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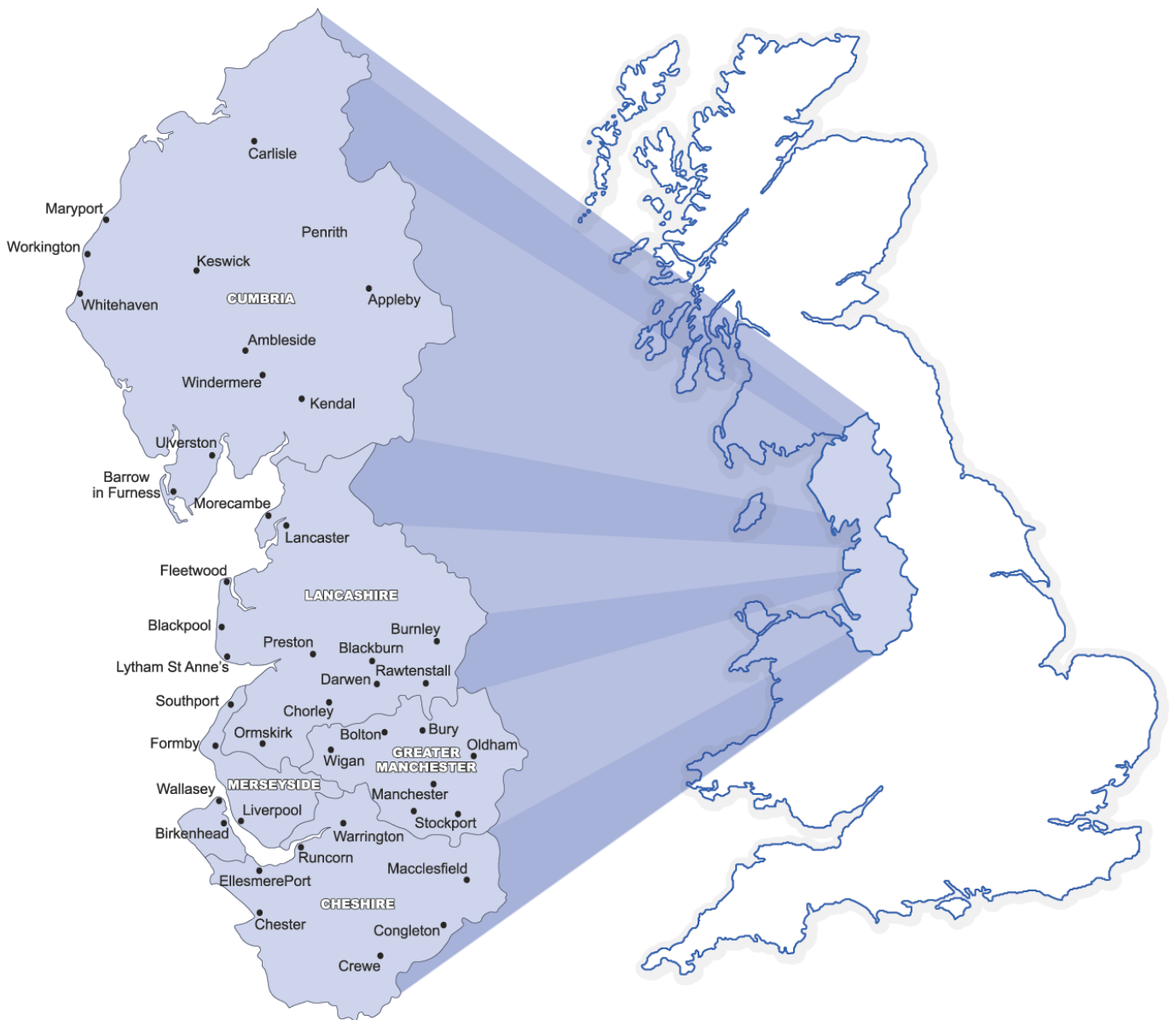


NHS
North West

**A framework for adopting
a whole organisation
approach to Skills for Life
in the North West NHS**

December 2009

North West



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Foreword

BETTER CARE

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BETTER LIFE

This framework has been developed by the Skills Academy for Health North West on behalf of NHS North West to support the implementation of Skills for Life across the health sector. This framework forms part of the NHS North West workforce, education commissioning and education and learning strategy for supporting the development of the workforce and contributes to widening participation in learning.

Being committed to learning is essential to the success of any healthcare provider; it ensures the workforce has the skills and knowledge to provide excellent healthcare services and underpins the delivery of objectives, which in turn supports the ability to adapt to change and to grow.

If the North West NHS is to be fully committed to the Skills Pledge, trusts must ensure Skills for Life is embedded within the whole organisation. The workforce must be supported to develop its literacy, language and numeracy skills, to enable individuals to progress to further education and/or fulfil employment opportunities.

This framework aims to define Skills for Life, support implementation of a whole organisation approach to skills development and inform the necessary action planning. We hope you find this to be a valuable resource.

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Introduction

Skills for Life requires the same workforce planning as all other learning and development activities across the NHS. It requires a whole organisation approach and it encompasses Skills for Life as the first stage of organisational development.

Purpose

The purpose of this framework is to:

- support NHS Trusts in the North West in providing Skills for Life opportunities to the workforce
- provide a framework for enabling a whole organisation approach to Skills for Life
- inform and guide action planning
- provide suggested indicators of success.

What is Skills for Life?

‘The ability to read, write and speak in English and to use mathematics at a level to function at work and society in general.’ Skills for Life is the name of the government strategy to promote these skills. ESOL (English for Speaker of Other Languages) is also recognised and included in this definition of Skills for Life. Skills for Life can also be referred to as basic skills, essential skills, literacy, language and numeracy or English and maths.

Skills for Life: meeting the challenge

In 2003 the Department for Education and Skills (DfES) published ‘The Skills for Life Survey’¹. This was a survey of literacy and numeracy needs in England and aimed to produce a national profile of Skills for Life needs. DfES estimated that 26 million people in the UK need to ‘brush up’ their literacy, language or numeracy skills. The Skills for Life needs within the health sector workforce are similar to that of the British population.

Key drivers

Leitch Review of Skills – World Class Skills (2006)

The ‘Leitch Review of Skills – World Class Skills (2006)’² has produced priorities for workforce skill development if the UK is to ensure its economic competitiveness. Based upon the current skill level, the review found that even if current targets to

improve skills are met, the UK skills base will still lag behind that of many comparator countries in 2020. Leitch reported that the global economy is changing rapidly, with emerging economies such as India and China growing dramatically, altering UK competitiveness. There is a direct correlation between skills, productivity and employment. Unless the UK can build on reforms to schools, colleges and universities and make its skills base one of its strengths, UK businesses will find it increasingly difficult to compete.

As a result of low skills, the UK risks increasing inequality, deprivation and child poverty, and risks a generation permanently cut off from labour market opportunity. Leitch reported that a radical change is necessary and set out a vision for the UK. Leitch identified that for the UK to become a ‘World Leader in Skills’ by 2020, 95% of adults would need to have functional literacy and numeracy skills and at least 90% of adults would need to be qualified to at least level 2. Leitch identified the functional level for literacy at level 1 and numeracy at entry level 3. These are the minimum levels people need as a foundation for life and work.

To achieve these targets and for the UK to become a world leader in skills there needs to be a shared responsibility from employers, individuals and government.

The Skills Pledge

As a result of the Leitch Review, the Skills Pledge was developed for UK employers to commit to investing and developing its workforce. The Skills Pledge is open to organisations of all sizes and from all sectors, with a workforce in England in the private, public and voluntary sectors. Through this employers are committing to support their employees to gain literacy, language and numeracy skills and work towards their first level 2 qualification. Within the North West NHS all 64 NHS Trusts have signed up to the Skills Pledge and are demonstrating commitment to developing their workforce.

¹ DfES (2003) *The Skills for Life survey: A national needs and impact survey of literacy, numeracy and ICT skills*

² Leitch Review of Skills (2006): *Prosperity for all in the global economy – world class skills*

Skills for Life: Changing Lives³

The Department of Innovation, University and Skills (DIUS) launched a refreshed Skills for Life strategy, 'Skills for Life: Changing Lives', in March 2009. This strategy has been refreshed to support the Government's ambition to be a world leader in skills by 2020. The strategy is focussed around three central themes:

- focusing Skills for Life on employability
- raising demand for literacy, language and numeracy skills
- proposals to deliver flexible and responsive Skills for Life provision.

The strategy sets a new Public Service Agreement (PSA) target for 2008-2011:

- 597,000 people of working age to achieve a first level 1 or above literacy qualification
- 390,000 to achieve a first entry level 3 or above numeracy qualification.

English Speakers of Other Languages (ESOL) remain a key part of the Skills for Life strategy, as since 2001 the demand for ESOL courses has increased significantly.

With the challenging ambition to become a world leader in skills, the Government will continue to invest in Skills for Life provision – for 2009-10 this will exceed £1 billion. A new Skills for Life survey will take place in 2010 to provide an up-to-date assessment of literacy, language and numeracy skills levels across England.

The health sector context

Following DfES's 'Skills for Life Survey'¹, NIACE were commissioned to research the implications on the health and social care sector in 2004⁴. The research shows that the Skills for Life needs of the workforce within the health and social care sector are similar to that of the British population. Research indicates that within the NHS a likely:

- 828,000 need help with numeracy
- 252,000 need help with literacy.

It is estimated that:

- over 70% of health sector workers have numeracy skills below level 2

- 30% of people educated to degree level or above do not have literacy skills at level 2 or above
- 14% of NHS employees have literacy below level 1
- 56% of people with below level 1 skills are in work and 1 in 5 are in managerial or professional occupations.

The key underpinning factor in all aspects of learning, training and development is good literacy, language and numeracy skills.

*High quality care for all: NHS next stage review*⁵ stated, 'we need to... move from an NHS that has focused on increasing the quantity of care to one that focuses on improving the quality of care... quality of care cannot be mandated from the centre – it requires the unlocking of talents of frontline staff.'

The review recognised that while many of the features required to build a high quality workforce are already in place, there are still significant challenges in terms of consistency and equality of access. A whole organisation approach (WOA) to Skills for Life can provide a useful framework within which the North West NHS can begin to address these issues.

What is a whole organisation approach?

The development of literacy, language and numeracy skills is central to the whole organisation at all levels, ranging from strategic leadership and management to delivery and practice. This includes providing all employees with opportunities to progress and achieve qualifications. These aims can be facilitated by reviewing current organisational structures and priorities and if necessary, including new approaches that will embed Skills for Life at all levels.

The key principle is one of entitlement and opportunity for all staff: everyone within an organisation should be entitled, encouraged and supported to develop their literacy, language and numeracy skills and gain qualifications up to and including level 2.

¹ DfES (2003) The Skills for Life survey: A national needs and impact survey of literacy, numeracy and ICT skills

² DIUS (2009) Skills for Life: Changing lives

⁴ NIACE (2004) The Skills for Life Survey: Implications for health and social care organisations

⁵ Department of Health (2008) High quality care for all: NHS next stage review final report

The benefits of adopting a whole organisation approach

To adopt a whole organisation approach to Skills for Life, commitment from the chief executive, trust board and senior management team is crucial. The Skills for Life agenda needs to be embedded in the organisation to demonstrate senior management 'buy in' to developing the whole workforce. Chief executives and senior managers have a responsibility to demonstrate their commitment to the agenda to middle management and the workforce.

Some of the benefits of adopting this approach include:

- improved service delivery
- safe and effective patient care
- better retention and recruitment of staff
- reduced absenteeism
- better working environment; fewer errors
- compliance with clinical governance
- meeting health and safety requirements
- achievement of mandatory and non-mandatory training e.g. NVQs
- supporting the KSF and personal development review process
- implementation of the Skills Pledge
- contributing to Investors in People (IiP).

The key steps to adopting a whole organisation approach

NHS North West's *Making education governance a reality in the North West* identifies the fundamental role education and learning have on the impact of service delivery, by enabling organisational objectives to be met and the ability for change to take place. The strategy identifies the need for robust workforce development and for education governance to be implemented. Skills for Life is an identified component of the education governance strategy and the same importance and strategic approach needs to be adopted as with all commissioned education and learning to improve service in line with national priorities.

To successfully adopt a whole organisation approach to Skills for Life there are five key steps NHS Trusts need to focus on to ensure Skills for Life is embedded into the organisation and promoted positively, employees are offered the opportunity to gain an up to date qualification in literacy and/or numeracy and all Skills for Life training is evaluated and celebrated.

Get On At Work is the strand of Move On that focuses on employees improving their literacy and numeracy skills to level 2 and gain a national qualification. It offers a direct approach to promotion, engagement and training. Get On At Work has five key steps towards a whole organisation approach which is depicted in Figure 1:



Figure 1. Get On at Work - Five steps for implementing Skills for Life.

Getting started with adopting a whole organisation approach

To support NHS Trusts to adopt a whole organisation approach a comprehensive checklist is detailed in this strategy to enable self assessment of current organisational activities and commitment to Skills for Life. It utilises a traffic light system to support the development of action plans to identify key priorities.

- **Yet to commence:** red, no activities currently taking place.
- **Work in progress:** amber, some activities currently taking place but more work is required to ensure success.
- **Performing:** green, activities are taking place with commitment from senior management.

A checklist for adopting a whole organisation approach to Skills for Life

BETTER CARE

BETTER HEALTH

BETTER LIFE

Element 1: developing policy and gaining support

Checklist	Yet to commence	Work in progress	Performing
Are the board, chief executive and senior management team committed to Skills for Life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has this commitment been articulated across the Trust?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a strategic lead for Skills for Life, responsible for policy and strategy been identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has an operational lead for Skills for Life, responsible for day to day management been identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have a Skills for Life working group and an identified strategic meeting where Skills for Life is a standard agenda item and the working group report to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has Skills for Life been incorporated into key organisation policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have policies and procedures been assessed for readability levels e.g. SMOG test?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is Skills for Life incorporated into your Trust induction for all staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has Skills for Life been considered within the appraisal and personal development review process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 2: define learner offer

Checklist	Yet to commence	Work in progress	Performing
Do you currently provide literacy, language and numeracy learning opportunities to your staff e.g. access to the National Tests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are all staff given equal access to Skills for Life learning opportunities, irrelevant of previous qualifications, job role and Agenda for Change band?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you discuss with education and training providers how they might support you in delivering relevant training to your staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you utilise the Joint Investment Framework brokerage service to identify training and funding opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you offer independent learning opportunities e.g. Move On Learner Route?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 3: promotion, marketing and recruitment

Checklist	Yet to commence	Work in progress	Performing
Do you have a strategy on how you are going to encourage and support staff to access Skills for Life learning opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you offer initial assessments before all NVQ training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you offer initial assessments before other training e.g. leadership and management?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is Skills for Life promoted through a range of communication channels e.g. intranet, email, newsletter, events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you equipped key staff within the organisation with the knowledge and skills to engage others in Skills for Life training e.g. learning and development team, union learning representatives (ULRs)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 4: establish impact measures and evaluation

Checklist	Yet to commence	Work in progress	Performing
Do you highlight the benefits of Skills for Life development across the organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have systems in place to track take up and achievement of Skills for Life learning opportunities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you recording the impact of Skills for Life development on the organisation e.g. reduced absenteeism, achievement rates of NVQs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Element 5: disseminate and celebrate success

Checklist	Yet to commence	Work in progress	Performing
Do you have a robust communication strategy to promote Skills for Life policy, implementation and success within your organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you capturing and celebrating individual and organisation success stories?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are you promoting success stories internally and externally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Getting started

BETTER CARE

BETTER HEALTH

BETTER LIFE

After completing the checklist the next stage is to identify areas for development. Detailed below is a number of suggested indicators of success, these are mapped to each of the checklist criteria. The Skills Academy for Health North West's Skills for Life Broker offers support to organisations in the action planning of how to adopt a whole organisation approach.

Element 1: developing policy and gaining support

Description	Suggested indicators of success
The board, chief executive and senior management team have demonstrated commitment to Skills for Life.	<ul style="list-style-type: none"> The Skills Pledge is signed. http://inourhands.lsc.gov.uk/employers-pledge.html The four stages of the Skills Pledge are progressed. Skills for Life action plan is developed and ratified by the board.
Commitment to Skills for Life is articulated across the organisation.	<ul style="list-style-type: none"> Agreement of a mission statement to confirm the organisation's commitment to Skills for Life. Skills for Life is incorporated within the Trust's commitment and strategies for education governance.
A senior manager has been identified as the strategic Skills for Life lead with the responsibility for endorsing, progressing and monitoring the agenda.	<ul style="list-style-type: none"> The strategic lead for Skills for Life is in an appropriate senior position with the ability to influence senior and middle managers e.g. HR director, head of organisational development.
An operational lead for Skills for Life has been identified.	<ul style="list-style-type: none"> Operational Skills for Life are identified with time dedicated to manage the agenda on a day-to-day basis. The operational lead is in an appropriate position with the authorisation to make decisions on driving forward the agenda e.g. learning and development manager.
Key personnel are identified to promote the strategy throughout the organisation.	<ul style="list-style-type: none"> A Skills for Life working group has been established to develop the strategy and monitor and evaluate development. The working group should include internal members from a variety of levels of staff, including those at a strategic level with influence over senior and middle management, ULRs, learning champions, learning and development team and HR team. The working group will report to a strategic meeting where Skills for Life is a standard agenda item. The working group are all appropriately trained on Skills for Life by utilising Skills for Health's contextualised version of the City and Guilds Level 2 Award in Literacy, Language, Numeracy and ICT Awareness (9297) or through the Get On At Work training materials http://www.move-on.org.uk/downloadsresults.asp?id=18

<p>Skills for Life has been incorporated into key organisation policies and procedures.</p>	<ul style="list-style-type: none"> • Staff responsible for producing policies and procedures are briefed on Skills for Life e.g. senior, middle and line managers, learning and development teams, HR teams, KSF leads, ULRs etc. • Skills for Life is incorporated into the learning and development policy and strategy and allows entitlement for all staff to develop their literacy and numeracy skills to level 2. • The equality and diversity policy ensures that those with specific learning disabilities (such as dyslexia) and those whose first language is not English are given access to appropriate support.
<p>Policies and procedures have been assessed for readability levels e.g. Health and Safety Policy.</p>	<ul style="list-style-type: none"> • Staff responsible for producing policies and procedures are briefed on Skills for Life and are aware of how to assess the readability levels. • Assessment of readability levels is built into the policy and procedure review process. • Key organisational policies and procedures are assessed for readability to ensure all staff can read and understand them. <ul style="list-style-type: none"> ✓ Health and Safety (including manual handling, fire safety, infection control) ✓ Basic Life Support ✓ Customer Service ✓ Protection of Vulnerable Adults and Children <p> www.literacytrust.org.uk/campaign/SMOG.html http://shop.niace.org.uk/media/catalog/product/R/e/Readability.pdf www.plainenglishcampaign.com/files/howto.pdf </p>
<p>Skills for Life is incorporated into the organisation's induction for all new starters.</p>	<ul style="list-style-type: none"> • Initial assessments are offered to all new starters, including feedback and access to Skills for Life opportunities for all staff. • Skills for Life is promoted at inductions, including the opportunity to get up to date qualifications in literacy and numeracy. • Access to the Move On mini-tests www.moveon.org.uk/testyourskills.asp • Line managers are trained in Skills for Life and the positive approach. • Awareness of Skills for Life is raised at appraisal or KSF training for managers. • Skills for Life is embedded into the appraisal and Personal Development Review process and policy: all staff are offered the opportunity to test their skills and gain a literacy or numeracy qualification.

Element 2: define learner offer

Description	Suggested indicators of success
Skills for Life learning opportunities are offered to all staff.	<ul style="list-style-type: none"> • An internal accredited Skills for Life test centre is established. • An external training provider is commissioned to deliver Skills for Life training within the organisation. • Learner offer/menu is developed. • Regular meetings with the Joint Investment Framework team, including a meeting with the Skills for Life Broker to action plan increased Skills for Life activity.
All staff are given equal access to Skills for Life learning opportunities.	<ul style="list-style-type: none"> • The organisation's mission statement for Skills for Life states entitlement and opportunity for every member of the Trust to gain a level 2 qualification in English or maths. • Skills for Life training is offered across a variety of locations and times to ensure staff on shift patterns are not excluded. • The learning and development policy provides an allocated amount of protected time for staff to undertake Skills for Life training.
Education and training providers deliver Skills for Life training to meet individual and organisational needs.	<ul style="list-style-type: none"> • Training providers demonstrate flexible delivery models to suit the workforce. e.g. early mornings, weekends, 52 weeks a year. • The Move On in the NHS contextualised materials are delivered www.move-on.org.uk/downloadsresults.asp?id=92 • Additional Skills for Life programmes are contextualised to meet organisational needs.
The Joint Investment Framework (JIF) Brokerage Service is utilised to identify training providers and funding opportunities where appropriate.	<ul style="list-style-type: none"> • Skills Academy for Health North West provides access to the Skills for Life preferred providers for the North West NHS.
Staff are offered Skills for Life learning opportunities in a variety of styles to meet individual needs e.g. independent, blended, classroom based.	<p>Staff are offered:</p> <ul style="list-style-type: none"> ✓ 'brush up' skills development programmes with an initial assessment incorporated and an appropriate follow-up learner offer leading to achievement of Certificates in Adult Literacy/Numeracy at an appropriate level ✓ Learner Route (Move On) supported by classroom induction, support sessions if required and e-tutor support with accreditation (literacy and numeracy) ✓ Independent Move On Learner Route with access to the national test.

Element 3: promotion, marketing and recruitment

Description	Suggested indicators of success
A strategy is implemented to support and encourage staff to access Skills for Life learning opportunities.	<ul style="list-style-type: none"> • A communications strategy supports the dissemination of this commitment across the organisation. • There is an internal marketing and communications strategy to engage staff and positively promote Skills for Life. • A campaign approach is adopted to offer access to Skills for Life assessments e.g. Test the Trust with access to the Move On mini-tests. • Staff's literacy and numeracy skills are audited to establish baseline data e.g. requesting a percentage of the workforce to take the literacy and numeracy initial assessments.
Initial assessments are offered before NVQ training.	<ul style="list-style-type: none"> • Skills for Life initial assessments are offered before all NVQ training. • Skills for Life is integrated within the NVQ offer with the opportunity for participants to achieve the Certificates in Adult Literacy and Numeracy at an appropriate level.
Initial assessments are offered before other training.	<ul style="list-style-type: none"> • Skills for Life is incorporated into existing training e.g. initial assessments before leadership and management training commences. • Skills for Life awareness and/or initial assessments are built into line management training e.g. appraisal training.
Skills for Life is promoted through a range of communication channels.	<ul style="list-style-type: none"> • Skills for Life pages are on the organisation's intranet site. • There is a link on the intranet site to the Move On mini-tests to encourage staff to test their skills. • Awareness raising events for individuals and line managers take place during Adult Learners' Week. • Articles appear in the organisation's newsletter. • Access to Skills for Life marketing materials is provided e.g. Move On scratch cards. • Case studies of Skills for Life learners are promoted. • Skills for Life is embedded at induction sessions. • Skills for Life awareness sessions for managers.
Key staff are trained in how to engage others in Skills for Life training.	<ul style="list-style-type: none"> • A network of Skills for Life champions, including ULRs is established. • Key staff are trained in Skills for Life by utilising Skills for Health's contextualised version of the City and Guilds Level 2 Award in Literacy, Language, Numeracy and ICT Awareness (9297). • The organisation is working with unions to support this agenda, including supporting ULRs.

Element 4: establish impact measures and evaluations

Description	Suggested indicators of success
The benefits of Skills for Life development are highlighted across the Trust.	<ul style="list-style-type: none"> • A communications strategy promotes the benefits of Skills for Life. • Case studies of the impact of Skills for Life intervention are highlighted across the Trust. • Benefits are promoted to managers through briefing sessions and management training. • Learning champions promote Skills for Life and the benefits of gaining an up-to-date qualification in English and/or maths to potential learners. • Skills for Life learning opportunities see an increase in uptake.
There are systems in place to monitor take-up and achievement of Skills for Life training.	<ul style="list-style-type: none"> • Skills for Life monitoring forms are completed and submitted to the Skills Academy for Health North West on a quarterly basis. • Reporting mechanisms with external training providers are in place for regular updates on achievements. • Skills for Life take-up and achievement are recorded on learning and development databases.
Strategies are implemented to measure the impact and success of Skills for Life across the organisation.	<ul style="list-style-type: none"> • Progression data and the effectiveness of skills development to the organisation are recorded in relation to: <ul style="list-style-type: none"> ✓ uptake of training, e.g. NVQs ✓ progression onto other training opportunities ✓ recruitment and retention ✓ rates of sickness, absence and staff turnover ✓ achievement of qualifications ✓ quality and reductions in wastage ✓ health and safety compliance ✓ the number of drug and/or calculation errors ✓ the number of reported complaints and incidents.

Element 5: disseminate and celebrate success

Description	Suggested indicators of success
A communications strategy is in place to promote Skills for Life.	<ul style="list-style-type: none"> • The communications strategy incorporates a section on disseminating success stories and achievements.
Individual and organisational successes are celebrated.	<ul style="list-style-type: none"> • Learner case studies are developed, linked to achievement and promoted in the organisation's publicity materials, newsletters and intranet site. • Manager and team case studies on the improvement to services following Skills for Life intervention are written. • Events and publicity are organised-- to celebrate achievement in the National Certificates: <ul style="list-style-type: none"> ✓awards ceremony for Skills for Life achievements ✓learning and development awards for the organisation including a Skills for Life award ✓individuals are nominated for regional and national Adult Learners' Week Awards.
Skills for Life success stories are promoted internally and externally.	<ul style="list-style-type: none"> • An organisation-wide case study is developed on the success of implementing Skills for Life. • Case studies are promoted through regional and national organisations e.g. NHS North West, Skills Academy for Health North West, Skills for Health, NIACE. • Examples of best practice are shared with other NHS trusts through regional and national events, meetings and publications. • The local press is invited to attend celebration events and publish case studies on individual, team or organisational success.

If you would like this report in another language or format or if you require the services of an interpreter.

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إذا أردت هذه الوثيقة بلغة أخرى أو بطريقة أخرى، أو إذا كنت بحاجة إلى خدمات مترجم، فنرجو أن تقوم بالاتصال بنا.	Arabic
যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান অথবা যদি আপনার একজন ইন্টারপ্রেটারের প্রয়োজন হয়, তাহলে দয়া করে আমাদের সাথে যোগাযোগ করুন।	Bengali
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ئەگەر دەتەوێ ئەم بەلگەیت بە زمانیکی کە یا بە فۆرمیکی کە هەبێ، یا پێویستت بە مۆتەرچیم هەبێ، تەنێه پێوه ندیمان پێوه بەکە	Kurdish
Jeżeli chciałby Państwo otrzymać ten dokument w innym języku lub w innym formacie albo jeżeli potrzebna jest pomoc tłumacza, to prosimy o kontakt z nami.	Polish
ਜੇ ਇਹ ਦਸਤਾਵੇਜ਼ ਤੁਹਾਡੇ ਵਿਸ਼ੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਜਾਂ ਵਿਸ਼ੇ ਹੋਰ ਰੂਪ ਵਿਚ ਚਾਹੀਦਾ ਹੈ, ਜਾਂ ਜੇ ਤੁਹਾਡੇ ਗੱਲਬਾਤ ਸਮਝਾਉਣ ਲਈ ਵਿਸ਼ੇ ਇੰਟਰਪ੍ਰੀਟਰ ਦੀ ਲੋੜ ਹੈ, ਤਾਂ ਤੁਸੀਂ ਸਾਡੇ ਸੰਸੰ।	Punjabi
Haddii aad ku rabtid dokumentigaan luqado kale ama daabacaad kale, ama haddii aad u baahan tahay turjibaan, fadlan nala soo xiriir.	Somali
Kama unataka hati hii katika lugha nyingine au katika mtindo mwingine, au kama unahitaji huduma za mkalimani, tafadhali wasiliana nasi.	Swahili
இந்த ஆவணம் வேறொரு மொழியிலோ அல்லது வேறு வடிவத்திலோ தேவை என்று நீங்கள் விரும்பினால், அல்லது உங்களுக்கு மொழிபெயர்ப்பாளரின் தேவை இருந்தால், தயவு செய்து எம்மைத் தொடர்பு கொள்ளவும்.	Tamil
ከዚ ሰነድ እዚ ብካልኦ ቋንቋ ወይ ቅርጽ እንተደሊኹም ወይ ድማ አስተርጓሚ እንተደሊኹም በጃኹም ተወከሱና ወይ ደውሉልን።	Tigrinya
یہ دستاویز اگر آپ کو کسی دیگر زبان یا دیگر شکل میں درکار ہو، یا اگر آپ کو ترجمان کی خدمات چاہئیں تو برائے مہربانی ہم سے رابطہ کیجئے۔	Urdu

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