

Case Study: Why your logistics people need numeracy and literacy skills

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



The context:

Van Hee Training Limited has been engaged in the training, development and supply of staff to the logistics industry since the mid 1980s.

Our connections and experience as a logistics operator, our partnerships with local businesses, and experience gained in delivering contracts for Jobcentre Plus, Learning and Skills Councils, schools and colleges allow us to help members of the community find opportunities in the logistics industry while helping employers to recruit and train new and existing staff.

We have trained over 23,000 people over the last twenty years and today we train around 1,200 people annually at all levels in the logistics sector, at both transport operative and management level, for around 200 regular customers.

We deliver a comprehensive range of training courses designed for operators in logistics including lorry drivers, fork lift truck drivers and warehousing.

The challenge:

Our innovation was to design a set of questions prior to initial assessment of learners which identified how during their daily lives they all used literacy and numeracy skills while doing their normal work roles. This enabled lorry driver learners to understand why they needed literacy and numeracy skills to help them in their job role and also provided warehouse workers with an understanding of how literacy and numeracy impacted on their normal working lives

What we did:

- Step 1 - was to draw up an action plan of what we were attempting to do
- Step 2 - we reviewed the plan with our colleagues to get their feedback
- Steps 3 - following the feedback a set of structured questions were devised to cover learners in Warehousing and Driving Lorries. The questions covered both literacy and numeracy and were sector specific.
- Step 4 - the questionnaires were sampled during their induction week by 5 learners who worked in a warehouse and 5 learners who drove Lorries.
- Step 5 - the information provided was analysed and evaluated to see what impact it provided

The outcomes:

As a result of this project we were able to:

- Relate numeracy and literacy to vocational areas and tailored to the learners job role.
- Design a set of questions purely for workers in a Warehouse covering both literacy and numeracy
- Design a set of questions purely for Lorry Drivers covering literacy and numeracy
- Analyse how learners felt about literacy and numeracy in their past lives
- Evaluate how to improve learners attitude regarding these skills in the future

The impact:


Implementing the project enabled us to make the following impacts:

- Showed how both vocational sectors would benefit by improving their literacy and numeracy skills to make them more employable
- Prior to the innovation learners had a negative attitude to why they needed literacy / numeracy skills. Afterwards, during the review and professional discussion, the learners showed understanding of why these skills were needed.

Supporting documentation:

- Action plan
- Questionnaires for both sectors

For further information contact:

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LOGISTICS SKILLS FOR LIFE



Roy Dixon and Rachel Southern Action Plan Proposal

In designing the plan there are 6 key questions to ask. They are, What, Why, When, Where, Who and How. In using the 5W and H I need to consider how they can be used in my innovation. It could be considered that they are:

What - relates to content
Why - relates to purpose
When - relates to time
Where - relates to context
Who - relates to people
How - relates to methods

The stages we plan to follow are drawing up the action plan ready for peer review, carry it out, write it up as a Case Study and present it using ICT.

What?

- ❖ To collect, collate and review factual information about individual learners for inclusion on learners ILPs, preferably before or as soon as possible after start of programme.
- ❖ To identify what experiences learners have of using Literacy and Numeracy skills prior to completing Initial Assessments.

Why?

- ❖ To make the process more efficient and streamlined
- ❖ To share good practice
- ❖ To allow Assessors to access information
- ❖ To use the information to support planning

When?

- ❖ Initial IAG process during sign ups and prior to completing Literacy and Numeracy tests.
- ❖ Throughout the learner journey

Where?

- ❖ In centre at Van Hee Training or in the learners workplace

Who?

- ❖ All teaching staff that input information into the documentation – including IAG, administration and assessors.
- ❖ Employed learners (18 – 65 years) working in Logistics

How?

- ❖ Structured questions relating to all aspects of Logistics for example asking Warehouse workers questions related to their livelihood and drivers questions about their occupation.
- ❖ Ensuring the questions are tailored to the specific job and asking how they feel about using maths and English in their daily lives.
- ❖ Discuss methods of recording information for ILPs
- ❖ Share experiences of working with particular learners and work in collaboration to reinforce identified targets

Driving (Numeracy)

Tell me what you think about when I say the word “maths” to you?

Can you recall how you felt about maths at school?

Can you work out the mileage you cover on your tachograph chart?

Can you identify the quantities of pallets / cages you load on your vehicle?

Can you explain your payslip and state your hourly rate of pay?

If as a member of staff you got 20% discount off goods could you work out how much that would be in the pound?

Driving (Literacy)

How do you feel about filling important forms by yourself?

Did you enjoy spelling and writing at school?

Do you enjoy reading magazines, books and newspapers?

Could you write out a memo to your manager if you had an accident?

Can you read your delivery note, names, addresses and manifests?

Can you easily read traffic information boards?

Are you able to complete defects, if you found any, on your daily check sheet?

Warehouse (Numeracy)

Did you enjoy working out sums and calculations at school?

Did you learn anything from your maths lessons?

Can you work out quantities when doing stock checks?

Can you identify stock items using just code numbers?

Can you work out quantities picked on an order?

Do you know the different weights of items in your warehouse?

Warehouse (Literacy)

What do you think if I asked you about spelling and using punctuation?

Are you able to fill in important forms without help?

Can you read descriptions of the goods you have in storage?

Can you recall information on your company's information boards?

Can you read the menu at the staff canteen or burger van?

Can you write out names and addresses of customers to go on labels?

Can you write out any defects found on a pre shift check (Fork Lift)?