INFORMATION, ADVICE AND GUIDANCE
CASE STUDIES

Version 2 (June 2008)
CASE STUDIES

The following three cases have been taken from real life Train to Gain scenarios to illustrate how IAG works in practice.

Case Study 1

Company Overview: The business is a care home in an urban location employing a wide range of care and domestic staff of various ages and experience. Mid-way through the training process for the care workers it is noted that one learner is falling behind with her written care reports on the residents. The employer has checked with the training provider if there are any problems with the portfolio work. The assessor is highly complimentary over the high standard of work produced. The employer is considering a verbal warning and possible disciplinary action if the situation is not improved.

Background/situation of learner: The learner has vast experience in care work and has been in post for twelve months after coming highly recommended by her previous employer. The learner is well respected for her professional attitude and brilliant manner with the residents and other staff and enjoys her duties, apart from the written reports now required due to the change in legislation.

Journey of learner: The training provider has suggested the learner receives an impartial advice session in the workplace immediately before she is seen by her assessor. The learner is very worried about the pressure the reports are causing and informs the adviser that she has difficulty with reading and writing and her husband has been typing up the portfolio for her. The adviser reassures the learner that there are many people in a similar situation who find it difficult to talk to people they know well about their concerns. The adviser offered to liaise with the employer and the assessor to provide individual support. The assessor was able to do verbal assessments while the employer allowed the learner to work her shifts around a writing programme run by a local Skills for Life provider.

Outcomes: The learner has benefited from speaking in confidence to an IAG adviser, who was able to act impartially on behalf of the learner. The learner has been able to complete the NVQ through a variety of assessment methods while also being able to confidently write reports on residents through a tailored programme to suit her needs. The employer has retained the services of an excellent care worker and is able to provide moral support while the learner progresses with her writing skills.
Case Study 2

**Company Overview:** Manufacturing company undergoing period of uncertainty at present - business looking to diversify and expand a secondary product line to increase productivity. Need to train existing staff in a new area of expertise to utilise experienced and loyal workforce.

**Background/situation of learner:** Learner has been told they have been chosen to receive training and will have an advice session with an IAG adviser as part of the enrolment programme. The learner is very reluctant to engage in training as they have no formal qualifications having left school early to help family financial situation on the illness of a parent.

**Journey of learner:** The learner did not wish to consider any form of learning due to a lack of confidence, and was negative to the idea of having an advice session even though the training initiative had the full backing of the union. The advice session was conducted as a confidential conversation to put the learner at ease. The adviser asked about previous employment and skills and asked about hobbies and interests. The learner had become interested in the concept of internet shopping using their child’s computer. The learner showed an interest in doing a basic computer course and brushing up their maths.

The session developed to look at paper copies of the national test and the learner was interested in trying out the mini test on the adviser’s laptop. The conversation moved on to how training and NVQs were now based on using computers and other means of assessment. The discussion moved back to the opportunity to train in a new area which would be of interest to the learner and give them more skills to become a more valuable asset to the company. The adviser introduced the learner in person to the local Learning Shop staff next door to the factory. The learner enrolled on a basic computer course on the same day and decided they would be willing to participate in training if they could use the computer for their portfolio and also be assessed verbally and by observation.

**Outcomes:** The learner has now completed their NVQ and gained confidence in their abilities and skills both in the workplace and in their leisure time. The company has successfully branched into a new venture very quickly by utilising existing staff and boosting morale through providing an opportunity to discuss their fears with an impartial adviser. In order for this to have happened surely the whole of the workforce (or certainly a proportion of employees) would have to undertake similar IAG interventions. This needs to be made clear. The company retains close links with the IAG provider through the HR manager and Union Learning Reps.
Case Study 3

Company Overview: A local hotel has participated in free NVQ training from a specialist training provider. The employer is keen for at least one member of staff to consider a Level 3 qualification in preparation for possible supervisory roles becoming available in the future. The employer is willing to ensure Level 3 tasks are given to the learner to enable them to meet the assessment requirements but does not realise that Level 3 training will not be subsidised once a learner has already completed a Level 2.

Background/situation of learner: The learner is very interested in progressing his career while staying on the same money and gaining Level 3 experience. He has asked the training provider for more details and has been quoted a fee that is unaffordable for the learner. The employer, although sympathetic, is unable to help.

Journey of learner: The learner is seen by an IAG adviser before completing their portfolio and is very emotional. The adviser checks with the learner that they understand what is involved in the workload for Level 3 and that there is no guarantee that they will gain a Level 3 post at the end of the course. As the learner is sure it is what they want the adviser checks around for other options and finds that the local college in the learner’s neighbourhood offers the same Level 3 course for a greatly reduced fee. The client is also entitled to a fee concession as he is in receipt of a discretionary benefit.

Outcomes: The learner would not have discovered the local learning provision or that they were entitled to concessions whilst receiving benefits without having had impartial and independent advice. The learner has gone on to start their Level 3 course and is a highly motivated learner and worker giving a positive corporate image to the public. The employer has learned there are alternative options when considering training and has invested in the future development of the business by supporting an employee in work time.