



ST. ANTONY'S CENTRE

TRAIN TO GAIN 2007-11



Leading learning and skills

CASE STUDY PROFORMA

Before proceeding with the Case Study please ensure you have explained to the participant how the information will be used (e.g. in newsletters, on the website, in reports to funding agencies) and confirm that they are happy for the case study details to be used in this way. If they prefer, the details can be kept anonymous in which case please complete the Participant's Name box in Part B as follows: "Details withheld at participant's request".

PART A: CONTACT DETAILS

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| Project Name | STEP |
| Contract Number | NW 240 08085 |
| Contact Name | Paul Callaghan |
| Position | Contracts Manager |
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| Email Address | pcallaghan@stantonyscentre.org.uk |
| Date | 26/04/10 |

PART B: PARTICIPANT CASE STUDY

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|--------------------|----------------|
| Participant's Name | Sallie Ackroyd |
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Project Overview *(Approximately 100 words)*

Provide a brief description of the project, what it is delivering, who to (target group) and where (geographic coverage).

The Skills Training Education (STEP) project provides training and support to help lower skilled employees achieve nationally recognised qualifications in literacy and numeracy (Entry Level up to Level 2). The project is open to workers across the North West who do not hold NVQ 2 and currently works with a number of companies, employers and industrial sectors in the region. Most delivery is carried out on site to encourage learner engagement, retention and achievement. In supporting Skills for Life accreditation the wider objective of the project is to promote and facilitate progress to higher level learning and qualifications.

Participant's Background and Circumstances (*Approximately 250 words*)

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.

For 22 years Sallie was employed as an Administrator at BUPA. In 2007 Sallie was given the opportunity to take early retirement and decided upon a change of career, taking up part time work as a dinner lady at Parenthorn School in Bury. She found her new job rewarding and enjoyable but having left school at the age of 15 without any qualifications Sallie was also keen to use the opportunity presented by early retirement to get back into learning.

Sallie's only other experience of learning had been on a City & Guilds course in breadmaking several years earlier. Having not really participated in education since leaving school Sallie was initially apprehensive about enrolling on a course and felt she might not have the confidence to achieve a new qualification. With part time work commitments Sallie was also concerned that formal education and set learning times might not meet her needs.

After contacting the project directly Sallie met with staff to enrol on a Level 2 numeracy qualification as she was initially more confident about her skills in maths. She agreed a learning plan which allowed for flexible participation in learning and helped her progress at her own pace. As her confidence and motivation increased by way of the one to one support from tutors Sallie then also enrolled on a Level 2 course in Literacy in order to improve her skills and confidence in English.

Participant's Achievements (*Approximately 250 words*)

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

After enrolling in September 2009 Sallie achieved her Level 2 numeracy certificate just before Christmas, exceeding her own expectations at the speed of progress. This immediately motivated her to agree a further learning plan and start on her Level 2 literacy qualification. Again, Sallie has made swift progress with the course and is fairly confident of achieving the accreditation when she sits the examination on April 22nd 2010.

Sallie ascribes the speed of her progress to the high and personalised level of support she has received from her tutors, something which she had not expected and which surprised and encouraged her to become more confident in her learning. Sallie also felt the style of learning materials and flexibility of scheduling have been contributory factors in helping her achieve her qualifications.

In addition to the specific skills and accreditation she has acquired in maths and English, significant outcomes for Sallie have been greater awareness of the routes into learning and the confidence to start on a Level 1 vocational course in Hospitality & Catering with a view to progressing quickly to Level 2. Sallie feels that without the prior positive experience of participating in the literacy and numeracy courses she would never have contemplated enrolling on an NVQ.

Other than improving the marketing of the courses available Sallie felt there was little that the project could or should change to enhance the quality of delivery.

PART C – DECLARATION

I confirm that:

- The information contained within this proforma is true and accurate.
- Where a participant has been identified as a case study that they have consented to be a case study, that they are aware that the information contained in this proforma may be used by the LSC for publicity purposes and that they may be required to have publicity photographs taken.
- Where a project case study has been provided that my organisation consents to the use of this information for publicity purposes and to taking of publicity photographs.

Please indicate Yes or No in the space provided next to each bullet point.

Print Name: Paul Callaghan

Position within Organisation: Contracts Manager