

## **Brooksby Melton College**

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## **Rushy Mead Care Home**

### **Background to the Initiative**

Brooksby Melton College in conjunction with the LSC in Leicester were highlighted a need for literacy support and ESOL training at Rushy Mead Nursing Home due to the fact that the home was undergoing a new management structure. Another key factor to pursue this initiative was the fact that many of the staff were in need of ESOL training and English was not their mother tongue.

Rushy Mead Care Home is a two storey building set off road within an urbanisation environment, it had in the past been owned by two doctors who had let training lapse. This meant that the government requirements of all staff to either hold or be achieving the NVQ level 2 in Care had not been achieved so the brief given to Brooksby Melton College was that of delivering the NVQ level 2 care and also providing supportive basic skills to all learners.

### **Identification of Learners**

The learners were identified and recruited using a standard college assessment paper. This comprises of 72 points to be achieved along the lines of various literacy tasks. A brief example of a task might be an opportunity to do a multiple choice question or a spelling check within a sentence. This assessment paper starts quite easy and gradually tests the candidate's skills of reading and writing. The learner's oral and auditory skills are then checked via discussion and brief questioning on topics such as their hobbies and families.

This assessment paper is then marked and the grades categorised in order to establish the learner's level at that present moment in time. With this information a tutor and scheme of work can be drawn up to focus on the needs of the learner either in a group situation or an individual situation. In Rushy Mead's case it developed into a group of three learners all with the same ability and needs.

## **Outline of Course Content**

The specific training requirements for Rushy Meads three learners were improvement on all four basic skills, reading, writing, listening, and speaking. They have required extra support outside of the basic skills training to achieve the outcomes of their NVQ as well. This was provided by the tutor Ophelia Stoppard who produced a work booklet that was tutor led and which featured hands on tasks to extract the information that these candidates already had in their minds but found difficult to get down on paper. The booklet was a great success and is being developed further.

Being a busy Care Home and also with restructuring of the management team this meant that shift patterns made classes difficult to stick to within set times. This became an obstacle that the tutor and management team had to overcome. It was achieved by clear communication and recognition of the benefits that learners were already showing in their contact with the clients.

The course content incorporated all four basic skills elements by using visual resources, auditory resources and discussion topics such as festivals, communication methods and health and safety issues. The scheme of work is still ongoing but the outline is very much driven by the candidate's needs and their objectives. The focused is on the delivery of entry level 2 ESOL that includes a variety of assignments that need to be submitted towards their final mark.

## **Learner Progress and Achievement**

The learner's progress has been steady and enjoyable for all concerned. From learners who would initially freeze when asked to present a task in English to the situation now where they actually look forward to practising and demonstrating their newly acquired skills. They are achieving results which previously would have been considered out of reach.

The learners are well on their way to producing their portfolio for submission in July 2005 and have already completed two units of their NVQ.