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Investing in jobs and skills

**St. ANTONY'S CENTRE**  
**CASE STUDY PROFORMA**

Funded by



**PART A: CONTACT DETAILS**

<b>Provider Name</b>	St. Antony's Centre
<b>Contact Name</b>	Paul Callaghan
<b>Position in Organisation</b>	Contracts Manager
<b>Telephone Number</b>	0161 848 9173
<b>Email Address</b>	<a href="mailto:pcallaghan@stantonyscentre.org.uk">pcallaghan@stantonyscentre.org.uk</a>

**PART B: PARTICIPANT CASE STUDY**

<b>Participant's Name</b>	Ragini Hevingham
<b>Date of Birth</b>	31/12/72

**Project Overview** *(Approximately 100 words)*  
Please provide a description of the project, identify what it is the project is delivering, who to (target group) and where (geographic coverage).

n/a

**Participant's Background and Circumstances** *(Approximately 250 words)*  
Please give details of the participant's background and circumstances prior to joining the project. Include details of the individual's employment status and previous work experience, skills and qualifications obtained prior to commencing on the project, any health issues, care responsibilities or particular barriers faced by the individual.

Ragini joined Tameside MBC from school at age 16, taking up a job in the benefits advice service. As part of her role, Ragini was given paid release to attend a local college where she completed a BTEC and HNC in Public Administration. Owing to cuts in public sector services, Ragini found herself at risk of redundancy in 2015 and decided to accept a severance package.

Having spent much of her working life dealing with frontline casework, Ragini was reconsidering her work options with a view to moving into an office-based role. Although she had completed some basic Word Processing training at school, Ragini felt she needed to refresh and improve her IT skills to be able to secure such work. With the advice of the Union Learning Representative at the Council, Ragini therefore took the opportunity to enrol on an Employment Support with Information Technology programme run by St. Antony's Centre as part of its Reach Out project.

In order to help Ragini update her IT skills prior to leaving the authority, the course was delivered over the period of her notice using an IT suite established in a day care centre owned by the Council. At the start of the course, the tutor discussed with Ragini and her co-learners their existing IT skills and what they hoped to gain from participating. This formed the basis of an individual learning plan with a target for Ragini to achieve an accredited Level 1 Word Processing certificate in order to strengthen her hand in applying for administration work.

**Participant's Achievements** *(Approximately 250 words)*

Please describe how the achievements of the participant whilst on the project. Include details of the progress made, skills and qualifications achieved, progress in gaining employment or work experience and barriers which have been overcome. Where activity is ongoing provide an update on progress.

Ragini settled very quickly into the course which she attributed in part to the structured stages of learning and the quality and variety of the accompanying learning materials, exercises and assignments. These helped her develop a range of new competences and knowledge relevant to her work aims.

Ragini commented that she was impressed at how her tutor responded to the individual learning needs of each participant and at the level of one-to-one support provided. This proved particularly beneficial in helping her and others enhance their confidence in employing a wider range of Word Processing techniques.

After completing the final assignment, Ragini achieved the Level 1 Word Processing certificate. While serving her notice, Ragini had begun applying for admin positions and after leaving the authority in January 2016 secured a part-time office role which suited her work preferences. Ragini stated that completing the course had helped her secure the position on the back of the skills she gained as her interview had required her to complete a practical Word Processing task. Being on the course has also given Ragini the confidence and motivation to further develop her IT skills; she is currently doing a couple of hours' informal learning each week in the use of spreadsheets to advance her IT capabilities.

Ragini's immediate priority is to consolidate her current position working for an organisation which supports vulnerable people to access services. If the opportunity arises she may also look to complete additional accredited units towards the full Level 1 IT qualification.