

Skills for Life Strategy

Introduction

Skills for Life (SfL) focuses on improving adult literacy, language and numeracy skills across the post compulsory education sector. Lancaster Training Services Ltd is committed to the introduction and sustained improvement and embedding of the SfL programme for all learners and staff.

Company Mission Statement

Lancaster Training Services Ltd are committed to providing the best possible training for all participants in their training programmes.

Company Vision Statement

Lancaster Training Services Ltd aspires to expand the range of training provision in order to cover as many aspects of the road haulage and automotive industries as demand requires.

SFL National Initiatives

In England 5.2m adults have literacy levels below the levels required to achieve a GCSE grade D-G, while 6.8m adults are estimated to have difficulties in adding/subtracting using 3 digit numbers (numeracy skills below Entry Level 3). A total of 15m adults have skills at the same low level and have difficulties with fractions, decimals and simple percentages.

The Government commissioned Sandy Leitch in 2004 to undertake an independent review of the UK's long term skills needs. From this targets have been made stating that 95% of learners will be at Level 1 in Literacy and Entry Level 3 in Numeracy by 2020.

Current Provision

We have a variety of training programs leading to advanced apprenticeships. All of our apprentices are employed in Cumbria and Lancashire and are funded through a contract with Lancashire Learning and Skills Council. An apprenticeship takes 2 years and learners will achieve an NVQ/QCF and Technical Certificate at level 2 with a Key Skills/Functional Skills level 1 award. An advanced apprenticeship takes a further year and an NVQ/QCF and a level 3 technical certificate with a Key Skills/Functional Skills level 2 being awarded.

Lancaster Training Services has 10 Strategic Priorities:-

SFL awareness is to be raised within the company.

Key Skills and SFL are to be embedded in all areas of teaching and learning.

Improvements in the quality of support for learners are to be made.

Leaflets will be used to promote SFL and good practice.

Learner feedback will be used to analyse and improve all areas of training.

Staff will share and develop good practice within their roles.

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Links are to be formed with external partners to target and improve support for learners.

Introduce, train, support and retain staff to deliver effective support for learners.

Formation of structures and systems to develop learning resources are to be implemented.

Ensure the improvements made are sustained.

Strategic Priorities

Aim 1. SFL awareness is to be raised within the company.

All staff are to be aware of the SFL strategy and how it relates to their role in the company. The strategy is to be distributed to all staff and introduced to new staff on induction. SFL will be discussed at company meetings, IHT (In House Training) meetings and learner reviews.

Aim 2. Key Skills and SFL are to be embedded in all areas of teaching and learning.

Firstly literacy, language and numeracy skills needed for course/ subject achievement must be analyzed e.g. Level 2 Key Skills training must be embedded in 3rd year lesson. The model of embedding must be researched, planned, actioned and recorded. Improvements can then be made for next time and good practice shared. All SFL areas will be recorded in the lesson plan for that lesson.

Aim 3. Improvements in the quality of support for learners are to be made.

This will retain, recruit, satisfy and motivate learners in completion of their apprenticeship. LTS's Overall Success rates for 2010/2011 were 78.2% compared to the national average of 73.9%. The Timely Success Rate's were also above the national average of 72.9% by 10.6%. LTS will aim to raise the Overall Success and its Timely Success Rate even further.

Aim 4. Leaflets will be used to promote SFL and good practice.

Better promotional material must be developed to highlight the importance of SFL and Key Skills in the Automotive Trade. This will help the employer and learner understand the importance of the training.

Aim 5. Learner and employer feedback will be used to analyse and improve all areas of training.

Analysis of training provided will provide feedback to tutor/ assessors and managers.

Aim 6. Staff will share and develop good practice within their roles.

The IHT staff will hold weekly meetings to discuss the day's training, previous day's training and staffs' roles and responsibilities for the day. Staff should be encouraged to share good practice and any improvements can be discussed.

Aim 7. Links are to be formed with external partners to target and improve support for learners.

LTS are now part of a Peer Review Group which links with other training providers. Good practice is shared and reviewed.

Aim 8. Introduce, train, support and retain staff to deliver effective support for learners.

Staff will be introduced to SFL and Key Skills during their induction to the company. All Tutors/ Assessors will have NVQ's or equivalent qualifications in their vocational area, Assessors Awards and Key Skills or Functional Skills Qualifications.

Aim 9. Formation of structures and systems to develop learning resources are to be implemented.

ALN/ ASN resources must be implemented to help learners progress and achieve their apprenticeship. Systems will also be implemented and be available to all learners.

Aim 10. Ensure the improvements made are sustained.

The improvements made must be maintained, developed and recorded.



Richard W Little – Chairman

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