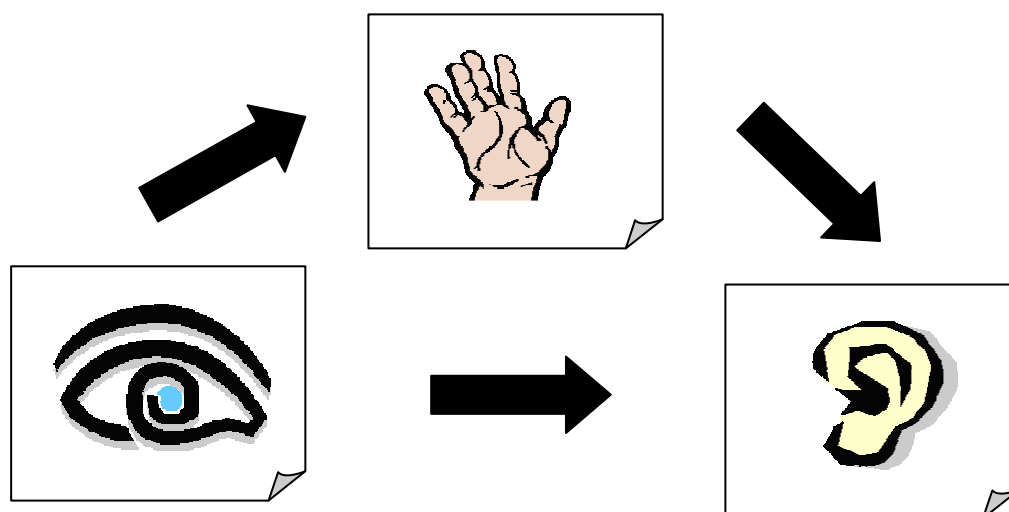


# How To Develop Your Staff

## A Guide for the Appraiser in Supporting Learning at Work



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## **Foreword**

The purpose of this booklet is to help you to identify staff learning needs, and to put in place, appropriate learning opportunities for individuals to learn and develop at work. This booklet offers practical tools and assessment processes which will help you to:

- Assess individual learning needs
- Identify group or team learning needs
- Recognise different ways people learn
- Identify the range of learning opportunities in the work place
- Advise on appropriate learning opportunities for individuals and groups of staff.
- Make full use of the range of learning resources available
- Identify skills gaps within the Team and make an appropriate work force development plan to meet your staff needs

This is the foundation of workforce development planning and of ensuring your staff have the appropriate essential knowledge, skills and competence to undertake their roles. The information should be used to support the appraisal process and identification of Personal Development Plans in line with the NHS Knowledge and Skills Framework and the Trust Appraisal Policy.

The booklet also provides links to a range of learning resources that staff can access. If in addition you require support or advice on specific issues in your staff learning and development, you can contact the Trust Education, Training & Development Team on 01256 313072.

Sheila Thorns  
Trust Education, Training & Development Manager  
NHHT

## Learning Styles

### ***Understanding Learning Styles***

Different people learn in different ways.

In order for learning to be effective it is useful to identify which way the individual learns best, before selecting a strategy for developing their skills.

There are three basic learning styles, which describe how an individual prefers to learn, these are:

- **Visual A** – prefers learning visually via diagrams, written info etc.
- **Auditory B** – prefers learning through ‘listening’
- **Practical C** – prefers learning through ‘doing’

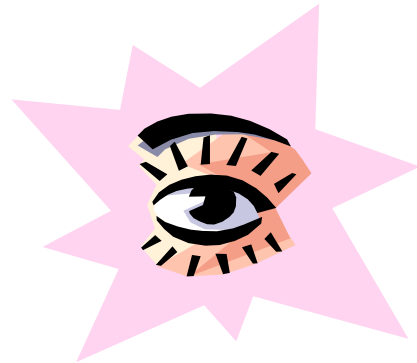
**Individuals can identify their preferred learning style by completing the questionnaire below.**

	<b>A</b>	<b>B</b>	<b>C</b>
<b>When you keep up with the news, do you:</b>	read the newspaper thoroughly? <input type="checkbox"/>	listen to the radio and/or watch the TV news? <input type="checkbox"/>	quickly read the paper and/or spend a few minutes watching the TV news? <input type="checkbox"/>
<b>When you dress, are you:</b>	a neat dresser? <input type="checkbox"/>	a sensible dresser? <input type="checkbox"/>	a comfortable dresser? <input type="checkbox"/>
<b>When you read novels, do you:</b>	like the passages which describe scenes or characters? <input type="checkbox"/>	enjoy the parts where the characters talk? <input type="checkbox"/>	prefer action stories and are not a keen reader? <input type="checkbox"/>
<b>When you spell, do you:</b>	try to see the word? <input type="checkbox"/>	try to sound out the word? <input type="checkbox"/>	write the word out and see if it ‘feels’ right? <input type="checkbox"/>
<b>When you are angry, do you:</b>	clam up, seethe, give others the ‘silent’ treatment? <input type="checkbox"/>	quickly let others know and express it in an outburst? <input type="checkbox"/>	storm off, clench your teeth or grip something tightly? <input type="checkbox"/>
<b>When you have spare time, would you rather:</b>	watch TV, go to the cinema or theatre or read? <input type="checkbox"/>	listen to CDs or the radio, go to a concert or play an instrument? <input type="checkbox"/>	do something physical, for example sport or DIY? <input type="checkbox"/>
<b>When you forget something, do you:</b>	forget names but remember faces? <input type="checkbox"/>	forget faces but remember names? <input type="checkbox"/>	forget names and faces but remember what you were doing at the time? <input type="checkbox"/>
<b>When you have to discuss something important with someone, do you:</b>	prefer face-to-face meetings or writing letters? <input type="checkbox"/>	use the telephone? <input type="checkbox"/>	talk it out during another activity, for example walking or having a meal? <input type="checkbox"/>
<b>When you enjoy the arts, do you:</b>	like paintings? <input type="checkbox"/>	like music? <input type="checkbox"/>	like dancing? <input type="checkbox"/>

## **Suggested training methods for identified learning styles**

### **Mainly A s = Visual Style**

- When giving feedback such as in an appraisal, always refer to the review documentation so your appraisee can read the information as well as hear it
- Use diagrams to illustrate a point
- Use images to aid understanding
- Use maps to show directions, not verbal instructions alone
- Use flow charts to show a sequence of instructions
- Use graphs and charts to aid numerical interpretation

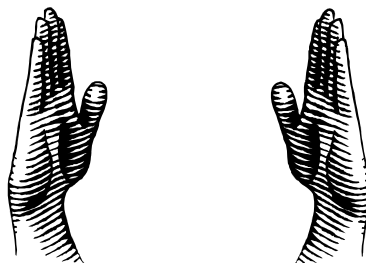


### **Mainly B s = Auditory Style**

- Give instructions verbally, as this learner will be good at listening and comprehending instructions
- Use CDs or videos to instruct
- Suggest this type of learner ask questions of someone who can explain a job or process

### **Mainly C s = Practical Style**

- Show this style of learner how to do something, then let them do it 'hands on'
- Let this type of learner try something out for themselves, thus learning by trial and error
- Don't expect this type of learner to read and research information
- This type of practical learner learns best when they need to know or do something, **not** by attending a theoretical course before applying the skills some time later



## Learning and Development Pathways

In order to support colleagues effectively with skills development, it is important to be clear about the learning and development pathways available. Generally, there are three main pathways, each having a variety of options, these are:

### ***Learning on-the-job***

e.g. learning from others (mentoring/ coaching), secondments, reflective practice

### ***Independent learning / off job***

e.g. e-learning, distance learning, private study

### ***Learning with others / off job***

e.g. formal courses, learning sets, induction, conferences

Skills development can take the form of any of the three pathways above, or, it may be appropriate to follow a 'blended' approach, whereby more than one option is explored. As a Manager, Trainer or Reviewer you can assist colleagues in identifying the routes most appropriate.

Where colleagues would rather *study independently*, they can explore courses currently operating at most colleges. They can visit the colleges, or make telephone contact.

## **37 ways to learn something new!**

37 ways to learn something new! As you and your member of staff develop their Personal Development Plan, you will need to consider which activities suit their needs, the needs of your department and the business needs.

Try to think of meeting learning and development needs in different ways – ***not only*** in formal off the job courses and workshops. There are often far better ways to learn new skills and knowledge.

We hope you will find some ideas in the following list that you might be able to use:

## 1. Learning on-the-job

*Often, the most effective learning takes place at work, regardless of whether it involves vocational skills like catering, or generic skills such as communication.*

- a. **Work shadowing** – the most traditional way to learn a new skill or task is to sit with a person who currently does that, and learn through doing it. Suggest your staff member keeps a log of what they learn, to appreciate just how valuable this method of learning is
- b. **Co-Coaching** – Agreeing to meet regularly with another person to help each other learn from work-related activities, problems and issues
- c. **Mentoring** – an individual could either be a mentor to someone else or find themselves a mentor. A mentor provides a source of feedback and general guidance to another member of staff – acting as a trusted adviser
- d. **Buddy systems** – A formal or informal system where colleagues support each other in work and career related matters
- e. **Job Development** – undertaking an extra activity in addition to current duties. The additional activity generally involves a higher level of responsibility
- f. **Meeting with patients / staff** – Staff who are involved in one stage of a process, might benefit from seeing the response to the finished product. An example of this could be a catering assistant seeing the patient's response to a meal they've plated up
- g. **Trial and error and re-trial** – an effective way to learn is by being given the chance to try a new skill or activity in a controlled situation, learning from any mistakes
- h. **Coaching** – another member of the staff team acts as “coach” encouraging the development of new skills or knowledge and providing constructive feedback
- i. **Secondment** – taking on a particular task or a different job for a period of time, usually in a different department, unit or organisation
- j. **Delegation** – an individual undertakes a task that their manager would normally undertake eg. attending a meeting, taking the minutes perhaps, and reporting back

- k. **Job Rotation** – An arrangement where staff rotate jobs for a set period of time. Within teams it can be useful to enhance versatility e.g. A catering assistant moving to different serving stations learning how to serve different types of food on the conveyor belt
- l. **A Temporary Job Move** – to cover for absence for example, provides opportunities to develop new skills and acquire knowledge in a different area
- m. **Temporary Promotion** – “acting up” or deputising for a set period of time
- n. **Work Experience in another organisation** – either through job swap or secondment

## 2. **Independent Learning – off the job**

*It is not only the manager’s responsibility to provide learning and development for individuals. Self-development activities can improve job satisfaction and long-term career prospects*

- a. **Audio Tapes** – often used for personal development
- b. **E-Learning/Computer based learning packages/Learning on-line** – these are packages which help develop an individual’s skills and knowledge. Allows learning to take place at the learner’s pace and at a location that suits
- c. **Skills Packages** – usually a collection of materials to aid individual learning eg. Books, CD Roms, Audio cassettes, books
- d. **Distance Learning Packages** – Usually relating to specific skills. Most nationally known colleges now produce such packages eg. Henley Management College
- e. **Open Learning** – Available from the Open University and a variety of other forums. OL is similar to Distance Learning, but each student usually has a personal tutor. OL is usually undertaken in an individual’s own time
- f. **Reading Lists** – Can include journal articles, White Papers as well as books

### **3. Learning off the job – with others**

*Group activities promote learning from others and can take a variety of different forms.*

- a. **Project team** – groups of people, often from different departments, brought together on a full or part time basis for a fixed period of time to carry out a defined project
  
- b. **Focus groups** – groups of people brought together to examine work-related issues
  
- c. **Quality Circle** – a multi-level group of volunteers who meet to discuss how to improve the quality of services and/or products
  
- d. **Team building exercises** – exercises are used to develop the team as a whole. Often a person from outside the department may be used as a facilitator
  
- e. **Problem solving groups** – a number of people drawn together with the purpose of providing a solution to a specific problem
  
- f. **Brain Storming** – an exercise to stimulate ideas, where members of the team propose ideas that are not evaluated or judged by others in the group, but simply collected and recorded
  
- g. **Workshops** – where groups of people explore issues together, often drawing on real life experiences
  
- h. **Discussion Groups** – used as a focus for sharing information

***Whilst there are many other development opportunities, course-based training is likely to remain popular, and is indeed a very effective method of learning, providing there is a clear link between what's learned off the job and how it is to be applied to real life. The following list describes the different types of courses. The Training Department prospectus gives details of what is available at NHH.***

- a. ***Adult Education Classes*** – there is always a large choice of classes available – local libraries usually have information of courses in their areas
- b. ***Short Courses*** – one to 2 days, usually covering specific issues eg. Conflict Management, PAT training
- c. ***Refresher Courses*** – Reminders or updates on specific topics eg. Manual Handling, Health and Safety
- d. ***Professional Skills Training*** – NVQs are planned programmes, which can be run by the NHH Training Department eg. Health and Social Care, Health – decontamination, Housekeeping. Other NVQs in vocational subjects are available from colleges eg. Catering, Supervisory studies
- e. ***Apprenticeship Training Programmes*** – planned programmes for apprentices. These courses often include NVQ training and are available from colleges. The staff are trained in the workplace but attend college one day per week. Assessment takes place both in the workplace and at college.
- f. ***Part-Time Courses*** – Day/evening courses, which usually lead to a qualification, are offered within colleges.
- g. ***Taster or Awareness Courses*** – provide an overview of a topic which may be studied in detail later
- h. ***Residential Courses*** – delegates work and live with a group away from the workplace. Usually work takes place in the evenings also, so that learning takes place in the shortest time possible
- i. ***Study Courses*** – eg. Open University courses which do not necessarily lead to formal qualifications. They can be group or individual learning based

## **Skills For Life**

### ***Benefits of Developing Skills for Life (Essential Skills)***

The Department for Education and Skills (DfES) has highlighted that improving literacy, numeracy and language skills can result in:

- **greater efficiency**
- **greater staff motivation**
- **provision of better service** – improved oral communication skills lead to better telephone and reception skills and better customer relations (patient care)
- **higher quality** – improving word and number skills will result in staff being more able to follow quality guidelines
- staff being able to follow **health and safety** guidelines and **work instructions** more effectively

These key benefits relate directly to the both the quality of patient care and the health, happiness and well – being of NHT staff, providing good reason for supporting all staff in their essential skills development.

As well as work related benefits improving literacy and numeracy spills over into the family and community life. This can result in an improved quality of life, which in turn can increase confidence and motivation. This contributes to the Trust aim to be seen as a model employer and links to the Improving Working Lives standards.

NHHT is thoroughly committed to supporting staff in their development of Skills for Life (SfL), these ‘essential skills’ being literacy, numeracy and language.

People have essential skills needs for many reasons. For some, English may not be their first language. Many people have experienced a lack of opportunity in gaining these skills in the past, or perhaps did not engage with teaching and learning strategies at school. Some people have very high level qualifications, but skills have become ‘rusty’. Alternatively, individuals may have very specific ‘skill gaps’.

The important thing to remember is that ‘essential skills’ is about **skills, not intelligence.**

Through the ongoing process of Development Review linked to the Knowledge and Skills Framework (KSF), **all employees** will have their learning and development needs systematically identified and a resulting Personal Development Plan. For many staff, this may include a focus on essential skills.

## ***How can we assess Essential Skills in the workplace?***

There are many methods of assessment that can be used, but most importantly is our reflection on every day observation and discussion with colleagues. For example, we can consider the skill demands on workers and their abilities to fulfil them, asking questions such as:

- How much writing/number work do staff have to complete?
- How accurate does this work have to be?
- Are handwriting, spelling, punctuation or grammar causing concern?
- Are there any tasks that staff members repeatedly struggle to complete?
- Have problems ever arisen from poor or inaccurate completion of documentation?

The following checklists can help us to note significant observations and assess levels of need in a more structured manner. Some checklists relate to individuals, whilst others relate to job roles and whole departments.

## **Skills Checklists**

*These tools are designed to help us and our colleagues assess levels of need in essential skills. They are as follows:*

**Top Ten Skills at Work** - *the most frequently used tasks relating to essential skills. Having reviewed the checklist, you could use this information to guide the recruitment process or to review performance during appraisal.*

**Employee Screening** - *quick method of screening via application forms, job interviews and aptitude testing*

**Departmental Skills** - *encourages reflection on departmental tasks and skills*

**Personal Skills** - *form to be used by staff as a means of self assessment. This can be used as part of the recruitment process or to inform the Development Review Process and resulting Personal Development Plan.*

## Top 10 Skills at Work Checklist

These are the top ten reading, writing, speaking and listening, and number skills needed in most places of work. You can use these checklists to analyse which of these skills are needed most in specific jobs / departments.

Reading		Writing	
1	Understand health and safety information	1	Complete personal details (Name, address, etc) on forms
2	Read instructions	2	Complete personal information (work and education details etc) on forms
3	Read forms	3	Complete accident report forms
4	Read directions	4	Complete time-sheets and work related documentation
5	Find and read information from operating manuals	5	Write telephone messages
6	Read reports	6	Write other messages, notes and memos
7	Read timetables, maps, charts and other graphical information	7	Write orders, receipts and invoices
8	Read staff information on posters, leaflets and newsletters	8	Write letters
9	Read technical information	9	Write emails
10	Use reference skills to find and sort information	10	Write reports on progress or production difficulties
Numbers		Speaking & Listening	
1	Arrive at work on time and plan the use of time effectively	1	Respond to questions from colleagues and customers
2	Write down sequences of numbers accurately	2	Follow verbal instructions
3	Understand the importance of accuracy in number calculations	3	Ask questions
4	Make calculations using addition, subtraction, multiplication and division	4	Greet colleagues and customers appropriately
5	Make necessary calculations of fractions, decimals and percentages	5	Talk to colleagues and customers using appropriate and polite language
6	Weigh and measure to required tolerances	6	Take verbal messages and pass them on
7	Use calculators accurately	7	Use technical language
8	Use estimating skills	8	Give verbal instructions or other information to colleagues
9	Make money calculations, including checking payslips, accurately	9	Contribute to meetings
10	Calculate area and volume accurately	10	Contribute to training sessions

## **Employee Screening**

*(Adapted from Dfes, Employer Toolkit and Skills for Life – Make it your business)*

Screening will provide information about the literacy and numeracy skills of new and existing employees. It will not, however, give you good information about what a particular employee’s occupational potential might be. Screening is a quick way of reviewing the skills of an individual or large numbers of the workforce. Screening should always be appropriate and justifiable to the post in question and shouldn’t be considered discriminatory.

You can use and adapt your own department procedures to look out for potential issues with essential skills via:

- Application forms and letters of application
- Interviews
- Procedures for occupational/ aptitude testing

Use the checklists below to help identify essential skills gaps amongst workers.

<p><b>SCREENING CHECKLIST</b> <b><i>Application form/ letter</i></b> Look for:</p> <ul style="list-style-type: none"> <li>▪ Spelling errors in simple words, particularly own name and address</li> <li>▪ Poorly formed or immature handwriting</li> <li>▪ Omissions or incomplete information on application forms</li> <li>▪ Mixed lower and upper case letters</li> <li>▪ Inaccuracies in dates</li> </ul>	<p><b>SCREENING CHECKLIST</b> <b><i>Interview</i></b> Look for:</p> <ul style="list-style-type: none"> <li>▪ Misunderstanding of questions</li> <li>▪ Vague replies to questions</li> <li>▪ Incorrect use of words and language – not an English language issue</li> <li>▪ Reluctance to write</li> <li>▪ Poor time keeping</li> </ul>
<p><b>SCREENING CHECKLIST</b> <b><i>Occupational / aptitude testing</i></b> Look for:</p> <ul style="list-style-type: none"> <li>▪ Tasks omitted or not attempted</li> <li>▪ Apparent lack of comprehension of requirements of tasks</li> <li>▪ Finishing tasks too quickly or very slowly</li> <li>▪ Avoidance of tasks</li> <li>▪ Inconsistency between results of written tasks compared to much better occupational skills</li> <li>▪ The information gained from screening is not about screening out potential employees, but about planning in basic skills support</li> </ul>	

Note: Screening should be followed by further assessment of workers to identify their specific levels of literacy and/or numeracy. This can be arranged through the Learning and Development Team.

## Departmental Skills Checklist

You can use this checklist as a structured way of identifying whether your department has any specific areas where there could be an impact from poor literacy, numeracy or language skills. Answer each question. If one of these issues represents a frequent problem for your department then you will want to investigate in more depth. (*Adapted from Dfes Skills for Life – Make it your business*)

How often do staff have problems with:		All the time	Regularly	Now and then	Never	Possible Action
1	Customer Care Face to face contact: on the phone					
2	Using the Telephone Giving a clear message with all details: taking phone messages					
3	Following instructions – written or verbal Following instructions in the right order: doing everything required					
4	Taking messages From customers, other staff					
5	Report writing Including accident reports, process reports, other documentation					
6	Compliance with regulations e.g. H&S, COSHH Lack of knowledge of regulations and their importance to process					
7	Estimation of numbers Rounding up and down: knowing when numbers are incorrect					
8	Ordering/ stock control Accurate counting: accurate record-keeping					
9	Time keeping Punctuality: accurate use of 12 and 24 hour clock					
10	Finance/ handling money Counting and accounting for money: giving change					
11	Weights and measures Working accurately in metric systems: reading measurements					
12	Flexibility of staff Willing to train and work in different job roles					
13	Staff turnover/ recruitment Recruiting/ keeping the right staff for the jobs you have					
14	Absenteeism Avoiding work/ training because of insecurity and lack of confidence					
15	Meeting work targets/ wastage Problems caused by skills deficits in staff					

## **Personal Skills Checklist (Self Assessment)**

This checklist can be used by an individual member of staff to identify if there are any areas of literacy or numeracy, in which they lack confidence.

The member of staff should tick if they feel **Confident** that they can do the skill well. If they are not sure then they should put a tick in the **Not Confident** column.

<b>Skills needed at work</b>	<b>Confident</b>	<b>Not Confident</b>
Understand safety signs		
Read Health and Safety information from a leaflet		
Read messages, posters and notes		
Read instructions		
Read reports and letters		
Read technical words		
Use alphabetical order to sort information		
Use directories and reference books		
Fill in forms with name and address and other information		
Write notes and messages		
Write letters and reports		
Write neatly, with good spelling and punctuation		
Speak clearly		
Talk to people politely		
Use appropriate language, including any technical words		
Listen to instructions and follow them accurately		
Take messages and pass them on properly		

Add and subtract numbers quickly		
Count in 2s, 5s, 10s and 100s		
Do number calculations, including multiplication and division		
Work out percentages – 5%, 10%, 25%, 50%		
Count money and give change accurately		
Tell the time and fill in timesheets		
Read numbers in tables and charts		
Estimate numbers and quantities		
Check your payslip		
Measure and weigh accurately		

Date checklist completed: \_\_\_\_\_

*If you would like to work on any of the skills listed above, you can talk to your Reviewer, Manager or a member of the Learning and Development Team. They can help you to choose a learning pathway that is right for you.*

*If you would like to work on these skills on your own, there are many resources you can use. We can recommend [www.keyskills4u.com](http://www.keyskills4u.com). This website can help you to:*

- *Assess your level*
- *Improve your skills via a range of exercises*
- *Track your progress*

## The Context Programme

Various Skills for Life courses are available at NHHT, which can help to develop English, Maths and Computer skills for you and your staff.

Individual Advice and Guidance interviews, which only take about ½ hour, can be arranged to confidentially identify an individual's needs. (See contact list for details)

The following table indicates the 20hr – 30hr courses that are available, free of charge, and in work time. These courses include;

<b>Subject</b>	<b>Content</b>	<b>Core Dimension</b>
Communications	Brush up on your spelling, punctuation and grammar in a small friendly class and gain a qualification!	Communication levels 1,2 and 3 Personal Development level 1
Communications	Develop your essay writing or report writing to make you more effective at work and progress your career.	Communication levels 1,2 and 3 Personal Development level 1
ICT and Communications	Learn to use a computer to produce written text, a simple spreadsheet and send emails, whilst brushing up on your English. ICT Key Skills and Adult Literacy qualifications achieved.	Communication levels 1 and 2 Personal Development level 1
Numeracy	Brush up on your maths and gain a qualification (perhaps helping you to get to grips with metric measurements?). Qualifications up to a good GCSE can be achieved	Personal Development level 1
ESOL	Improve your spoken and written English if this is not your first language.	Communication levels 1, 2 and 3 Personal Development level 1

## **Skills for Life (SfL) websites**

can also prove an excellent way of 'brushing up' on numeracy, literacy or English for Speakers of Other Languages.

<b>STUDENT RESOURCES / LEARNING ACTIVITIES</b>	
<a href="http://www.bbc.co.uk/skillswise">www.bbc.co.uk/skillswise</a>	Interactive resource that enables learners to explore own problem areas – with worksheets, games, quizzes. Produces certificates
<a href="http://www.bbc.co.uk/raw">http://www.bbc.co.uk/raw</a>	Interactive. Self testing, games and quizzes. On line games, quizzes and assessment. Access to free coaching on the phone.
<a href="http://www.keyskills4u.net">http://www.keyskills4u.net</a>	Interactive with audio. Check your skills and identify gaps, then learn more about those with which you difficulties.  Also a detective game – possibly rather complex to follow
<a href="http://www.confusingwords.com/">http://www.confusingwords.com/</a>	Over 3,000 confusing words that are catalogued with explanations e.g. compliment/complement; affect/effect. Type the word you are looking for into the Search box.
<a href="http://www.skillsworkshop.org/">http://www.skillsworkshop.org/</a>	UK adult basic skills resource centre for students and tutors
<b>FOR TEST PRACTISE</b>	
<a href="http://www.keyskills4u.com">http://www.keyskills4u.com</a>	Level 1 and level 2 Literacy and Numeracy check your own skill levels and learn
<a href="http://www.keyskillssupport.net/students/PracticeTests/">http://www.keyskillssupport.net/students/PracticeTests/</a> L1/2 Literacy / Numeracy / IT Key Skill practice tests	
<a href="http://www.btinternet.com/~ted.powers/">http://www.btinternet.com/~ted.powers/</a>	Basic literacy materials for reading and handwriting using the English alphabet

<b>TUTOR LED RESOURCES</b>	
<a href="http://www.bbc.co.uk/skillswise">www.bbc.co.uk/skillswise</a>	Interactive resource that enables learners to explore own problem areas – with worksheets, games, quizzes. Produces certificates
<a href="http://www.bbc.co.uk/raw">http://www.bbc.co.uk/raw</a>	Interactive. Self testing, games and quizzes. On line games, quizzes and assessment. Access to free coaching on the phone.
<a href="http://intranet.psc.ac.uk/bskills/">http://intranet.psc.ac.uk/bskills/</a>	<p>Peter Symonds, Basic Skills resources area.</p> <p>A wide range of resources divided by Area:  <b>Numeracy</b>- Handling Data; Measure, Shape and Space; Number  <b>Literacy</b> – Reading; Speaking &amp; Listening</p> <p>Also divided by topic (Home, Work; Recreation and leisure). Very useful for someone working with a tutor or mentor.</p>
<a href="http://www.dfes.gov.uk/readwriteplus/teachingandlearning">www.dfes.gov.uk/readwriteplus/teachingandlearning</a> related teaching materials, Tool and Rules for English and Maths	
<a href="http://www.skillsworkshop.org/">http://www.skillsworkshop.org/</a>	UK adult basic skills resource centre for students and tutors
<b>ESOL (English for Speakers of Other Languages)</b>	
<a href="http://www.onestopenglish.com">http://www.onestopenglish.com</a>	Lots of free resources, including section on ESOL
<a href="http://www.tower.ac.uk/curweb/pathfinder/">http://www.tower.ac.uk/curweb/pathfinder/</a>	ILT in the new ESOL curriculum – Entry 1
<a href="http://www.teachingenglish.org.uk/">http://www.teachingenglish.org.uk/</a>	BBC / British Council resources, forum and archive
<b>FOR FURTHER INFORMATION</b>	
<a href="http://www.dfes.gov.uk/readwriteplus">http://www.dfes.gov.uk/readwriteplus</a> Department for Education and Skills information and advice on Skills for Life	

## **Training Contacts**

### ***ETD Contact Details***

#### **ETD Core Team**

Manager:	Sheila Thorns	01256 486 742 xt 6742
General Enquiries	Trice Parnell	01256 313 072 xt 3072
National Vocational Qualifications (NVQ)	Marilyn Wright	01256 313 078
HCA Development	Rosemary Potter	01256 313 078
Lifelong Learning (Including Skills for Life enquiries)	Amanda Parry	01256 314 874
Open University & Foundation Degree	Frances Wilson	01256 486 747
New Generation Project	Chantal Gosselin	01256 313 604

#### **Specialized Training**

##### **Statutory & Mandatory Training**

Manual Handling	Chris Berry	01256 314 918
Fire	Roy Geer	01256 746 504
Resuscitation	Chris Homans	01256 313 317

#### **Key Training**

Health & Safety	David Gurd Bruce Wake	01256 313 120 01256 314 920
Information Governance	Judy Chapman	01256 313 075
PMS/PACS	Tina Stevens John Bailey	01256 313 607 01256 313 689

## **IT Training**

General Information      Judy Chapman      01256 313 075

ECDL      Judy Chapman      01256 313 037

## **Post Graduate Medical Training**

Eleanor Jackson      01256-313 380

You can also contact any of the individuals above using the NHHT Trust system. Just type in the person's name to get the email address.

## **NHHT Library**

Andrew Simpson      01256 313 166

General library website      <http://healthcarelibrary.org.uk>

## **Basingstoke College of Technology**

**General Enquiries**      **01256 354 141**

Skills for Life      01256 306 414

BCOT website      [www.bcot.ac.uk](http://www.bcot.ac.uk)