

Skills for Life Quality Initiative

**Learning and Skills Council (LSC)
Skills for Life Quality Initiative
2005-06**

**Sharing and Transferring Good Practice in
Embedding Literacy, Language and Numeracy in
Vocational or Other Programmes
(2.9)**

Participant Pack



Leading learning and skills

Skills for Life Quality Initiative

01

Handout

Checklist for planning and delivering effective embedded programmes

	Well-developed practice	Development needed Action points
At the learner's first point of contact it is made clear that embedded learning is provided in vocational and other courses, and its benefits are communicated.		
The value of literacy, language and numeracy (LLN) in relation to learners' aspirations is made explicit and the way in which aspects of LLN form integral parts of the professional working practices of different occupations is demonstrated.		
Learners perceive that the LLN skills they are developing are integral to their purpose and motivation in enrolling on the vocational or other course.		
Staff training is available to: <ul style="list-style-type: none"> • develop the skills and confidence of vocational or other practitioners to embed LLN teaching in their programmes • develop LLN practitioners' knowledge of vocational or other areas so that they learn how LLN skills are used both for the particular job and/or for the vocational or other course. 		
Time is committed so that staff can plan and work together.		
There is genuine teamworking of practitioners of vocational or other programmes and <i>Skills for Life</i> practitioners. There is mutual respect and a willingness to learn from each other.		
The model of embedded delivery adopted takes into account the 'host' subject, organisational structures, staff skills and experience.		
Infrastructure materials such as initial and diagnostic assessment activities, schemes of work, session plans and individual learning plans reflect and support an embedded approach.		
Resources and materials support embedded learning.		
There is clear mapping of LLN skills against the requirements of the vocational or other course.		
Initial and diagnostic assessment information is used to inform teaching and learning.		
There is explicit teaching of appropriate LLN skills.		
Learners have opportunities to gain LLN qualifications.		
Learners, practitioners and managers evaluate the effectiveness of embedded learning provision in raising learners' skill levels in LLN and in helping learners gain vocational and other skills and qualifications.		

AS 1 Activity Facilitators and barriers to transferring good practice

Objective

The objective is to:

- identify those factors in your organisation that help or hinder the transfer of good practice.

Time

You have 20 minutes to complete the activity.

Resources

You will need:

- yellow and green sticky notes
- flipchart paper – two sheets per table
- Blu-Tack.

Activities

You should be sitting in a group of four or five to a table.

Individually

- Identify key factors in your organisation that might help the transfer of good practice from one area to another. Note these on yellow sticky notes, using one sticky note for each factor. Try to think about the whole organisation as well as the teams you might be working with.
- Identify key factors in your organisation that might hinder the transfer of good practice from one area to another. Note these on green sticky notes, using one sticky note for each factor.
- Place your yellow sticky notes on the flipchart paper headed 'Helpers' and your green sticky notes on the flipchart paper headed 'Hindrances'.

In groups of four or five

- a Discuss the different factors that have been identified and re-group them to show which are:
 - attitudinal or cultural
 - skills-related
 - practical or organisational.

Gallery walk

- Put up your flipchart paper for viewing and spend five minutes looking at ideas from other tables' flipcharts.

Plenary

- a What similarities and differences were there between the groups?
- b Were the facilitating factors mostly:
 - attitudinal or cultural
 - skills-related
 - practical or organisational?
- c Were barriers mostly:
 - attitudinal or cultural
 - skills-related
 - practical or organisational?

HO 2

Handout

Critical success factors: audit instrument

Sharing and transferring effective practice

	1	2	3	4
Critical success factor	Very favourable conditions exist Significant barriers to overcome 			
1. Confidence in the source of the good practice				
Commentary (What evidence is there to support your judgements?):				
2. Reciprocity and parity of status between the participants				
Commentary (What is the 'state of readiness' of those offering and seeking, or receiving, good practice? What do different parties have to gain? Are there any key players whose allegiance you want to secure?):				
3. Sharing as an active learning process				
Commentary (Do conditions enable teams and individuals to collaborate? Do participants have the necessary skills? Are there key players who could support the process?):				
4. Leadership and management of change				
Commentary (What support do you have from managers? Who are, or who might be, your key allies?):				
5. Impact assessment (what works)				
Commentary (How do you, or how might you, measure the success of your transfer of good practice? How might you use evidence of impact to further your developments?):				

Organisation:

Area(s) of work:

Date:

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AS 2 Activity sheet How does it feel?

Time

You have 10 minutes to complete the activity.

Resources

You will need:

- A4 sheets of card
- marker pens.

Activities

Individually

- Think of an occasion when you have been **told** to implement something or to **change** the way you do something.
- How did it make you **feel**? Jot down a few adjectives that describe your feelings.

In pairs

- Compare and discuss your notes.
- What similarities and differences were there?
- Agree the two strongest feelings you had and write each of these in large letters on a sheet of card.
- When asked, hold up the cards for the rest of the group to see.

AS 3 Activity sheet Transferring good practice: a coaching approach

Objectives

The objectives are to:

- practise skills in collaborative working
- share examples of good practice in embedded programmes.

Time

You have a total of 45 minutes to complete the activity, broken down as follows:

- 15 minutes to work in small groups
- 5-10 minutes' discussion in small groups
- 5-10 minutes' feedback to summarise the activity.

Resources

You will need to refer to the example you brought with you of some aspect of embedding you have tried that has gone well, and that you are willing to share.

Activity

Pair with a participant or participants from another organisation with whom you have not yet worked today. Depending on whether you have come with a colleague you will be in a group of between two and four people.

One participant or pair

- Talk through your example of good practice. Describe how it worked. Explore with the other person how they might adapt it and try it out on their programme. If you were a colleague in the same organisation how could you support them in this?
- Try to use the positive approaches shown below.

<p>Approaches to use:</p> <ul style="list-style-type: none">• Listening• Questioning• Reflecting back• Clarifying• Offering	<p>Approaches to avoid:</p> <ul style="list-style-type: none">• Telling• Sounding complacent• Talking too much• Expecting too much• Ignoring their ideas or suggestions
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Swap roles and repeat the exercise.

Discuss how the activity went. What skills were demonstrated? Did you reach any decisions about how the person(s) to whom you were offering the good practice might adapt it and try it out in their own area of work?

Note down and be prepared to feed back:

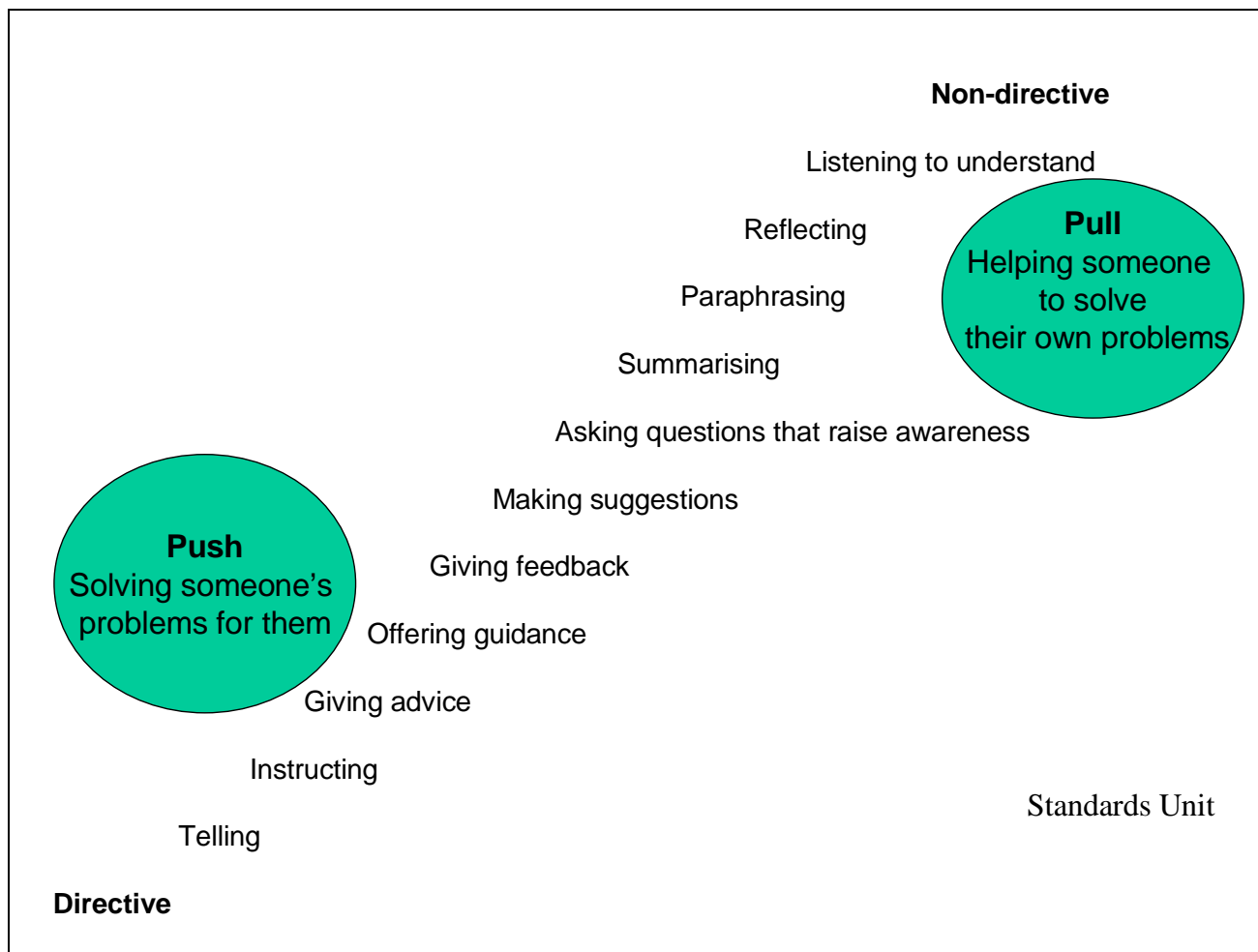
- one or two approaches that worked well, giving specific examples if possible
- any decisions you reached.

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HO 3

Handout

Skills for transfer: directive or non-directive?



AS 4 Activity sheet Transferring good practice: an instrument for organisational change

Objectives

The objectives are to:

- consider one instrument for organisational change
- apply this to sharing good practice in embedded programmes.

Time

You have 15 minutes to complete Part 1 and 25 minutes to complete Part 2.

Resources

Part 1

HO 4 in participant pack – Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 1).

Part 2

HO 5 in participant pack – Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 2).

Part 1

Time

You have 15 minutes to complete Part 1.

Individually or working in pairs with your colleague from the same organisation

You have already identified an area of good practice in embedded programmes and another area of your organisation that you would like to adopt the good practice.

- Identify up to six key players who might influence the sharing of good practice in embedded programmes within your organisation.
- Plot these on HO 4 in your pack. Identify the key players by role rather than name.

Small groups

- Join with one other individual or pair to form groups of between two and four people.
- Compare your completed matrices and discuss the implications. You may want to look back at the factors that you identified as helping or hindering the sharing of good practice and see whether any of these are backed up by your completed matrices.
- Working first on one matrix and then on the other, identify those key players who are going to be most effective in supporting the initiative.

Skills for Life Quality Initiative

Part 2

Time

You have 25 minutes to complete Part 2.

In the same small groups

Think about how you might build on the situation you have each identified. A number of ways forward have been outlined in the presentation and these are set out below. Have a look at them, then, taking each of your situations in turn, choose one option that might help you and consider it. If there is time you may want to consider a second option.

If you have additional ideas for how you might proceed note them down.

Ways forward

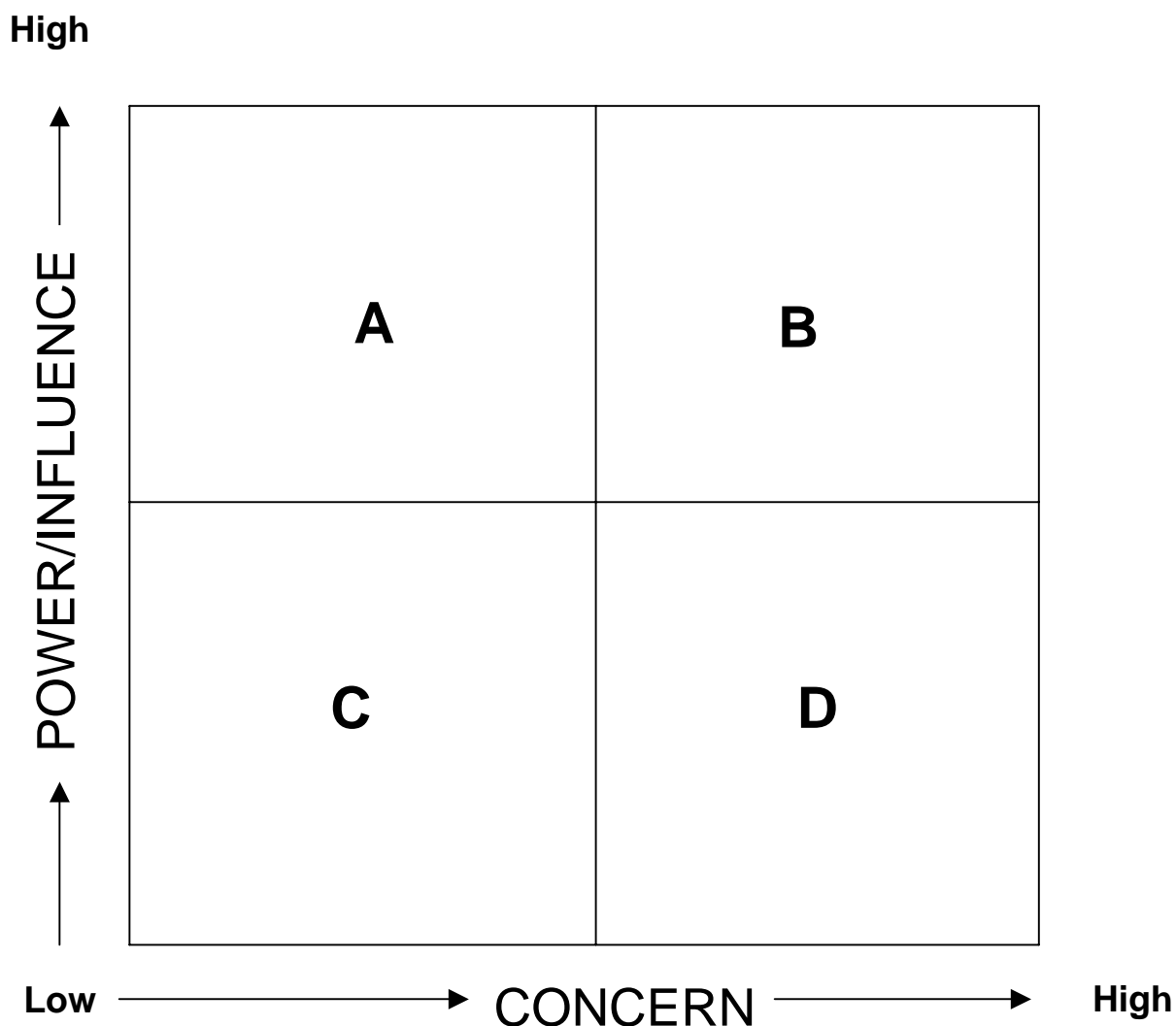
- a You know that you will not be able to develop the initiative any further without the support of one or more of the people who have considerable power or influence but who are not concerned about or interested in the initiative.
 - How might you use those in Quadrant B to convince those in Quadrant A?
- b You have quite good support from those with power or influence but there are still a lot of colleagues who are resistant to the initiative. You want to use those with relatively low power or influence but who are highly motivated towards the initiative to work on their colleagues to help them understand it and develop their practice.
 - How might you use those in Quadrant D to work with those in Quadrant C?
- c You work in an organisation where decisions tend to be taken high up and there is a 'top down' approach to change. You feel your only way to embed the initiative is to create a critical mass of committed people in positions of lower power, bring them together and maximise their potential for making the changes happen.
 - How will you work with people in Quadrant D and encourage them to join you, to take responsibility for developing the initiative and to work to produce outcomes that are effective and cannot be ignored?

HO 4

Handout

Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 1)

The Elliott-Kemp matrix

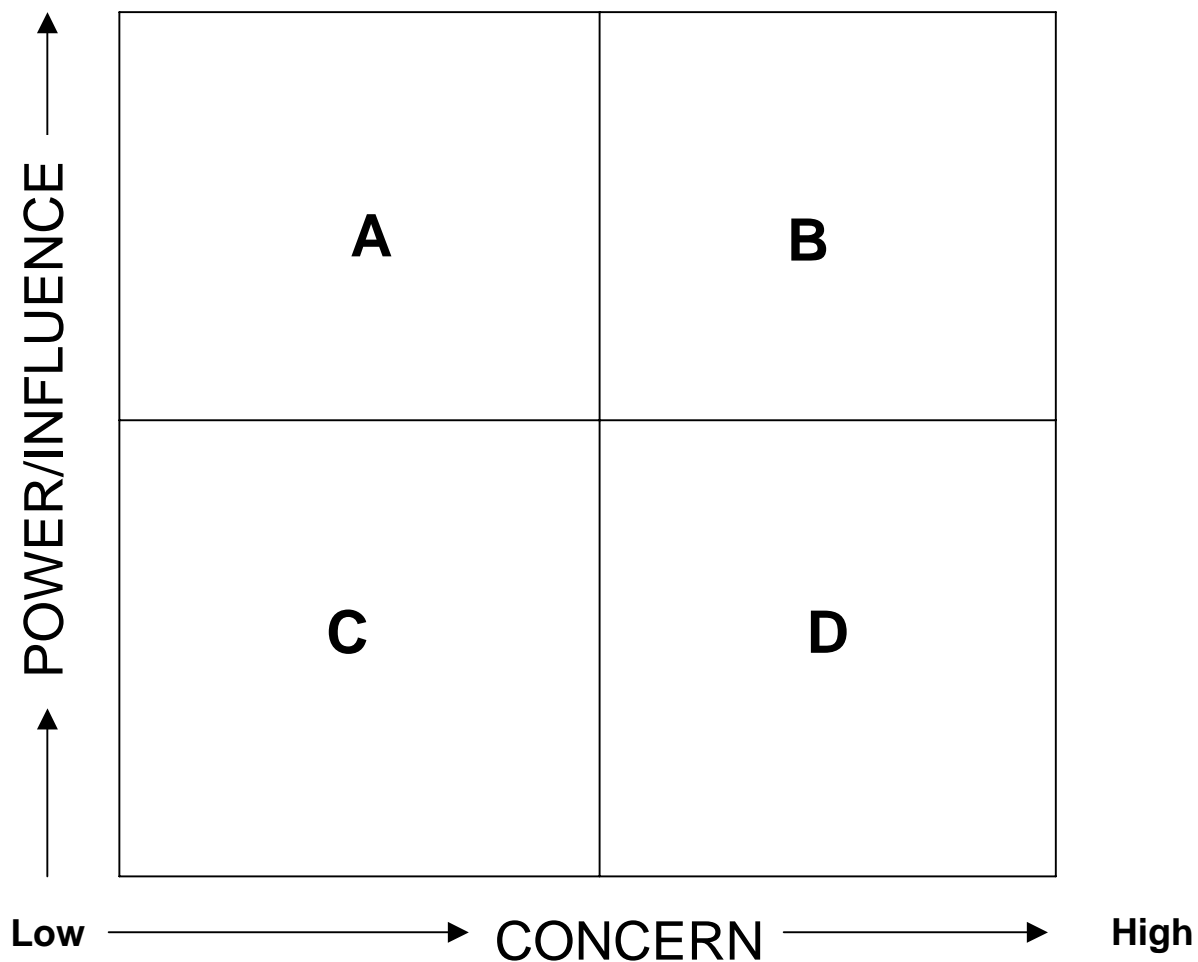


HO 5

Handout

Elliott-Kemp matrix for an activity on transferring good practice: an instrument for organisational change (Part 2)

The Elliott-Kemp matrix



HO 6

Handout

Action planning

Action planning

1. Describe the good practice you want to transfer.
2. Where will it, or might it, transfer to?
3. Note any specific issues you have to consider.
4. What actions will you take? (include actions that involve enlisting other colleagues' support or input) <ul style="list-style-type: none">▪▪▪
5. What methods will you use? <ul style="list-style-type: none">▪▪▪
6. How will you measure the impact? <ul style="list-style-type: none">▪▪▪

Name of organisation:

Key person: