## Strategies for identifying and supporting language, literacy and numeracy (LLN) needs in and for the workplace

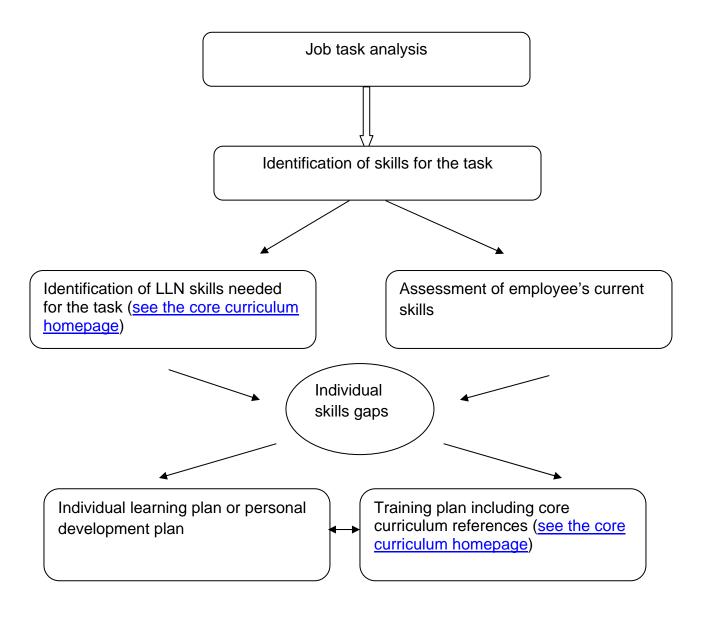
The example integrated activities, schemes of work and employment contexts in the <a href="Employability skills section"><u>Employability skills section</u></a> offer starting points for identifying LLN skills in the workplace, and for mapping LLN skills to workplace activities.

The example <u>Job task analysis diagrams</u> offer another starting point. The workplace trainer can analyse skills needed for a particular job task and then, working with LLN subject specialists, or examples in the Skills for Life online core curriculum, can identify the underpinning LLN skills for those tasks.

The skills needed for effective working can be matched against an assessment of the employee's current skills and any skills development needs identified. The resulting individual learning or personal development plan can inform the planning and preparation of training sessions or programmes.

## Strategies for identifying an individual's LLN needs in the context of employability

1. Use a job task analysis approach (see below) to first identify what language, literacy and numeracy skills are needed for types of tasks, and then assess whether or not the individual has competence at the level of LLN skills required. This can be done through simulating the task in a training setting or observing the employee on the job. The information can be used to inform personal skills action planning and goal setting. It can also trigger a need for training for a group with similar skills gaps. Use the overviews of the core curriculum for adult <u>literacy</u>, <u>numeracy</u>, <u>ESOL</u> and the <u>preentry-curriculum framework</u> to draw up a checklist of LLN skills which you consider to be relevant for general employability in job areas your learners or trainees are working towards. For example, use the <u>numeracy overview</u> to draw up a checklist of skills such as estimation, using a calculator and collecting and recording numerical information. The Employability Matrix (<u>www.assetskills.org</u>) can also be used by trainers and educators to inform the LLN skills development focus of their course and programme materials.



2. Use or develop workplace scenarios which include usage of the skills from your checklist. For example recording shift patterns involves the skills of using time and the 24 hour clock. Monitor how well individuals handle the LLN skills aspects when performing workplace or work-related tasks, using question and answer or keeping track of written shift schedules. Use your assessment information to plan group and individual learning.

## Supporting an individual's LLN skills development in the context of employability

Focus on interventions which will help the individual to work more effectively on the work task in hand whilst planning a longer- term sustained development plan. For example, someone who needs to use a cash till accurately in a café can have step-by-step instructions posted on the till, but also be supported to develop money estimation and mental calculation skills (plan development using the <u>progression overviews</u> from the <u>Adult Numeracy Core Curriculum</u>). The skills to be developed could include:

- using a calculator to check change (N2/E3.4)
- checking by rounding (N2/L1.7)
- checking by adding and subtracting decimals (N2/L1.5).

Wherever possible, use work contexts to motivate and engage the learner in LLN skills development, using the above dual approach of immediate alleviation of difficulty in the work setting and addressing the underpinning knowledge and skills development through supported learning.

The table below exemplifies how a job task analysis has been further broken down into the essential language, literacy and numeracy skills needed for the task. The core curriculum references help the trainer to devise learning programmes which address skills at different levels.

Job title: Cashier Job task: Handling Money, giving change	Language and literacy skills		Numeracy skills	Other skills and knowledge
	Speaking & listening	Reading & writing		
Understand and know how to process payment by cheque.	Make requests and ask questions to obtain information SLc/E3.4	Check details, e.g. date, words and numbers match. Rt/E3.8 Spell commonly used words correctly Ww/E3.1	Writing numbers in words N1/E3.1 Writing numbers with two decimal places N2/E3.3 Addition of money (totals) N1/E3.4 Subtraction of money (change) N1/E3.4	Understand the difference between debit and credit cards  Understand how to process payment via loyalty card points, gas, mobile phone and electricity account top-up cards

Information from the Employment contexts, e.g. Waste management – refuse collection operatives and the job task analysis for Understand and comply with health and safety regulations can be used to identify the underpinning LLN skills for health and safety at work and then the online core curriculum can be used to reference the skills. The table below shows an excerpt from a job role LLN analysis with related curriculum references.

Job title:  Refuse collection operative  Job task:  Working safely	Language a	and literacy skills	Numeracy skills
	Speaking	Reading	
Completing work schedule with assisted collections and contaminated bins	& listening Reporting clearly in complying with health and safety requirements, e.g. damaged bins or accident reports SLc/E1.4, SLd/E1.1	Reading and understanding health and safety guidance and company policies related to own job, e.g. wearing protective clothing Rt/E3.2, Rt/E3.4  Reading and understanding instructions, e.g. order of collection rounds, procedures during rounds Rt/E3.5, Rt/E3.8	Sorting 3-D shapes into 3-D spaces MSS2/E3.1  Recognising 2-D shapes and their meanings and extract information for health and safety, e.g. triangle - hazard, rectangle - information, circle – command  HD1/E3.1