?o=sfl](http://www.excellencegateway.org.uk/page.aspx?o=sfl)).

Please see section 2.3 for more information on developing a whole organisation approach to Skills for Life.

- **Get On At Work (GOAW)**. This section of the Move On website provides tools, information and resources on Skills for Life in a workplace context. It is broken down into three sub-sections:

- Getting Started
- Promotion and Engagement
- Training and Delivery

'Getting Started' focuses on whole organisation approaches, e.g. strategy, policy and staffing.

- **GOAW Steps Plans** ([www.move-on.org.uk/rqi/policy.htm](http://www.move-on.org.uk/rqi/policy.htm)). These are step-by-step guides for providers and employers developing whole organisation approaches to Skills for Life. There are four steps plans for:

- providers
- employers
- local authorities
- health sector.

- **The Training Quality Standard (TQS) and Get On At Work**. This document shows approaches and resources that can support organisations in meeting the TQS through Skills for Life. This includes questions to help providers reflect on their provision related to the standards.

### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
GOAW Steps Plan Introduction	1
GOAW Steps Plan – Providers	2
GOAW Steps Plan – Employers	3
The Training Quality Standard (TQS) and Get On At Work	4

### 1.3 Who should be involved with pre-redundancy provision?

Ensure all staff know that pre-redundancy provision is part of your overall strategy related to employability or pre-employment provision (PEP).

Direct staff involvement will depend upon a number of factors including size of organisation, capacity, staffing structure, and plans and priorities ([www.peptoolkit.co.uk](http://www.peptoolkit.co.uk)). Staff involved might be:

- curriculum managers who are directly responsible for your pre-redundancy curriculum offer, e.g. Skills for Life, employability and vocational training such as catering, retail, construction
- senior managers who are responsible for leadership, strategic direction and quality. These staff can also act as champions to raise the profile, ensure buy-in and oversee whole organisation approaches to employability and pre-redundancy provision
- employer engagement staff with professional approaches to working with businesses and a network of contacts
- staff associated with information, advice and guidance, marketing, management information systems and exams
- tutors and trainers who are working directly with employees on planning, delivering and assessing learning.

If you are a larger provider, you may have teams of people working on each of these aspects. Conversely, you may have just one or two people responsible for all of these jobs. Providers may work in partnership to share the delivery of their complete pre-redundancy offer. For example, one organisation might complete the information and advice, whilst another delivers aspects related to teaching and learning.

#### Resources to help you

**Pre-employment provision (PEP) toolkit** ([www.peptoolkit.co.uk](http://www.peptoolkit.co.uk)). This is an online resource developed 'by providers, for providers'. It includes information, resources, web links, films and case studies regarding pre-employment provision (PEP) generally. Section two is entitled 'Embedding PEP across your whole organisation'. It has information from providers about how they gained buy-in from staff for PEP and who was involved.

### 1.4 What training can we offer our staff?

Include pre-redundancy provision in your staff development plan.

#### *Provide training that includes both generic and specific themes*

The specific training you choose will depend on your pre-redundancy curriculum offer and the needs of your staff. Generic aspects of training and support that might be particularly useful include:

- engaging employers and employees
- developing and delivering employability and Skills for Life provision in the workplace
- redundancy and pre-redundancy awareness.

### Ensure you are working to national standards

It is vital that your organisation supports the development of staff to relevant national standards. This applies to staff managing and delivering any provision, including pre-redundancy. Find out more about the national standards for teaching and learning ([www.lluk.org/documents/professional\\_standards\\_for\\_itts\\_020107.pdf](http://www.lluk.org/documents/professional_standards_for_itts_020107.pdf)).

#### Resources to help you

**Move On with Pre-Redundancy related CPD** ([www.move-on.org.uk](http://www.move-on.org.uk)). Find this in the Get On At Work section. This is a table listing the most relevant resources for pre-redundancy. These include:

- **GOAW Continuing Professional Development (CPD) Training Pack** which has a focus on employer priorities to help you develop models of delivery, course development and design.
- **Pre-Redundancy Awareness Training Pack**. A two-hour module dedicated to working with employers and employees who are dealing specifically with redundancy.
- **iRoute**. An interactive tool that can be used to raise awareness of Skills for Life. This is suitable for any staff who need an understanding in Skills for Life and the confidence to discuss skills development with learners.
- **Teacher Route**. A section containing all the Move On teaching and learning materials and associated links.

**The Excellence Gateway** ([www.excellencegateway.org.uk/page.aspx?o=127817](http://www.excellencegateway.org.uk/page.aspx?o=127817)). A portal offering support, advice and resources for the post-16 learning and skills sector. The Skills for Life section has information about training and professional development.

**'Making it work'** ([www.excellencegateway.org.uk/255255](http://www.excellencegateway.org.uk/255255)). A practical guide to effective delivery of Skills for Life in workplace learning produced by LSIS. It is organised in five sections, which reflect the processes a provider has to work through to deliver Skills for Life learning in the workplace. Section 5 'Professional development for workplace learning' includes information on professional qualifications and development opportunities for specialists and non-specialists in Skills for Life.

**National Centre for Excellence in the Teaching of Mathematics (NCETM)** (<https://www.ncetm.org.uk/>). Aims to support and encourage continuing professional development, for all teachers of mathematics. This portal provides tools, ideas and online communities.

#### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
Move On Pre-Redundancy related CPD	5
GOAW CPD Training Pack	6
Pre-Redundancy Awareness Raising Training – 2 hour module	7

## 2.0 Engaging Employers

### 2.1 How can we engage employers making redundancies?

Be aware of the preferred approaches for contacting employers in your area, as these do vary. Your employer engagement strategy should be based on local information and what has worked well in the past. This may involve being part of a consortium of providers with an agreed approach. Employers often report frustration when they are inundated with offers from numerous providers.

#### Identify links to employers and build partnerships

Your organisation may already have links to employers through your:

- employer engagement staff
- vocational work placements
- information, advice and guidance and careers services.

Externally there are services that have links to employers such as:

- **Information and advice services**. For example, 'nextstep' (<http://nextstep.direct.gov.uk/>) provides advice on learning and work. From August 2010 information and advice services will form part of the **Adult Advancement and Careers Service (AACCS)** ([http://readingroom.lsc.gov.uk/lsc/SouthEast/Basically\\_3\\_-\\_aacs.pdf](http://readingroom.lsc.gov.uk/lsc/SouthEast/Basically_3_-_aacs.pdf))
- **Business Link** ([www.businesslink.gov.uk/](http://www.businesslink.gov.uk/)). Supplies information to people starting their own business and has strong links with employers
- **Chambers of Commerce** ([www.britishchambers.org.uk/](http://www.britishchambers.org.uk/))
- **Jobcentre Plus** ([www.jobcentreplus.gov.uk/](http://www.jobcentreplus.gov.uk/))

#### Use Labour Market Information (LMI)

Labour market information (LMI) can help you to know where redundancies are taking place. LMI can be sourced from:

- **NOMIS** (<https://www.nomisweb.co.uk>). Official labour market statistics.
- **Local Economic Partnership websites** ([www.seeps.net/](http://www.seeps.net/)). Offer information and items such as Local Area Agreements (LAAs) which will be closely linked to LMI.
- **Local Authority websites**. Example: **Liverpool City Council** ([www.liverpool.gov.uk/Business/Economic\\_development/Key\\_statistics\\_and\\_data/keystats/index.asp](http://www.liverpool.gov.uk/Business/Economic_development/Key_statistics_and_data/keystats/index.asp)). Look at the local authority websites in your area.
- **Your Regional Development Agency** ([www.englandsrdas.com/](http://www.englandsrdas.com/)).

### Source and develop marketing and promotional materials

Ensure promotional materials are attractive and easy to read for specialists and non-specialists alike. Outline the key benefits of your offer. If you choose to adapt promotional materials or design your own, it is vital you consider issues such as:

- plain English – check your document for readability
- white space – ensure there is sufficient white space on each page to aid reading
- no jargon – where technical language is necessary, ensure it is explained clearly.

Find out more about readability and access an **online readability tool** ([www.literacytrust.org.uk/campaign/SMOG.html](http://www.literacytrust.org.uk/campaign/SMOG.html)).

#### Extract from Case Study A: Bury Adult Learning Services and Bury Metropolitan Council

The [Bury Adult Learning] Service used some of the resources in the Get On At Work Training pack which provided tips and hints on building the business case and how best to market provision.

#### Extract from Case Study B: City and Islington College and Greenwich Distribution Centre, Boots UK Limited

A range of Move On resources were contextualised and used successfully [for marketing, including] the Maths takeaway and the Skills for Life quiz.

### Resources to help you

#### Employer engagement

The **Get On At Work** (GOAW) section of the **Move On website** ([www.move-on.org.uk](http://www.move-on.org.uk)).

This contains a bank of materials related to Skills for Life in the workplace such as:

- **GOAW briefing sheet** promoting the approach.
- **GOAW CPD Training Pack**. This is aimed at providers and includes information on selling the business case to employers and considering their priorities.
- **Intermediary training materials**. Can be used to train members of the employer's team as intermediaries. Includes support for using the Move On approach to engage learners, including an introduction to the national Skills for Life qualifications.
- **Sector specific toolkits**. These address engagement and support activities in the context of the following two industries:
  - **print (Proskills)** ([www.move-on.org.uk/downloadsFile/downloads2943/Proskills\\_toolkit\\_Aug09.pdf](http://www.move-on.org.uk/downloadsFile/downloads2943/Proskills_toolkit_Aug09.pdf))
  - **logistics** ([www.move-on.org.uk/downloadsFile/downloads2942/Skills\\_for\\_Logistics\\_toolkit\\_Jun09\\_v2.pdf](http://www.move-on.org.uk/downloadsFile/downloads2942/Skills_for_Logistics_toolkit_Jun09_v2.pdf))

**Making it work** ([www.excellencegateway.org.uk/255255](http://www.excellencegateway.org.uk/255255)). A practical guide to effective delivery of Skills for Life in workplace learning produced by LSIS. Section 1 'Employer engagement' focuses on effective approaches and critical success factors. This includes case studies and information on aspects such as e-marketing and making links with employers through the Skills Pledge.

#### Working with Employers Toolkit ([www.excellencegateway.org.uk/page.aspx?o=224156](http://www.excellencegateway.org.uk/page.aspx?o=224156)).

Key Skills Support Programme. Although aimed specifically at work-based learning providers, the information is generic and could be contextualised. This toolkit includes guidance, case studies and resources related to building relationships with employers.

#### Marketing and promotional materials

The Get On At Work section of the Move On website ([www.move-on.org.uk](http://www.move-on.org.uk)) contains a range of materials that can help providers promote Skills for Life to employers. Any of these can be embedded within your employer engagement activities for pre-redundancy. Examples include:

- **Move On promotional materials** including posters, leaflets, screensavers, logos, scratch cards and quizzes
- **sector specific skills checklists** and related **cue sheets**
- **Maths Takeaways**. Flyers containing ideas to engage employers and employees with maths in a range of contexts. They are designed to look like a takeaway menu from a restaurant.

### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
GOAW briefing sheet	8
Intermediary Training Materials	9
Toolkit for the Logistics Industry	10
GOAW CPD Training Pack	6
Employer Checklist – Construction	11
Maths Takeaway – Pre-redundancy	12

## 2.2 What do we need to take into account when talking to employers?

There are general points to consider when engaging employers and those dealing with redundancies are no exception. Think about how you can:

- **ask questions and listen to their specific needs** – reflect back on employer needs and take these seriously when designing your offer of flexible and responsive provision.
- **focus on their priorities** – organisations dealing with redundancy are often very concerned about the welfare of their staff. Your provision can offer opportunities for both up-skilling and preparation for moving on. One of the challenges is that as a provider you will need to reconcile meeting national and organisational targets with developing focused, responsive provision.

You can also highlight the value of any provision you may be able to offer those staff still employed (e.g. Skills for Life or vocational qualifications). Stress the impact that improved skills can have on the company's bottom line:

- **talk their language** – understand the sector, the language and their vocabulary. Use this language to relate to your clients, for example talk about work-related English and maths skills and avoid using the term 'Skills for Life'.
- **provide employers with the tools to pass on information to employees** – use your own marketing materials or free resources such as those listed in section 2.1.
- **make it easy for them to engage** – reassure employers that training offers will be flexible, responsive and will not adversely affect day to day operations. Keep information such as course funding very simple and easy to understand.
- **carry out a Training Needs Analysis (TNA)**. A TNA is the formal process of identifying any training gaps and the related training needs. This process and the related outcomes will inform your programme planning and will help to convince employers that your training offer will meet the needs of their organisation and their employees. See section 2.1 for skills checklists to support carrying out a TNA.

Redundancy means a period of change and often, one that is accompanied by a degree of stress for employers and employees. Therefore, a provider working with such an employer needs to show sensitivity to the situation.

### Extract from Case Study A: Bury Adult Learning Services and Bury Metropolitan Council

Despite high level support the [Bury Adult Learning] Service had to work hard to convince middle managers of the business case for re-training and re-skilling.

*“Our approach has been to listen to our managers’ requirements. We understand the business needs and can adapt accordingly. [Our programme is for] key transferable skills for deployment, either through developing new skills or refreshing old. We responded to Council aims, for example, to work towards a paperless office environment and developed ECDL (European Computer Driving Licence) fast track, as a one week package, which was very popular, some management sent whole departments.”*

*Lesley Hunter, Employer Responsive Project Co-ordinator, Bury Adult Learning Service*

### Resources to help you

The **Move On website** ([www.move-on.org.uk](http://www.move-on.org.uk)). Contains relevant resources that refer specifically to talking to employers such as:

- **Pre-Redundancy Awareness Raising Training**. A two-hour training session aimed at providers working with employers and employees facing redundancy. Covers knowledge regarding redundancy and approaches for discussing Skills for Life with sensitivity in this context. Find in the Get On At Work section of the website.
- **iRoute**. A Move On interactive awareness raising tool that can be used by those wishing to learn more about Skills for Life, how to approach people and discuss their skills development. Follow links to promotional materials:
  - **iRoute flyer** ([www.move-on.org.uk/downloadsFile/downloads1481/MO\\_iRoute\\_flier.pdf](http://www.move-on.org.uk/downloadsFile/downloads1481/MO_iRoute_flier.pdf))
  - **iRoute briefing sheet for HR managers** ([www.move-on.org.uk/downloadsFile/downloads1613/iRoute\\_HR\\_briefing\\_sheet\\_Nov07.pdf](http://www.move-on.org.uk/downloadsFile/downloads1613/iRoute_HR_briefing_sheet_Nov07.pdf))

### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
Pre-Redundancy Awareness Raising Training	7

### 2.3 How can we help employers to recognise the importance of English and maths training?

Find or develop resources that promote English and maths training in a positive way and in the context of the employer. Use these resources to draw attention to the specific benefits for staff and their organisation. Clarify that developing the English and maths skills of staff can:

- help improve the employment prospects of those facing redundancy
- have a positive impact on the productivity of staff remaining in the company
- increase confidence and self-esteem.

#### **Use resources that support a whole organisation approach to Skills for Life**

Supporting employers to develop a whole organisation approach to Skills for Life will help them to assist their employees in the long and short term. This approach will enable employers to formulate programmes for both pre-redundancy and ongoing staff training.

Developing a whole organisation approach with an employer includes:

- *Agreeing related policies and strategies*
- *Identifying the business benefits*
- *Identifying training needs*
- *Implementing the training offer*
- *Marketing and recruiting training to staff*
- *Making an impact assessment based on agreed outcomes*

#### **Extract from Case Study A: Bury Adult Learning Services and Bury Metropolitan Council**

Bury Council has been using Move On for a number of years. Most Council staff readily engage in Skills for Life activities and are familiar with the Move On resources. They embraced the 'Test the team' campaign in January 2007, and make extensive use of the online Learner Route.

*"Skills for Life is now embedded into [employer] workforce development plans. [It now forms] part of appraisals and induction. Our department is on-site at all corporate inductions to offer support and signposting."*

Lesley Hunter, Employer Responsive Project Co-ordinator, Bury Adult Learning Service (provider).

#### **Extract from Case Study B: City and Islington College and Greenwich Distribution Centre, Boots UK Limited**

For Boots, the [Move On] Steps Plan provided a framework for collaborative working, at both strategic and operational level... with aspects such as:

- developing policy
- gaining support
- implementation
- engagement of employees in literacy, language and numeracy opportunities.

#### **Resources to help you**

The **Get On At Work** (GOAW) section of the **Move On website** ([www.move-on.org.uk](http://www.move-on.org.uk)) shows how to make Skills for Life central to your provision. Resources include:

- **Making the case, employers** ([www.excellencegateway.org.uk/pdf/QIA-WOA-Employers.pdf](http://www.excellencegateway.org.uk/pdf/QIA-WOA-Employers.pdf)). This booklet makes the case for developing a whole organisation approach to Skills for Life and is aimed at large employers.
- **Steps Plan for Employers**. A step-by-step guide to develop whole organisation approaches to Skills for Life.
- **Skills for Life Checklists**. Includes checklists of English and maths based tasks that are both generic and contextualised for job roles, and guidance on how the checklists can be used.
- **Management briefings for local authorities and health sector organisations**. A sector-specific briefing to support strategic developments in Skills for Life. Aimed at staff with responsibility for the training and development of others, or who may signpost training, e.g. middle managers, supervisors, team leaders, Union Learning Representatives.
- The **Move On 'Test the Company'** resources. These describe a campaign approach to promoting the improvement of English and maths. Materials include a **briefing sheet** and **manual** explaining implementation of the approach.

#### **CD-ROM – a selection of Move On resources for this section**

Resource name	CD-ROM ref.
Generic workplace Skills for Life checklist	13
Contextualised Skills for Life workplace checklists	14
GOAW Steps Plan (Employers)	3
Management briefings for LAs and health sector organisations	15
Test the... briefing sheet	16

### 3.0 Engaging Learners through their Employers

#### 3.1 How can we engage learners facing redundancy?

As part of your engagement strategy you will identify the best routes to your target learners. Consider the contacts you already have and those you might need to develop.

##### **Work with employers to engage staff**

In order to engage learners, your pre-redundancy provision should meet the needs of both employers and employees. Effective employer engagement is imperative. Each employer works in a different way. Use existing communication systems within the company to promote your offer, for example staff bulletins and team meetings.

If an employer is keen to develop a whole organisation approach to Skills for Life, you could suggest that members of staff train as intermediaries or learning champions. These could be supervisors, HR staff or staff who would like to offer colleagues some peer support. Union Learning Reps (ULRs) are also learning champions. This role can be a key success factor in getting staff engaged in learning as often staff find it easier to talk informally to a learning champion than someone in a more formal position.

##### **Consider support from Union Learning Representatives (ULRs)**

Many people join unions when their jobs are at risk. Where employees have contact with ULRs, their role can be key in supporting staff to engage in learning. For further information, follow the links:

- **general information about ULRs** ([www.unionlearn.org.uk/education/index.cfm?mins=13](http://www.unionlearn.org.uk/education/index.cfm?mins=13))
- **benefits of ULRs**. Unionlearn with TUC ([www.unionlearn.org.uk/ulr/learn-2109-f0.pdf](http://www.unionlearn.org.uk/ulr/learn-2109-f0.pdf))
- **case studies** ([www.unionlearn.org.uk/ulr/index.cfm?mins=8](http://www.unionlearn.org.uk/ulr/index.cfm?mins=8)). These describe ULR support.

##### **Extract from Case Study A: Bury Adult Learning Services and Bury Metropolitan Council**

Some employees were afraid of learning, having had bad experiences at school, particularly with numeracy. The Authority used a range of solutions to help with engagement:

- working closely with middle management, to encourage managers to take time to build the confidence of their staff
- utilising the Council's intranet to market courses with a fun message
- publishing a message of high level support from the Chief Executive
- showing empathy and understanding of employees' situations
- engaging employees by using a wide range of slogans when marketing
- using accessible promotional materials with plain English, bullet points and white space
- working in partnership with the unions and training more Union Learning Representatives (ULRs).

##### **Resources to help you**

The Get On At Work (GOAW) section of the Move On website ([www.move-on.org.uk](http://www.move-on.org.uk)) contains a range of marketing and engagement materials that can help providers and employers promote Skills for Life to employees in the workplace. Some of the most relevant materials are listed below:

- Move On promotional materials such as posters, leaflets, screensavers, logos, scratch cards and quizzes
- Maths Takeaways – flyers containing a collection of ideas to engage employers and employees with maths in a range of contexts. They are designed to look like a takeaway menu from a restaurant.
- Get On At Work Employee Skills for Life checklists. Analysis of Skills for Life within job role. There are generic and sector-specific checklists. Highlights skills in which learners are confident and those they would like to improve.
- Intermediary Training Materials. Show how to train staff members as intermediaries. This resource contains support for using the Move On approach to engage learners, including an introduction to the national Skills for Life qualification.

##### **Adapting materials**

**Making the most of Move On Resources (pre-redundancy)** ([www.move-on.org.uk](http://www.move-on.org.uk)).

This is a guide to using or adapting Move On engagement resources when working with employees facing redundancy.

##### **Using and adapting resources for Key Skills and Skills for Life, guide to good practice**

([www.excellencegateway.org.uk/page.aspx?o=224153](http://www.excellencegateway.org.uk/page.aspx?o=224153)). This guide helps practitioners to identify and adapt materials. The generic principles could be applied to developing promotional materials.

##### **CD-ROM – a selection of Move On resources for this section**

Resource name	CD-ROM ref.
Making the most of Move On Resources (pre-redundancy)	17
Get On At Work Employee Checklists	18

### 3.2 What should we consider when talking to learners facing redundancy?

Plan your first meeting thoroughly and be well prepared. Make sure you have considered what approach you will use and which resources are most appropriate.

#### Prior to the meeting

- Know the circumstances and try to understand the potential impact that redundancy could have on individuals and between colleagues. Those at risk of redundancy are likely to be both worried about their future and possibly anxious about taking up English or maths training.
- Consider the potential skills levels of the audience. People facing the prospect of redundancy could have skills and qualifications at any level.
- Do not assume that individuals with high level qualifications will not need Skills for Life or employability support – some people may have worked in the same company for 20 years and have never written a CV.
- Consider the sector-specific and business-specific language you might use at your meeting, to reassure the employer that you understand their context and priorities.
- Prepare your offer to suit the audience you are going to meet. Think about any sector-specific materials you might want to take or any interactive resources you could use.

#### When you meet

- Market your courses. Sensitivity should be paramount when offering provision to employees dealing with redundancy. It can be a very stressful time and developing skills might not be perceived as a priority. Alternatively up-skilling or re-skilling might be considered vital – they may be relieved to see you and enthusiastic to get started. Whatever the circumstances, your job is to gently introduce your provision as a potential way forward, understand your audience and signpost them to provision that suits their needs.
- Use language to which the group can easily relate, e.g. sector- and business-specific.
- Introduce potential progression routes from your pre-redundancy offer (see section 6).

#### Extract from Case Study B: City and Islington College and Greenwich Distribution Centre, Boots UK Limited

Spend time with the learner to discuss the value of the programme and how the qualification will be an asset for a future career or job search... Explain this is an opportunity to acquire transferable literacy and numeracy skills.

#### Resources to help you

##### Understanding learners, considering your approach

The **Move On Pre-Redundancy Awareness Raising Training** ([www.move-on.org.uk](http://www.move-on.org.uk)).

This is a two-hour CPD module for providers working with employers in this context. Find in the Get On At Work section.

**iRoute** ([www.move-on.org.uk](http://www.move-on.org.uk)). This is a Move On interactive awareness raising tool that can be used by any staff member wishing to learn more about Skills for Life. It shows how to approach learners, discuss their skills development and signpost support. The ‘mind your language’ section is particularly relevant.

##### Employee engagement tools

**Get On At Work Employee Skills for Life checklists.** Analyse Skills for Life within job roles.

There are generic and sector-specific checklists. Highlight skills in which learners are confident and those they would like to improve.

**NCETM Workplace mathematics video clips** (<https://www.ncetm.org.uk/resources/13735>).

Show the importance of a working knowledge of mathematics in the world of work. Vocational areas include: hairdressing, hospitality, building, pharmacy, architecture and fashion.

**Skills for Business Master Employability Framework** ([www.excellencegateway.org.uk/VLSP-23098](http://www.excellencegateway.org.uk/VLSP-23098)). This matrix can be used to help employees think about their employability skills and areas for development.

**A Skills Toolkit for Employers** (Asset Skills) ([www.assetskills.org/nmsruntime/saveasdialog.asp?IID=494&sID=687](http://www.assetskills.org/nmsruntime/saveasdialog.asp?IID=494&sID=687)). Employees could complete the skills matrix with guidance from an adviser or employer. It can also be used to help write CVs, job applications and identify areas for self-development.

#### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
Pre-Redundancy Awareness Raising Training	7
Get On At Work Employee Checklists	18

## 4.0 Planning Provision

### 4.1 How do we decide on course themes and content?

You need to think about several key factors when deciding on course themes. Consider:

- the needs of the employer and employees you are targeting (see 2.2 and 3.2)
- the use of local labour market information. Exploit routes for contextualised course themes that may link to real employment opportunities locally (see 2.1)
- the basis of your offer. This could be any or all of the following:
  - separate or integrated Skills for Life
  - sector-specific skills
  - employability skills, such as team working, interview skills, problem solving etc.
  - generic workplace skills, such as first aid at work, food hygiene, health and safety
- how the course themes you choose link to progression opportunities (see section 6). A case study from Fareham College shows how they focused strongly on progression when designing their pre-employment provision. View the Fareham College PEP prospectus ([www.peptoolkit.co.uk/appendix/Appendix1.FarehamCollege.PETProspectus.doc](http://www.peptoolkit.co.uk/appendix/Appendix1.FarehamCollege.PETProspectus.doc)).

You will need to balance the factors above with your capacity to deliver in relation to logistics, funding, staff skills and resources.

#### Extract from Case Study A: Bury Adult Learning Services and Bury Metropolitan Council

The redeployment offer provided a range of courses, underpinned with Skills for Life activities. The programme was designed following an organisational needs analysis and responded to the Authority's skills gaps and the Council's strategic priorities. A mix of literacy and numeracy, ICT, and customer care courses was offered to staff.

#### Resources to help you

Get On At Work (GOAW) ([www.move-on.org.uk](http://www.move-on.org.uk)). A section of the Move On website includes relevant resources such as:

- **GOAW CPD Training Pack** – has specific modules on planning delivery in the workplace and one on programme design.
- **sector-specific Skills for Life training programmes** ([www.move-on.org.uk/goaw.php?scid=196&pid=186](http://www.move-on.org.uk/goaw.php?scid=196&pid=186)). For the following industries: Care (Move On Carefully), NHS, Taxi and Manufacturing.

**Making it work** ([www.excellencegateway.org.uk/255255](http://www.excellencegateway.org.uk/255255)). A practical guide to effective delivery of Skills for Life in workplace learning produced by LSIS. Section 4 contains resources, case studies and information related to 'developing teaching and learning approaches and resources to reflect the employer context'.

**Working with Employers Toolkit**, Key Skills Support Programme ([www.excellencegateway.org.uk/page.aspx?o=224156](http://www.excellencegateway.org.uk/page.aspx?o=224156)). Although aimed specifically at work-based learning providers delivering Skills for Life, much of the information is generic and could be contextualised. This toolkit includes guidance documents, case studies and resources.

#### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
Get On At Work CPD Training Pack	6
Move On Carefully. A sector-specific training programme	19

### 4.2 Which qualifications can we use for our courses?

The qualifications you use for pre-redundancy provision will largely depend on the specifications set out by:

- your funders and the rules that are attached to your specific funding streams
- your awarding bodies.

You will need to ensure that your funding is appropriate for people in employment as your audience is not yet unemployed. If you intend to fund learners past the point of redundancy, you may need to change their funding stream as they progress, i.e. to a fund for unemployed people if they haven't re-entered employment. Check with your funding body.

#### Follow guidance from your funding bodies

Your funding body may state specific qualifications that are acceptable to be used with your funding streams. For example, many of the funds managed by the Learning and Skills Council (from April 2010, the Skills Funding Agency) accept only qualifications listed in the **Qualifications and Credit Framework (QCF)** ([www.excellencegateway.org.uk/page.aspx?o=qcfprovidersupport](http://www.excellencegateway.org.uk/page.aspx?o=qcfprovidersupport)).

The QCF includes qualifications from a range of awarding bodies that are arranged by level and broken down into units. Each unit can be taken as a standalone qualification, or can be combined to form a more substantial qualification such as a Certificate or Diploma.

Your funding stream may allow you to run non-accredited courses as all or part of your offer. If you choose to take this route, do consider this provision as part of a broader offer. For example, this may provide a stepping stone to:

- other provision that offers qualification opportunities
- further training once back in employment.

### **Consider the delivery of Skills for Life qualifications**

Skills for Life qualifications can be central to your pre-redundancy offer. Improved literacy, numeracy and language skills can have a positive impact on people and their employment prospects. These generic skills can help them to learn new sector-specific and workplace skills.

#### **Extract from Case Study B: City and Islington College and Greenwich Distribution Centre, Boots UK Limited**

The 'Greenwich goal' was to ensure that all 240 colleagues directly affected by the re-organisation who wanted to re-skill or re-train, prior to closure, could do so. As a minimum, each employee would have the opportunity of achieving a Level 2 qualification.

*"[Move On] practice tests were extremely helpful for learners and tutors in the run-up to the exams, particularly with regard to National Test preparation. Over the course of the provision, 45 of the 60 enrolments led to acquisition of a Skills for Life qualification i.e. a 75% success rate."*

Grant Glendinning, Deputy Director for Employer Engagement and Teacher Training, Centre for Lifelong Learning, City & Islington College.

#### **Resources to help you**

The **Move On website** ([www.move-on.org.uk](http://www.move-on.org.uk)) contains information about the Skills for Life qualifications such as:

- how to become a test centre
- how to contact awarding bodies
- finding a test centre.

The **iRoute** section of the Move On website also contains information on qualifications.

The **Learner Route** ([www.move-on.org.uk/ilr\\_php/literacy/welcome.php](http://www.move-on.org.uk/ilr_php/literacy/welcome.php)) includes practice tests that can be used to prepare for taking Skills for Life qualifications.

**Qualifications and Curriculum Development Agency** ([www.qcda.gov.uk/4535.aspx](http://www.qcda.gov.uk/4535.aspx)).

This website contains an overview of the essential qualities of adult literacy and numeracy qualifications based on guidance issued to awarding bodies by QCA.

### **4.3 How can we offer flexible and responsive provision?**

Blended learning will give you an offer that is flexible and responsive. It means you can:

- offer a variety of ways in which employees can access learning and support including:
  - face to face delivery in the workplace or at a provider-based delivery centre
  - remote learning such as distance learning or e-learning including use of your Virtual Learning Environment
  - through a tutor, mentor or peer buddy
  - in a group or one-to-one.
- assist employees in a practical way with:
  - drop-in and scheduled sessions
  - sessions timed to complement shift patterns
  - support or signposting for other concerns, such as childcare.
- cater for a range of preferred learning styles and interests by:
  - utilising a variety of teaching and learning approaches including active learning and independent learning
  - working with learners to understand individual needs and set appropriate goals through the use of Individual Learning Plans (ILPs)
  - using a variety of teaching and learning resources e.g. paper-based (text, graphics, photos), objects, practical apparatus, computers, film clips, audio, multi-media
  - using resources that are appropriate for learner needs, interests and workplace contexts.
- include a range of learning and progression pathways such as:
  - generic job search skills, such as interview skills, CV writing, job applications
  - Skills for Life qualifications – developing literacy, numeracy and language skills
  - sector-specific offers that are of interest to learners and have the potential to lead to real employment opportunities
  - small chunks of learning such as unit-based qualifications that can later be combined with other units to gain a Certificate or Diploma (see 4.2).

#### **Extract from Case Study A: Bury Adult Learning Services and Bury Metropolitan Council**

There was best practice delivery of Skills for Life with a range of blended learning opportunities, contextualised to departmental and individual need. This robust operational model with strategic support provided an excellent back-drop to a successful redeployment programme in 2009.

#### **Extract from Case Study B: City and Islington College and Greenwich Distribution Centre, Boots UK Limited**

Learners were encouraged to engage in self-study through homework assignments, working to a blended model. Part of this blend was the Move On Learner Route, an e-learning package designed to help learners prepare for the Level 1 and Level 2 tests.

### Resources to help you

#### About blended learning

**The Get On At Work (GOAW) Provider Induction Pack** ([www.move-on.org.uk](http://www.move-on.org.uk)). Designed to support providers in delivering Skills for Life in the workplace. How to support employers with a whole organisation approach to Skills for Life.

**Making it work** ([www.excellencegateway.org.uk/255255](http://www.excellencegateway.org.uk/255255)). A practical guide to effective delivery of Skills for Life in workplace learning produced by LSIS. Section 3 'Flexible ways of delivering learning' contains resources, case studies and information related to blended learning. Sections 2 and 4 may also be of interest as they concern information about assessment, ILPs and teaching and learning.

#### Practical resources for blended learning

**E-Tutor Guide** ([www.move-on.org.uk/downloadsFile/downloads1596/E-tutor\\_guide\\_Oct08.pdf](http://www.move-on.org.uk/downloadsFile/downloads1596/E-tutor_guide_Oct08.pdf)), Move On. Designed to support Skills for Life practitioners and managers who are exploring ways of incorporating e-learning into their Skills for Life offer. Links to the Move On Learner Route.

**Supporting Learner Progression** (<http://tlp.excellencegateway.org.uk/tlp/progression/teachingand/index.html>), Teaching and Learning Programme. A resource to help practitioners explore the concept of 'active learning'.

**Interactive resources** containing quizzes and games such as:

- **Brain Games** ([www.braingames.org.uk](http://www.braingames.org.uk))
- **BBC Skillswise** ([www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise))
- **BBC raw** ([www.bbc.co.uk/raw/](http://www.bbc.co.uk/raw/)).

### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
The GOAW Provider Induction Pack	20
E-Tutor Guide	21

## 5.0 Delivering Provision

### 5.1 How can we support learners to achieve their goals?

It is vital that you find ways to understand what 'success' means to learners. Success can relate to short- and long-term goals from a personal, educational or employment perspective. In the process of getting to know your learners and agreeing their Individual Learning Plan (ILP), both short- and long-term goals should be set. This is essential for measuring distance travelled and helping each learner to appreciate their achievements through regular reviews and summative assessments (including qualifications). This will be of value for individuals who may have lost confidence through the redundancy process.

You can offer support to a learner facing redundancy in a number of ways including:

- directly, through personal support
- indirectly, through their employer
- signposting services beyond your offer
- resources and information to help them practise and progress independently.

### Resources to help you

**Teacher Route** on the **Move On website** ([www.move-on.org.uk](http://www.move-on.org.uk)). Contains a range of teaching and learning materials and other useful documents related to Skills for Life provision. This may form all or part of your pre-redundancy offer. Resources related to supporting success can be found at:

- **Teacher Route (Stop 3)** Initial Assessment and Induction – includes items such as learner journey, top tips for motivating learners and short motivational sessions.
- **Teacher Route (Stop 4)** Teaching and Learning – includes materials to support blended learning, progress checks, skills critical for progression, interactive learning activities ('Hot Topics') and workplace contextualised resources (from the Get On At Work strand).
- **Teacher Route (Stop 5)** Raising Achievement – includes case studies, test preparation and pointers for test success.

**Working with Employers Toolkit**, Key Skills Support Programme ([www.excellencegateway.org.uk/page.aspx?o=224156](http://www.excellencegateway.org.uk/page.aspx?o=224156)). Specifically the 'supporting learners card sort' activity in the blue section. This activity can be done with employers to identify ways they can increase their support of skills development.

**Initial Assessment Toolkit for Key Skills and Skills for Life** ([www.excellencegateway.org.uk/media/KSSP/ia\\_toolkit\\_lo\\_res.pdf](http://www.excellencegateway.org.uk/media/KSSP/ia_toolkit_lo_res.pdf)). Key Skills Support Programme. An active approach to initial assessment with resources for self-assessment, discussions, observations, structured activities and tests. Includes charts, checklists, card sorts and activities with a work focus.

**Teaching and Learning Programme materials** (<http://tlp.excellencegateway.org.uk/tlp/progression/home.html>). The section on progression includes materials that focus on motivating and inspiring learners.

**Interactive Core Curriculum tool** ([www.excellencegateway.org.uk/page.aspx?o=sflcurriculum](http://www.excellencegateway.org.uk/page.aspx?o=sflcurriculum)). The Interactive Core Curriculum tool provides tools and features that will enable practitioners, including the wider embedded-learning audience, to create effective personal learning experiences.

**Skills for Life Improvement Programme Guidance for assessment and learning: Individual Learning Plans** ([http://sflip.excellencegateway.org.uk/PDF/4.2sflguidance\\_4.pdf](http://sflip.excellencegateway.org.uk/PDF/4.2sflguidance_4.pdf)). This guidance gives information for providers on developing ILPs to support the learning journey.

**Stick with it! Motivating Skills for Life learners to persist, progress and achieve (PPA)** ([www.excellencegateway.org.uk/stickwithit](http://www.excellencegateway.org.uk/stickwithit)). Resources to support providers to develop strategies that will help learners to persist, or stick with learning in order to progress and achieve in ways that are right for them.

### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
Top Tips for Motivating Learners	22

## 5.2 Where can we find employability and Skills for Life teaching and learning resources?

Skills for Life and employability should be central to your pre-redundancy offer. Improved literacy, numeracy and language skills can have a positive impact on people and their employment prospects. These generic skills can help them to learn new sector-specific and workplace skills.

### Resources to help you

**The Teacher Route (Stop 4), Move On website** ([www.move-on.org.uk/mu\\_route.asp?stop=4](http://www.move-on.org.uk/mu_route.asp?stop=4)).

Contains Skills for Life teaching and learning resources including:

- ‘Move on with your CV’ a module that combines job-search with Skills for Life and workplace contextualised resources
- generic Skills for Life resources
- materials to support blended learning approaches
- interactive learning activities (‘Hot Topics’)
- samples of activities and resources that can be used to teach specific curriculum elements from the adult core curriculum (Learning Chunks)
- contextualised ESOL resources for migrant workers.

**The Excellence Gateway** ([www.excellencegateway.org.uk/](http://www.excellencegateway.org.uk/)). A portal offering support, advice and resources generally for the post-16 learning and skills sector. The information contained on this site is extensive; relevant sections include:

- **Skills for Life area.** Contains the online core curriculum, materials and documents. Links throughout to information from other Skills for Life related initiatives and organisations.
- **Cross-curricular resources** (<http://tlp.excellencegateway.org.uk/tlp/xcurricula/index.html#>). Covers subjects such as ‘Enterprise’, ‘Customer Care’ and ‘Health and Safety’.
- **Employability Resources** ([www.excellencegateway.org.uk/page.aspx?o=131305](http://www.excellencegateway.org.uk/page.aspx?o=131305)). Includes guidance documents, case studies, resources, research and links.
- **Vocational Learning Support Programme.** Particularly ‘The Recruitment Game’. ([www.excellencegateway.org.uk/VLSP29/index.htm](http://www.excellencegateway.org.uk/VLSP29/index.htm)). This includes activities, lesson plans and tutor notes to motivate learners who are developing job skills. Although aimed primarily at working with school leavers, the content is generic.
- **Key Skills Support Programme resources.** The publications section includes guides such as:
  - **Teaching Speaking and Listening, a toolkit for practitioners** ([www.excellencegateway.org.uk/page.aspx?o=224140](http://www.excellencegateway.org.uk/page.aspx?o=224140)). This contains activities and games to improve communication skills e.g. contributing to meetings, taking messages and giving presentations.
  - **Using and Adapting Resources for Key Skills and Skills for Life, Guide to Good Practice** ([www.excellencegateway.org.uk/page.aspx?o=224153](http://www.excellencegateway.org.uk/page.aspx?o=224153)) This guide helps practitioners to identify and adapt materials.

**National Centre for Excellence in the Teaching of Mathematics (NCETM)** (<https://www.ncetm.org.uk/resources/teaching-resources>). This portal is an online resource of tools and ideas for the professional development of mathematics educators. It includes teaching and learning resources.

**Skills for Life Embedded Learning Materials** ([www.excellencegateway.org.uk/page.aspx?o=201226](http://www.excellencegateway.org.uk/page.aspx?o=201226)). The Entry to Employment file is particularly relevant for employability. It is aimed at Entry level 3 and Level 1 and contains materials with a work focus. Topics include managing time, problem solving, making choices, rights and responsibilities, health and safety, job roles and responsibilities.

**Independent Learning resources listed in section 5.4** of this toolkit can be introduced during teaching sessions, e.g. Move On **Learner Route** ([www.move-on.org.uk/ilr\\_php/literacy/welcome.php](http://www.move-on.org.uk/ilr_php/literacy/welcome.php)).

CD-ROM – a selection of Move On resources for this section	
Resource name	CD-ROM ref
Move On with your CV	23
Learning Chunks (Numeracy Level 2)	24
ESOL materials for Migrant Workers – a sample module	25

### 5.3 Where can we find sector-specific resources for teaching and learning?

Use sector-specific resources to contextualise learning to the employee's own situation and experience. Identify the most suitable materials based on learner interest and course themes. Additionally, use these resources to contextualise your Skills for Life or employability programmes.

#### Extract from Case Study B:

#### City and Islington College and Greenwich Distribution Centre, Boots UK Limited

Integrating or contextualising Move On resources, such as: 'Hot Topics' [see 5.2] and the 'Move On in the NHS Effective Communication for Customer Service programme' helped to give the level of flexibility needed as part of the workplace offer.

#### Resources to help you

**Sector Skills Council websites** ([www.sscalliance.org/SSCs/LinkstoSSCs.aspx](http://www.sscalliance.org/SSCs/LinkstoSSCs.aspx)). Many contain teaching and learning resources including pre-employment programmes called 'sector routeways'. For example, the retail sector routeway is called 'Retail Works'.

**The Excellence Gateway** The Excellence Gateway is a portal offering support, advice and resources for the learning and skills sector. Some of the most relevant resources are:

- **Sector-specific teaching and learning materials** (<http://tlp.excellencegateway.org.uk/tlp/subject-resources.html>).
- **Vocationally specific Skills for Life materials.** Find within the Skills for Life section. Log in to access the online core curriculum and look at embedded learning.

**Skills for Life Embedded Learning Materials** ([www.excellencegateway.org.uk/page.aspx?o=201226](http://www.excellencegateway.org.uk/page.aspx?o=201226)). Sector-specific materials with embedded Skills for Life.

**Contextualised Skills for Life resources from the Key Skills Support Programme** ([www.ngfl-cymru.org.uk/vtc-home/vtc-key\\_skills-home/vtc-keyskills-in-vocational-areas](http://www.ngfl-cymru.org.uk/vtc-home/vtc-key_skills-home/vtc-keyskills-in-vocational-areas)). Includes many resources such as 'How to...' sheets that explain skill development in vocational contexts for learners.

**The 14-19 Workforce Support (formerly the Diploma Support Programme) 'Inside Work'** ([www.diploma-support.org/resourcesandtools/insidework/](http://www.diploma-support.org/resourcesandtools/insidework/)). Tutors and learners can develop their specialised knowledge of the workplace through a series of video case studies, activities and interactive work placements. Although aimed specifically at Diploma learning, much of the content could be used for any sector-specific programme.

**Move On sector-specific Skills for Life training programmes** ([www.move-on.org.uk](http://www.move-on.org.uk)). For the following industries: Care, NHS, Taxi and Manufacturing. Follow links to the Get On At Work section.

**Making it work** ([www.excellencegateway.org.uk/255255](http://www.excellencegateway.org.uk/255255)). A practical guide to effective delivery of Skills for Life in workplace learning produced by LSIS. Section 4 contains resources, case studies and information on 'developing teaching and learning approaches and resources to reflect the employer context'.

#### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref
Move On Carefully (Care sector)	19
Move On in Manufacturing	26

### 5.4 What resources can we signpost for independent learning?

Introduce independent learning strategies and resources within teaching sessions to allow learners to experiment. Help them to set realistic short-term goals and to recognise when they have achieved them. Finding effective ways to support learners to develop independent learning skills is essential. This will help them to gain confidence to practise in their own time and to progress further.

#### Resources to help you

##### Prepare for independent learning

**Making it work** ([www.excellencegateway.org.uk/255255](http://www.excellencegateway.org.uk/255255)). A practical guide to effective delivery of Skills for Life in workplace learning produced by LSIS. Section 4 is entitled 'Developing teaching and learning approaches and resources to reflect the employer context'. Case studies and descriptions on pages 61-63 explain how to develop a self-study pack for learners and the use of technology to support independent learning.

**Developing the Expert Learner** (<http://tlp.excellencegateway.org.uk/tlp/xcurricula/el/index.html>). Contains a film and a reflection activity you can complete with your colleagues.

**Teacher Route.** Contains an E-Tutor Guide ([www.move-on.org.uk/downloadsFile/downloads1596/E-tutor\\_guide\\_Oct08.pdf](http://www.move-on.org.uk/downloadsFile/downloads1596/E-tutor_guide_Oct08.pdf)). This shows ways in which teachers can use the Move On Learner Route to support e-learning approaches in their teaching and learning.

### Independent learning resources

**Learner Route Move On** ([www.move-on.org.uk](http://www.move-on.org.uk)). An interactive resource that can support blended learning models for Skills for Life. Learners can access this to improve their skills and prepare for the Adult Literacy and Numeracy qualifications. They can use this resource to:

- test their skills with a quick mini-test
- find out their skills level in more detail by taking an assessment
- work on skills using Hot Topics and other resources
- take progress checks to build confidence in tackling test type questions and check progress
- take practice tests at Levels 1 and 2
- try sample tests at Entry Level 3
- review answers to tests
- prepare for the qualification
- find a test centre to take the test or final assessment for a certificate.

**Key Skills Trainer** ([www.keyskills4u.net/](http://www.keyskills4u.net/)) Individuals can work on specific skills related to the outcomes from a skills test. The system logs their progress and suggests ways forward.

**Brain Games** ([www.braingames.org.uk/](http://www.braingames.org.uk/)). An interactive resource to build the foundation skills in communication and maths through quick fire drill and practice questions.

**BBC Skillswise** ([www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)). Contains quizzes, games, factsheets and worksheets to aid the development of literacy and numeracy skills.

**BBC raw** ([www.bbc.co.uk/raw/](http://www.bbc.co.uk/raw/)). Uses web-presenters to show how users can develop 'skills for everyday life'. The activities and quizzes include topics such as money management, using computers and a sub-section on redundancy in the money section.

### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
E-Tutor Guide	21

## 6.0 Progression

### 6.1 What employment progression opportunities can we signpost learners to?

Progression from a period of redundancy back into sustainable employment will be the ultimate goal for many of your learners. It is essential that you have the knowledge and links to assist them with this transition.

#### Know where there are job vacancies

Through up-to-date knowledge of local labour market information (LMI), you should be well informed about sectors likely to have job vacancies in your area. Your pre-redundancy course themes should reflect this understanding. Such knowledge will be vital for learners to increase their chances of employment after redundancy. See section 2.1 for sources of LMI.

#### Create clear links and pathways to employment opportunities

Ways in which you can help learners to make contact with employers and gain access to employment opportunities include:

- **existing links** that you may have with employers through your employer engagement, business development or Train to Gain colleagues.
- **information and advice services** such as nextstep (<http://nextstep.direct.gov.uk/>). They provide information about learning, work and other information including funding, childcare, and support for people with disabilities. From August 2010 information and advice will be part of the Adult Advancement and Careers Service (AACCS).
- **Business Link** ([www.businesslink.gov.uk/](http://www.businesslink.gov.uk/)). Supplies information and support to people starting their own business.
- **Jobcentre Plus** ([www.jobcentreplus.gov.uk/jcp/stellent/groups/jcp/documents/sitestudio/dev\\_015519.pdf](http://www.jobcentreplus.gov.uk/jcp/stellent/groups/jcp/documents/sitestudio/dev_015519.pdf)). Helps people gain access to employment and benefits. Follow the link to a learner booklet giving job search advice. Each section is designed to help learners on their way back to work. It includes information, guidance and checklists.
- **Direct.Gov Back to Work** (<http://backtowork.direct.gov.uk/index.html>). Contains links to information about redundancy and two main sections:
  - 'Jobsearch' tools and advice for searching for jobs
  - 'Jobcoach' takes the learner through five steps to help them get back to work, such as how to plan their job hunt and sell themselves to prospective employers. It includes links to checklists, government websites, and videos giving interview tips.
- **job vacancy websites**
- **local recruitment agencies**
- **newspapers** (national and local).

## 6.2 What educational progression opportunities can we signpost learners to?

Consider your range of progression opportunities. Introduce these at the point of employer and learner engagement to clarify potential pathways for learning. This can help learners to identify longer-term goals from pre-redundancy forward.

### Identify the progression pathways you can offer

You could offer a wide range of progression opportunities to learners. Some possibilities might include:

- full-time or part-time vocational programmes
- continuing with the Qualifications Credit Framework units, working towards a certificate or diploma, see 4.2 for further detail
- Skills for Life courses and qualifications
- sector-specific training and qualifications, e.g. Construction Skills Certification Scheme (CSCS)
- generic workplace qualifications, e.g. those relating to and health and safety, lifting and handling or food hygiene
- vocational qualifications funded through Train to Gain or Apprenticeships (if the learner is progressing to a job)
- distance learning programmes.

### Consider progression opportunities beyond your offer

If a learner requires an educational progression pathway that you are not able to deliver, you can refer them to:

- **other providers**
- **information and advice services.** For example, you could:
  - find an adviser through **nextstep** (<http://nextstep.direct.gov.uk/>)
  - record learning and plan progression online through **Skills Accounts** ([www.direct.gov.uk/skillsaccounts](http://www.direct.gov.uk/skillsaccounts)). From August 2010 information and advice will become part of the all-encompassing Adult Advancement and Careers Service (AACCS)
- **National Apprenticeship Vacancy Matching Service (NAVS)** (<https://apprenticeshipvacancymatchingservice.lsc.gov.uk/navms/Forms/Candidate/VisitorLanding.aspx>). This online service matches apprenticeship applications with real vacancies.
- **independent learning routes** may be the most suitable way forward. For Skills for Life development, providers could signpost:
  - **Move On Learner Route** ([www.move-on.org.uk](http://www.move-on.org.uk))
  - **learndirect** ([www.learndirect.co.uk](http://www.learndirect.co.uk)).

For further information about these options and other useful links for independent learning, see 5.4.

### Extract from Case Study A: Bury Adult Learning Services and Bury Metropolitan Council

Between January 2007 and March 2008, 241 employees enrolled on the blended learner pathways. 175 elected to take a qualification, of whom 98% passed on first sitting. 81 employees progressed on to further qualifications. During August 2008 and July 2009, an additional 160 learners enrolled on a range of courses. There was 100% success rate in NVQ Customer Care. All of those taking numeracy at Entry Level 3 gained a certificate. The redeployment model at Bury Council continues to build on these strong foundations.

### Extract from Case Study B: City and Islington College and Greenwich Distribution Centre, Boots UK Limited

Nationally, between 2006 and 2008, over 1,200 logistics and manufacturing employees at Boots had either achieved one or more Skills for Life qualifications, or had engaged in Skills for Life learning. The Learning Centre went on to offer NVQ Level 2 and 3 qualifications, using Train to Gain funding, and match funding from the Company.

### Resources to help you

**Teaching and Learning Programme materials** (<http://tlp.excellencegateway.org.uk/tlp/progression/home.html>). The section on progression includes materials that focus on motivating and inspiring learners.

**The Move On Guide for Providers working with Train to Gain** ([www.move-on.org.uk](http://www.move-on.org.uk)).

This contains resources that can be used to train specialist and non-specialist staff to deliver the Skills for Life aspects of your Train to Gain offer. It features a checklist that can help you assess your provision or plan next steps. It can be found in the Get On At Work section.

**A Progression Pathway for Managers and Teachers** ([www.excellencegateway.org.uk/page.aspx?o=126359](http://www.excellencegateway.org.uk/page.aspx?o=126359)). The progression pathway document is designed for use by provider leaders, managers and teachers, and offers practical guidance on the planning of Skills for Life and Vocational Level 2 programmes.

### CD-ROM – a selection of Move On resources for this section

Resource name	CD-ROM ref.
The Move On Guide for Providers working with Train to Gain	27

## Step 3: Case Studies

Find out how providers have used some of the Move On resources and approaches described in the toolkit to develop their pre-redundancy provision.

### Case Study A: Bury Adult Learning Service assisting Bury Metropolitan Council

#### A whole organisation approach to redeployment

##### The provider organisation

Bury Adult Learning Service (known as 'the Service') is part of the Environment and Development Services of Bury Metropolitan Council. The Adult Learning Service is largely funded via the Greater Manchester Learning and Skills Council (LSC). Contracts include: Train to Gain and Adult Safeguarded Learning, including Family Learning. The Service provides Skills for Life qualifications for employers funded through the European Social Fund (ESF).

##### The ethos

Bury Council's Corporate Plan 2009-2012 outlines the Council's commitment to workforce development stating that:

*"...the Council's People Strategy sets out our vision of employees...Our workforce is at the heart of what we do and we want them to feel confident and competent. We are developing a flexible, diverse workforce with skills which can be used across the public sector to improve outcomes for the people of Bury. Detailed workforce plans are used to make this vision a reality."*

Its ethos is further evidenced by the Council's commitment to the Skills Pledge and the Get On (GO) Local Government Award. ([www.idea.gov.uk/idk/core/page.do?pageId=5905375](http://www.idea.gov.uk/idk/core/page.do?pageId=5905375))

##### The need for the approach

The Council's redeployment initiative followed the implementation of the 1997 Single Status Agreement. This aimed to bring together a single pay structure for all local government workers. A crucial driver was to address equal pay. The threat of redundancies followed a landmark equal pay claim for 1,200 female workers in July 2009.

The Council considered redeployment as the best-fit solution with Bury Adult Learning Service at the centre of activity:

*"...Management buy-in has been excellent; they have really embraced the approach. From the Executive Board to the learners, all were on board from the start."*

Lesley Hunter, Employer Responsive Project Co-ordinator, Bury Adult Learning Service

##### How it worked

The Service was already key in supporting the Council's aspiration to secure a whole organisation approach to Skills for Life. There are effective mechanisms in place to do this:

*"Skills for Life is now embedded into workforce development plans. [It now forms] part of appraisals and induction. Our department is now on-site at all corporate inductions to offer support and signposting."*

Lesley Hunter, Employer Responsive Project Co-ordinator, Bury Adult Learning Service

There was effective practice delivery of Skills for Life with a range of blended learning opportunities, contextualised to departmental and individual need. This robust operational model with strategic support provided an excellent back-drop to a successful redeployment programme in 2009. The redeployment offer provided a range of courses, underpinned with Skills for Life activities. The programme was designed following an organisational needs analysis and responded to the authority's skills gaps and the council's strategic priorities. A mix of literacy and numeracy, ICT, and customer care courses were offered to staff.

The essential ingredients for success were:

- senior management buy-in
- an established model of blended learning
- the commitment of a knowledgeable project lead and associated staff.

##### How the Move On approach added value

Bury Council had been using Move On for a number of years. Most Council staff readily engage in Skills for Life activities and are familiar with the Move On resources. They embraced 'Test the team' ([www.move-on.org.uk/testthe.asp](http://www.move-on.org.uk/testthe.asp)) campaign in January 2007, and make extensive use of the online Learner Route ([www.move-on.org.uk/numres.php?scid=173](http://www.move-on.org.uk/numres.php?scid=173)). The Service uses the mini test and practice tests as a benchmark to identify a learner's readiness to take the national test:

*"...If a learner has brought in two completed papers with a decent pass rate then we feel confident that they are ready to do the exam. The resources are excellent in that learners can learn at their own pace, the e-learning element is very flexible."*

Lesley Hunter, Employer Responsive Project Co-ordinator, Bury Adult Learning Service

The Service has been skilled at ensuring a blended approach to learning, and adept at selecting appropriate Move On resources as part of the mix. Integrating or contextualising Move On resources, such as: 'Hot Topics' ([www.move-on.org.uk/numres.php?scid=171](http://www.move-on.org.uk/numres.php?scid=171)) and the 'Move On in the NHS Effective Communication for Customer Service programme' ([www.move-on.org.uk/goaw.php?scid=196&pid=186](http://www.move-on.org.uk/goaw.php?scid=196&pid=186)) helped to give the level of flexibility needed as part of the workplace offer.

### Provider Top Tips

- Respond to demand
- Listen to customers
- Identify the business case and use it to sell the programme
- Participate in the steering group
- Be flexible in course design and delivery
- Market the provision in different ways e.g. ‘New Year new you’, ‘Help your child with maths homework’, ‘Need help with budgeting?’
- Contextualise resources for the sector and for learners
- Provide flexible, blended learning opportunities.

Despite high level support the Service had to work hard to convince middle managers of the business case for re-training and re-skilling. The Service used some of the resources in the Get On At Work Training pack ([www.move-on.org.uk/downloadsresults.asp?id=103](http://www.move-on.org.uk/downloadsresults.asp?id=103)), which provided tips and hints on building the business case and how best to market provision. Middle management trust was won through effective partnership working, by relating common business problems to Skills for Life, and by demonstrating flexibility:

*“Our approach has been to listen to our managers’ requirements. We understand the business need and can adapt accordingly. [Our programme is for] key transferable skills for deployment, either through developing new skills or refreshing old. We responded to Council aims, for example, to work towards a paperless office environment and developed ECDL (European Computer Driving Licence) fast track, as a one-week package, which was very popular, some management sent whole departments.”*

Lesley Hunter, Employer Responsive Project Co-ordinator, Bury Adult Learning Service

Whilst Council employees were familiar with Skills for Life and a range of learning opportunities, some staff were reluctant to engage. Some employees were afraid of learning, having had bad experiences at school, particularly with numeracy. The authority used a range of solutions to help with engagement:

- working closely with middle management, to encourage managers to take time to build the confidence of their staff
- utilising the Council’s intranet to market courses with a fun message ([www.move-on.org.uk/downloadsFile/download540/Move\\_On\\_catalogue.pdf](http://www.move-on.org.uk/downloadsFile/download540/Move_On_catalogue.pdf))
- publishing a message of high level support from the Chief Executive
- showing empathy and understanding of employees’ situations
- engaging employees by using a wide range of slogans when marketing
- using accessible promotional materials with plain English, bullet points and white space
- working in partnership with the unions and training more Union Learning Representatives (ULRs).

### The impact:

Between January 2007 and March 2008, 241 employees enrolled on the blended learner pathways. 175 elected to take a qualification, of whom 98% passed on first sitting. 81 employees progressed on to further qualifications. Between August 2008 and July 2009, an additional 160 learners enrolled on a range of courses. There was 100% success rate in NVQ Customer Care. All of those taking numeracy at Entry Level 3 gained a certificate. The redeployment model at Bury Council continues to build on these strong foundations.

*Please note that access to the full range of Move On resources is enabled by registering with and logging onto the Move On website ([www.move-on.org.uk](http://www.move-on.org.uk)).*

## Case Study B: City & Islington College and Greenwich Distribution Centre, Boots UK Limited

### Pre-redundancy and a blended learning solution

#### The provider organisation

City & Islington College is a grade one college with Beacon status. It operates from five newly designed buildings in Islington and currently serves around 18,000 full-time and part-time students of all ages. The college mission for employer engagement is to provide bespoke services to each client. Their aim is to build meaningful partnerships with employers:

*“We have extensive experience of dealing with employers and understand the issues. We also know that by improving the skills of any workforce we can increase the organisation’s productivity and cut costs.”*

Teresa Esan, Director of Employer Engagement and Employability, City & Islington College.

Part of their bespoke services include a response to redundancy situations; helping businesses assist their employees who are under threat of redundancy.

#### The Greenwich goal

In June 2006 Boots announced its intention to consolidate its supply chain and close 17 distribution centres around Great Britain and the Republic of Ireland. Redundancies were scheduled as a result. The Greenwich Distribution Centre was the national lead in designing a model to effectively manage the process of re-structuring. The ‘Greenwich goal’ was to ensure that all 240 colleagues directly affected by the re-organisation who wanted to re-skill or re-train, prior to closure, could do so. As a minimum, each employee would have the opportunity of achieving a Level 2 qualification.

#### How it worked

The Greenwich re-skilling programme was developed through a sustained, dynamic partnership. The steering group comprised:

- Boots London Conurbation Manager (Chair)
- Boots Retail London Divisional Human Resource Manager (for redeployment)
- City & Islington College
- Move On
- nextstep
- Learning and Skills Council (LSC)
- Train to Gain broker
- Jobcentre Plus (JCP)
- Unionlearn and Union Learning Representatives (ULRs).

Together, the partners were responsible for provider selection, course content and colleague engagement. The programme was run from the newly opened, on-site Learning Centre, and each staff member received £300 from Boots for formal training. The key performance indicators were to:

- help leavers gain skills
- assist with the smooth redeployment of staff
- maintain morale
- prevent the loss of skilled staff until the transition to the new distribution model was complete.

The offer to Boots colleagues was a mix of Skills for Life qualifications in literacy and numeracy and support for ESOL learners. All courses were delivered from the Learning Centre on Boots’ premises. Group sizes were kept small, no more than 12 learners in each group. Each course was for a 12-week period and sessions ran for two hours per week.

Learners were encouraged to engage in self-study through homework assignments, working to a blended model. Part of this blend was the Move On Learner Route ([www.move-on.org.uk/ilr\\_php/literacy/welcome.php](http://www.move-on.org.uk/ilr_php/literacy/welcome.php)) an e-learning package designed to help learners prepare for the Literacy Level 1 and Level 2 tests.

#### How the Move On approach added value

The Move On at Work: Steps Plan ([www.move-on.org.uk/downloadsFile/downloads1674/GOAW\\_steps\\_for\\_employers.pdf](http://www.move-on.org.uk/downloadsFile/downloads1674/GOAW_steps_for_employers.pdf)) was a key resource which helped build the Boots approach. The Steps Plan is a document which identifies the steps an organisation can take to build a whole organisation approach (WOA) to Skills for Life. It assists with aspects such as:

- developing policy
- gaining support
- implementation
- engagement of employees in literacy, language and numeracy opportunities.

The Steps Plan signposts to free resources on the Move On website and provides links to other support and resources.

For Boots, the Steps Plan provided a framework for collaborative working, at both strategic and operational level.

Step 3 deals with promotion, marketing and recruitment. This provided Boots with a range of solutions to help build a responsive blended learning offer. A range of Move On resources were contextualised and used successfully: the Maths takeaway ([www.move-on.org.uk/numres.php?scid=179](http://www.move-on.org.uk/numres.php?scid=179)), the Skills for Life quiz ([www.move-on.org.uk/numres.php?scid=174](http://www.move-on.org.uk/numres.php?scid=174)) and the ‘engaging Boots staff in training’ session ([www.move-on.org.uk/downloadsresults.asp?id=18](http://www.move-on.org.uk/downloadsresults.asp?id=18)). This was run to show how to engage learners. The Move On practice tests were seen as a very effective resource to support blended learning:

*“Practice tests were extremely helpful for learners and tutors in the run up to the exams, particularly with regard to National Test preparation. Over the course of the provision 45 of the 60 enrolments led to acquisition of a Skills for Life qualification i.e. a 75% success rate.”*

Grant Glendinning, Deputy Director for Employer Engagement and Teacher Training, Centre for Lifelong Learning

The College attributes part of its success in retaining learners to the use of blended learning approaches, including the Move On website and its resources:

*“Learners were enthused by the opportunity in self-study in a blended way, and I believe this aided with retention, as well as boosting achievement rates.”*

Grant Glendinning, Deputy Director for Employer Engagement and Teacher Training, Centre for Lifelong Learning, City & Islington College

Step 2 of the Steps Plan provided guidance for the steering group to maximise their resource. The result was that partner organisations developed, and worked to, individual action plans. This enabled the group to divide large tasks into manageable bite-sized pieces. It also allowed each partner to play to their strengths. Step 2 guidance also highlighted the need for training Boots’ staff to promote the pre-redundancy package and motivate people at all levels in the organisation. The support and expertise of the unions was acknowledged and harnessed early on.

The prompts in Step 2 helped Boots to ask informed questions. This ensured they were getting the most from their training providers and making best use of Train to Gain funding and opportunities. This provided a consistent approach to assessment and a bridging of funding gaps. Overall, it helped the organisation to access free training for employees with qualifications below Level 2.

### Provider top tips

- Engage as many partners as possible to optimise resource and expertise
- Be part of the steering group and ensure all partners have clear roles and responsibilities
- Understand the business, its culture and its need for change
- Work with small groups of learners
- Deliver the training in the workplace
- Create a flexible, blended learning offer
- Acknowledge that IT skills might be a barrier to some employees.

The project presented three key challenges in the early stages.

### 1. Assessment and funding

Providers had different procedures for assessment and funding which resulted in different operational arrangements. This was disconcerting for learners and confusing for the organisation. The solution was to bring the various providers together and establish a set of common criteria by which to work. This provided Boots with one defined system of working that was eventually offered by a sole provider: City & Islington College.

### 2. Stagnation of the newly formed steering group

After four months the momentum of the steering group began to wane. The Chair looked outside of the organisation for inspiration, contacting nextstep and Move On. Both were able to breathe new life into the initiative, bringing fresh ideas, resources and energy to the group.

### 3. Fear of learning

The programme had poor retention figures in the initial stages. Many staff had not undergone any form of training or learning for years. Some perceived that a ‘classroom’ environment would be daunting, whilst others felt that the training would have little or no relevance to them. A range of awareness-raising, support mechanisms and confidence building solutions were put in place:

- Move On training session for co-ordinators on strategies for engagement
- pastoral post to support access to training and assist with retention
- creation of an on-site Learning Centre
- contextualised Move On resources
- Move On online practice tests and online testing provided a consistent approach for those learners needing to ‘brush up’ their skills
- celebration of World Book Day and Adult Learners’ Week activities to maintain interest
- Union Learning Representatives were invaluable in engaging the hardest to reach employees and helping to guide learners through training to achievement.

### Top tips for retention

- Spend time with the learner to discuss the value of the programme and how the qualification will be an asset for a future career or job search
- Explain this is an opportunity to acquire transferable literacy and numeracy skills
- Treat initial assessment seriously and give time and scope for exploration of skills profile with individuals
- Make training sessions varied and interactive
- Avoid over-contextualisation, especially around work activity themes – focus on learners’ interests and life activities
- Celebrate achievements.

### Impact prior to closure

Prior to the closure of the distribution centres, the management team at Greenwich reported:

- improved productivity rates
- a reduction in staff absence from 6 % to 3 %
- a reduction in the loss of skilled staff.

Between June 2008, when the Learning Centre was opened, and September 2009 when the Distribution Centre closed just under 20 % of all staff at the centre achieved a national qualification. Results included:

- 16 ITQ Level 2
- 7 Entry Level Literacy
- 7 Entry Level Numeracy
- 1 Literacy Level 2
- 4 Numeracy Level 1
- 4 Numeracy Level 2.

Nationally, between 2006 and 2008, over 1200 logistics and manufacturing employees at Boots had either achieved one or more Skills for Life qualification, or had engaged in Skills for Life learning. The Learning Centre went on to offer NVQ Level 2 and 3 qualifications, using Train to Gain funding, and match funding from the Company.

*Access to the full range of Move On resources is enabled by registering with and logging onto the Move On website ([www.move-on.org.uk](http://www.move-on.org.uk)).*