

2016 Employer-led Workplace Literacy and Numeracy Fund

*Applying for funds through the employer strand – Information to Support
Applications April 2016*

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1. Increasing organisation productivity through better communication

The purpose of this document is to guide employers to make a successful application to the Employer-led strand of the Workplace Literacy and Numeracy Fund (EWLN).

Productivity increases when employees can read, write, speak, listen, add numbers or measure correctly. There is reduction in: waste, mistakes, accident rates, staff turnover, and missed deadlines. Better communication leads to more opportunities to improve productivity through innovative ideas and solutions from staff.

Organisations sometimes just call this good communication.

Employers interested in building the literacy and numeracy skills of their employees can apply for funding through the Employer-led strand of the Workplace Literacy and Numeracy Fund (EWLN, the Fund). The Fund has been established to help employers provide high-quality literacy and numeracy programmes that are relevant for their specific workplace and their specific productivity problems.

Increasing an organisation's productivity with literacy and numeracy upskilling must be at the centre of a successful application

2. Employer and programme eligibility requirements

To be eligible to receive funding, the employer must be a body corporate and must provide a literacy and/or numeracy programme to a minimum of **20 employees** or be part of a consortium arrangement with other employers that delivers literacy, numeracy, or literacy and numeracy, provision to a minimum of **20 employees**.

The Fund supports the provision of tailored literacy and numeracy programmes that are contextualised to applicants' workplaces and delivered to employees with low literacy and/or numeracy skills. The tuition must be delivered at the intensity of 40 hours over a 10 to 40 week period. The total hours of tuition delivered should be at an average rate of 40 hours per learner. This means that a programme can have some staff doing fewer than 40 hours training and some doing more than 40 hours training.

2.1 Employee eligibility

Employees who can't perform the reading, writing, numeracy or digital technology demands of the job or who have insufficient English language skills to communicate at work may be eligible. To determine an employee's skill level in literacy and numeracy employers must use the Literacy and Numeracy for Adults Assessment Tool (Assessment Tool) or the Starting Points tool. The full set of eligibility rules is available [here](#) on the TEC website.

Employees must also:

- be New Zealand citizens or residents
- be employed in the paid workforce
- not be full-time students or simultaneously accessing other TEC-funded programmes.

2.2 Consortium Arrangements

A consortium consist of two or more employers. The TEC forms a relationship with a lead employer. The consortium can be any arrangement that suits employers. For example it can be employers with a region in common, or an industry in common.

3. Funding for programmes

Funding for programmes is **up to** \$3,700 (GST exclusive), per employee for an average of 40 hours of training. All costs are to be calculated exclusive of GST.

The TEC may prefer applications that provide the best value for money

As at 1 March 2016, the average price per place in programmes for 2016 is significantly below \$3,700.

Demand for the Fund is greater than funds available. Therefore the TEC may prefer those applications that provide the best value for money – i.e. by quality and price.

Employers may apply for funding for multiple years from later in 2016. Employers may also reapply for the Fund. Please contact the TEC if you want to discuss this before making an application.

Funding may be revoked if employers do not continue to meet the eligibility requirements for the duration of the funded programme.

4. Use of funding

Employers receiving support through the Fund must use the funding solely for the purposes of the activities contracted, responsibly, and in a manner consistent with the appropriate use of public funds.

Workplace Literacy and Numeracy funding **cannot** be used for:

- capital items, such as computers, software purchase costs
- employee wages
- relief employee wages covering employees released for literacy and numeracy support
- course enrolments or exam fees
- major development of learning tools and materials
- administration costs not directly related to the programme
- unreasonable resource development/preparation time
- employee professional development that does not specifically focus on gaining fundamental literacy and numeracy skills in the workplace, including for the purposes of delivering literacy or numeracy training (for example, train the trainer programmes).

The TEC expects that businesses will make a reasonable contribution to the cost associated with the workplace literacy and numeracy programme. As at 1 March 2016 the average contribution of employers was approximately 30% of the total cost of the programme.

The **Employer contribution** can be made up of items including:

- cost of staff time commitment (wages and salaries) including replacement staff and management time (This is often the largest part of the employer contribution)
- use of employer's facilities at market rates
- capital items related to the course.

Total Employer Investment

The applicant should provide a breakdown of the estimated employer contribution.

4.1 Sustainability

Workplace Literacy and Numeracy funding for employers is intended to be “seed funding”. This means the TEC expects employers to use the Fund to develop the company's own sustainable approach to employee literacy and numeracy, which can be maintained within the organisation after the funding period is completed. This should be fully explained in the employer's application.

5. Programme delivery: in-house or third-party trainer

Employers should consider the needs of their employees and business when determining the type of trainer they will use. There are differing benefits and requirements from delivering a programme through in-house trainers and third-party trainers.

In-house trainers may allow more flexibility for the employer. Because in-house trainers are more familiar with their work environment, they may also be able to more readily embed literacy and numeracy within the workplace. In addition, by committing to an in-house resource, an employer may be able to build a more sustainable literacy and numeracy programme that can be used across the workplace for the long term. Note that professional development for in-house trainers (training for the trainer) which is a requirement is not an expense that is covered through this Fund.

Third-party trainers may have more breadth in terms of their expertise and knowledge. They may also be able to provide an independent assessment of a workplace that could be important in determining the level of literacy and numeracy issues and the best way to address those issues. A [list](#) of workplace literacy providers is maintained by the TEC.

The TEC wants to know the mechanics of how the employer will maintain oversight of any third party and requires a copy of any contract.

5.1 Qualification requirement for adult literacy and numeracy tutors

Tutors will need to have an appropriate qualification such as the National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) which is known as NCALNE (Voc). Other qualifications are considered appropriate if they include content and outcomes related to embedding literacy and numeracy in a New Zealand context. This includes both in-house and third party trainers for the Fund.

The TEC expects all foundation level tutors to be skilled at using the TEC's educational resources (such as the Learning Progressions and the Assessment Tool), to know how to embed literacy and numeracy effectively in teaching activities and to be able to meet the needs of adult New Zealanders effectively.

While the Fund cannot be used for training the trainer, the government does award 145 Adult Literacy Educator Grants (ALEG) to individuals each year to support the costs of completing their NCALNE (Voc) qualification. These scholarships are available via two private training establishments: [VisionWest](#) and [ALEC](#) Ltd. Scholarships are allocated on a first-come, first-served basis. The NCALNE (Voc) can also be achieved through a semi-supported massive online open course (MOOC) which can be accessed through [Pathways Awarua](#).

Learn more about the tutor qualification [requirement](#).

5.2 English For Speakers of Other Languages

Many of the EWLN programmes have ESOL components. Where this is the case the TEC expects tutors to have ESOL expertise.

5.3 Migrants

Some migrants have prepaid English language tuition (English for Migrants prepaid tuition as a condition of residence visa). TEC administers the prepaid tuition on behalf of the Ministry of Business, Innovation & Employment (MBIE). TEC is concerned that not all migrants access their contributions. It may be appropriate for employers to remind relevant migrant employees of their right to access their funds for opportunities in addition to this programme.

Learn more about the [Migrant Levy](#).

6. Developing and submitting an application

The Industry Training Federation (ITF) has been contracted by the TEC to manage the Skills Highway programme, which supports the Fund. The ITF is required to protect commercially sensitive, confidential, and private information from applicants.

The ITF can provide advice to employers wishing to develop an application for funding. If your business is interested, contact the ITF's Programme Manager Nicky Murray on 04 8943 190 or email Nicky@itf.org.nz (please insert **Workplace Literacy and Numeracy Fund enquiry** in the email subject line).

Please use the Workplace Literacy and Numeracy application form to submit your application. The form contains the assessment criteria against which your application will be considered.

Applications must be made on the Workplace Literacy and Numeracy application form provided by the TEC. Application forms can be downloaded from the TEC website.

Completed applications and any accompanying evidence must be emailed in Word and PDF format to the TEC, not the ITF, at Employer-led-WLN@tec.govt.nz and clearly identified as **Workplace Literacy and Numeracy Funding Application for Employers**.

The application process remains open while there is money left in the Fund for the TEC to invest. Assessments of applications will happen as applications are received.

6.1 Brokerage and Support

The Skills Highway programme pays a fee to organisations that support successful applications to the Fund. This support consists of:

- application Initiation
- development
- application
- support over the life of the programme
- follow up to systematically consider post programme connections to further education and training.

A range of organisations are eligible to receive the brokerage fee. These include industry training organisations, industry or employer associations, unions, educational or workplace consultants. Providers, contractors and employers who directly benefit from a workplace's application are **not eligible** to receive the brokerage fee.

6.2 Improving the Skills Highway Programme

The TEC may request funded employers to further assess learners one year after completion of a WLN programme. This is part of the Skills Highway research programme to better understand the long-term outcomes of the WLN programme.

7. How applications will be assessed

The TEC will consider applications against the assessment criteria and requirements as noted in the application form.

The TEC may also request further information or a resubmission from applicants where aspects of the programme are not clear or do not meet criteria and requirements.

The TEC may also request information on an employer's previous access to Workplace Literacy and Numeracy funding (if applicable).

Research, employer reports, and direct employer engagement show that we can identify high quality investment in literacy and numeracy when focusing on the employer's productivity problems.

Increasing an organisation's productivity with literacy and numeracy upskilling must be at the centre of a successful application

High quality is marked by:

- **a clear articulation of the employer's productivity opportunities or problems that literacy and numeracy training can address (section 6 in the application)**
- **understanding and measurement of employee practices that need to change to improve productivity (section 8 in the application)**
- **measurement of employees' literacy and numeracy using the Assessment Tool pre- and post-training intervention**
- **understanding and reporting of personal outcomes for employees that then contribute to a higher performing workplace**

The TEC believes that clarity in these areas supports a sustainable organisational training culture, including literacy and numeracy training.

In some cases you may wish to submit the internal business case to support relevant sections of the application.

7.1 There needs to be clear measurements of change

The intended change to the productivity of the organisation from the literacy and numeracy programme needs to be measured. The TEC encourages the use of existing business measures.

These may include:

- quantitative measures, e.g. wastage, absenteeism
- qualitative measures/practice changes, e.g. management opinion that incident reports are filled in more accurately, evidence of greater staff contribution in toolbox meetings
- broad measures of customer satisfaction that can reasonably be related to the programme intervention
- broad measures of personal outcomes for employees, e.g. employee satisfaction, reports of reading to children, making family budgets, making more community contributions.

One of the TEC's objectives is to encourage organisations to continue their own workplace literacy and numeracy systems, and training systems in general, after the end of the funded programme. Therefore we want to see the measures that matter to the organisation. These measures are likely to be the measures that make the current business case to engage in training. These measures are also likely to support future business cases for training whether it has some government funding or is fully supported by the organisation.

7.2 Requesting additional information

If the TEC requires the submission of further information, this must be provided within 10 business days of the request. If the information is not satisfactory or provided within the required timeframe then the TEC may request that the application be resubmitted in a subsequent application process.

8. If an employer is successful

The detailed reporting and monitoring requirements, as well as other terms and conditions, will be set out in a funding letter to be agreed between the successful applicant and the TEC. A generic set of funding agreement documents is available on the [TEC web site](#). These documents detail the rights and obligations in an organisation's agreement with the TEC.

What follows are a few things for successful employers to know.

8.1 Applying for an EDUMIS number

All recipients of government tertiary education funds must have an EDUMIS number, including employers in receipt of Workplace Literacy and Numeracy funding. An EDUMIS number can be obtained by making application to the Ministry of Education by phone at 0800 422 599 or via email at service.desk@education.govt.nz.

Employers will also need to fill in the Education Sector Authentication Authorisation and Authorisation (ESAA) login form:

<http://info.identity.education.govt.nz/assets/ESAA/Uploads/Education-Sector-Tertiary-Application-User-Access-Request.pdf>

8.2 Using the Assessment Tool

The Assessment Tool is an online adaptive tool that provides robust and reliable information on the reading, writing and numeracy skills of adults. Employers must use the Assessment Tool at

the beginning of the programme to identify employees' literacy and numeracy skill levels, and their eligibility to be funded.

Individuals who are not eligible may still participate in the proposed programme, but will not be funded through the Fund. The Assessment Tool must also be used at the end of the programme to measure the learning gains made by employees

8.3 Reporting requirements

The reporting periods and submission dates will be stated in the funding letter. A reporting template will be provided.

8.4 Monitoring requirements

The TEC will monitor key aspects of the programme through the progress and final reports. This includes employee participation, the number of hours and weeks of training per employee to ensure that the funding requirements are met.

Other information, such as employee satisfaction and general results of the programme on individual business outcomes may also be requested.

8.5 Funding recovery

If the results of an audit, reporting or statistical returns indicate that the amount of a payment of funding provided was greater than it should have been, the amount of the over-funding will be repayable to the TEC on demand.

Appendix 1: Resources to Support Programme Development

This Appendix has links to resources that may give employers ideas on how to set up a literacy and numeracy programme in their workplace.

Getting started

A good place to start is in the “Employment Issue Definition Tool” section of the Skills Highway [website](#). Use the issue definition tool to answer a few quick questions to find out if introducing literacy and numeracy training could help your employees and strengthen and future-proof your business. In other sections, you’ll learn about preparing a business case, training options, getting started, measuring success, and how to make a programme sustainable. You will also find a series of case studies to learn how organisations just like yours made literacy and numeracy a priority – and what it’s meant for their businesses and their employees.

Tutor information

The TEC keeps a [list](#) of Workplace Literacy and Numeracy training providers.

The National Centre of Literacy and Numeracy for Adults has a number of [resources](#) that may assist tutors and those establishing programmes within their workplace. Click on ‘educators working in the workplace’ for a compilation of resources for those in workplaces.

Pathways Awarua: Free resources to improve skills

Learners can go to Pathways Awarua for free resources to improve their reading, writing, listening, and numeracy skills using our Trade, Service and Community pathways [here](#).

The key tutor qualification - NCALNE(Voc)

This qualification is useful because it has the content and outcomes related to embedding literacy and numeracy in a New Zealand context.

- NCALNE (Voc) – [Alec](#)
- NCALNE (Voc) – [VisionWest](#)
- NCALNE (Voc) – [Literacy Aotearoa](#)
- NCALNE (Voc) MOOC – [Pathways Awarua](#)
- NCALNE Lite (this is not a replacement for the requirement for tutors, but may be a useful for others in your organisation to build capabilities) – [Pathways Awarua](#)

The Assessment Tool

- [Overview of Assessment Tool](#)
- [Assessment Tool support](#)