

Skills to Succeed Academy

Training Handbook



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1. Background and information

1.1 What is this handbook about?

Welcome to the Skills to Succeed Academy training handbook. Whether you're new to the Skills to Succeed Academy or an experienced hand looking to pick up some tips, we think you'll find it helpful.

This handbook will help jobseekers/students to get the most out of the Skills to Succeed Academy training, by supporting you in your preparation, delivery and follow-up activities.

The Skills to Succeed Academy site has been designed for a broad range of people who are all at different stages of their journey into employment. If they're going to get the most out of the training, it's important that as an advisor you guide them to the right training content, pick the best delivery approach and provide the appropriate support and follow up.

In addition to this document, more information is available in the Module Guide and Diagnostic document on how to pick the best modules for the needs of your learners. It contains a full overview of the modules, crib sheets to help you understand the module and its associated activities, and questions to spark discussions with learners. In addition to the Module Guide and Diagnostic, learners can also use the pre-assessment on the Skills to Succeed Academy site. This quick assessment will tailor the content of the Skills to Succeed Academy to your learners' needs based upon the stage they are at in their job search and the specific activities they need help with.

1.2 How to use this document

This document is structured in a way that follows the steps we expect advisors are likely to follow if they are using the Skills to Succeed Academy with a set of new learners. You do not need to read it all in one go. Instead please use the links (in the contents page, quick links or start of each section) to find the information you need.

If you're familiar with the Skills to Succeed Academy and want a quick refresher, have a look over Section 3.3 Planning considerations as you are preparing to use the training with learners.

If you're new to using the Skills to Succeed Academy we recommend you read Section 2 What is included in the Skills to Succeed Academy? to familiarise yourself with the training content and types of training activities.

1.3 Quick links

Section	Section name	Topics covered	Links
Section 1	Background and information	<ul style="list-style-type: none"> Your role and responsibilities as an advisor Who in your organisation can help you when using the Skills to Succeed Academy? 	Click here Click here
Section 2	What's included in the Skills to Succeed Academy?	<ul style="list-style-type: none"> Overview of the courses and modules Details of the types of training and activities available in the training 	Click here Click here
Section 3	Preparing to use the Skills to Succeed Academy	<ul style="list-style-type: none"> Training delivery options – different ways to use the Skills to Succeed Academy with learners Planning considerations Guidance on technology – how to check your technology, troubleshooting technology problems and dealing with issues or questions Guidance on accessing and navigating the training – where to get support with navigating the site How to deal with issues or questions Marketing materials for the Skills to Succeed Academy – to use when engaging your learners 	Click here Click here Click here Click here

Section 4	Delivering the Skills to Succeed Academy	<ul style="list-style-type: none"> • Providing access to the Skills to Succeed Academy to learners • Registering on the Skills to Succeed Academy – detailed steps to guide you and your learners • Gathering success stories feedback – how to go about this and why we need your help • Guidance for “classroom” or face-to-face delivery of the Skills to Succeed Academy – how to prepare for and then run a session 	<p>Click here</p> <p>Click Here</p> <p>Click here</p> <p>Click here</p>
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1.4 Why was the Skills to Succeed Academy developed?

The Skills to Succeed Academy is an innovative, free, online employability training programme, created specifically to meet the needs of jobseekers. It offers over 45+ hours of highly interactive online training modules that take learners through the entire journey of how to think about their career, find and apply for a job and be successful in a work environment.

Our challenge was to create a programme which could really make an impact across the UK. We wanted to create a solution that provided as many people as possible with the right skills to secure and sustain employment. Given our extensive technology and learning expertise, the natural answer was to create and deliver an online learning solution. Hence, the Skills to Succeed Academy was born.

To find out more about Accenture and what we do, please visit www.accenture.com.

1.5 What is the role of the advisor?

By ‘advisor’ we mean anyone who supports jobseekers/students to gain and sustain employment. Advisors could be: job advisors, teachers, trainers, careers advisors or mentors, to name a few.

Advisors have an important role in supporting learners as they use the Skills to Succeed Academy.

Advisors play an important role in considering which skills or knowledge learners need to build, which Skills to Succeed Academy modules will help them to build those skills and how best to use the Skills to Succeed Academy in your interactions with those jobseekers/students.

To make sure your learners get the most from the training, make sure you're familiar with the content and have chosen the best delivery approach to fit the people you work with. There is more information on the content of the training in Section 2 What is included in the Skills to Succeed Academy? and on the delivery approaches in Section 3 Preparing to use the Skills to Succeed Academy.

Advisors also play an important role in preparing learners to complete the training and making sure that all logistics and arrangements are in place. Before learners complete the training there are also checks to be made, these include: checking technology, setting users up with the right access codes and being ready to provide support. It is also important to be ready to follow up appropriately once learners have completed the training.

If you are planning to deliver the Skills to Succeed Academy as face-to-face classroom sessions, other preparations are necessary. Section 4 Delivering the Skills to Succeed Academy contains guidance on the additional preparations and how best to deliver those sessions. Some instructor led group sessions also carry some additional simple reporting obligations. See Section 4 Delivering the Skills to Succeed Academy for more details.

1.6 Who in your organisation can help you when using the Skills to Succeed Academy?

A range of people within your organisation are involved in the delivery of the Skills to Succeed Academy. Responsibilities for each role are described below:

- Skills to Succeed Academy sponsor: Senior person who will oversee and promote delivery of the Skills to Succeed Academy in your organisation.
- Skills to Succeed Academy coordinator - you may have someone identified in your organisation who:
 - Provides support to advisors for any Skills to Succeed Academy queries - technology, content, delivery and any other issues you or your jobseekers face whilst using the Skills to Succeed Academy.
 - Shares Skills to Succeed Academy communications with advisors following any updates to the content.
 - Gathers feedback and reporting information from advisors.
 - Liaises with your organisation's Skills to Succeed Academy Sponsor and Accenture to resolve any issues and monitor use of the training.
- Your organisation's IT team: Assists in dealing with any technology issues that may arise.
- Advisor: Delivers the Skills to Succeed Academy as part of their programmes with jobseekers/students.

1.7 How the Skills to Succeed Academy benefits jobseekers and their advisors

- Designed to specifically address the challenges and barriers to employment faced by jobseekers and build their core employability skills.
- Helps raise aspirations and build learners understanding of how to take ownership of their career decisions. By guiding the characters in the training, jobseekers will learn the tools and techniques to help themselves.
- Through the training, learners will hear directly from employers, recruiters, and advisors about what is important to them, how to succeed when they start work, and much more.
- Learners will be better prepared for their journey into the world of work, including choosing the right career, handling applications and interviews and preparing for their first day at work.
- Helps to reduce jobseekers' reliance on advisors for basic employability skills. As a result, advisors will have more time to focus on coaching people on specific areas they are struggling with, and other valuable activities.
- It's easy to use, offering flexible training, as well as relevant advice, guidance, and feedback. There's flexibility in how materials can be used, with resources for everything from one-to-one coaching to facilitated skills-building group sessions. You may wish to embed it within existing training courses, tutorial time or as part of careers themed events.
- Advisors have access to an 'advisor area' designed specifically to provide them with all the resources they need to deliver the training easily and effectively. The Support Materials section includes the [Advisor Training Module](#), a short e-learning packed with lots of great information for 'Staff/Advisors', including what learning content is available, top tips on how to deliver it to get the best results, as well as what materials are available to give you extra support as well as a [Module Guide & Diagnostic](#), the [Educator's Guide](#) and the [Technology Guide](#). The Marketing materials section includes posters, a [Marketing Messages](#) and a [Social Media Toolkit](#). There is plenty more available in the advisor area so we would encourage you to explore it.

1.8 Feedback from learners and advisors

Feedback from learners:

"The training was a real eye-opener; it has motivated me to get more experience and get out there in order to open up more doors."

"The interactive nature of the training was really cool, it wasn't boring at all. I liked all the videos, presentations, activities and stuff."

"It is really something totally different; I've never seen anything like it before."

"I had applied to more than 200 jobs in 18 months with no success. With the help of the Skills to Succeed Academy, I reformatted my CV and I am now a Pension Data Analyst."

Feedback from advisors:

"The Skills to Succeed Academy is really easy to use, the participants loved it and it made my life easier."

"The interactive nature of the training was really cool; it wasn't boring at all. I liked all the videos, presentations, activities and stuff."

"Successfully applying for jobs requires skill. This is where the Skills to Succeed Academy comes in and can make all the difference in helping you stand out from the crowd."

"Having seen the Skills to Succeed Academy I can tell you we're all buzzing with excitement; people can't wait to start using it!"

2. What is the Skills to Succeed Academy




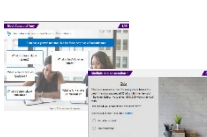

This section will help you become familiar with how the Skills to Succeed Academy is structured, the different topics that the training covers and the different types of activities and materials which are available to you and your learners. This will help you to recommend the content that will be of most benefit to your learners.

This section covers:

- 3 What the Skills to Succeed Academy training includes
- 4 The Employability courses & module
- 5 The New Skills Now course & module
- 6 Types of training available
- 7 Face-to-face discussion sessions
- 8 The characters

2.1 What the Skills to Succeed Academy training includes

The Skills to Succeed Academy online training modules are made up of activities that introduce concepts, consolidate knowledge, test learning and gather feedback from learners. These modules and their activities can be seen in the picture below. They include: quizzes, feedback surveys, activity packs and career tips materials. The Skills to Succeed Academy training is designed to be led by you, the advisor. The training can be completed during self-study or face-to-face sessions. Face-to-face discussion sessions following the completion of training modules are a key element of the training. These provide the opportunity for learners to discuss any challenges and for you to identify any additional areas for development. This handbook will help you along the way. See Section 1 Background and Information for more information on who can support you in delivering the Skills to Succeed Academy in your organisation.

 <p>Practice It modules</p> <ul style="list-style-type: none"> • Learning by doing • Simulated interactions • Choice and consequences of action • Feedback • Participant progress saved 	 <p>Learn It modules</p> <ul style="list-style-type: none"> • Interactive learning • Videos • Five characters throughout the learning • Quizzes • Feedback • Offline Activity Pack • Participant progress saved 	 <p>Activity packs</p> <ul style="list-style-type: none"> • Activities • Checklists • Templates
 <p>Self-direct learning modules</p> <ul style="list-style-type: none"> • eLearning • Learning Videos • Games 	 <p>Activity modules</p> <ul style="list-style-type: none"> • Worksheets • Job Aids • Infographics 	<p>Group learning modules</p> <p>Group learning modules are all workshops. These are led by the advisor and are mainly in small groups.</p>

Advisor Led Activities

Discussion sessions



- Discuss what has been learnt
- Identify and work through learners challenges
- Propose further actions

Training handbook & Module Guide and Diagnostic document



- Support materials to assist Advisors using the Skills to Succeed Academy
- Information on how to pick the right modules

2.2 The Employability course

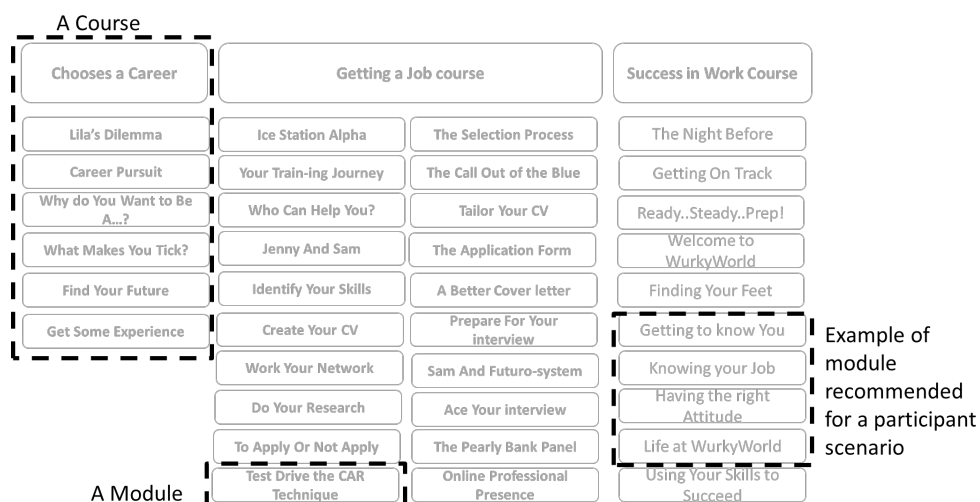
The Skills to Succeed Academy has split the Employability training into three training courses designed to support jobseekers/students in building the core skills they need to choose the right career for them and find and keep a job: 'Choose a Career', 'Getting a Job' and 'Success in Work'.

Within each of these training courses are a number of training modules, see below for an illustration and further below for more detail on each of the courses and modules.

The training modules can be completed in a number of ways:

- As individual modules: If the participant needs support to build specific skills they could complete just those modules that meet their specific needs.
- In a combination of modules that cover a specific training scenario (e.g. a participant needs help preparing for an interview): This could be done individually or in groups and either over time or in a single session. See Section 3 Preparing to use the Skills to Succeed Academy for more information on different delivery methods.
- As an entire training course from start to finish (although this may not be necessary for many jobseekers' needs).

This is an diagram below is an example of the courses within the Employability training.



*Please note that 'You and Your Career' course is now known as 'Choose a Career'.

For full details of all the training modules, please see the [Module Guide and Diagnostic](#) document in the advisor area of the Skills to Succeed Academy.

'Choose a Career' course

This course has six modules which guide a participant towards making informed decisions about their careers. The modules in this course explore:

- What a 'career' really means.
- How to choose a career by thinking about motivations, skills, values and passions.
- How to recognise external influences and that jobs may not always be what they seem.
- Where to find information to help with understanding career options.
- The importance of trying new things to help build a career.

'Getting a Job' course

The twenty three Getting a Job Course modules cover all the steps to securing a job. The modules in this course explore:

- Who can help you in your journey to finding and securing a job.
- How to identify your transferable skills and then talk about them.
- How to interpret job adverts and understand what skills they are asking for.
- How to create and tailor a CV.
- How to use your network and research techniques to find and secure the right job.
- How to improve verbal and written responses using the CAR (context, action, result) technique.
- What steps are involved in the selection process during job applications.
- How to navigate the selection process during job applications.
- How to prepare for and succeed in phone, face-to-face and panel interviews.
- How to enhance your online professional presence and use the information available to you on LinkedIn to help your job search and applications.

'Success in Work' course

This course has twelve modules which cover preparing for work, maintaining a job and developing a career. The modules in this course explore:

- How to navigate the different stages of starting a job such as preparation, induction and probation.
- How to adapt lifestyles to working.
- The importance of people (building relationships), attitude (displaying the right behaviours and being positive) and skills (building the right skills).
- How to manage a career, stay motivated and make the most of opportunities.

2.3 The New Skill Now courses

The Skills to Succeed Academy has split into the New Skills Now training into eight training courses designed to support People in building their core skills needed to be successful in an increasing digital world such as problem solving, critical thinking and lifelong learning.

Within each of these training courses are a number of training modules, see below for an illustration and further below for more detail on each of the courses and modules. Similarly to Employability training course the courses and modules can be completed in many ways, e.g. see section above.

'Lifelong Learning' course

This course has 7 modules which shares ways to persevere and adapt, Ideal module for learners who have difficulties with adopting a new skill. The modules in this course explore:

- What growth mindset mean?
- Find out here and discover how our brain- reacts to learning new things.
- Learn about the Learning Quotient, the importance of it.
- Learn why along with some tips to improve self-confidence.
- Learn some tips on how to deal with consequence and how to rectify it.
- Learn 4 – step strategy on how to develop your growth mindset.
- Some tips & tricks on how to use a growth mindset in daily life.

'Emotional Intelligence' course

This course has 6 modules which discovers strategies for managing emotions, coping with stress and working effectively with others. The modules in this course explore:

- Discover what it means to able to regulate your emotions and why it is important
- Looking at everyday situations that require emotional self-regulation and find solutions.
- Get to know a few quick exercises that help you ground yourself & calm down
- Learn How to gather information about your communication to their interest and needs.
- Learn some tips on how to deal with consequence and how to rectify it.
- How to improve your communication with anyone by practicing active listening
- Learn how to manage conflict in workplace and resolve them properly.

'Solving Problem' course

This course has 8 modules which presents approaches to make problem solving easier. The modules in this course explore:

- Understand how to recognize when you have a problem and ways to solve it.
- Learn about the four-step approach to problem solving and some common cause of problem
- Learn what those problems are and how to approach them.

- How considering the pros and cons of possible solutions can be used to solve complex problem
- Learn how weighting, rating and scoring can be used to make a difficult decision
- Learn about hypotheses and in which aspects of your life they may appear
- Learn how to analyse and verify assumptions
- Learning how to evaluate the effectiveness of a solution and additional steps to solve a problem

'Thinking Critically' course

This course has 9 modules which describes methods for evaluating information & thinking through decisions. The modules in this course explore:

- Discover what critical thinking is and how it is used in our day-to-day lives.
- Learning about the four Cs and why critical thinking is so important
- Learn about traits you can focus on developing to improve your critical thinking
- Identify skills you can use in critical thinking as well as barriers that may hold you back.
- Understand how to spot the difference between real and fake news or information
- Discover which skills are most important to thrive in today's workforce
- Use the Five-step approach to help you think critically when making a decision
- Taking the time to think through problems, using critical thinking and avoiding jumping to conclusions can help you solve issues.
- Reflect on critical thinking and identify any areas for further development

'Understand Technology' course

This course has 7 modules which explore the basics of technology and the history and future direction of technological development. The modules in this course explore:

- Learn about developments in technology over the years
- Examples of how new technology is changing the way we perform tasks.
- See How technology is always changing and the importance of keeping up with latest developments
- Learn what cloud is and why it is one of the most innovative technologies of our time.
- Understand what Artificial intelligence is, how it is applied, and why it matters
- Learn how blockchain works and why it redefines that way the world share data.

'Technology at Work' course

This course has 12 modules which help learners improve their digital literacy with this introduction to computers and the internet, and how they are used in the workplace. The modules in this course explore:

- Explore what digitalization is and how it impacts your daily life
- Understand computer basics such as the key components, how they work and accessing the internet
- Learn Internet basics such as how it works, using a search engine and avoiding phishing and spam.
- Learn what hardware and software are and how they are used
- Learn how to create and use an email account
- Learn about keyboard shortcuts, bookmarks, and having an organized workspace
- Learn about the importance of communicating virtually and the options for communicating in both work and personal life.
- Learn how search engines work and how to optimize your search.
- Learn about the different types of security and how they protect various aspects of our work and private lives.
- Learn about specific technologies and tools in more detail
- See how technology is always changing and it is important to keep up with it

'Exploring Coding' course

This course has 16 modules which provides an overview of coding and an introduction to the key programming languages. The modules in this course explore:

- Explore the basics of coding and the difference between compiling and interpret programs.
- Introduce the most common coding languages, JavaScript and Python, as well as their benefits.
- Learn how a computer works including coding concepts such as algorithms, binary and programming languages.
- Introduce to web development, including the difference between front-end and back-end development and the daily life of web developer.
- Understand how to develop what a user sees on a website versus happens on back-end .
- Explore what apps are, how they are used in daily life and basics of coding an app.
- Learning the basics of Java Script syntax and coding.
- Introduction to Apple iOS and Google Android and compare both operating systems.

- Explore the basics of software development, including the tools programs and languages used.
- Learn more about Unity and Unreal Engine 4, the most common gaming engines
- Learn what Python and programming concepts by playing an engaging game.
- Improve your JavaScript coding skills by playing this interactive game.
- See how technology is always changing and it is important to keep up with it

'Discovering Data' course

This course has 7 modules which help you learn the ways to collect and interpret data, and how it can be used to guide decision making. The modules in this course explore:

- Learn what data is and what different types there are.
- The importance of data and its purpose through practical examples.
- Discover the power of data and how it equips us to make informed decisions.
- Discover how to collect data and the sources and learn about the reliability and best practices of data.
- Learn about the advantages and disadvantages of 5 different scales of measurement.
- Explore some examples of data interpretation to get a better understanding.
- Learn some of the basic Excel functions for data interpretation.

In addition to the Employability and New Skills Now Skills to Succeed Academy courses, learners can also create a personalised curriculum of training based upon the stage they are at in their job search and the specific activities they need help with. Learners need to complete the 'what describes your current situation' section at the top of the 'course menu' screen. Once they have completed the pre-assessment, they will be provided with their own personalised menu of training modules. Their personalised curriculum of training will stay at the top of the 'course' screen.

For full details of all the training modules please see the Module Guide and Diagnostic document in the Advisor Area of the Skills to Succeed Academy.

2.3 Types of training available

There are five types of training modules within the Skills to Succeed Academy across both training courses, Practice It modules, Learn It modules, Self-directed learning modules, Activity modules and Group learning modules. All types of training module are designed to engage the Learner in activities which focus on learning by doing. They also provide a safe environment in which learners can practice the skills they have learnt.

2.3.1 The Practice It modules

In these interactive role plays learners guide a character through a scenario, such as a first job interview, a challenging panel interview or the first day in their new job. As they are scenario based, simulations can cover a broad range of topics. For example, within the same module body language, how to research and how to use the CAR technique to respond to interview questions could be covered. Simulations are behavioural learning, providing a chance for learners to explore and practice skills which can often be difficult to teach - such as body language and making first impressions. During these video-based role plays, learners guide the character in deciding how to respond to questions when in conversation with another character and, as a result, then see the consequences of their chosen actions. Each Learner will take a different path through the training, based upon the decisions they make. Sometimes they may get it right, at other times they may not choose the best response and will receive feedback from their virtual coach to get them back on track. No matter what path learners follow, the same learning elements will be covered. These modules can be completed in conjunction with Learn It modules (see recommendations of groups of modules to complete together in the Module Guide and Diagnostic, or learners can identify the best modules for them using the Pre-assessment) or independently.

The Practice Its also include:

A) Career tips materials

These additional materials help learners to understand more about the topics that have been covered in the simulations. These can be accessed by clicking on the “?” icon in a Practice It. The relevant Career tips topics will also pop up as learners work their way through the feedback during the Practice It. Outside of the Practice It modules the Career tips can be accessed via the ‘Career tips’ button at the footer of the page. Each Career tips topic includes:

- An introduction to the topic.
- Advice videos with information from employers, recruiters, Advisors and jobseekers.
- A summary of the key points from the Career tips.

Outside of the simulations the Career tips topics can be used as a great summary of some of the topics covered in the Skills to Succeed Academy training. They can either be used as a recap of the Practice It or as the basis of a discussion.

2.3.2 The Learn it modules

Character based Learn It modules are interactive online training modules. Whilst the Practice Its cover a broad range of topics, the Learn Its are much more focused on a particular theme such as creating a great CV or completing a standout application form. Each module will focus on building those specific skills related to the topic and focus on the “how to”. This will help learners to avoid the common challenges and barriers to finding employment in the future.

To make the training more engaging and interactive concepts are introduced using videos of a character, Advisor, employer or jobseeker. Learners then put in to practice what they have learned by completing various activities: drag and drop activities, flip cards, voting options to make decisions on correct and incorrect answers.

The Learn Its also include:

A) Quizzes

At the end of each online Learn It module there will be a 5 question multiple choice quiz.

Quizzes reinforce key points for learners and make sure you and the learners are aware of what they have learnt in a module. They also help to identify any areas where learners may need additional support. You may want to ask learners to share their quiz scores following completion of each module.

If a Learner answers four or five questions correctly, they receive a message of congratulations. If they answer less than four questions correctly, they will be offered a choice to retake the quiz, retake the module or to continue to the activity pack.

It is important to note that quizzes can't be accessed without going through the whole module. If the Learner closes a module before completing and/or printing, they will need to go back through the module, retake the quiz and print the score again.

Printing quiz scores: Learners have the option to print their quiz scores on completion of the quiz by pressing the 'Ctrl' and 'P' buttons together to print your quiz score. These quiz scores could be used to document Learner progress in any records you keep for the participant.

If Learners exit the quiz, they cannot go back to the quiz and print the score they just received again.

B) Activity packs

Activity packs help learners to consolidate their learning. By completing them they are applying the lessons they have learnt in the module back to themselves and their own job seeking situation. They will also be starting to plan and prepare for their journey into work - for example by learning how to write and tailor a CV. Please make sure you're familiar with the activity packs and encourage learners to complete them.

Learners will be asked to download activity packs at the end of all Learn It modules. When the green activity button is clicked the activity pack will open in a new window. Activity Packs can be printed or saved locally to a computer. They help learners get the most out of the training by giving them the chance to apply what they have just learned.

In order to view the activity packs on a tablet, you will need to download Adobe PDF reader, which can be done for free from either from the App Store or Google Play. Note that you can only edit the activity packs on a PC. However, you can open the PDF in your tablet's browser and opt save it to your device. We recommend emailing yourself a copy of the activity pack so you can open it on a desktop or printing the document from your mobile device.

Example activities in Activity packs:

- Skills Wheel: How to document skills from life experiences.
- Internet hints and tips: How to search on the internet.
- CV templates: A document with editable boxes to help draft a CV.

Activity packs also contain links to external websites that offer further information or support relating to the content covered in the modules.

Activity packs can be accessed in two ways:

- From the last page in each Learn It module by clicking the green Activity button.
- From footer of the Skills to Succeed Academy page by clicking the 'Activity Pack' button, this will allow you to view all the activity packs from the current module in one place.

C) Saving and printing an Activity pack:

When the activity pack opens, learners can select to save and/or print the activity pack. To save select the 'save' icon (computer disk symbol). The document will be saved in PDF format and can be edited and printed.

To print, left click on the 'print' icon (printer symbol).

Considerations to take into account when using activity packs:

Each of the activity packs relates to a module. Some activity packs later in the courses will require additional activities in order to enable them to be completed. For example, the Getting a Job activity pack for the Module 13 is about tailoring CVs; Learners must already have a CV to be able to complete this activity Pack.

Further details can be found in the Module Guide and Diagnostic document in the Advisor Area of the Skills to Succeed Academy.

2.3.3 Self-direct learning modules

Self-direct learning modules are for learners to independently work through modules. Whilst the Learn Its covers a much more focused on a particular theme, the Self-direct learning modules are much more focused on allowing learners to have the opportunity create their own learning journey. Learners can pick which modules they are most interested in which allows learner to progress through Each module based on the skillset they would like to improve on. This will help learners develops their skillset on their own terms.

To make the training more engaging and interactive concepts are introduced using E-learning, explanations learning videos and learning games. Learners get to convey new concepts and build new skills using real work concepts, such as business cases, business problems, making decision and performing tasks.

2.3.4 Activity modules

Activity modules are prompt learners to practically apply learning content to deepen the learner understanding. Whilst the self-direct learning module covers a more independent learning style, the Activity modules are much more focused on allowing learners to learn content in the different tasks to deepen the understanding on the topics the learner is working on. Learners can work independently on activity material and can also be work on in a group setting as well.

The Activity module has multiple different activities which the learner can used to improve their skills. This makes the training more extensive, allowing the learning to upskill in their chosen module. These activities include worksheets, job aids and infographics.

2.3.5 Group learning modules

Group learning modules are all workshops. Unlike, Activity modules, Group learning modules are led by advisors and are mainly in small groups. They involve a combination of slide and classroom training with a predefined agenda. Learners will be able to discuss content, brainstorm and work together in a group setting and evaluate ideas together.

The Group learning modules use some of the activity modules for learners to work on in the workshops. Some of the activity modules within the course are made for groups, which allows learners to collaborate as a group.

2.4 Face to face discussion sessions

Holding face-to-face discussion sessions with learners helps to ensure they have fully understood the training and what they need to do next. Depending on how you are delivering the training and how many modules your learners are completing, you may want to hold them after every module. Generally, a discussion takes 10 minutes, depending on how many learners you are working with.

Why are face-to-face discussion sessions helpful? Discussion sessions ensure learners can clarify what they have just learnt and understand what they need to do next to put the training into use. Discussions can be used to:

1. Discuss learner's progress.
2. Discuss the key training themes covered and provide real-life examples to help learners understand them.
3. Reinforce what learners have learnt. Activity Packs sometimes recommend that the participant discuss their responses with their advisor.
4. Identify anything from the training that learners are unsure about. Understand any areas for improvement and how they can go about addressing them, potentially by using the additional content and activities in the training.
5. Allow learners to learn from each other, if you are running the training in a group setting.
6. Talk about how learners can use the training to help themselves and how they will use their activity packs in future.
7. Encourage learners to do things differently where necessary. Give examples of where they can apply their learning (e.g., use of CAR technique, experiences applying for a job etc.).
8. Agree next steps and actions with learners to ensure the training is used to help them in their journey into employment. Use the action planning and goal setting templates in their Activity Packs where appropriate:
 - Module 6: 'Get Some Experience' in Choose A Career course.
 - Module 3: 'Who Can Help You' in the Getting a Job course.
 - Module 10: 'Using Your Skills to Succeed' in the Success in Work course.
9. Remind learners that they can continue to use the Skills to Succeed Academy training as their access will be retained for them. Learners may benefit from re-visiting certain elements of the training if they need further help to fill a skills gap or complete a specific employability skill like tailoring a CV. It may also be beneficial before specific job seeking activities like an interview.
10. Provide time for learners to ask questions.

An extensive list of discussion session questions per module has been provided in Section 4 of the Module Guide and Diagnostic document (these are located on the Skills to Succeed Academy site in the Support Materials section of the advisor area). You may wish to use your own questions that are more tailored to your audience or the wider programme they are participating in. We

recommend you have the relevant discussion questions on hand to help prompt you during discussions.

Examples of discussion questions from Module 13: 'Tailor Your CV' in the 'Getting a Job' course are shown below:

- *How can you emphasise different skills from the same experience on your CV to fit different jobs?*
- *What could you do if you don't have all the skills desired for a job to which you are applying?*
- *Which steps will you take to tailor your CV?*
- *Who will you ask to review your CV?*

2.5 The characters

An essential part of making the Skills to Succeed Academy training relevant, realistic, and engaging is the use of characters.

Why have characters been used? Characters provide a story-line to the Employability training. Learners follow the characters through the training, helping them in decision-based learning activities that enable the learners to learn by doing. Learners will come across a number of core characters in the training.

Character module mapping

All characters within the Employability training have been included so that learners in the training can relate to them. These main characters interact with a host of supporting characters throughout the training from job interviewers to recruitment agency employees to create simulated conversations.

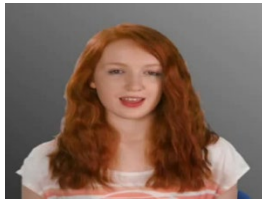
Each of the characters will introduce him/herself in Module 2 of each course.

	Lila	Nan	Blake	Ravi	Sam	Natasha	Emma	Ameera	Daniel	Rose	Karen
You and Your Career											
Module 1											
Module 2											
Module 3											
Module 4											
Module 5											
Module 6											
Getting a Job											
Module 1											
Module 2											
Module 3											
Module 4											
Module 5											
Module 6											
Module 7											
Module 8											
Module 9											
Module 10											
Module 11											
Module 12											
Module 13											
Module 14											
Module 15											
Module 16											
Module 17											
Module 18											
Module 19											
Module 20											
Success In Work											
Module 1											
Module 2											
Module 3											
Module 4											
Module 5											
Module 6											
Module 7											
Module 8											
Module 9											
Module 10											

*Please note that the 'You and Your Career' course is now known as 'Choose A Career'

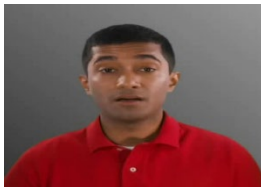
The characters

Lila



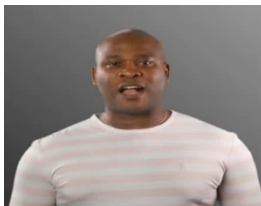
- Lila is currently doing her GCSEs in Preston, Lancashire
- She enjoys mixing music on her decks and has her heart set on being a DJ but her mum wants her to be a lawyer
- She gets on well with her Nan

Ravi



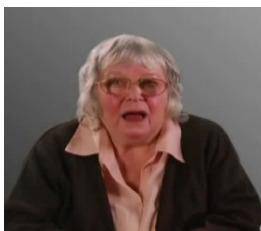
- He left school with 5 GCSEs
- He has been working at a warehouse with his dad and brothers ever since
- He's from Southampton and is looking for a career change, potentially in security.
- He likes cars, phones and Indie music

Blake



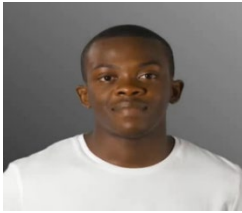
- He lives with his wife Jess
- He is currently a HR manager at a theme park
- He has had an interesting career starting out as a singer, then an entertainer, a trainer and eventually an HR manager
- He loves singing, jazz and Northampton FC

Nan



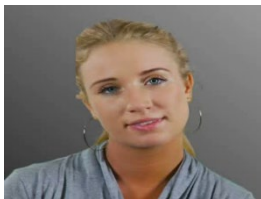
- This is Lila's Nan
- She currently lives at Shady Pines Old People's Home
- She is passionate about art and completed a Fine Art degree at university
- She has gained a variety of experience over her time and likes to talk about her past and what she's learnt from it

Sam



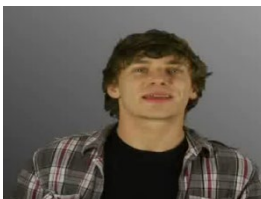
- Sam left school at 16
- He dropped out of an apprenticeship as he thought he was being exploited
- He enjoys fixing up bikes and would like a job where he can fix things

Emma



- Emma is a graduate with a Maths and Statistics degree
- She works in her mother's hairdressers and has gained some transferrable skills
- She has been turned down for a few jobs for being 'over-qualified' and is demotivated

Daniel



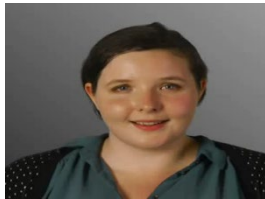
- Daniel left school without GCSEs
- He has a criminal record that keeps coming back to haunt him
- He has no work experience except a paper round when he was 14
- He is looking for a job in construction
- Daniel likes to play and support rugby and was once in a band

Ameera



- Ameera initially failed her A-levels but re-enrolled at 'Landmark College' and obtained Art and English A-levels
- She has been out of work for a year after working in a stationery shop

Natasha



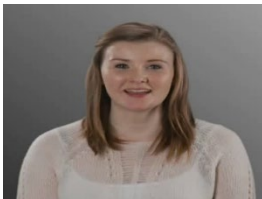
- Natasha is a single mum to her daughter called Abi
- Having previously worked in a hotel as waiting staff, she is now looking to apply for an office job

Rose



- Rose is Daniel's cousin
- She is frequently trying to help Daniel and give him advice
- She did a Hospitality Management HND and has been working at WurkyWorld as a waitress for a year
- She's from Manchester and enjoys spending time at theme parks when she's not working

Karen



- Karen is from Belfast and left school with 2 GCSEs
- She's just about to start working at WurkyWorld in the gift shop
- She enjoys ice skating and tweeting

3. Preparing to use the Skills to Succeed Academy

This section will help you to: complete all the actions required to prepare to use the Skills to Succeed Academy.

No matter how you intend to use the Skills to Succeed Academy there are certain activities you need to complete before your learners begin using the Skills to Succeed Academy. This section includes guidance on the technology needed to make sure you can access and run the Skills to Succeed Academy effectively. To avoid unpleasant surprises, we recommend you check that the training can be accessed and that all the multi-media, such as videos and audio, will work correctly on the machines your learners will be using to access the training.

Once your learners have accessed the Skills to Succeed Academy and begun completing modules there are certain follow-up activities to complete. For example, if you are delivering group sessions where learners are sharing devices then you must complete a group report to let us know how many people have completed training modules.

Before picking modules and activities it's important to think about what the learners need to get out of using the Skills to Succeed Academy and what stage they are at with their careers.

It is important to plan which Skills to Succeed Academy modules your learners will complete and how they will complete the training – self-study, group work, classroom sessions etc.

If you have other activities planned, then it's also important to think about how using the Skills to Succeed Academy will fit them.

This section contains:

- 3.1 Training delivery options
- 3.2 Support for picking modules
- 3.3 Planning considerations
- 3.4 Guidance on accessing and navigating the training
- 3.5 Reporting on training usage
- 3.6 Marketing materials for the Skills to Succeed Academy

3.1 Training delivery options

Now that you know what training is available, this section provides information on all the considerations to be taken into account when deciding how to deliver the Skills to Succeed Academy training.

The Skills to Succeed Academy training is designed to be flexible. You can decide how you deliver the training and what elements of the training you want to deliver.

We suggest that you tailor your delivery approach to the needs of the learners in terms of how much support they require, their age and maturity, availability to attend training, and any other constraints such as the availability of advisors, facilities etc.

There are a couple of different aspects to consider when choosing your delivery approach:

- Advisor Led vs. Self-Study
- Group Study vs. Individual Study

The tables below provide more details for each.

Advisor led vs. Self-study:

To make the training more varied we recommend that some self-study is incorporated into all advisor led sessions.

Delivery approach	Advisor responsibilities	Benefits	Consider-ations
Advisor led training	<ul style="list-style-type: none"> • Ensure learner completes all activities • Hold discussions with learners 	<ul style="list-style-type: none"> • In-depth assistance for participant • Time can be focused on specific participant requirements 	<ul style="list-style-type: none"> • Time consuming for the advisor
Participant self-study	<ul style="list-style-type: none"> • Set elements of training to complete as self-study • Check training has been completed • Hold discussions with participant 	<ul style="list-style-type: none"> • Assistance for participant • Face-to-face time can be focused on specific participant needs • Ensures participant engagement where sessions are too difficult to organise • Engage individuals who prefer self-study and are self-motivated • Flexibility for those individuals who cannot make themselves available for meetings 	<ul style="list-style-type: none"> • Limited ability to answer questions as they arise • Reduces ability to discuss training as they progress

		<ul style="list-style-type: none"> Learners complete training at their own pace 	
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Group study vs. Individual study:

Group sessions can be useful to make the training more varied, or to help engage learners who are new to the Skills to Succeed Academy.

Delivery approach	Advisor responsibilities	Benefits	Consider-ations
Group Study	<ul style="list-style-type: none"> Plan the training and direct Learners to the right modules and activities Host the training and discussion sessions Help learners with problems Ensure learners complete all activities 	<ul style="list-style-type: none"> Large number of learners assisted Large groups encourage discussion You may not need to be present / involved throughout all of the session 	<ul style="list-style-type: none"> Learners receive less one-on- one support
Individual Study	<ul style="list-style-type: none"> Plan the training and direct learners to the right modules and activities Help with learners problems Ensure learners complete all activities 	<ul style="list-style-type: none"> Learners complete training at their own pace 	<ul style="list-style-type: none"> Reduces opportunity to learn from others by discussing training in a group

3.2 Support for picking modules

Depending on how you plan to deliver the training there are two options for selecting the right modules:

1. You select the modules you would like your learners to complete

The Module Guide and Diagnostic document can be found in the starting with the Skills to Succeed Academy Section in the advisor area. It provides further support and information on how to pick the right modules to meet the needs of your learners. It contains the following:

Title	Description
Scenario based module recommendations	Common scenarios (e.g. person needs help with interviews) and corresponding combinations of suggested Skills to Succeed Academy modules that an advisor could recommend to learners to help build the required skills.
A full list of the modules	<p>An extensive table providing an overview of each of the 100+ online modules in the Skills to Succeed Academy training courses including:</p> <ul style="list-style-type: none"> • Module objectives • Characters in module • Type of learning • Time to complete module (min, max and recommended)
Individual module guides	<p>Comprehensive individual module guides, including:</p> <ul style="list-style-type: none"> • Descriptions of what is in the module, • Type of training (Learn It/ Practice It, Self-directing learn, Activity module & Group Module), • Length of time it is expected to take • Which characters appear in the module • Information about the activity pack • Discussion points/questions you can ask your learners about each module.

2. Learners use the Pre-Assessment to create a personalised curriculum of modules for them

This quick pre-assessment will tailor the content of the Skills to Succeed Academy to your learners' needs based upon the stage they are at in their job search and the specific activities they need help with. To complete the pre-assessment, learners need to complete the "What describes your current situation" section at the top of the course menu screen. Once they have completed the pre-assessment, they will be provided with their own personalised menu of training modules. Their personalised curriculum of training will stay at the top of the course screen.

Learners can retake the assessment as many times as they like, adjusting their curriculum to meet their needs at every stage in their journey. Learners can always access the full suite of Skills to Succeed Academy training modules by clicking the individual course tiles on the course menu screen.

3.3 Planning considerations

The below planning considerations are intended to guide you as you prepare to use the Skills to Succeed Academy.

When will the Skills to Succeed Academy be used?

- At what point in your organisation’s calendar will you run the training?
- At what point in a participant’s development will you run the training?
- Will different Skills to Succeed Academy courses be delivered at different times by you (based on the age of the learner / time of year / development stage of the participant)?
- Over what period of time will you run the training run for each participant group?

Who will use the Skills to Succeed Academy?

- Which learner groups will you ask to do the training?
- Will learner groups change based on the Skills to Succeed Academy modules or course being delivered?
- Will you require proof of learner completion of Skills to Succeed Academy activities? (e.g. learners can access and email a PDF summarising which Skills to Succeed Academy modules they have started and completed from the “Your Progress” tab.)
- Will the training delivery approach be tailored to the needs of different Learner groups?
- What is the minimum and maximum number of learners that will be trained at one time?
- How will you communicate with and engage your learners?
- How will you motivate learners to complete the training and attend any face-to-face sessions?

How will the Skills to Succeed Academy be integrated into your activities/ programmes with jobseekers?

- Will the Skills to Succeed Academy be run as a stand-alone programme or be integrated as a component of a particular programme?
- What existing activities/programmes will the Skills to Succeed Academy be integrated into and how?
- Will the Skills to Succeed Academy content replace content in your existing activities/ programmes or be used alongside it?
- Will the use of the Skills to Succeed Academy differ across different activities/programmes you have with jobseekers?
- Who needs to be informed about your plans?

What elements of the Skills to Succeed Academy will be delivered?

- Which Skills to Succeed Academy modules or courses will you run from either Employability skills training or New Skills Now?

- Will activity packs be completed at the end of all Learn It modules, during face-to-face training or as self-study?
- How much time will you plan in for discussion sessions when learners have completed a module?
- Will you issue certificates for completing the training? If so, when and how?
- Will the Career tips be used as a coaching tool as well as during Practice Its?
- How will you make sure learners complete each end of module quiz and feedback survey?

Where will the Skills to Succeed Academy be run?

- Which regions or parts of your organisation will you run the training in?
- Will your training delivery location change based on the learners you deliver training to?
- Which training rooms will you use to deliver the training?
- How will your learners gain access to devices to complete the training? Have these devices been checked to run the Skills to Succeed Academy? Please see the Technology Guide in the advisor area of the site for steps on how to set up and check all computers.
- If training is part delivered by you, part self-study, where will the self-study take place?

How will on-going participant support be managed?

- How many face-to-face sessions will you hold with learners after Skills to Succeed Academy training has been delivered?
- How will on-going support differ between learners?
- How will you make sure learners are using what they have learnt in the Skills to Succeed Academy?

Tips

- Understand how to adjust the Skills to Succeed Academy materials to the specific needs of your participant group and/or organisation when completing the training.
- Prepare to deal with unexpected situations, some example contingency situations and preparations are provided later.
- Prepare to note down any success stories that result from use of the Skills to Succeed Academy and share them with us. See Section 4 delivering the Skills to Succeed Academy for more information.
- If you're delivering the training in a face-to-face session, prepare any introduction, messages and anecdotes you might want to share with learners.

3.4 Guidance on technology

For guidance on checking your technology and technology specifications of devices, please see the Skills to Succeed Academy [Technology Guide](#), found in the Delivering the Academy section of the advisor area.

3.5 Guidance on accessing and navigating the training

We recommend you log on to the Skills to Succeed Academy site to help familiarise yourself with the site before delivering sessions. If you have problems navigating around the Skills to Succeed Academy site, you can use the search bar at the top of the page. A search bar will pop down and you can search for anything on the site.

[FAQs pages](#) can also be accessed by clicking the FAQ at the bottom of any screen.

3.6 Reporting on training usage

Accurate reporting is important to us because we aim to constantly improve the training to better meet the needs of learners and advisors. We also want to understand the impact the Skills to Succeed Academy is having.

There are three types of reporting related to the Skills to Succeed Academy:

- Information gathered automatically as learners complete the feedback surveys at the end of modules and the quizzes at the end of Learn It modules. Please make sure you encourage your learners to fully complete these at the end of every module.
- Manual reporting for sessions where individual participant access to a computer is not possible. This will normally only be necessary if you have run a classroom/ face-to-face session. See Section 4 delivering the Skills to Succeed Academy for more information on using the group report form, it is accessed through the group report page of the Advisor area.
- Learner job outcomes information. As part of the registration process learners will be asked to consent to receiving a follow up email to help us understand the effectiveness of the Skills to Succeed Academy. Three months after their last login, learners will be contacted with a short survey asking if they have gained employment. If they have not responded to the first survey or had not gained a job in the first three months, they will receive another survey six month after their last log-in asking if they have gained employment. Learners will only ever receive a maximum of two survey emails. Learners can opt out of these communications if they no longer wish to receive them.

We ask that this reporting is always completed when it is required.

3.7 Reporting on training usage

Each learner should be excited about completing the Skills to Succeed Academy training and know how it can benefit them. This is vital in making sure learners are motivated to turn up to any sessions and then follow up and take action to use what they have learned.

Contact your learners to inform them about the Skills to Succeed Academy and how it can benefit them well in advance of starting any training.

To help you engage and motivate learners, you are provided with [Marketing Messages](#) on the Skills to Succeed Academy site. These are provided in Raising Awareness about the Skills to Succeed Academy section of the Advisor page.

Marketing materials include information on the training, how its benefits learners, how to access it and how it can be completed. The marketing materials are there to create awareness and build up excitement about the training. They can be saved and edited in line with the guidance provided on the site. Printable materials are all available in black and white or colour versions. See below for more information on each of the materials:

- Skills to Succeed Academy [Promotional Video](#) - characters Sam and Lila introduce the Skills to Succeed Academy and explain the impact it is having across the UK.
- Skills to Succeed Academy [Leaflet Poster](#) - can be printed out and used as marketing material that can be easily distributed to your learners. It is designed to grab participant's attention and get them excited about the Skills to Succeed Academy by providing information on what it is, how to access it and how it benefits them.
 - Download from the site and edit to include your organisation's learner access code. This ensures your learners have all the information they need to access the site at any time. A black and white and a colour version are available.
- Skills to Succeed Academy [Marketing Messages](#) – To help you with Skills to Succeed Academy related communications, we have provided approved and ready-to-use marketing messages. Please use these messages as the basis for your communications, this will help to ensure messages about the Skills to Succeed Academy are consistent and effective.
- Feel free to select and use the core messages which are relevant to your organisation, you can then 'top and tail' these with your organisation specific information as required. In a case where you cannot use the messaging provided, or you need to alter the wording, this would need to be approved by your Coordinator. The core messages provide the following information:
 - What the Skills to Succeed Academy is.
 - How to access the Skills to Succeed Academy.
 - Specific benefits of the Skills to Succeed Academy for learners (as well as benefits for advisors).

- Skills to Succeed Academy [Social Media Toolkit](#) - The aim of this toolkit is to help you talk about the Skills to Succeed Academy on Twitter and other social media channels. It contains key messages, example tweets and tips and tricks for using social media.
- Skills to Succeed Academy [Image Library](#) - An Image Library is provided with images you can use when communicating about the Skills to Succeed Academy in your organisation. All the images are approved and ready for you to use. Use of the approved images helps to keep the materials you create consistent with the Skills to Succeed Academy's overall 'look and feel'.
- Skills to Succeed Academy [Success Stories Template and Guidance](#) - these can help you to collect examples of where advisors and learners have benefitted from the Skills to Succeed Academy. The questions will help you to collect good stories and the guidance and required consent form will help to make sure we can use them to attract and benefit new learners. Please send success stories to contact@s2sacademy.com.
- Skills to Succeed Academy [Introductory Email](#) – a template email which can be shared with colleagues in your organisation to introduce the Skills to Succeed Academy and provide all the information required to get access, and to understand how to make the most of the training.

In addition to the standard marketing materials you can also use the following materials in the Advisor area to help share details of the Skills to Succeed Academy:

- Skills to Succeed Academy [Getting Started Guide](#) - provides everything you need to start using the Skills to Succeed Academy across your organisation, including access details, information to help you understand where the training can be used within your organisation, how to share details of the programme as well as the types of delivery options and the support available to you.
- Skills to Succeed Academy [Advisor Quick Start Guide](#)– summarises the key information and actions for advisors to get started with the Skills to Succeed Academy.
- Skills to Succeed Academy [Learner Quick Start Guide](#) - summarises the key information and actions for learners to get started with the Skills to Succeed Academy. Advisors can customise this guide and print it or download it and send it to learners.

4. Delivering the Skills to Succeed Academy

This section provides the information you need on hand when delivering the Skills to Succeed Academy. Some preparation activities are only required when Skills to Succeed Academy modules are being delivered in a classroom environment or as a face-to-face session. We have identified these separately. This section will also help you to provide effective on-going support to learners after training completion and report on participant outcomes and usage.

4.1 General guidance on delivering the Skills to Succeed Academy

4.1.1 Providing access to the Skills to Succeed Academy to Learners

Learners cannot access the Skills to Succeed Academy site without an access code. Access codes are different for advisors and learners. This is important as the access codes enable us to track how many learners from which organisations are completing the training.

1. The Skills to Succeed Academy site address is (www.s2sacademy.com).
2. Each organisation is provided with unique access codes or will be using our open access code:
 - Participant access code: The code learners from your organisation should use to register on the site. It is 6 digits long and takes this format: e.g. EX4mp1.
 - Advisor code: This code must not be shared with learners as advisors are provided with different content to learners. It is longer than the participant code and takes this format: e.g. EX4mp12345.
3. Advisors who have not been given an access code by their organisation, can refer to our [Getting Started Guide](#) to get access. Learners can find their open access code [here](#).

Please Note:

Do not give learners the advisor access code as this will impact your reporting and give learners access to the extra materials created for advisors.

4.1.2 Registering on the Skills to Succeed Academy

1. Navigate to: www.s2sacademy.com/. If you are a participant click the [REGISTER NOW](#) link. Please note that the process is the same for both advisors and learners, however, access codes will differ.
2. Fill the following registration details in to each of the text boxes:
 - Access code – Enter the participant access code (or advisor access code if you register yourself). This will be 6 digits long and in the format: letter, letter, number, letter, letter, number. For example: XX1XX1. Access codes are not case sensitive. If participant’s copy and paste the access code they should ensure they do not add a space at the end.
 - Email address – this must be a valid email address so that you can reset your password in the future if you need to.
 - Password - at least 8 characters long and contain at least 1 letter.
 - Confirm the same password.
3. Click on the links to read the terms of use and privacy policy and then click the white box to confirm you have read and accept them.
4. Pick the best answers from the pick lists:
 - Age range - at date of registration.
 - Gender - Learners will be asked to indicate which gender they identify with. There is the option to select: Female, Male, Other or Prefer not to say.
 - Status - in Education, unemployed for less than a year, Unemployed for more than a year, Employment (including part time).
5. Click ‘Register’.

Common issues encountered while registering

- a. Entering access codes correctly: ensure that there are no blank spaces between the characters of the access codes or at the beginning or end.
- b. Participant and advisor access codes – The advisor access codes are 10 digits long and the participant access codes are 6 digits long. From the Skills to Succeed Academy homepage there are separate pages to register using each. Make sure you provide your participants with the correct learner code when on the registration page.

4.1.3. Supporting learners through the training

An important part of the success of the Skills to Succeed Academy is the ability of the advisor to provide support to learners. This includes:

- Checking whether any learners will struggle to access a computer on which to complete the online modules.

- Helping to solve any technology or content related issues and raise any unresolved ones to your Internal IT team.
- Suggesting further support and guidance or going back over elements of the training.
- Making sure learners complete each of the activities associated with each of the training modules.
- Check that learners have completed their self-study. When a participant is logged in you can check to see if a module is complete the blue progress bar will appear complete in the bottom left-hand corner of the module on the course menu. If you observe a half-filled blue bar this means that the Learner has started the module but not completed it. By accessing the “Your Progress” tab, Learners can view and email a PDF summarising which Skills to Succeed Academy modules they have completed. This can be useful to advisors when discussing progress with learners. A list of the modules is displayed with a blue progress bar next to those which have been completed and a half-filled blue box for those which have been started but not completed. To email a PDF version of the page, users can select the ‘Email your progress’ link from the top left corner of the page. A new page will open, and learners can input their name and the email address they would like their progress page to be sent to. Please note you can only email progress to one email address at a time.
- Set clear deadlines when you expect self-study to be completed by.

4.1.4. Completion certificates

Certificates are available if you’d like to distribute them to your learners. Please note that the Skills to Succeed Academy training is not accredited.

There is one certificate for completion of individual modules and then others for completion of each of the three courses.

The certificate templates can be accessed from homepage of the advisor area of the Skills to Succeed Academy site. The certificates are in PDF format, they should be edited on your computer to add participant details before you print them.

4.1.5. Gathering success stories feedback

We ask that you gather and send us any real-life examples of how the Skills to Succeed Academy has created positive outcomes for your learners and for you.

Participant’s success stories:

We can use these to show potential learners how the training has helped others in similar situations to achieve positive outcomes, such as employment. They are a great way to inspire and motivate people to use the Skills to Succeed Academy to gain employability skills. We want to inspire as many people as possible. The success stories would be used in marketing materials to spread the word to people who are supported by your organisation.

Advisor success stories:

We also want to make sure advisors use the Skills to Succeed Academy as effectively as possible by inspiring them with stories from their peers about the positive outcomes the Skills to Succeed Academy has helped to achieve. Again, these would be used within marketing materials to spread the word to advisors about how the Skills to Succeed Academy can help them and their learners.

How do you provide success stories?

To provide success stories, please use the 'Skills to Succeed Academy Success Story template' document which is in the 'Raising Awareness' about Skills to Succeed Academy of the advisor area on the site.

This guide includes all the information and guidance you need to gather success stories, including:

- A template to record the success stories.
- A release form that must be printed off signed by advisors and learners. This ensures the express permission of the signatory for the use of their story and photo in various ways for the purpose of encouraging use of the Skills to Succeed Academy.
- Guidance on what sort of information to capture and some example questions to help you gather a success story.

Who do you send the success stories to?

Once you have gathered all the information you need, send the completed questionnaire, the completed release form and a photo to contact@s2sacademy.com

4.2 Guidance for classroom or face to face delivery of the Skills to Succeed Academy

4.2.1. Preparing to deliver the training in a face to face setting

Before delivering any training, we recommend advisors do the following:

- If you are new to the Skills to Succeed Academy, take a look at the Skills to Succeed Academy [Advisor Training Module](#), a quick and simple way to learn how to use the Academy and how to get the most out of it when supporting learners. This short e-learning is packed with lots of great information, including how to register, what learning content is available, top tips on how to deliver it to get the best results, as well as what materials are available to give you extra support. Made up of clear sections with bitesize videos, you can dip in and out to find the information you need quickly and easily, as and when you need it.
- Log on to the Skills to Succeed Academy site to become familiar with the module content you are planning to deliver and the structure of the site.
- Prepare any key points or messages you want to raise to learners during your training sessions - based on the content and your own experiences.
- Look at the module “Crib Sheets” for the modules you are delivering in the Module Guide and Diagnostic document (this is located on the Skills to Succeed Academy site, by clicking onto the advisor area and scrolling to the Starting with Skills to Academy section). This information is a module by module summary of the Skills to Succeed Academy content with notes on all the elements of training in each module. You may want to print the relevant Crib Sheets for your reference during the session.
- Do a practice run of the sessions you want to hold to ensure the training works in the way you expect and in the time you expect.
- Practice hosting a discussion session using the question prompts for the modules you are delivering in Section 4 of the Module Guide and Diagnostic document (this is located on the Skills to Succeed Academy site, by clicking onto the advisor area and scrolling to the Starting with Skills to Academy section).
- Make sure you know when and how you will track learner progress through the training. This could be done by holding discussion sessions to find out what learners have learnt, checking to see if a module has a completion progress bar on it in the Skills to Succeed Academy site on a learner’s account, or asking learners to print off their summary quiz scores. By accessing the Your Progress tab, learners can view and email a PDF summarising which Skills to Succeed Academy modules they have completed. This can be useful to advisors when discussing progress with learners. A list of the modules is displayed with a complete blue progress bar next to those which have been completed and a half-filled blue bar for those which have been started but not completed. To email a PDF version of the page, users can select the ‘Email your

progress' link from the top left corner of the page. A new page will open, and learners can input their name and the email address they would like their progress page to be sent to. Please note you can only email progress to one email address at a time.

Book your training room and any other facilities:

As well as a room of the right size you may need to make other arrangements such as for a projector (if required), a whiteboard etc.

Work out how many devices you have access to:

Ideally each participant should have access to a separate device during a training session. If this is not possible you will need to manually log how many learners have completed training using the group report (information provided in the reporting section below).

Bring headphones to the session:

The majority of training is online, using videos and audio throughout. You must make sure learners bring or have access to headphones. It's also worth bringing some spares.

Bring print outs to the session:

If Learners are not able to save documents on their computers or are not able to print during the training, then make sure you have the following printouts available:

- Activity packs per module - one per participant.
- Certificate templates - for you to complete as necessary.
- Relevant sections of the Module Guide and Diagnostic document.

Bring the web address (URL) and your access codes to a session:

Bring the URL www.s2sacademy.com as well as the access code provided by your organisation or see the [Getting Started Guide](#) in the support materials tab on the site for our open access codes.

What to do if things go wrong

Situations requiring contingency preparations	Contingency preparations
There aren't enough computers for learners to complete online training.	Advisor delivers the training on a large screen using one computer at the front of the group. The advisor completes the online group report on the Skills to Succeed Academy site to log how many learners are completing training. See Section 4.2.5 for more information.
The printer that is connected to the learners' computers in the training room doesn't work.	<ul style="list-style-type: none"> • Show learners how to save and edit activity packs on their computers to be printed at a later date.

Learners finish online training modules at different speeds in training sessions.

- Provide learners with optional additional activities after each module (these are provided in Section 4 of the Module Guide and Diagnostic document, located on the Skills to Succeed Academy Advisor area) or suggest relevant career tips topics for them to look at.

4.2.2. Introducing learners to the training on the day

If learners understand ‘what’s in it for them’ they are more likely to get the most out of the training content.

It may be useful to have something to attract learner interest when they arrive for a session. For example, the training running in the background, or having the poster or screenshots of the training on display.

Include the following information when you introduce the training and Skills to Succeed Academy:

- Explanation of the purpose of the training.
- Explanation of how the training can benefit learners.
- Overview of the training that is planned for the day (the content and activities to be covered and the timings).
- Explanation of where to find FAQs and navigation information (accessible from all course main module menus).

4.2.3. Support learners completing training and run discussion sessions

See [Section 2.4 Face-to-face discussion sessions](#) for more information on running discussions.

See the Module Guide and Diagnostic document for an extensive list of discussion session questions per module. This is located on the Skills to Succeed Academy site in the Delivering the Academy section of the advisor area.

4.2.4. Reporting participant use of the training

This reporting information is vital to understand how the Skills to Succeed Academy is used in your organisation, how the training can be improved and essential information on the levels of use.

- Where each participant has individual access to a computer, the Skills to Succeed Academy site will automatically capture the relevant data from learners (No action required from you here!).
- If you are running a session where learners are not able to access individual computers: You are asked to manually record how many learners have completed the training using the online Group Report form (details below).

Where is the Group Report?

The Group reporting form can be found on the advisor area of the Skills to Succeed Academy site and click on the ‘Create A Group Report’ button at the top of the page.

How do you fill in the Group Report?

Guidance is provided in the group report page to show advisors how to complete the form. The form asks for the following information and takes no longer than two minutes to complete:

1. Group Session Details:
 - Date of session (prepopulated field).
 - How long did the training last? (Hours)
 - How many learners participated
 - estimate how many of these learners will create an account and complete at least one module on their own
 - Advisor access code (prepopulated field).
2. What modules were delivered during the session(s)?
 - Tick the modules completed in the session.

When must you fill out the group report?

We only need to count each group of learners that you use the Skills to Succeed Academy with once. As such, please complete one form for each group of people you work with after your first session with that group. Use the date of the first session and list all of the modules to be used with the people in that session and any subsequent planned sessions.

4.3. Other support materials

This document is not intended to be an exhaustive guide to the Skills to Succeed Academy. Further information and guidance are available from the [Module Guide and Diagnostic](#) document. This document contains detail on each module, including discussion points, main learning points and advice on classroom delivery. Other support is available via documents which can be found in the advisor sections of the Skills to Succeed Academy site.

