

## Strategic and Operational Planning Guide – for employers

The following table offers an ‘at a glance’ guide for those planning to offer Skills for Life **support to and/or learning opportunities** in the workplace.

The purpose of the planning tool is to assist strategic planners and managers to identify and address the issues when setting up and developing access to workplace LLN training opportunities in the workplace.

The table can also be used to guide meeting agendas, put forward proposals for funding, the setting up of partnerships, delegation of tasks, responsibilities and the continued development of strategic and operational plans.

### Abbreviations

LLN = Literacy, language and numeracy

LLSC = Local Learning and Skills Council

Issue	Action
<b>1. What skills are required of teaching and management staff to deliver and develop LLN in the workplace?</b>	Carry out a skills audit of teaching/management staff, identify training needs, numbers of staff required. Identify staff who are available to deliver LLN in the workplace. Check staff availability eg travel, times etc.
<b>2. Decide how to gain support across the organisation for any initiative to train staff to support and provide training of LLN skills?</b>	LLN Awareness raising sessions for staff and dissemination of strategic and operational plans for roll out of LLN initiative. Produce short internal briefing paper, fliers, posters = one side of A4 maximum.
<b>3. What level of LLN support and training will be offered by NHS staff?</b>	Information, advice and support to external training provider, ‘On the job’ training, Discrete training, Embedded training in existing workplace training programmes.

<p><b>4. Which level of training is required for staff to engage, train and/or support LLN training in the workplace?</b></p>	<p>Awareness training, level 2 training, accredited or non accredited, level 3 training or level 4 training.</p>
<p><b>5. Who will deliver training for staff to gain the knowledge and skills to engage, support and train staff in the workplace?</b></p>	<p>Identify suitable provider and agree programme of learning.</p>
<p><b>6. How will the NHS work with the provider of the training to ensure it is designed and contextualised to the NHS workplace?</b></p>	<p>Set up continuing communication and partnership arrangements to support relevant training for staff. Delegate responsibility for communication/partnership development to named member(s) of staff.</p>
<p><b>7. Will the training be accredited? How will the support/teacher training for staff be funded?</b></p>	<p>Negotiate and agree with provider level of training and relevant training funding. Secure funding through project funding and/or LLSC funding. Contact LLSC to explore possibilities.</p>
<p><b>8. Which members of staff will be most appropriate for support and or training roles? Who will monitor the quality of in-house LLN support and training?</b></p>	<p>Using information from audit of LLN skills required for job roles and level of support required identify appropriate staff and target for training. Consider who will monitor quality and outcomes of training support offered.</p>
<p><b>9. How will cover and study time be arranged/provided for those staff to attend the training courses?</b></p>	<p>Negotiate and confirm arrangements with managers and staff for cover and study time release.</p>
<p><b>10. How will staff absence be managed to avoid a negative impact on production levels or levels of care?</b></p>	<p>Agree strategies and actions to overcome any negative impact. Consider access to additional funding for staff cover.</p>

<b>11. Where and when will the training be held?</b>	Location of training to be agreed with training provider. Consider staff time and travel costs when selecting venue.