

Models of delivery for English and maths (literacy, language and numeracy)

English (literacy and ESOL) and maths (numeracy) are delivered in many different ways in a whole range of settings; for example as Skills for Life in the workplace, as Functional Skills with apprentices and young adults, in the community, in college classrooms and workshops.

People develop their English and maths skills through blended learning approaches (a combination of e-learning and face-to-face), through independent and distance study, or through face-to-face sessions in different group sizes and settings.

English and maths can be offered as separate, 'discrete' programmes and can also be 'embedded' or 'integrated' into other subject programmes.

Understanding the models of delivery you are using can help you to identify all the roles involved in teaching and supporting learners to develop their English and maths. This understanding can help to identify the professional development training and qualifications needed for the different roles.

How are you currently delivering English and maths (literacy, language and numeracy)?

- Pre-course or 'upfront' development of English (literacy or ESOL) and maths (numeracy) skills prior to a vocational programme
- In separate sessions alongside the preparation for another qualification
- English and maths skills developed within the same sessions as the vocational skills
 - With one teacher or trainer teaching both elements
 - With two teachers/trainers teaching the different elements
- English and maths developed within the vocational sessions but with additional separate sessions to ensure curriculum coverage and preparation for English and maths external assessment.

Some of the models outlined above could be described as 'embedded' or 'integrated'.

Skills for Life Support Programme

Which embedding model is the best one to use?

Research suggests that:

‘there is no one best model for delivery of embedded learning. Each organisation needs to organise delivery in a way that suits the specific context, the learners themselves and the skills of the individual teachers in the team’

‘a collaborative team, made up of teachers with complementary skills and expertise is the most effective model’

‘the way in which teachers, both vocational and literacy, language and numeracy specialists, introduce LLN is crucial to motivating learners and developing positive learner attitudes’

[from: ‘You wouldn’t expect a maths teacher to teach plastering...’ *Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement*, NRDC 2006]

On the next pages you will find some scenarios which explore different models of delivery of English and maths (LLN) in vocational contexts and identify the roles of the staff involved and the organisation’s plans for professional development.

Look through the three scenarios.

What are the staff roles and responsibilities?

Which model would suit your organisation best?

Are the professional development plans realistic?

NB. The scenarios are based on practices identified among providers involved in the Skills for Life Support Programme (2009-2010). The names of the three providers are fictitious.

Skills for Life Support Programme

Provider, provision and staffing available	Delivery models	Roles and responsibilities	Organisational professional development planning next steps
<p><i>Any College</i> provides a range of vocational and workplace programmes.</p> <p>One of these leads to the Health and Social Care NVQ for staff in nursing homes. Another leads to NVQs in hospitality and catering.</p> <p>Alongside the NVQs, the learners currently take Skills for Life literacy, ESOL and numeracy qualifications. The college plans to offer Functional Maths and Functional English qualifications from September 2010.</p> <p>A literacy specialist teacher works with several NVQ teacher-assessors. They plan together the joint delivery of Skills for Life literacy, ESOL and numeracy as part of the NVQ. Sometimes they co-deliver sessions in the workplace but at other times the NVQ teacher-assessors work alone.</p>	<p>The college has two models of delivery.</p> <p>The first takes the form of Skills for Life literacy, ESOL and numeracy ‘bridging’ courses delivered as separate courses before the vocational NVQ programmes, in the context of the employee’s job and future training, e.g. a bridging programme for care staff assessed as working at Entry level English and maths and not yet ready to take the NVQ.</p> <p>The second takes an embedded approach, where the literacy teacher visits the employee or a small group of employees at the same time as the vocational teacher-assessor or at a different time, using naturally occurring workplace skills and materials from the NVQ to develop the literacy, ESOL and numeracy skills of the employees.</p>	<p>The literacy teacher leads the planning and delivery of Skills for Life literacy, ESOL and numeracy.</p> <p>The vocational teacher-assessor supports this planning and skills development.</p> <p>The two teachers work together to agree the way the literacy, ESOL and numeracy will be delivered.</p> <p>They map out which skills can be developed through the delivery of the vocational programme and which will be provided by the Skills for Life teacher.</p>	<p>The Skills for Life teacher is a fully qualified literacy teacher, but has no teaching qualifications in ESOL or maths.</p> <ol style="list-style-type: none"> 1. First, the college plans to train the current literacy teacher as an ESOL teacher in order to better meet the needs of the many learners with ESOL needs. 2. Secondly, the college will identify a Maths/numeracy specialist to join the team, ideally from among the vocational trainer-assessors. This person will be supported to complete a numeracy teaching qualification. 3. All the vocational teacher-assessors have already attended short CPD modules to raise awareness of LLN and be introduced to embedding. Everyone has personal English and maths skills at Level 2. <p>The next step will be the Developing Approaches to Embedding Literacy, Language and Numeracy, customised to suit Functional Skills contexts.</p>

Skills for Life Support Programme

Provider, provision and staffing available	Delivery models	Notes on roles and responsibilities	Organisational professional development planning next steps
<p><i>Starting Up Co.</i> is a work based learning provider.</p> <p>It delivers Train to Gain programmes for adults but not apprenticeships.</p> <p>The Train to Gain contract requires the organisation to offer Skills for Life opportunities to all trainees.</p> <p>Staff members – mainly trainer-assessors and assessor-verifiers – have no or little experience of teaching or supporting English and maths (LLN) and none of the staff has a teaching qualification in LLN.</p>	<p>The organisation has opted for a partnership model as it has no literacy, ESOL or numeracy specialist teachers of its own.</p> <p><i>Starting Up Co.</i> has formalised an arrangement with a local Skills for Life ACL provider with appropriately trained literacy, ESOL and numeracy teachers.</p> <p>These teachers work with the vocational assessor-trainers to plan the best methods of delivery for the English and maths and then undertake this.</p> <p>Learners are advised and referred, and their progress is supported and recorded by <i>Starting Up Co.</i> and the skills development delivered by the partner provider.</p> <p><i>Starting Up Co.</i> wants to plan the steps needed to be able to provide its learners with the opportunity to develop English and maths (LLN) skills with its own staff in the future.</p>	<p>In this situation the NVQ trainer-assessors need to understand the English and maths requirements of their vocational qualifications.</p> <p>The vocational assessor-trainers should be trained as signposters and champions so that they can refer employees effectively.</p>	<ol style="list-style-type: none"> As a first step <i>Starting Up Co.</i> trainer-assessors are brushing up their personal English and maths skills towards Level 2 (and beyond in several cases). <p>Their ACL partner is running a series of workshops with them; one of the vocational assessor-trainers is shadowing and co-training in order to continue the work in-house.</p> <ol style="list-style-type: none"> They will continue to work on their understanding of LLN and its relationship to their vocational areas.

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<p><i>Train Right Ltd</i> delivers work-based and workplace learning to 1000 employees across 160 workplaces and four vocational and occupational areas.</p> <p>It has a qualified or part-qualified literacy and numeracy teacher attached to each vocational area, i.e. a team of eight.</p> <p>However, there are insufficient specialist literacy and numeracy teachers to teach all the employees.</p>	<p>The English/literacy and maths/numeracy teachers plan the learning programmes and select/develop the materials in consultation with the vocational assessor-trainers.</p> <p>They help the vocational assessor-trainers to embed English and maths in their vocational delivery and they provide ongoing support to the vocational teachers through weekly preparation and support sessions.</p> <p>They also run an online and phonenumber service for all the employees.</p> <p>Where an employee requires more intensive support the specialist teacher provides direct teaching.</p>	<p>In this situation the English and maths (LLN) teachers are essential for the overall planning and development of the English and Maths provision.</p> <p>They are also responsible for building an online English and Maths support section of the company's virtual learning environment (VLE) and some direct teaching of learners.</p> <p>Vocational assessor-trainers deliver a significant proportion of the support and skills development for learners.</p>	<ol style="list-style-type: none"> 1. A few of the vocational trainers have completed the Level 3 Certificate in Subject Support for Literacy or Numeracy. 2. A second group will take a bridging course in their own personal English and maths skills at Level 3 as a first step towards taking an Additional Diploma in either Literacy or Numeracy as their roles involve them in direct delivery, even though supported by specialists. 3. A third group will work on their personal skills at Level 2 and take national Skills for Life or Functional Skills qualifications. 4. The literacy and numeracy teachers along with four of the vocational assessor-trainers are planning to join a course in developing embedded approaches to literacy, language and numeracy. They will then take the lead on planning and developing the embedded learning programmes.