

## **Brooksby Melton College**

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## **Ground Control**

### **Background to the Initiative**

Ground Control is under the umbrella of New Life Construction Group as a sub division landscape and construction provider. The initiative passed to Brooksby Melton College was that of delivering basic skills to six candidates to support them in achieving their NVQ Level 2 Landscaping. Being a new company without their own identity fully formed, the organisation are functioning from an outbuilding on site. This means that a huge chunk of the training is health and safety based, incorporating the four basic skills to encourage the learners to utilise what they already know. Being a workforce which is predominantly male and in a practical environment meant that the delivery of these sessions had to engage the learners and gain their trust so as to encourage them to use all their skills including reading and writing.

### **Outline of Course Content**

The specific training requirements at Ground Control were those of increasing the reading and writing elements to the programme. The candidates already functioned very much within the psychomotor domain so this area was already well developed. Intensive use of text, reading, highlighting punctuation and creative writing have been included in the scheme of work to balance out their skills. Health and safety was a big `on site` issue and was the first topic to be used, as a focus on their basic skills needs. This was welcomed by the management but not by the employees. These sessions were however gradually embraced and enthusiasm for providing input increased rapidly when the learners realised that observing the health and safety code meant that a whole unit in their NVQ had practically been covered, producing most of the evidence required for their NVQ assessor in the future.

### **Learner Progress and Achievement**

The six candidates were split into groups of three due to their assessment grades. The first group had their scheme of work targeted towards Entry Level 1 Literacy encouraging the production of tasks to be completed in a portfolio style. This group is very creative and need short but intense blasts to keep their attention. The second group had a scheme of work outlined towards Level 1 Literacy meaning that it is very test based. The learner's progress has been phenomenal. These candidates were initially opposed to training and most of them had recently left other forms of education, not wanting to be in that environment again, so the delivery of these sessions has had to be creative and entertaining. The transformation in attitude achieved has been highly rewarding and the outcomes are reflecting this, with the completion dates for both sets of outcomes scheduled for June 2005.