

**Case Study: Improving engagement and retention of adult learners within the transport industry**

*'Assessment and learning: involving the learner'. LSC funded project.*

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**The context:**

Prima Training NE was set up two years ago to address a gap in training for the taxi industry. Since then the company has expanded to cover all areas of the transport industry.

In our early days as a training provider we originally had to outsource all of the literacy and numeracy training our learners might have required. To change this and give a better service to our learners Prima Training welcomed its own dedicated functional skills tutor to our staff in 2008.

**The challenge:**

We are an award winning equal opportunities training organisation that prides itself on our ability to offer training to anyone. However even though learners are eager to take part in and be part of the vocational training we offer, the same cannot be said about their interest in literacy and numeracy training on offer. The issue appears to be that a lot of our learners are in the over 45s age group who haven't been in a classroom for years or don't have more than basic secondary school education.

A lot of our learners left school in the era of the apprenticeships, where upon leaving school they would be taken on by one of the many local heavy industries. After 'serving their time' many believed they would have jobs for life. Unfortunately for many this hasn't been the case and through the loss of local shipyards and collieries a lot of the workforce moved into the transport industry.

The attraction the taxi driving side of the industry has for many is the lack of educational requirements needed to become a taxi driver. Some of our learners appear to suffer from confidence issues brought about either through years that have passed since being in a classroom or by the fact that they generally struggle in the areas of literacy and numeracy. This then becomes their biggest barrier to learning and our role is to try and remove those barriers.

**What we did:**

As a whole organisation we are trying to improve our engagement and retention of learners through many different avenues. For example going through a programme of embedding (see attached – lesson plan manual handling) the literacy awards into the existing training we provide so that learners do not notice the additional work involved, therefore improving our engagement, retention and completion rates.

**The outcomes:**

Below are selections of quotes both from learners who did not want to take part in functional skills and learners who are undertaking or have completed their functional skills.

*“Don’t have time to do other courses.”*

*“Don’t need to improve my literacy or numeracy because I never use it.”*

*“Not interested in going back to school.”*

*“It’s not as bad as I thought; putting it to what I already do is much easier.”*

*“Now that I’ve done it I feel I’ve really achieved something.”*

*“Much easier than I thought it would be.”*

As you can see from these quotes we have had a mixed reaction to our programme and we are working on improving on the way we engage learners so that quotes like, “Not interested in going back to school” can be dealt with at the induction process.

We hope that by sharing information and best practice we can increase engagement and retention of learners in functional skills. By doing this Prima Training NE Ltd can improve the quality of the services we offer to our learners and clients and in time help to pass this knowledge onto other training providers that maybe in the same situation as ourselves.

**The impact:**

This is very much work in progress. This CPD project encouraged sharing of practice and experiences and we recognised a training need for our learners. As taxi drivers they transport learners with learning difficulties and/or disabilities. We have negotiated with a local specialist college to deliver a training event on autism to our learners.

We will contact the north east regional centre for the Functional Skills Support Programme to arrange support for our new Functional Skills tutor.



**Prima Training**  
Go The Extra Mile

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## LESSON PLAN: MODULE E – MANUAL HANDLING

<b>Teacher/Trainer</b>		<b>Time:</b>	<b>Date :</b>
<b>Course/Topic:</b>	<b>Module E – Manual Handling</b>	<b>Duration:</b>	<b>3 hours</b>
<b>Aim:</b>	<b>To provide an understanding into all aspects of manual handling.</b>		
<b>Objectives / Learning outcomes</b>	<p><b>By the end of this session the learner will be able to;</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of looking after your back 24/7</li> <li>• Comprehend the causes of back pain and the mechanics of the spine</li> <li>• Recognize common injuries of the back and how they can happen</li> <li>• Demonstrate the correct principles to safely lift and move an inanimate object.</li> <li>• Understand the purpose of the law, who it covers and the employer/driver's duty within the law</li> <li>• Define the term 'Manual Handling'</li> <li>• Value the terms and processes of 'risk assessment'</li> <li>• Recognise the techniques/characteristics of unsafe handling of objects and people</li> <li>• Appreciate the equipment available to facilitate safe practice; the why's and how's</li> <li>• Understand all aspects, including safe posture, of using handling equipment for moving people</li> <li>• Demonstrate all procedures required for the lifting and handling assessment</li> <li>• Complete a final assessment paper</li> </ul>		

<b>Timing</b>	<b>Teacher/Trainer Activity</b>	<b>Learner Activity</b>	<b>Resources</b>	<b>Assessment and differentiation</b>	<b>Curriculum reference</b>
15mins	Settle in, Introduction, (remind delegates of practical exercises). Go over aims and outcomes.	Listening,		Check everyone is focused and ready	SLlr/E3.1 listen and respond
20mins	<p><b>Open Discussion;</b>            What is back pain? Who has experienced it?            What are the causes of back pain?            Statistics of ~            Common handling injuries.            Benefits and reasons to look after your back</p>	Discussion, relate experiences, if any. Questions and answers	Power point	Be aware of anyone dominating the discussion, draw in quieter students with questions	SLlr/E3.2 listen and respond – detail SLlr/E3.5 listen and respond. – points of view. <b>SLlr/L1.6 – respond to questions</b> <b>SLlr/L1.5 make contributions relevant to the situation and subject</b> <b>SLd/L1.1/.2/.3 engage in discussion</b> <b>SLd/L2.1/.4 contribute to/support with evidence</b>

15mins	How your back works – mechanics of the spine, including muscle, vertebrae and discs.	Listening, Q&A	Power point	Be aware of: Low level understanding.	SLlr/L2.1 identify relevant info.from extended explanations/presentations Rt/E3.3 recognise and understand instructional texts Rt/L1.3 identify point/detail and infer meaning from images
30 mins	Load handling – general principles of lifting/safe moving. Demonstrate proper technique get the group to practice.	Listening, Q&A, observe and practice	Power point, box suitable to use in demonstration/practice floor space for everyone to practice on	Observation and question and answer. floor space for everyone to practice on One to one with anyone struggling.	SLlr/L1.2 – listen/understand instructions/narratives SLlr/L2.4 – respond to criticism/criticise constructively SLlr/L2.2 listen/understand/follow multi-step instructions
15mins	Legal requirements – understand the purpose of the law and who it covers. The employer’s duties; the driver’s duties.	Listening, Q&A	Power point	Be aware: Higher levels for lack of interest/ boredom.	SLlr/L2.1 identify relevant info.from extended explanations/presentations
20mins	Risk assessment – RA process and terms of. Ergonomic approach to ~ (TILEE) go through scenario	Listening, Q&A. Partake in scenario/discussion arising from.	Power point, Volunteers to do scenario, floor space to practice on	Observe/control flow of discussion	SLlr/L1.6 – respond to questions SLlr/L1.5 make contributions relevant to the situation and subject
20mins *	People handling and unsafe practice. Demonstrate/discuss unsafe techniques and why unsafe/possible injuries.	Observe, listen Q&A	Power point,	Ensure understanding from the demonstrations	SLlr/L1.4 – feedback/confirmation when listening
25mins	Safe practice and use of equipment. Demonstrate/discuss different equipment, how to use, posture, safety of, checking, fault finding. go through scenario Show safety video (child’s play)	Listening, Q&A, observe and practice	Power point, volunteer, various handling equipment i.e. handling belts, transfer board turntable etc.	Observation and question and answer. Go over any points until understanding/ correct procedure is obtained	SLlr/L2.2 listen/understand/follow multi-step instructions SLlr/L1.3 use strategies to clarify and confirm understanding
20mins	Any further questions? Assessment, hand out papers	Complete assessment	Assessment papers, pens		Wt/L1.2 judge how much to write and the level of detail to include