



Workplace Literacy Fund - Information for Applicants

2008

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Purpose of the fund

The Tertiary Education Strategy 2007-12 (TES) identifies increasing literacy and numeracy levels for the workforce as a priority outcome for tertiary education. The workplace literacy fund provides funding for programmes that enable eligible employees to improve their literacy and numeracy skills.

What is literacy and numeracy?

The Workplace Literacy Fund focuses specifically on building employees' literacy and numeracy skills. Literacy includes reading, writing, speaking and listening for the workplace and for everyday life. This includes building language skills as many participants in these programmes have English as a second language. Numeracy includes the understanding and skills required to do mathematical tasks in the workplace and in everyday life.

Workplace literacy programmes are focused on developing the literacy and numeracy skills that employees need to enhance their contribution to the workplace. Raising literacy and numeracy levels will also impact positively on employees' family and community life.

The Learning Progressions¹ provide a framework of the competencies that make-up literacy and numeracy. This framework can be used to inform the development of learning programmes tailored to particular workplace requirements.

Why raise literacy and numeracy skills?

Strong literacy and numeracy skills equip people to:

- participate fully in the workplace;
- develop higher-level technical skills;
- undertake further study; and
- cope with rapidly changing workplace demands.

Raising employees' literacy and numeracy skills has been found to contribute to a range of individual and workplace improvements. Workplaces report:

- improved health and safety compliance;
- improved staff retention and attendance rates;
- reductions in error rates; and
- higher quality work.

Employees report:

- increased levels of engagement in the workplace;
- increased interest in higher level jobs and further study; and
- increased ability to engage in every day life situations.

¹ The Learning Progressions for adult literacy, language and numeracy, published by the TEC, provides a framework that shows what adult employees know and can do at successive points as they develop their expertise in literacy and numeracy learning. The framework can be used as a guide when identifying the next steps for adult employees. For further information, please go to the TEC website: www.tec.govt.nz

Funding Components

Funding is allocated for two separate components:

Part A: Initial needs analysis

Part B: Workplace literacy provision (the programme)

Part A: Initial needs analysis

Funding is available to undertake an initial needs analysis. The initial needs analysis will:

- demonstrate an in-depth understanding of the workplace context;
- describe the literacy and numeracy requirements of the workplace within the specific workplace context;
- describe the literacy and numeracy needs of the priority group/s of employees; and
- provide evidence to engage with employers and to develop the programme curriculum.

The resulting initial needs analysis report will outline the literacy and numeracy needed in the workplace and will inform the Part B programme. This report must be attached to the Part B application.

Part B: Workplace literacy programmes

Funding is available for workplace literacy programmes. The programme outlined in the application will:

- describe a coherent teaching and learning plan to raise the workplace literacy and numeracy skills of an identified group/s of employees in the specific workplace;
- plan how to meet the needs of individual employees assessed in Part A;
- use experienced workplace literacy trainers;
- use quality assured and experienced providers who demonstrate an ability to understand the industry and the employee needs;
- provide sufficient intensity and duration of learning to get meaningful learning gains;
- reach employees with low and very low literacy and numeracy including, where appropriate, priority groups such as Pacific peoples and Māori;
- demonstrate employer commitment to the programme; and
- recognise the longer-term skill needs of the workplace and the employee.

Who can submit an application

Applications for both Part A and Part B can be submitted by:

- employers who have engaged an in-house workplace literacy trainer or workplace literacy provider; or
- workplace literacy providers who have developed a relationship with a particular employer.

Other initiatives

This document outlines the requirements for workplace literacy projects. The TEC will, however, consider applications for other initiatives that aim to raise employees' literacy and numeracy skills that do not meet all of the criteria for workplace literacy funding. The TEC will consider other projects which reach priority employees, demonstrate value for money and demonstrate innovative new approaches to raising workplace literacy and numeracy.

For more information, please contact the TEC Service Centre by phoning 0800 601 301 or by email to servicecentre@tec.govt.nz.

Eligible employees

To be eligible to participate:

- employees must be NZ citizens or permanent residents;
- employees must be of working age (15 to 65 years of age);
- employees must not be full-time students;
- employees must be employed in the paid workforce;
- learning should be targeted towards employees with no or low qualifications, or low literacy and numeracy skills²;
- learning must be free to the employees; and
- employees must participate voluntarily.

Eligible providers

All workplace literacy providers will need to show evidence of:

- New Zealand Qualifications Authority (NZQA) or Institutes of Technology and Polytechnics Quality (ITPQ) accreditation or be actively working towards this accreditation;
- teaching staff with qualifications and experience in teaching literacy and numeracy to adults in a workplace setting; (for example, the National Certificate for Adult Literacy Educators);
- an understanding of the literacy and numeracy demands of the industry and workplace;
- a commitment to continuous improvement and participation in any professional development recommended by the TEC;
- a documented process for undertaking a diagnostic assessment of employees' literacy and numeracy skills;
- an ability to understand and address the broader workplace context that influences literacy and numeracy (for example, the suitability of workplace documentation, culture and processes);
- established systems for managing record keeping, relationships, assessment, complaints and reporting.
- sufficient capacity relative to the size of the programme;

² This is a broad definition and there is no fixed way to identify who would be included. In a workplace context employees who are not always able to perform reading, writing and numeracy demands of the job or who have insufficient English language to communicate at work would clearly be eligible. Any employee who is not accessing ITO embedded training and who needs to build the competencies laid in the Learning Progressions would be eligible.

- a documented process for assessing and recording employee gains in building literacy and numeracy skills; and
- a process for using:
 - the initial Part A assessment which identifies the workplace literacy and numeracy requirements;
 - the results of the employees' diagnostic assessment; and
 - the learning progressions
 to develop coherent and planned learning programmes which are tailored to the particular workplace and individual employees.

Eligible employers

All employers participating in workplace-based programmes need to demonstrate a level of commitment to raising employees' literacy and numeracy skills.

This commitment can be demonstrated by:

- a purely financial contribution;
- a contribution by way of resource provision, for example releasing learners during normal working hours or providing training facilities; or
- a combination of both.

Participating employers will be required to come to an agreement with the provider about their specific commitment.

Application forms

Provider eligibility

All workplace literacy providers are required to complete a provider eligibility application form. Applications, once approved, will be kept on file at the TEC for 12 months from the date of approval. This information must be updated by re-submitting a new provider eligibility application form every 12 months.

Part A (initial needs analysis)

Applicants must complete this form for every new initial needs analysis.

If the application is for a continuing workplace literacy programme, where an initial needs analysis has already been completed, a Part A application form is not required.

Part B (the programme)

Applicants must complete this form for every new or extended programme.

All application forms can be downloaded from the TEC website: www.tec.govt.nz. Applications should be made on the relevant form only, and mailed to:

TEC Service Centre
Private Bag 76-928
South Auckland Mail Centre
Manukau 2240

Applications should also be emailed to: servicecentre@tec.govt.nz and clearly identified as Workplace Literacy (WPL).

Notes:

- Applications for Part A and Part B must state whether the employer or the provider is the funding applicant.
- The eligibility criteria stated above must be met by both employers and workplace literacy providers.
- An indicative outline of the Part B application may be submitted with the Part A application.

TEC assessment of applications

The TEC will first assess provider eligibility against the provider criteria and requirements. If these criteria have been met, the TEC will then assess Part A and Part B application against the respective criteria and requirements.

Detailed application criteria and requirements for provider eligibility, Part A applications, and Part B applications, are attached as Appendix One.

The TEC may also:

- seek further information from applicants regarding their applications; and
- provide brief comments on each application.

Timeframes

Applications can be submitted at any time. Applicants should allow six weeks for assessment and processing of applications.

Use of funding

The Workplace Literacy Fund will cover the costs of both Part A (initial needs analysis) and Part B (programme component). These costs can include:

- direct and indirect teaching costs such as salary costs; ongoing employee assessments; liaison with management and other trainers; and monitoring, recording and reporting participation; and
- administration costs directly related to the programme delivery which can include items such as coordination/management of the programme or overheads.

The Workplace Literacy Fund will not cover costs such as:

- capital items ie. computers, software purchase costs;
- relief employees' wages covering for employees released for literacy support;
- employee wages;
- course enrolment or exam fees;
- major development of learning tools and materials (it is expected that workplace literacy providers will have access to or have their own learning tools and materials that they have developed for workplace literacy provision);
- administration costs not directly related to the programme;
- unreasonable resource development/preparation time; and
- employee professional development that does not specifically focus on literacy and numeracy skills in the workplace.

Please refer to Appendix One for indicative costing. Please note that all costs are to be calculated exclusive of GST.

Payment of funds and reporting requirements

Part A (Initial needs analysis)

Funding for the initial needs analysis component is payable in full to the applicant upon approval of the application.

Part B (Programme)

Funding for the programme component will be payable to the applicant in equal monthly instalments from the start of the programme.

Applicants are to submit two reports during the course of the programme. The first report is to be submitted at the midpoint of the programme with a final report on completion. The last monthly payment will be released on receipt of a final report demonstrating agreed outcomes.

Please note that all payments are exclusive of GST.

Further details about payment and reporting requirements as well as other terms and conditions will be set out in the contract to be agreed between the successful applicant and the TEC.

Reporting templates can be downloaded from the TEC website: www.tec.govt.nz.

Looking ahead

The Government has provided funding for the development of a national assessment tool for adult literacy and numeracy. The assessment tool will be linked to the learning progressions and will be available for workplace literacy providers during 2010. It is recommended that workplace providers build their capability in utilising the Learning Progressions to plan learning programmes that respond to the particular workplace demands. This will put them in a strong position to use the national assessment tool when it is available.

Further information

If you have any further questions, please contact the TEC Service Centre by phoning 0800 601 301 or by email to servicecentre@tec.govt.nz.

Appendix 1: Application criteria and requirements

Provider eligibility application criteria

| Criteria | Requirements |
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| 1) Application is complete | <ul style="list-style-type: none"> • Applicant has completed all the required sections of the application form. • Application form signed and dated. |
| 2) Accreditation | <ul style="list-style-type: none"> • Applicant is an accredited education provider, or can show evidence of actively working towards accreditation. |
| 3) Qualifications | <ul style="list-style-type: none"> • Teaching staff have qualifications and experience in teaching literacy and numeracy to adults in a workplace setting, for example, the National Certificate in Adult Literacy Education (Educator). |
| 4) Literacy and numeracy understanding | <ul style="list-style-type: none"> • Applicant shows an understanding of the literacy and numeracy demands of the industry and workplaces. • Applicant shows an ability to understand and address the broader workplace context that influences literacy and numeracy (for example, the suitability of workplace documentation, culture and processes). |
| 5) Assessment processes | <ul style="list-style-type: none"> • Applicant has a documented process for undertaking a diagnostic assessment of employees' literacy and numeracy skills. • Applicant has a documented process for assessing and recording employee gains in building literacy and numeracy skills; and • Applicant has a process for using: <ul style="list-style-type: none"> – the initial Part A assessment which identifies the workplace literacy and numeracy requirements; – the results of the employees' diagnostic assessment; and – the learning progressions to develop coherent and planned learning programmes which are tailored to the particular workplace and individual employees. |
| 6) Retention of learners | <ul style="list-style-type: none"> • Applicant has described the strategies that will be used by the tutor/s to retain |

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| | employees in the programme. |
| 7) Administrative systems | <ul style="list-style-type: none"> There are established systems for managing record keeping, relationships, assessment, complaints and reporting. |
| 8) Capacity | <ul style="list-style-type: none"> Applicant can show there is sufficient capacity to support workplace literacy programmes. |

Part A (Initial Needs Analysis) Criteria

| Criteria | Requirements |
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| 1) Application is complete | <ul style="list-style-type: none"> Applicant has completed all the required sections of the application form. Application form signed and dated. |
| 2) Identification process | <ul style="list-style-type: none"> Provider has a process to identify: <ul style="list-style-type: none"> a. the literacy and numeracy requirements of the workplace within the specific work context; and b. the programme curriculum. |
| 3) Employer commitment | <ul style="list-style-type: none"> Employer has committed to participating in the initial needs analysis. |
| 4) Prior contractual requirements (previously funded applicants only) | <ul style="list-style-type: none"> Previous contractual obligations have been met, including reports demonstrating agreed outcomes. |
| 5) Costing | <ul style="list-style-type: none"> Indicative costing for Part A is as follows (GST exclusive): <ul style="list-style-type: none"> Employer profile: \$500 - \$600 Report writing: \$500 - \$750 Site observation: \$500 - \$1500 Employee assessment: \$100 - \$150 per employee |

Part B (Programme) Application Criteria

| Criteria | Requirements |
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| 1) Application is complete | <ul style="list-style-type: none"> Applicant has completed all the required sections of the application form. Application form signed and dated. |
| 2) Evidence of need | <ul style="list-style-type: none"> A Part A initial needs analysis report is attached with the Part B application that demonstrates the need for literacy and |

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| | numeracy skills in this workplace. |
| 3) Programme design and structure A. Duration of the programme | <ul style="list-style-type: none"> The programme should be delivered over the following indicative timeframes: <ul style="list-style-type: none"> a. minimum 1 hour per week; b. minimum 25 hours' provision; and c. minimum 24 week programme. Research evidence indicates sustained learning over a long period of time gets the best results so longer programmes are welcomed. |
| 4) Provider capacity | <ul style="list-style-type: none"> Applicant has demonstrated that there is sufficient provider capacity relative to the size of the programme. |
| 5) Employee participation | <ul style="list-style-type: none"> Employee participation in the programme must be voluntary. |
| 6) Learning context | <ul style="list-style-type: none"> Applicant has described in detail the context of the programme to suit the needs of the employer. The programme must focus on employees' employment and training needs and should: <ul style="list-style-type: none"> a. include explicit literacy and numeracy embedded into the workplace context; and b. contextualised for a particular industry eg embedded with workplace training required to obtain licences (eg forklift, Health and Safety), certificates or other mandatory qualifications. |
| 7) Costing | <p>Costs have been developed based on the cost of past quality programmes. Indicative cost ranges for programmes are (GST exclusive):</p> <ul style="list-style-type: none"> Per employee for 25 hours: \$2000 - 3000 Per employee for 50 hours: \$4500 - \$6000 |
| 8) Programme content A. Clear and appropriate structure | <ul style="list-style-type: none"> General outline of the programme is clear and appropriate for the target group. Programme has appropriate learning focus (that is, workplace related). Content is provided at a level |

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| | <p>appropriate to the level of the employees and in line with employee/workplace context.</p> <ul style="list-style-type: none"> • Content reflects explicit teaching of literacy and numeracy skills. |
| B. Employees outcomes | <ul style="list-style-type: none"> • Applicant has indicated how programme content will meet identified employee and workplace needs and how these will be assessed and reported. This may include qualitative employer and supervisor feedback. |
| B. Technology and resources | <ul style="list-style-type: none"> • Applicant has indicated that there is a range of technology and resources available to them that are appropriate. |
| 9) Employer commitment | <ul style="list-style-type: none"> • The employer is contributing towards the programme and is committed to addressing workplace literacy issues. |
| 10) Prior contractual requirements (previously funded applicants only) | <ul style="list-style-type: none"> • Previous contractual obligations have been met, including reports demonstrating agreed outcomes. |