

Intec Business Colleges plc

Skills for Life Strategy 2010/11

Overview

Intec Business Colleges plc (Intec) was founded in 1982 as an independent recruitment and training organisation. In July 2002, Intec became a public limited company. Intec offer work-based learning for young people and adults in Retail and Commercial Enterprise, Business Administration and Law, Information and Communications Technology (ICT) and Education and Training. Intec head office is based in Rugby Warwickshire. A UK wide operation with a significant proportion of staff being home based and travelling to clients premises for the purpose of assessing candidates. Intec specialises in helping people and organisations to develop their skills to improve their performance at work and future prospects by offering training opportunities including Apprenticeships, Train to Gain and other government funded programmes.

Mission statement

Helping people and organisations to develop their skills to improve their performance and future prospects

Vision

- We recognise that for learners to be successful they need to be competent and confident in their communication skills, spoken and written and in essential number skills.
- We recognise and develop staff as a vital strength in achieving the company's vision
- We endeavour to work with supportive employers who are committed to vocational work based learning and the development of their staff
- We are committed to consulting our learners and employers to ensure we are employer and learner responsive
- We implement learner focused quality systems and procedures that we continuously evaluate and develop
- We seek to add value to learners employment prospects and help economies develop their skills base
- We ensure that all necessary steps are taken to protect from harm young people who participate in our programmes
- We ensure open access to all potential learners without discrimination and without regard to religious or political belief, ethnic origin gender or disability or age.

Skills for Life within Intec

Intec is committed to promoting dignity and respect for all and equality and diversity of opportunity for all staff and learners. Our Skills for Life strategy is informed by these commitments and sets out how we plan to achieve this. Under provider number 105188 Intec deliver LSC funded programmes to 1,898 learners. 744 (39%) of these learners are on Apprenticeship framework programmes (level 2 or 3), 1154 (61%) are on Train to Gain programmes.

Once effectively embedded we aim to improve the quality and quantity of SFL support for all our learners. We expect this to have an impact on success rates and help us achieve our commitment, expressed in the 2010/11 quality improvement plan, of a minimum of 80% success rates on all programmes.

Links to quality improvement plan 2009/10

- We will continually develop and maintain a robust system of quality assurance and high standards
- Our 2009/10 action plan prioritizes success rate improvements through effective use of an initial and diagnostic assessment, targeted SFL ILP and embedded support.
- Extending and improving the identification and meeting of individuals additional support needs through the creation of a new Skills for Life strategy.
- Extended use of observation processes to improve the quality of teaching and learning through monitoring the impact of initial and diagnostic assessment, ILPs, additional support activity and formative and summative assessment.
- Further development of improvement targets too includes specific targets to improve the attainment of underachieving groups of learners; including those with Skills for Life support needs.

Needs Analysis

Our rationale and evidence base for Skills for Life developments is influenced by a range of internal and external imperatives including:

National divers

- a. The introduction of functional skills which have been introduced to address employers' concerns that young people and adults are not achieving a firm grounding in English, Maths and ICT as outlined in the 14-19 Education and Skills White Paper by the Department for Children, Schools and Families. Having good skills in these subjects help learners to be more effective in a range of work and life activities.
- b. Contributing to the national Skills for Life strategy which is central to LSC strategic plans and monitored by OFSTED through elements of the common inspection framework

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Organizational drivers

- a. Internal needs of learners as evidenced through; self assessment processes and analysis of statistical data; assessed skills levels of train to gain learners at level 2; assessed skills levels of learners undertaking specific vocational programmes in particular storage and warehousing and retail.
- b. Improving success rates in Key skills
- c. Slow progress of some learners
- d. External inspection reports
- e. An audit of Staff Skills, knowledge and understanding of Skills for Life agenda and ability to meet identified learner needs.

Strategic priorities

1. Provide strategic leadership and clear direction
2. Use effective marketing to increase Skills for Life awareness and uptake among employers
3. The Skills for Life needs of our employer base are effectively identified and supported through appropriate workbased training solutions
4. Identify and illustrate to staff how Skills for Life can be embedded into vocational programmes
5. Training programmes provide embedded opportunities to practice and improve Skills for Life and to embed Skills for Life in areas of greatest need
6. Provide a range of effective learning resources and assessment practices to engage and motivate learners in developing their functional skills
7. Skills for Life support for staff to ensure they are appropriately trained to support Skills for Life with learners
8. Developing SFL champions to provide regional support to colleagues and achieve formal qualifications in this area
9. Build on the clarity provided by this SFL strategy to help develop an effective response to the introduction of functional skills

Strategic plan 2009/10 Achieving the priorities above is based on the following activities:

1. **Intec's staff is appropriately trained to support Skills for Life**
This will be achieved by:
 - a. Establishing CPD for 10 people within SFL project and support whole organization awareness raising
 - b. Identifying Skills for Life support staff to achieve appropriate specialist qualifications
 - c. Explore ways to develop existing delivery staff skills to achieve a minimum of level 2 LLN and ICT skills
 - d. Review staff recruitment and induction

2. Identify and illustrate to staff how Skills for Life can be embedded into vocational programmes

This will be achieved by:

- a. SFL champions designing vocational scenarios that illustrate how Skills for Life can be embedded into vocational programmes that Intec offers
- b. Develop and cascade to staff concrete examples of how they can offer opportunities for learners to develop skills
- c. Identifying appropriate resources to meet the SFL needs identified at initial and diagnostic assessment or through vocational course formative and summative assessments.

3. Training programmes provide embedded opportunities to practice and improve Skills for Life and to embed Skills for Life in areas of greatest need

This will be achieved by:

- a. Work towards achieving identifying the LLN and ICT needs of learners at entry and provide structured opportunities for achieving key skills qualifications
- b. Identify and train Skills for Life champions in each region to promote and support the development of embedded Skills for Life and provide the link with sector skills
- c. Pilot and produce Skills for Life ILP process using embedded materials enabling opportunities for learners to practice and develop Skills for Life. This will be done in identified vocational areas.

4. Skills for Life support for all staff with LLN below level 2

This will be achieved by:

- a. SFL consultant piloting a whole organisation audit of qualifications and current SFL competency levels
- b. Develop training plan to address findings of audit

5. Developing SFL champions to provide regional support to colleagues and achieve formal qualifications in this area.

- a. This will be achieved by:

Regional teams to identify suitable candidates to attend first SFL development workshop on 24th February 2010

6. The Skills for Life needs of our employer base are effectively identified and supported through appropriate workbased training solutions.

This will be achieved by:

- a. To explore the provision of ongoing support to employers including initial assessment for the delivery of embedded training on their premises.

Objective	Where we are	Where we are going
Develop an infrastructure for SFL (functional skills) provision strengthening what already exists in order to meet the national standards	A support group has been created to drive and facilitate skills training and achievement of qualifications	An effective and continually improving delivery model
Ensure coherent information advice and guidance across the organisation in relation to SFL	We achieved the Matrix award in recognition of effective information advice and guidance – we now need to make the SFL element explicit	To be more focused towards quality monitoring while expecting regional teams to maintain the profile of IAG as an integral part of employer responsiveness
To ensure all learners receive a non discriminatory initial assessment that identifies their learning needs in order that an accurate and realistic learning plan can be created.	A newly formed curriculum support group will be developing best practice and to ensure quality is maintained throughout	Having a fully effective system for that focuses on quality monitoring of processes and procedures and having a more effective approach to meeting skills for life needs.
To further develop the curriculum offer with regard to SFL	The sales team and the Direct marketing team have received training on the importance of Skills for Life and the value of numeracy literacy and language skills.	To have an organizational structure that values the importance of Skills for Life and is supported by curriculum based Skills for Life champions
Participate in the LSIS SFL improvement programme to develop our approaches to embedding at every level of the organisation	After initial consultation and an analysis of the organizations approach to SFL an effective action plan has been created and implemented	Through further developments and effective monitoring our commitment to SFL will be reflected in a fully embedded approach.
Develop a strategy for promoting Skills for Life to employers	Need to train staff in promoting SFL to employers and learners and develop marketing materials	To embed SFL within each employer account and make explicit the benefits to organisations and individuals from improving personal skills
To work with employers to extend SFL training in the workplace	As above	To share our commitment to SFL with employers
Ensure learners receive planned and progressive workplace learning so that they develop increasing levels of knowledge and skills for life	Managers and internal verifiers regularly monitor the delivery of learning and the use of effective initial and diagnostic assessment through the IV processes	The use of effective initial and diagnostic assessment to form the foundation for a structured and challenging programme for the learner which is suitably supported with effective teaching and learning strategies
Provide clear strategic leadership and direction	Strategic direction from Quality manager and curriculum development team with SMT support Plus operational support from: SFL champions; internal verification processes; graded observations	Close monitoring of learner numbers. Increase in the number of qualified and committed staff to meet SFL provision

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