Template for measuring success
Large organisation

Measuring the success of your workplace literacy training programme

Is poor workplace literacy impacting on your bottom line?

Research shows that about a million Kiwis lack the reading, writing, maths and communication skills they need at work. This can have major effects on your everyday business through mistakes, customer complaints, wastage, and time lost through accidents and injuries.

If you establish a workplace literacy training programme in your organisation, you're likely to see real benefits. These may range from better performance and productivity to lower staff turnover and a better health and safety culture.

Why measure your programme's success?

Workplace literacy training is a significant investment, so it's important to measure its success.

By setting benchmarks and keeping track of your programme's progress and results, you can check that it's meeting your business and training goals, identify areas for improvement and make changes where they're needed. It's all about having 'quality assurance' in your organisation.

About this template

We've designed this template to help you measure the success of your workplace literacy training programme. Once completed, it provides information on:

· your business and employees

· your workplace literacy training programme

· how you measure its success

· the results of your measurement.

You can then use this information as a benchmark for future reviews – to measure how well your programme is doing over time and where you might do things better.

The template has been developed with help from the Workplace Literacy Leaders Forum, which is made up of executives from small and medium enterprises (SMEs) and large corporate organisations.

How to use the template

The template is made up of four main sections. Each one requires you to provide specific information. Most questions include example answers as a guide.

While it's important that you provide as much information as possible, you might find that only certain parts of the template are relevant. In this case, simply choose the parts that work for you.

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SKILLS HIGHWAY
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Template

1. About us

Name	
Sector *(for example: manufacturing, horticulture, telecommunications)*	
Our vision	
Our mission	
Our values	
Business locations	
Organisational structure/divisions (insert a separate chart if appropriate)	
Distinctive characteristics of our work *(for example: seasonal work, shift work, online business)*	

Number of people we employ:	
· Full time	
· Part time	
· Casual	
· Seasonal	
· Total	
Our cultural make-up (number of employees)**:**	
· New Zealand European	
· Māori	
· European	
· Asian	
· Pacific peoples	
· Middle Eastern/Latin American/African	
· Other	
Number of employees who speak English as a second language (ESOL)	
Number of employees who don't speak English at all	
Average employee age	
Employee turnover rate	

■ 2. How we work

Our customers *(for example: retailers, general public)*	
Key business functions (ie the work that employees undertake) *(for example: parts manufacturing, seasonal fruit-picking)*	
Employee roles *(for example: machinery operator, sales representative, IT support)*	
Workplace literacy training programme/s we are offering (and links to other programmes if relevant, such as the FISH! Philosophy, Lean, High Performance Work Initiative) *(see example below)*	

Example

Literacy training programmes we are offering

· Our literacy training programme is part of a wider training programme that aims to ensure our employees can do their jobs well and make our business more successful. Our programmes cover customer service training, health and safety training, customer relationship skills training and job-specific training (machine operator, forklift driver).

· We offer training to employees in our head office and all three factories.

3. Our workplace literacy training programme

Programme's purpose	
Programme's goals for:	
· The wider organisation *(for example: improve productivity, improve health and safety, be seen as a good employer, identify talented employees)*	
· Our overall operations *(for example: improve in-team accuracy and problem-solving skills, improve customer satisfaction, raise staff morale)*	
· Individual departments/units *(for example: reduce errors in manufacturing, improve financial analysis skills, improve record-keeping)*	
· Our employees *(for example: improve confidence, provide a platform for further learning, improve career opportunities, enable greater responsibility and accountability)*	
Programme's fit with other programmes, policies and initiatives *(for example: other training and qualification programmes, health and safety policy, ACC Workplace Safety Management Practices programme)*	
Programme participants:	**Name and role** *(include qualifications and hours allocated, if relevant)*
· Champion *(for example: Director of Human Resources)*	
· Leader(s) *(for example: National Learning and Development Manager)*	

· Coach(es)/Trainer(s)/Tutor(s) and qualifications if appropriate *(in-house or outsourced)*	
· Administrative support staff *(for example: HR and Training Adviser, Tertiary Education Commission)*	
· Participants	
· Others *(for example: in-house champions and mentors)*	
Programme funding source(s) *(for example: Tertiary Education Commission, employer contributions)*	
How we promote the programme *(for example: in-house flyers, intranet, CEO updates, noticeboards, word of mouth via managers)*	
Programme resources:	
· Teaching materials *(for example: laptops with access to HR records, resource books, lesson plans, online learning modules, dictionaries)*	
· Learner resources *(for example: notebooks, hand-outs, workbooks)*	
· Equipment *(for example: furniture, whiteboards, photocopiers, computers, internet, workplace machinery)*	
· Facilities/Venue *(for example: offices, training rooms, smoko rooms, outside and on the job)*	
· Administrative support *(for example: learning progression database, coaching and privacy policies, report-writing and distribution, training and learner record moderation)*	

Time allocated to programme *(for example: three hours per week plus homework at times to suit learners and the organisation in seasonal downtimes like winter)*	
How we assess employees' needs *(see example below)*	
Post-assessment process *(see example below)*	
How we deliver our programme *(see example below)*	

Example: How we assess employees' needs

- Learners volunteer for, or are referred to, our training programme.
- They are assessed before (or if impractical soon after) they join the programme.
- If a learner has (or is assumed as having) a need that the programme can't meet, they are referred to local support services.
- All managers are aware of the need to identify and respond to potential issues among our employees.

The assessment process:

1. The tutor gives a programme orientation.
2. Each learner is assessed according to topics such as:
- reading, vocabulary and comprehension
- shape, area and direction (measurement)
- speaking using strategies to communicate
- listening with understanding (comprehension)
- computing
- key skills required for their role.
3. The information is recorded in the learning progression database.

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Example: Post-assessment process

- The learner's needs are identified, according to their role in the company and against the company's needs.
- The learner and tutor agree on the learner's goals for the short, medium and long term.
- They decide on the training curriculum.
- The learner signs an 'individual development plan', which covers their goals and focus areas.
- The tutor creates a record for the learner and uploads it to the database (where it can only be accessed by authorised personnel).

Example: How we deliver our programme

- The tutor liaises with the Head of Department and Human Resources to establish the training schedule, activities and resources. This is uploaded to the learning progression database, with hard copies displayed on noticeboards in training rooms.
- Learner notebooks and resources are issued.
- The training includes group work in classrooms, individual coaching, individual reviews of and feedback on 'homework', and individual on-the-job training.
- The tutor assesses learner progress after each session, and records the details on the database.
- Each learner is assessed when they complete a module, and all learners receive a summary assessment after six months.
- The tutor records anecdotal feedback from learners and site staff, both on the database and in a weekly report to the National Learning and Development Manager.
- The tutor records any other training the learners complete.
- The tutor records any promotions that result from the training.
- At the programme's end, learners are assessed on the achievement of their goals.
- 'Successful' learners are recognised through certificates and a special awards function.

■ 4. Measuring and evaluating our workplace literacy training programme

Visit www.skillshighway.govt.nz for tools you can use to measure the success of your training programme:

- Five NZQA questions to ask during evaluation: www.skillshighway.govt.nz/UserFiles/Evaluating-your-programme.pdf

How we record learner progress *(for example: anecdotally, interviews with staff and learners, staff surveys, company and learner records – see also example below)*	
Person(s) responsible for evaluating our programme	

How we evaluate the programme	Key measures *(see example below)*
The questions we ask ourselves as a result of the evaluation:	**Our answers**
· How well are our employees progressing?	
· How effective is the training?	
· Are our employees guided and supported?	
· How well does the training programme meet our skill needs?	
· What value does the programme deliver to our business?	
· To what extent have the programme goals been met?	
How we report the results	

Example: How we record learner progress

· Tutor reports that include: updates on progress, topics covered, issues and risks identified, number of tutoring and preparation hours, number of active learners, number of initial or final assessments, number of individual learning plans reviewed, objectives for next session.

· Payroll reports on: learner attendance records, signed tutor work records.

· Monthly status report from National Learning and Development Manager to Director of Human Resources.

· Quarterly progress report to Tertiary Education Commission.

Example: How we evaluate the programme

· Statistics on training attendance rates, unit standards and qualifications gained, hazard and incident/injury reporting, ACC levies.

· Analysis of errors, rejection rates, delivery timeframes, maintenance and repair costs, resource use, accident and injury rates, work completion rates.

· Payroll records: staff absenteeism and turnover rates.

· Learner participation in meetings and using computers.

· Surveys of learners.

· Surveys of supervisors.

· Regular peer reviews, with feedback sought on learners' strengths, areas of development and suggestions for improvement.

· Regular 'random samples' of assessments to ensure consistency in ratings awarded to learners.

· Promotion rates from within the company.

· Interest from other employees in joining the programme.

· Company financial performance.

· Reports from family members about changes at home (eg, learners more involved in their children's education, buying computers for the home).

· Complaints/feedback from colleagues, customers and suppliers.