

Template for measuring success

Small to medium (SME) 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, missed deadlines, customer complaints, wastage, and time lost through accidents and injuries.

If you establish a workplace literacy training programme in your business, 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 business.

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, and 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 three 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.

Template

1. About us

Name	
Business type (for example: manufacturing, horticulture, telecommunications)	
Business location(s)	
Number of people employed:	
· 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 their second language	
Number of employees who don't speak English at all	



■ 2. Our workplace literacy training programme

Programme's goals:	
For our business (for example: improve productivity, improve health and safety, be seen as a good employer, improve customer satisfaction, reduce errors and improve accuracy)	
For our employees (for example: improve confidence, 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)	
Programme participants:	Name
Manager/Supervisor	
Trainer (in-house and/or outsourced)	
Administrative/Support person(s) (for example: manager, foreman, HR administrator)	
Participant(s)	
Programme resources:	
Teaching materials (for example: laptops, resource books, lesson plans, online modules, dictionaries)	
Learner resources (for example: notebooks, hand-outs)	
Equipment (for example: furniture, whiteboard, photocopier, computer, internet, workplace machinery)	
Training location (for example: trainer's premises, staffroom, outside and on the job)	

Administrative support (for example: learning progression database, privacy policy, training and learner record management)	
Time allocated to programme (for example: three hours per week at trainer's premises, plus homework, at times to suit the learner and the business)	
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, the 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 other support services.

The assessment process:

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

Example: Post-assessment process

- The learner's needs are identified according to their role in the business and the business's needs.
- The learner and trainer 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 trainer 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 trainer works with the learner's manager and the administrator to establish the training schedule, activities and resources. This is uploaded to the learning progression database.
- The learner is given their training resources.
- The training includes coaching, reviews of and feedback on 'homework', and on-the-job training.
- The trainer assesses learner progress after each session, and records the details on the database.
- The learner is assessed when they complete a module, and receives a summary assessment after six months.
- The trainer records feedback from the learner and other staff, both on the database and in a weekly report to the learner's manager.
- The trainer records any other training the learner completes.
- At the programme's end, the learner is assessed on the achievement of their goals. If successful, they receive a special certificate.

3. Measuring and evaluating our workplace literacy training programme

Visit www.skillshighway.co.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

<p>How we record learner progress (for example: informal feedback, interviews with staff and learners, business and learner records – see also example below)</p>	
<p>Person(s) responsible for evaluating our programme</p>	

How we evaluate the programme	Key measures <i>(see example below)</i>
The questions we ask ourselves as a result of the evaluation:	Our answers
<ul style="list-style-type: none"> How well is our learner(s) progressing? 	
<ul style="list-style-type: none"> How effective is the training? 	
<ul style="list-style-type: none"> Is our employee(s) guided and supported? 	
<ul style="list-style-type: none"> How well does the training programme meet our skill needs? 	
<ul style="list-style-type: none"> What value does the programme deliver to our business? 	
<ul style="list-style-type: none"> To what extent have the programme goals been met? 	
How we report the results	



Example: How we record learner progress

- *Trainer reports: 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: learner attendance records, signed trainer work records.*
- *Monthly status report to Managing Director.*

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.*
- *Peer feedback on learner's strengths, areas for development and improvement.*
- *Interest from other employees in joining the programme.*
- *Business financial performance.*
- *Reports from family members about changes at home (eg, learner more involved in their children's education, buying computers for the home).*
- *Complaints/feedback from colleagues, customers and suppliers.*

