

Skills for Life

National Webinar

24th July 2023

Welcome and Housekeeping

Welcome!

- You should all have mics and cameras disabled
- We will be enabling mics and cameras when we come to the Q&A
- Please do use the chat function to ask questions during the webinar and we will try and answer these as we go
- We will share the slides and recording after today
- Please use the hand function and the chat box to contribute to the Q&A
- All questions will be used to formulate an FAQ document after today too.

Your Webinar Team today



- **Fay Lane** - National Programme Manager, NHS England
- **Matthew Brown** - Account Manager, bksb, Advanced
- **Paul Henderson-Griffiths** - Head of Service Delivery, Open Awards
- **Kirsty Dean** - Senior Learning & Organisational Development Advisor, Royal Berkshire NHS Foundation Trust
- **Toby Darrington** - Clinical Education and Practice Development Office Manager, Royal Berkshire NHS Foundation Trust
- **Tessa Mackenzie** - Multiply local allocations delivery lead, Department for Education
- **Luci Kyme**, Functional Skills Assessor, Lincolnshire Community Health Service NHS Foundation Trust
- **Sally Hilton**, National Relationship Manager, National Numeracy

Agenda



Time	Item	Speakers
10:00 – 10:05	Welcome, Introductions and Housekeeping	
10:05 – 10:15	An introduction to the NHS England Skills for Life programme	Fay Lane
10:15 – 10:35	BKSB and Open Awards – a free funded support offer to the NHS	Matt Brown Paul Henderson-Griffiths
10:35 – 10:45	Employer Case Study – using BKSB and Open Awards in practice	Kirsty Dean
10:45 – 10:55	Multiply - government-funded programme to help adults improve their numeracy skills	Tessa Mackenzie
10:55 – 11:05	Employer Case Study – Multiply in practice	Luci Kyme
11:05 – 11:15	National Numeracy – addressing maths anxiety in the NHS	Sally Hilton
11:15 – 11:30	Q&A session	All speakers
11:30	Close and final comments	

An introduction to the NHS England Skills for Life programme

Fay Lane

National Programme Manager, Talent for Care, NHS England

Functional Skills – Skills for Life

Skills for Life include Maths, English and Digital Skills. Holding these skills at level 2, equivalent to GCSE grade 4-9 (or A*-C), is a completion requirement of apprenticeships at level 3 and above.

Holding these skills is also crucial for all staff, both for **confidence and career progression**, and supports their every day work.

The infographic is titled "Skills for Life Healthcare Apprenticeships" and features the "FS SL" logo in the top right corner. It is divided into three columns, each with a header, a definition, and an illustration.

- WHAT IS LITERACY?**
Literacy is the ability to read, write, speak and listen in a way that lets you communicate effectively and make sense of the world.
Illustration: An open book, two people talking, and a hand writing on a notepad.
- WHAT IS NUMERACY?**
Numeracy is the set of maths skills that you might use in everyday life. It means having the confidence and skill to use numbers and mathematical approaches in all aspects of life.
Illustration: A grid of numbers (147, 258, 369), mathematical symbols (+, -, ×, =), and a calculator.
- WHAT IS DIGITAL LITERACY?**
Digital literacy means having the skills you need to live, learn, and work in a society where communication and access to information is increasingly through digital technologies.
Illustration: A computer monitor with a play button, a laptop, and an open book with a mouse.

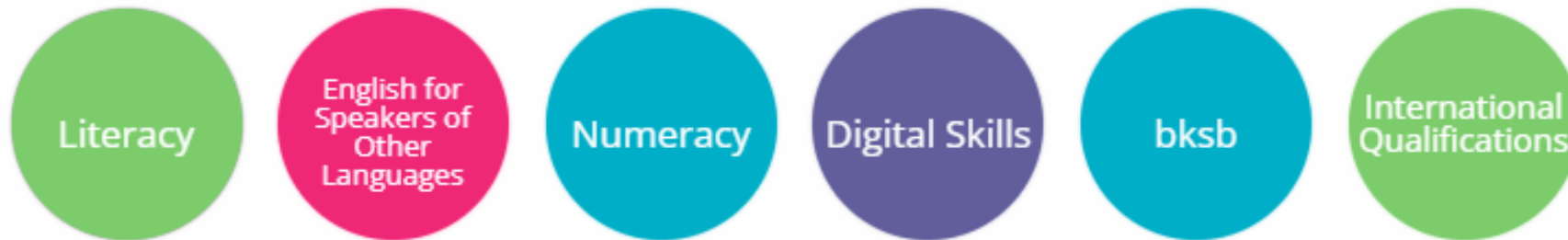
<https://haso.skillsforhealth.org.uk/>

Why we advocate to improve these skills

- At least **20,000 people in the health** and care workforce struggle with maths, English and digital skills
- Employers frequently report challenges with basic maths and English as a major barrier to **staff progression**, which perpetuates vacancy rates
- **Maths anxiety** specifically holds thousands of people back from even contemplating **promotion or upskilling**
- When addressed, people perform better in role and/or apply for promotion, opening up **new talent pipelines for vacancies**

Current support offer

- [basic key skills builder](#) (bksb)
- [Fully funded access to exams](#) (OpenAwards)
- <https://haso.skillsforhealth.org.uk/skills-for-life/>
- [ENIC & ESOL](#)



BKSB

a free funded support offer to the NHS

Matt Brown, Account Manager, bksb

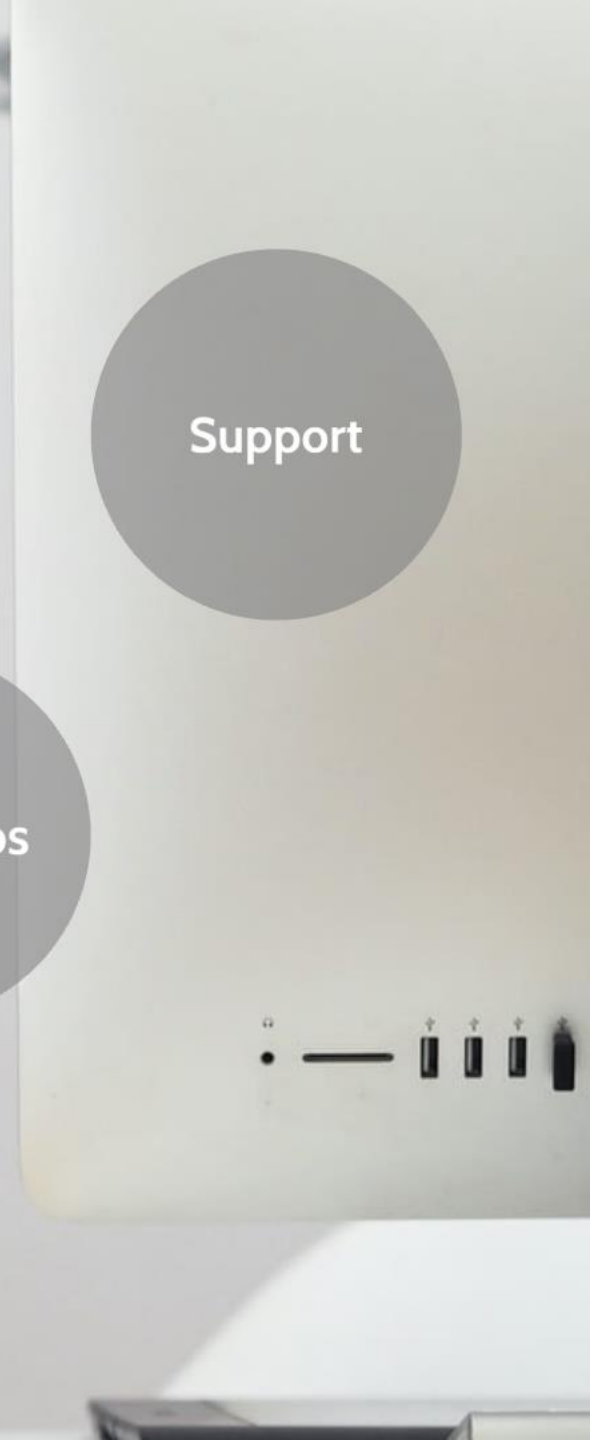
What's
involved?

Digital
Skills

Support

Functional
Skills

Next Steps

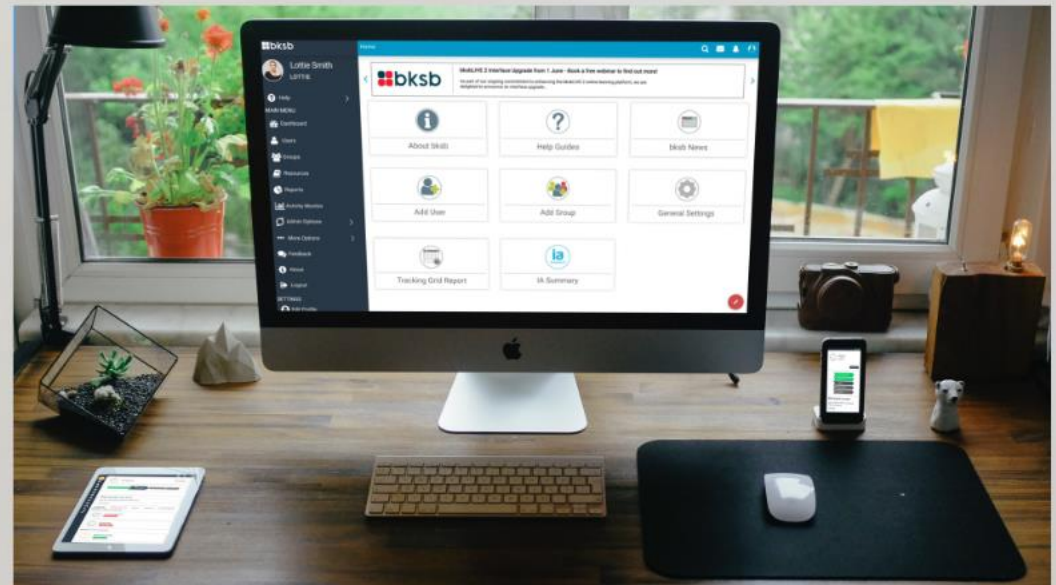


Free access to bksb's online assessments and resources for maths, English and Digital Skills.

This is available to all NHS trusts, Community, Primary and Social Care employers.

Can be used for staff working towards Apprenticeships and also for staff who just want to improve their skills.

You will have access to your own unique bksb system where you will manage learner accounts and have the ability to run reports.



The Process



Initial Assessment



Diagnostic Assessment



Learning Resources



Progress Checks



Exam Practice

Self-marking

Creates ILP

Works on any device

Targets skill gaps

Easy to use



Essential Digital Skills



Diagnostic Assessment



Learning Resources



Progress Checks

Using Devices and Handling
Information
Creating and Editing
Communicating
Transacting
Being Safe &
Responsible Online



If you would like to go ahead with this offer and receive your own bksb system:

Please contact us at hee@bksb.co.uk

Provide the full organisation name and address

Estimated Learner numbers for 1 year

Let us know who will be the main contact and 'Super User'



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□

Support

Dedicated Phone Support

Virtual and In-Person Events

Help guides and videos

Email Support

Webinar Training



hee@bksb.co.uk

0333 300 3467



Open Awards

a free funded support offer to the NHS

Paul Henderson-Griffiths, Head of Service Delivery, Open Awards



openawards

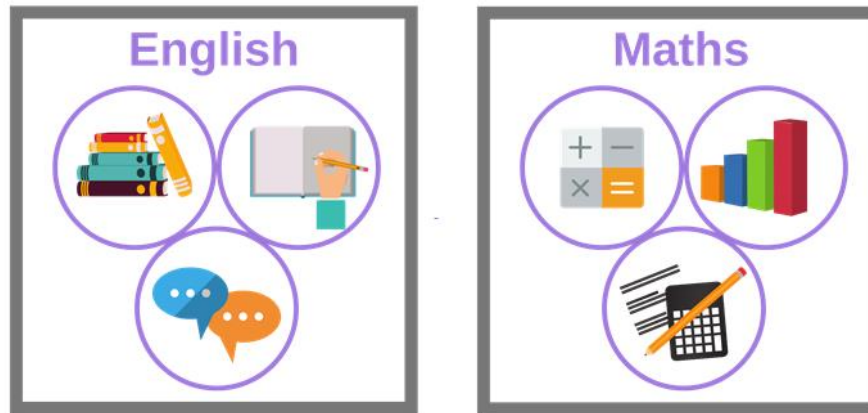
**Functional Skills
Assessments with
HEE Skills for Life-
24.07.23**

**Changing
Lives
Through
Learning**

Aims & Overview of Assessment

To support HEE and NHS employers to ensure access to Functional Skills assessments for your learners by reducing barriers.

Open Awards (OA) offers the following Functional Skills subjects at Entry Level 1 – Level 2



The majority of assessment being at Level 2 for this contract.

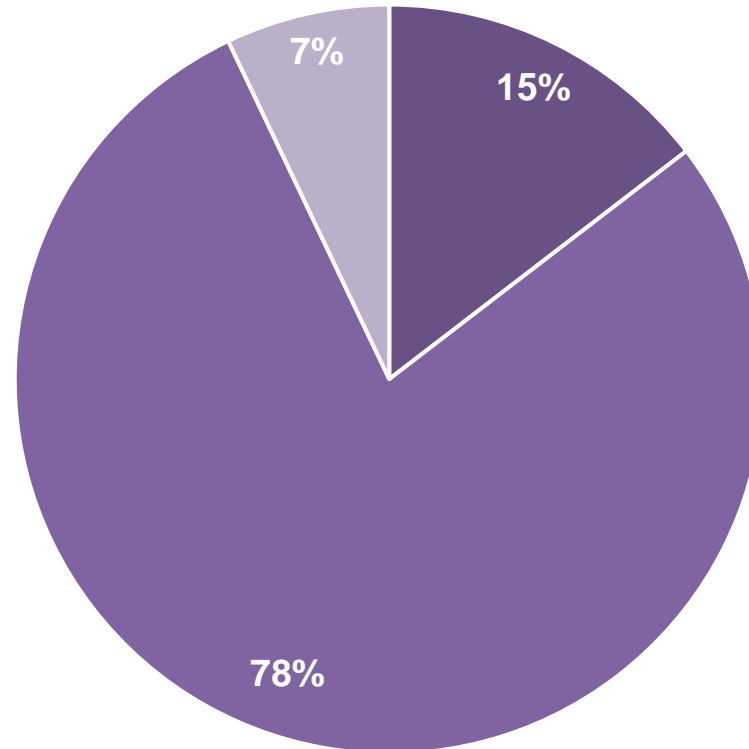
Aims & Overview of Assessment

- ✓ Began in February 2021
- ✓ 129 Registered HEE Sites currently active
- ✓ 4,085 individual registrations, across 2,254 learners
- ✓ 3,1074 Assessments taken place
- ✓ $\frac{3}{4}$ HEE Sites are NHS Trusts

Functional Skills with Open Awards

Open Awards has been offering Functional Skills qualifications since they were introduced in 2013.

Methods of assessment since 2020



- Online, onsite invigilation
- Online, remote invigilation
- Paper

Menu of Assessment Options

Open Awards provides four methods of Functional Skills assessments:

- ✓ Online assessments invigilated **remotely** by Open Awards
- ✓ Online assessments (invigilated **onsite** by the HEE delivery site/Centre)
- ✓ Online assessments (invigilated **remotely** by the HEE delivery site/Centre)
- ✓ Paper-based assessments (invigilated **onsite** by the HEE delivery site/Centre)

You select which option(s) best fits your requirements.

XAMS platform

XAMS is the assessment platform used by Open Awards for Functional Skills assessments.

This system is used to schedule assessments, print invigilation packs and view learners' results.

You can access the XAMS User Guide on the website.






XAMS has two different areas:

1. A website to schedule assessments, print invigilation records and run reports.
2. An online player where learners will take their assessments (if not paper-based).



XAMS LOGIN

Online Assessments (Invigilated by Open Awards)

-  The assessment is scheduled for the learner, by the HHE delivery site via the XAMS Platform.
-  Open Awards invigilates the online assessment using Zoom (or other suitable platform, i.e. Teams)
-  Upon scheduling your learners, OA will liaise directly with the learner to provide details of the assessment and invigilation instructions.
-  Assessments must be scheduled with five working days notice.
-  Assessments available 24/7.

Online Assessments (Invigilated by the HEE site)



'On-demand' assessments on a day and time of your choice.



Assessments can be scheduled with two hours notice via XAMS, but then 24/7.



Assessments accessed through the XAMS player.



The employer/centre provides the invigilator - either by invigilating the learners onsite or remotely.

Paper-based Assessments



Assessments taken on a set day every 6 weeks.



Where this is the preferred delivery option we can work with you flexibly to agree arrangements.








Papers are printed by OA and sent to your site to arrive at least 3 working days before the date of the assessment. These must be securely returned to OA within 24 hrs of the assessment taking place.

Managing Risks

- ✓ Detailed Instructions for Conducting Controlled Assessments Remotely
- ✓ Invigilators trained
- ✓ 1-2-1 invigilation using webcams and screenshare
- ✓ All assessments video recorded
- ✓ Room sweeps including learner's desk space
- ✓ Disruptions reported to Open Awards
- ✓ External quality team sample video recordings

Across all Delivery Methods

-  All Level 1 & Level 2 FS assessments are marked by Open Awards Markers.
-  Following marking and quality assurance, results will be released to the learner within maximum of 16 working days.
-  Where required, following release of results, resits can be scheduled.
-  Certificates will be issued upon successful completion
-  Reasonable adjustments/ special considerations can be requested at point of registration.

Next Steps

Submit your *Expression of Interest* form via our website:

<https://portal.openawards.org.uk/WebRegistration/NewEnquirySubmis>

Home > What We Offer > Health Education England - Functional Skills

HEALTH EDUCATION ENGLAND - FUNCTIONAL SKILLS



Open Awards are proud to work with Health Education England to support the delivery of Functional Skills for those on apprenticeships.

- Functional Skills assessments open to any employer who delivers NHS-commissioned services
- Registration of learners available until end March 2021
- Assessments for learners available until the end of July 2021

For more information or to sign-up, please click here to submit your [expression of interest](#).

WHAT WE OFFER

- > Ofqual Regulated Qualifications
- > Access to HE
- > Functional Skills
- > Badge of Excellence
- > Quality Endorsed Units
- > Developing a Qualification
- > Skills Passport
- > Health Education England - Functional Skills

Information required includes:

Employer details

Key contact information

Choice of assessment method

Anticipated learner numbers and potential timescales

We will the invite you to one of the weekly training sessions around how to begin registering and scheduling.

Feedback

“A was very helpful and supportive throughout my exam. She really made me feel at ease.”

“A informed me of everything, made me aware of what would happen and explained everything in a non complicated but educating way.”

“A really does deserve a lot of credit! My first attempt I was so nervous and scared, he made me feel so at ease, he was friendly and made me relaxed and was exactly the same the second time, he is a credit to his team! Thank you for making something I dreaded to feeling calm and as relaxed as I could be happy! Thank fully I passed the second attempt!”

“Super easy to navigate and friendly people willing to help you the best they can”

“very professional and explained the system prior to exam starting.”

“Both invigilators, within their own style, were a calming presence and made me feel at ease and confident.”

Further Assistance

Contact the team:

0151 494 2072

customerservices@openawards.org.uk

www.openawards.org.uk

Employer Case Study

using BKSB and Open Awards in practice

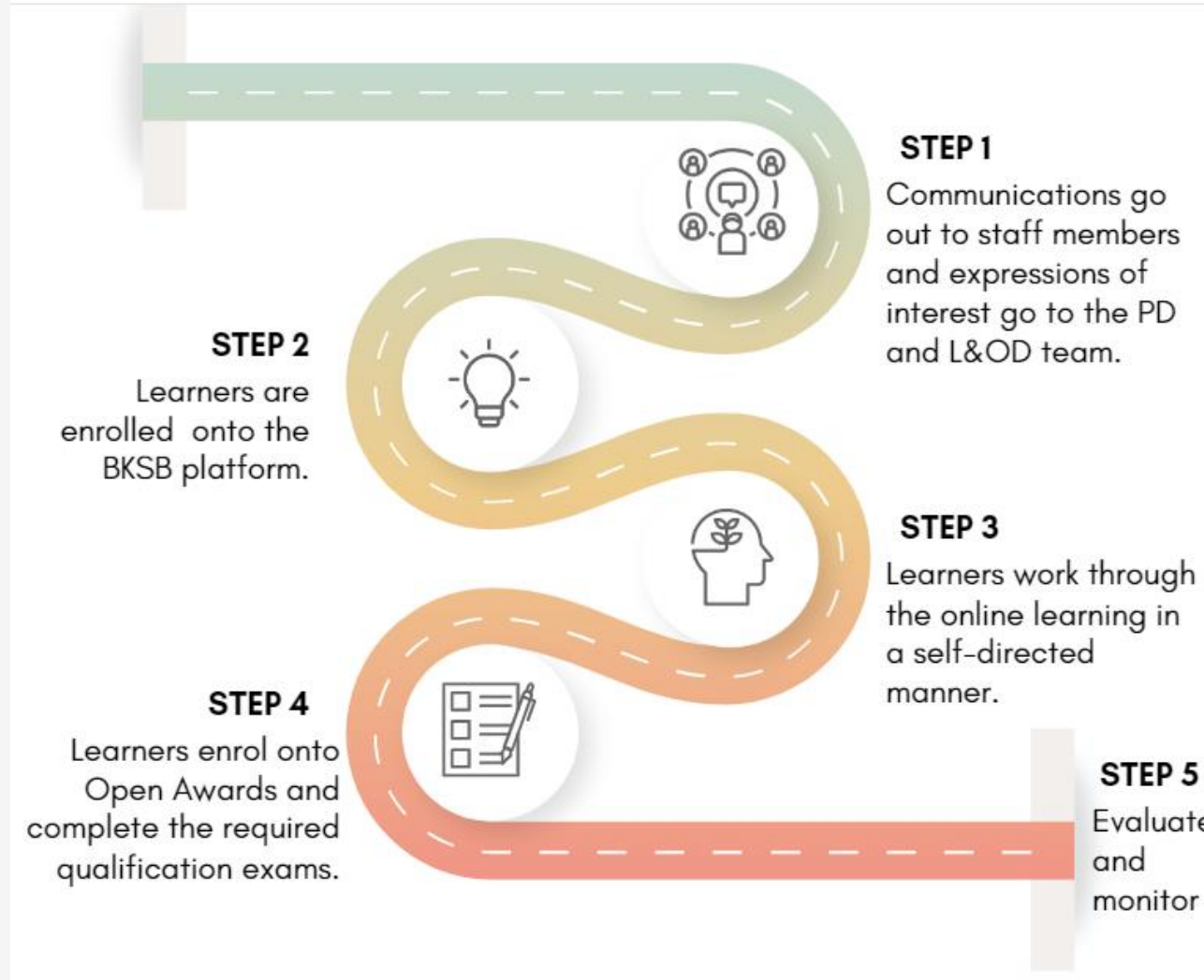
**Kirsty Dean – Learning & Talent Consultant &
Toby Darrington - Clinical Education and Practice
Development Office Manager
Royal Berkshire NHS Foundation Trust**

Functional Skills at Royal Berkshire NHS Foundation Trust

Kirsty Dean – Learning & Talent Consultant

Toby Darrington -Clinical Education and
Practice Development Office Manager

Functional Skills journey



Drivers for Functional Skills

- Personal Development
- Appraisals PDP
- Apprenticeship requirements e.g. Henley Business School Management Degree, Nursing Associate Trainee, OT/PT courses
- Employability/Progression within the trust



Communications

- Intranet (workvivo) pages
- Practice Educators, Widening Participation Officers and Learning & Organisational Development.
- Weekly Communications Bulletin last week
- Managers
- Social media



Our learners

On programme at the moment we have 255 learners

- English: 169
- Mathematics: 164

Additional support available

- Conversations of CARE
- Signposting to National Numeracy
- Digital Fundamentals

“Really easy to use”

“Like that there is regular testing”

“The videos are really helpful”

Compassionate Aspirational Resourceful Excellent



Multiply

government-funded programme to help adults improve their numeracy skills

Tessa Mackenzie

Multiply – local allocations delivery lead

Department for Education



Department
for Education



MULTIPLY



Multiply

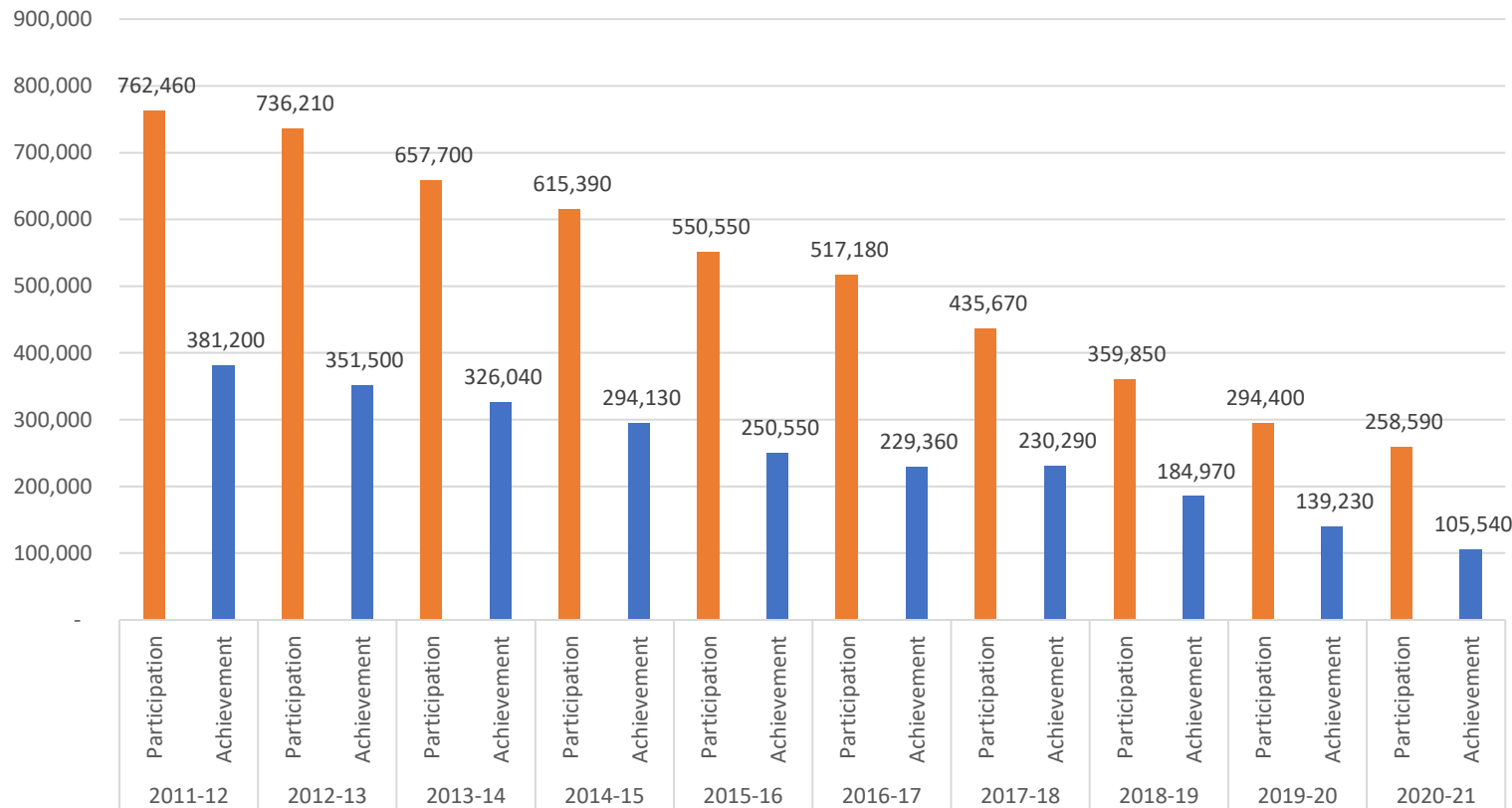
Overview

- Aims **to increase adult numeracy** across the UK and help people build their confidence with numbers and take the **first steps into** formal numeracy qualifications, to access higher levels of training and unlock work opportunities. This includes non-qualification provision and flexible delivery of existing maths qualifications.
- Intended outcomes:
 - **Increased achievement and participation** in numeracy courses
 - **Improved labour market outcomes**
 - **Increased adult numeracy** in the population
- For all adults aged 19+ without a GCSE grade C/4 or equivalent in maths so that they can access free flexible courses that fit around their lives

Improving adult numeracy

The case for Multiply

Participation in adult numeracy courses 2011-12 to 2020-21



- **17m adults in England - half the working-age population - have everyday maths skills roughly equivalent to those expected of a primary school child (Entry Level).** This compares poorly internationally – below the OECD average.
- **Yet, participation has declined significantly over the last decade.** Factors are: lower adult education spend since 11/12; higher employment rates; barriers to participation (e.g. cost, time, foregone wages); lower awareness of the offer; and shifts in take-up of apprenticeships.
- **Improving numeracy is important for levelling up:** the North-East, West Midlands and Yorkshire and the Humber currently have highest proportion of adults with low numeracy in England, however it is a significant skills gap across the UK.

1: National Numeracy and ProBono Economics, [Counting on the Recovery](#), 2021

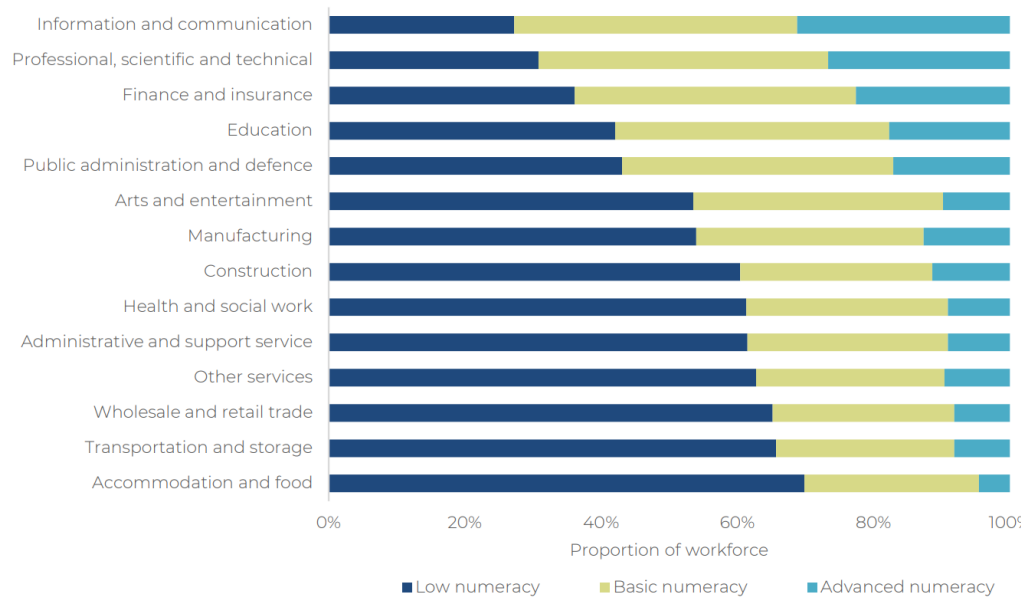
2: Pro Bono Economics/National Numeracy, [Cost of outcomes associated with low levels of adult numeracy in the UK](#), 2014

Improving adult numeracy

The case for Multiply

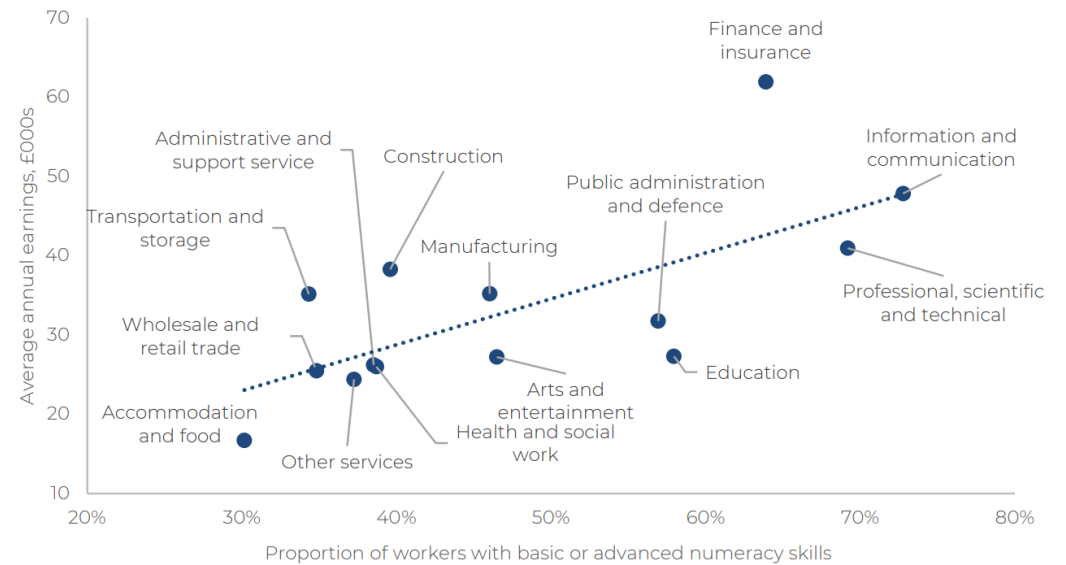
Poor numeracy holds people back; a person with low numeracy skills loses up to £1,600 per year in earnings compared to those with basic numeracy skills and they are more than twice as likely to be unemployed.

Figure 2: Numeracy skills by sector



Source: PBE analysis of OECD PIAAC data, details provided in Annex B

Figure 4: Numeracy skills and average earnings in 2020 by sector



Source: PBE analysis of OECD PIAAC data and ONS

1: National Numeracy and ProBono Economics, [Counting on the Recovery](#), 2021

2: Pro Bono Economics/National Numeracy, [Cost of outcomes associated with low levels of adult numeracy in the UK](#), 2014



Improving adult numeracy

Removing barriers

Through Multiply we need to:

- Address negative attitudes towards numeracy. We need to raise awareness on the importance of good numeracy for getting on in life and work.
- Recognise and address negative experiences at school, maths anxiety and demotivation/reluctance to reengage with education. We need to de-mystify maths by putting it into everyday, relatable contexts and help boost confidence with numbers.
- Recognise and address lack of time as a big issue. We need to enable providers to deliver courses that better fit around the needs of adults, such as part-time remote courses.
- Remove cost barriers e.g. foregone wages for zero-hour contract workers. We need to work with employers to deliver programmes for employees who could benefit.



Local allocations

Up to £270m in England and almost £160m in Scotland, Wales and N.Ireland for 22/23 – 24/25

- Multiply is enabling local areas across England, Scotland, Wales & Northern Ireland to deliver bespoke adult numeracy programmes
- To support local areas we designed a menu of interventions to choose from based on initial evidence of barriers to adult learning
- Now in Year 2 of delivery

What Works

Research and evidence

- A systematic review of the best available evidence on what works to improve adult numeracy
- Fill evidence gaps with a programme of Randomised Controlled Trials and experimental trials
- Programme wide evaluation to assess the process and impact of Multiply:
 - Achievement and participation in courses
 - Labour market outcomes
 - Adult numeracy in the population

Digital Platform

A new national online platform offering free numeracy training and online tuition

- A decision has not been taken on the digital service. We are considering the right offer for learners, and we will update on this soon.



Local allocations

Delivery is underway across England

- **Funding allocated to all MCAs/GLA and upper tier/unitary authorities outside of these areas.**
- Investment prospectus and technical guidance published in April 2022.
- 3 year investment plans approved summer 2022.
- Local areas chose from a menu of interventions – a broad framework to allow for innovation and to adapt provision based on learner and labour market needs.
- Local areas are expected to collaborate with a range of providers and partners to deliver innovative, flexible adult numeracy provision that meets local needs.
- The majority of the 81 local areas were in delivery by March 2023. Now in second year of three-year programme.



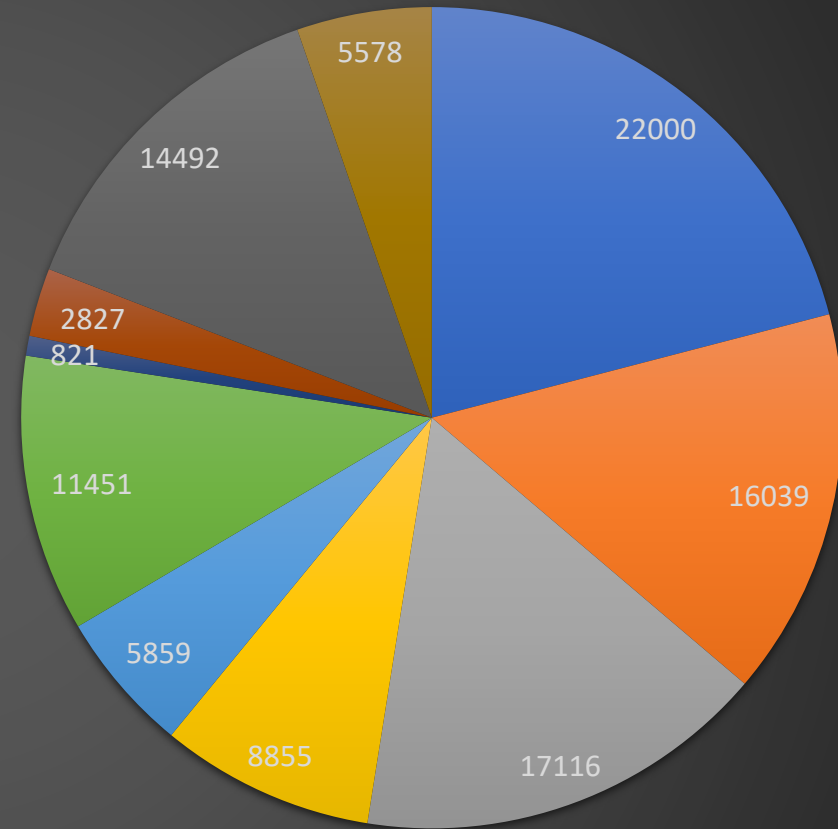
Local allocations

10 broad types of intervention

- a) Courses designed to increase confidence with numbers for those needing the first steps towards formal numeracy qualifications.
- b) Courses designed to help people use numeracy to manage their money.
- c) Innovative numeracy programmes delivered together with employers.
- d) Courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy order to access a certain job/career.
- e) New intensive and flexible numeracy courses targeted at people without Level 2 maths, leading to a Functional Skills Qualification.
- f) Courses for parents wanting to increase their numeracy skills in order to help their children, and help with their own progression.
- g) Numeracy courses aimed at prisoners, those recently released from prison or on temporary licence.
- h) Numeracy courses aimed at those 19 or over that are leaving, or have just left, the care system.
- i) Numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners.
- j) Additional relevant maths modules embedded into other vocational courses.

Expected substantive learners per intervention 2023/24

- a) courses designed to increase confidence with numbers for those needing the first steps towards numeracy qualifications
- b) courses designed to help people use numeracy to manage their money
- c) innovative numeracy programmes delivered together with employers
- d) courses aimed at people who can't apply for certain jobs because of lack of numeracy skills and/or to encourage people to upskill in numeracy in order to access a certain job/career
- e) new intensive and flexible numeracy courses leading to an FSQ
- f) courses for parents wanting to increase their numeracy skills to help their children and their own progression.
- g) numeracy courses aimed at prisoners, those recently released from prison or on temporary licence
- h) numeracy courses aimed at those that are leaving or have just left the care system.
- i) numeracy activities, courses or provision developed in partnership with community organisations and other partners aimed at engaging the hardest to reach learners.
- j) additional relevant maths modules embedded into other vocational courses.



Local allocations

What Multiply can do for you

- Strengthen numeracy skills needed for the changing skills requirements in the NHS
- Upskill staff to progress in the NHS and support retention
- Reach staff (e.g. shift workers) who are not able to access numeracy learning through the Adult Education Budget
- Numeracy to support existing training programmes and tailored to staff/ existing L&D strategies
- Strengthen staff resilience and wellbeing – e.g. numeracy for managing money, cost of living

Local allocations

How to get involved

- ✓ Contact Multiply lead in relevant local authority or MCA/GLA.
- ✓ Work with LAs/MCAs/GLA and contribute to plans for using Multiply funding strategically in their areas.
- ✓ There is flexibility to shape provision locally, and to enhance the provision across the 3 years.
- ✓ Funding is confirmed ahead of each financial year based on an updated investment plan. Local areas will be finalising plans for 2024/25 later this year.

multiply.localallocations@education.gov.uk

Employer Case Study

Multiply in practice

**Luci Kyme, Functional Skills Assessor, Lincolnshire
Community Health Service NHS Foundation Trust**

Luci Kyme
Functional Skills Assessor
Lincolnshire Community Health Services NHS Trust

Multiply

Employer Case Study – Multiply in practice

Challenges



Staff without a Level 2/GCSE C/4 feel that there are barriers to further progress both vocationally and academically.



Applicants who apply to our wide variety of registered professional apprenticeship careers such as Nurse Associate, Reg Nurse Degrees and Occupational Therapist are rejected as they do not meet the basic entry requirements for numeracy.



The traditional academic route is not flexible to support those people working in Health and Care in Lincolnshire.



Online software programmes are not always appropriate for staff/learners who have specific and individual needs



Feedback received from historical learners would suggest that completing numeracy alongside an apprenticeship often tips individuals work/life balance.

Benefits of using Multiply

Supported our ability to create and deliver a range of bespoke short confidence building courses for our health and care learners

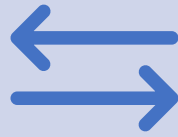
Blended learning courses created to meet staff needs. Sessions recorded and work sent if learners are not able to attend all sessions

Numeracy unit created on our Care Certificate and Your Workplace Essentials courses. This has enabled early intervention with those people entering clinical/non-clinical health care careers who do not hold a L2 qualification.

Multiply has enabled and supported our delivery to meet the specific needs of learners without placing a barrier of time (from our experience, learners who do not have numeracy do not need additional added pressures)

We are proud to see that since October 2022, 54 learners have enrolled onto Functional Skills Numeracy courses at levels 1 & 2. This means 54 people are now able to apply for any of our registered professional courses.

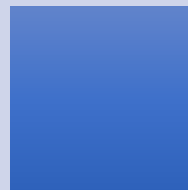
Moving forward



Further Multiply funding confirmed for 23/24 to enable us to continue supporting our staff/learners



Further development of short courses.



Supporting people who are working, or wish to work in health and social care without numeracy L2 qualifications through vocational development as part of the NHS long term plan.

National Numeracy addressing maths anxiety in the NHS

Sally Hilton, National Relationship Manager, National Numeracy



Supporting Numeracy for staff across Health and Social Care

National Numeracy

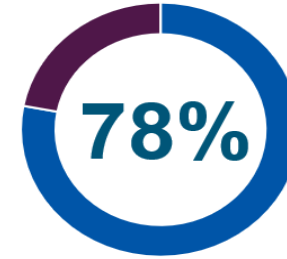


*The 2011 Skills for Life Survey identified shocking levels of numeracy

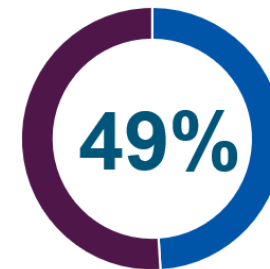
Innumeracy is a “hidden” problem – some adults feel ashamed to admit they lack confidence or skills in numeracy.

**In a recent survey 31% of respondents said they are not a numbers person with women more likely to describe themselves this way (38%)

**And 25% of respondents said they would be deterred from applying for a job if it listed using numbers & data as a requirement.



of adults are working below level 2 (GCSE grade 4/C)



of adults have the numeracy skills expected of children at primary school

*Source: Department for Business Innovation and Skills. 2012. “The 2011 Skills for Life Survey: A Survey of Literacy and ICT Levels in England.”

What HCSW's say:

"I wanted to do my nurse training and I needed to pass maths to move forward with my career. But the first thing I thought about maths was "err, no". I was nervous, scared and unsure. "

Panic. I just panic. I straight away feel like oh I cant do that so I just try to avoid doing it altogether."

"Im going to go on to do my nurse training but honestly it's the one thing that's holding me back from it"

My colleagues were not able to help and quite a few would say "Oh no, don't ask me about maths". I remember when I failed the maths exam and was really heartbroken. "

"I still get fearful myself – most people hate maths and get really nervous of the subject

The Essentials of Numeracy

It was felt a different approach was needed so our maths consultants reviewed the curriculum and created “The Essentials of Numeracy”

The maths needed to be confident and competent in the workplace.

Based on 4 areas around the outside which show traditional aspects of maths:

Numbers

Operations & Calculations

Shape, Space & Measures

Handling Information

There is no algebra or trigonometry - we only include skills that you meet in daily life and the workplace.

The Being Numerate area in the centre is unique – the ability to choose and use the right maths in real life situations.



Employers are often focused on FS...

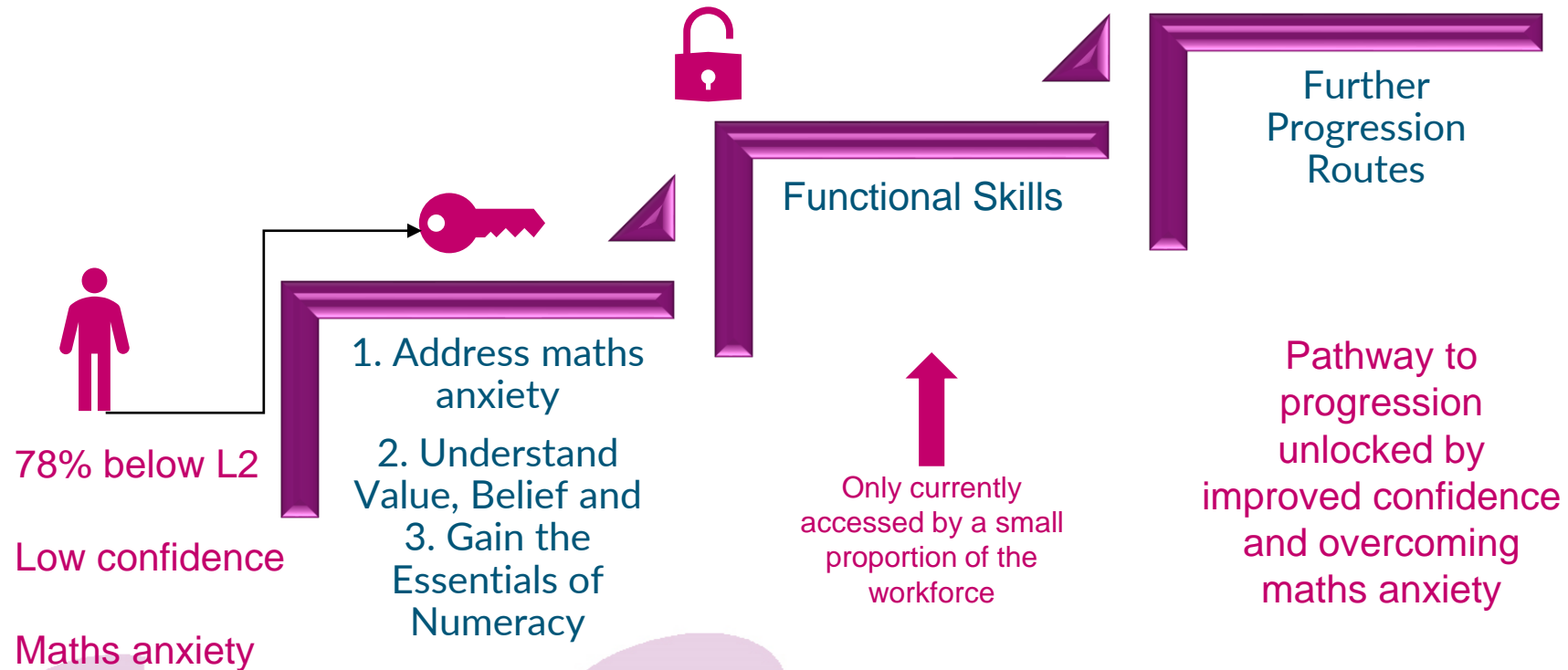
Only 22% of the working age population have numeracy skills they need.

Only a very small proportion of those who need help are currently 'reached' by qualifications (524,100 in 2016/17).



...but this can only reach a small number

A stepping stone approach is needed to help staff on their learning journey

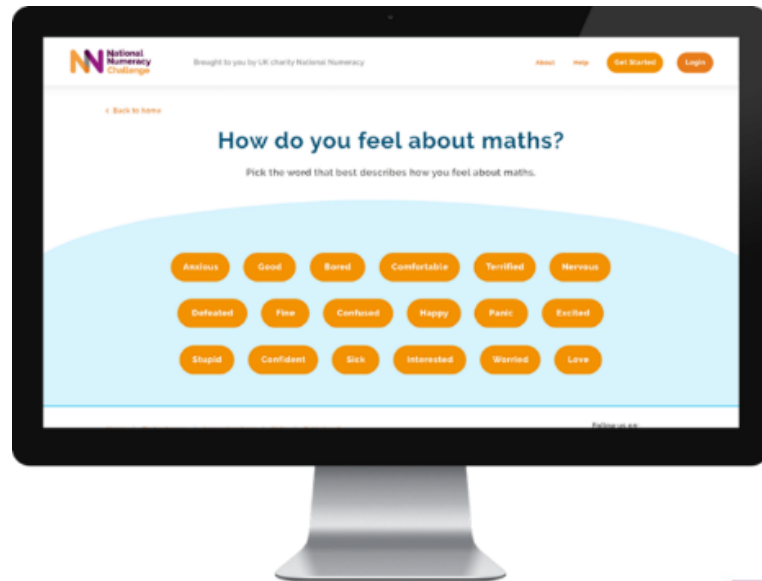


Supporting numeracy across the NHS workforce

How to introduce numeracy into the workplace:



The National Numeracy Challenge – a first step learning resource.



Become a Numeracy Champion – supporting positive conversations around maths.



The National Numeracy Challenge – Partner unique access code



www.nationalnumeracy.org.uk/challenge/XXXX



Brought to you by UK charity National Numeracy

Get Started

Login

Welcome to the new and improved National Numeracy Challenge

However you feel about maths,
you're not alone

Let's get started

I've already signed up

A quick check to identify the learners needs

Focuses on everyday maths.

Includes multiple choice questions with an option for 'I don't know.'

Has no time limits.

Quick check "identifier" takes no more than 10 minutes to complete so learners can access the resources more quickly.

Adapts to the learner's level.

Available on PC, tablet or mobile phone

Following a deposit, a business account went from £1450 overdrawn to £365 in credit. How much was deposited?



The screenshot shows a math problem on a light blue background. On the left is a dark blue bank logo for 'First Commercial Bank' with a large number '1' in a white circle and the tagline 'Taking Care of Business since 1929'. On the right are five orange buttons with white text: £730, £1065, £1095, £1815, and 'I don't know'.

A bespoke learning dashboard

See the questions you got wrong and improve your skills

Which of these measurements uses imperial units?

Learn

How many breakfasts were served on Thursday?

Learn

An airliner can hold up to 755 passengers. 721 people are booked on a flight. How many spare seats will there be?

Learn

It costs £10 to send a parcel. How much would it cost to send 25 parcels?

Learn

Your score

Your last quick-check score on 02/11/2022 was 0

What does my score mean?



Practice

When you're ready, practise with some more everyday maths questions

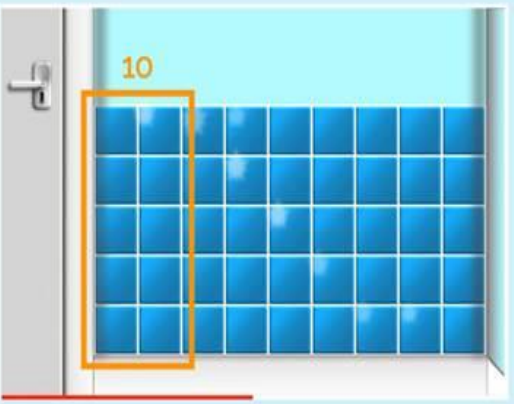
More questions

Guided learning resources to help learners improve

Learners are presented with a bank of resources from National Numeracy based on the questions they got wrong.

These provide the correct answer and a step by step guide to help them understand the question.

The Learner retakes the quick check and is presented with new resources at the appropriate level moving them towards the Essentials of Numeracy.



10

We can count in fives as we move across the strips of tiles.

There are 10 tiles in the first two strips.

Hit **Next** to see the total.

You want to replace these tiles with white tiles of the same size. How many tiles will you need?

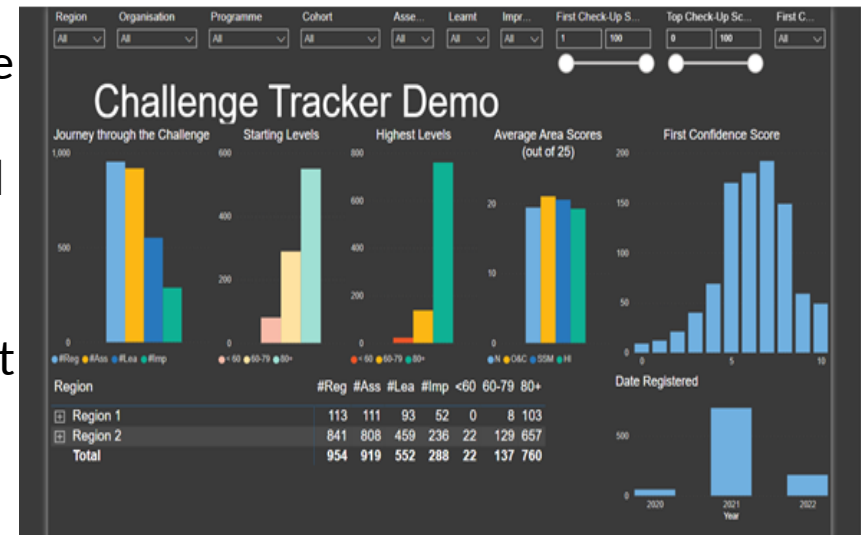
Back Next

How the levels compare

NN Challenge Quick Check	NN Challenge Check Up	Functional Skills Level	School
16-20 Essentials of Numeracy	80 to 100 Essentials of Numeracy	Level 1 / Level 2	New GCSE 9 – 4 Old GCSE A* - C
12-15	60 to 79	Level 1	New GCSE 3 – 1 Old GCSE D – G
8-11	40 to 59	Entry Level 3	Expected age 9 to 11
4-7	20 to 39	Entry Level 2	Expected age 7 to 9
0-3	0 to 19	Entry Level 1	Expected age 5 to 7

Challenge Tracker – monitoring learner engagement

- Benchmarks the numeracy confidence and skills levels of learners
- Demonstrates learner engagement with the Challenge (e.g. learning resources accessed, increased engagement numbers after campaigns)
- Showcases increases in numeracy confidence/skills, as a result of engagement with the provision
- Reports engagement across a cohort or employer
- Data can be anonymous or not, depending on the requirements of the employer and agreement with the learner



What HCSWs say:

"I have recently been offered a job at a different trust, and part of the job description was a maths test. Before, I would have packed up my bags and left, but this time I walked in proud, because I had confidence in my maths after doing the Challenge."

"Going from someone in the class with the fear of failure, to doing this training with National Numeracy and being able to relate to what you are actually doing with real life, how I feel about the subject now is completely different. "

"Even though I have now completed the numeracy module of my Care Certificate I'm not going to stop there. The Challenge will be extremely helpful going forward because I want to use it to help me prepare for studying for both Functional Skills and I also want to go on to take an Occupational Therapy course."

"I feel better now, its nice to know I don't need to panic, I feel like I can go into FS more confident"

How to access the National Numeracy Challenge:



NHS Skills for Life Website

Skills for Life

Skills for Life

Qualifications Explained

Free Access to Self-Study software & Exams

Case Studies

Partners

Support for managers

Skills for Life include literacy, numeracy and digital skills. Use the below buttons to discover more about each area.

Literacy English for Speakers of Other Languages Numeracy Digital Skills bksb International Qualifications

The [National Functional Skills Employer Guide](#) will show you how to support different types of staff. The Health Education England regional relationship managers can also add further support in understanding everything in this landscape. Visit the [Meet the Team page](#) to find your relationship manager.

In addition to Health Education England-funded support, government-funded support is also available on [gov.uk's Skills for Life campaign website](#).

Elfh learning portal

National Numeracy partner code

The National Numeracy Challenge - Partner unique access code

www.nationalnumeracy.org.uk/challenge/XXXX



Brought to you by UK charity National Numeracy

Get Started

Login

Becoming a Numeracy Champion: An attitudinal approach



- Talk positively with others who may feel anxious about maths, and inspire them to share their experiences
- Engage and support others to have a more positive approach towards numbers
- Signpost others to take the first steps in improving their numeracy skills using National Numeracy's online resources
- Understand how to embed numeracy into existing programmes.
- Utilise the tools and resources from the programme



Numeracy Champions do not teach maths

The story so far:

323+

people across the NHS
trained as Numeracy
Champions

99%

of participants in the
last two years rated
the programme 4 or 5
out of 5

99%

of survey respondents
felt more confident to
support others and
promote numeracy in
the workplace (from
recent 2023 project)



**Becoming a Numeracy
Champion**

Workplaces

What Numeracy Champions say

The breakout sessions were useful to gather other ideas about how to implement this initiative within my own organisation.

I loved the breakout rooms, learning about peoples relationship with maths, it enabled me to understand people experience a similar feeling towards Maths and it's more common than I thought. Also, it was eye opening to see that we actually use maths in our daily lives, whether we like maths or not.

“I really enjoyed the programme from the content to the networking with other organisations. It was very helpful to work with people who had similar work philosophies. The presenters were knowledgeable, sensitive and encouraging. I will feel confident to ask for support during my journey of promoting numeracy within my Trust.”

Thank you

Contact: sally@nationalnumeracy.org.uk

Q & A

Close and Final Comments

**Fay Lane, National Programme Manager, Talent for Care, NHS
England**

Thank You

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