



Support for English, maths and ESOL

Mind the gap

Employers: identifying skills gaps

Welcome!



Please introduce yourself to a colleague or two and locate a set of cards on the table.

Looking at the cards, discuss each of the elements of business performance and consider which of these would be improved by better English and maths skills.

Aim



To explore ways to increase employee / worker engagement and referral to English, maths and ESOL provision (including functional skills and within apprenticeships)

Outcomes



- To develop an understanding of existing English and maths assessment and screening tools and approaches
- To explore ways of identifying English and maths skills gaps within their organisation
- To share good practice in developing effective referral systems in the workplace

What's the problem?



- 57% of working age population have skills at Level 2 or above in literacy (44% in 2003)
- 76% of us have skills at Entry 3 or above in numeracy (79% in 2003!)
- 10% of us have skills below Level 1 literacy AND below Entry 3 numeracy
- And only 19% of us have skills at Level 2 or above in both literacy and numeracy.

Source: Skills for Life Survey of Needs (2011) BIS

Why? And how?



Working in groups of 3 or 4, share your ideas about **why** you would strive to engage employees in checking their English, maths or ESOL skills. Write each of these on a piece of scrap paper on the table and stick them on the 'Why?' flipchart.

Now consider your current practice. Write down **how** your organisation currently engages employees in checking their skills, and stick these on the 'How?' flipchart.

Purposes of assessment



Type of assessment	Purpose
Signposting / self-referral	Learner identifies need (self-assessment)
Skills check	To identify a need
Initial assessment	To identify the level
Diagnostic assessment	For detailed identification of skills profile

Visit the [iRoute](#) for information on positive engagement

How? Evaluating the resources



1. Spend 10 minutes with your group at each table.
2. As a group, evaluate the resources and anything you have used in your provision.
3. Decide on ONE preferred resource and agree the target audience and context in which you would or have used it, to feedback to the whole group.
4. Repeat with the other two tables.
5. Take note of any additional resources you may want to use on your recording sheet.

When and where are the opportunities?



In the next 20 minutes...

1. Form three groups.
2. Read your 'theme'. Each theme represents a proven vehicle for embedding skills checks.
3. Appoint a scribe / artist and spokesperson.
4. Sketch out an 'ideal' model (use the prompts provided if useful).
5. Be prepared to feed back to the whole group.

Key elements for successful use of learning champions



- Give them a clearly defined role
- Give them something in return
- Give them something to do
- Give them a reason to keep going

How do we keep it going?



In pairs, and building on any of the ideas, approaches or resources you have experienced today, come up with one or two ways in which you can incorporate engagement activities and skills checks to promote long-term success in embedding English, maths or ESOL across your whole organisation.